# Extended Learning Program Manual

21st Century Community Learning Centers (21st CCLC) and Lottery for Education: Afterschool Programs (LEAPs)

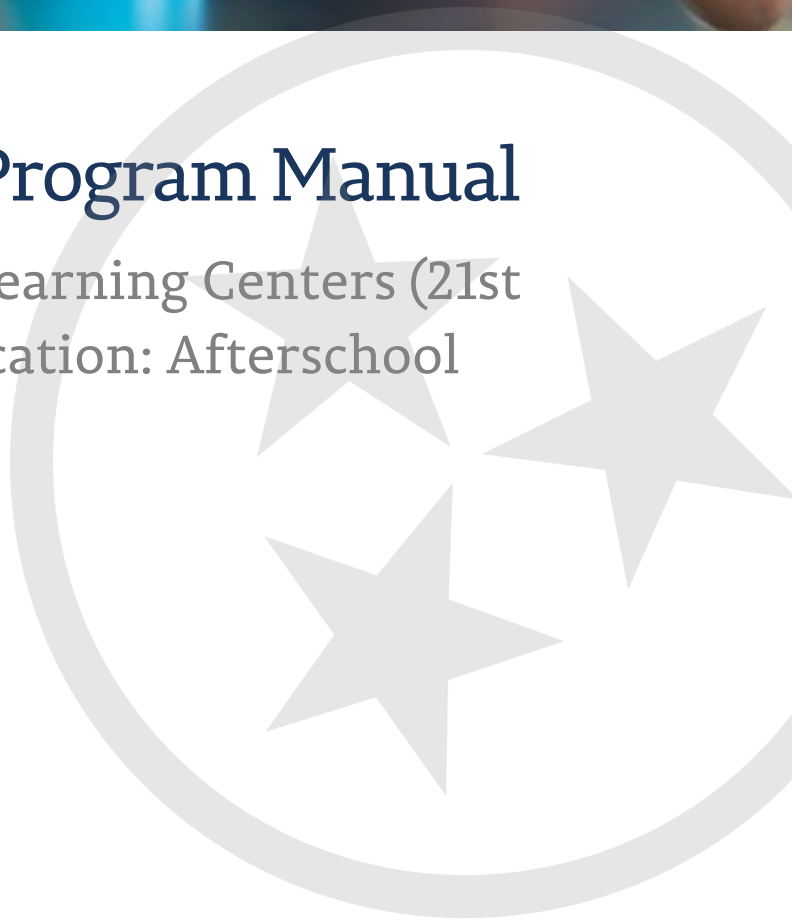Tennessee Department of Education | July 2024

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# General Information
## *Background*

### Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program provides federal funding to establish or expand community learning centers. These centers provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session. Originally funded by direct grants from the U.S. Department of Education (ED), responsibility for the administration of this program was transferred to state education agencies under the Elementary and Secondary Education Act (formerly No Child Left Behind Act of 2001). Current guidelines for the administration of the 21st CCLC grant can be found under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

The purposes of the 21st CCLC program are to:
1. provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;
2. offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. offer families of students served by community learning centers opportunities for literacy and related educational development.[1]

### Lottery for Education: Afterschool Programs (LEAPs)

In November 2002, Tennesseans voted to create a state lottery. The General Assembly established that profits from the lottery be used for specific educational programs: college scholarships, early childhood programs, and afterschool programs.

In accordance with state law, one hundred percent (100%) of monies constituting an unclaimed prize shall be deposited into an afterschool account to administer a system of competitive grants and technical assistance for eligible organizations providing afterschool educational programs within Tennessee. The Tennessee Department of Education (department) is responsible for implementing the competitive grant process and for oversight of these funds.[2]

The overall goal of Lottery for Education: Afterschool Programs (LEAPs) is to provide Tennessee students with enrichment opportunities that reinforce and complement the regular academic program. LEAPs program goals are in alignment with the department's Best for All[3] strategic plan specifically supporting the whole child by providing academic and non-academic supports.

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[1] ESSA § 4201, 20 U.S.C. 7171
[2] Tenn. Code Ann. § 49-6-702, Web.
[3] Web.

## *Fidelity To Approved Application*

Applications are approved by the Tennessee Department of Education (the department). Grantees receive annual Grant Award Notification (GAN) notifications regarding the department-approved funding allocation for the 21st CCLC or LEAPs program for each year within the grant award period. The grant period is concurrent with the Federal fiscal year, July 1 – June 30, unless otherwise noted and approved by the department. The GAN includes the award amount approved for the year being funded, either the initial or current year, as well as the annual award assurances. Grant awards must be annually accepted/approved by the grantee's local Board of Education or Board of Directors, whichever is applicable. GANs and documented evidence of Board approval must be maintained at the local level for monitoring purposes.

Once approved by the department, it is expected that grant recipients will operate 21st CCLC and LEAPs programs with fidelity to the original approved application. Grantees are not permitted to change the project's scope that was originally outlined in the application, scored by the reviewers during the application scoring process, and awarded by the department without prior approval. Proposed programmatic or budgetary changes must be submitted via a proposed revision to the application online in ePlan, the department's grant management system. This policy is designed to provide basic fairness to applicants for discretionary subgrants. The grant proposal written by the organization is its roadmap for programming and operation and should be treated like a contract. The organization should share the grant proposal with relevant staff, such as site coordinators, staff, and school administrators. Everyone involved in the program should understand the goals, objectives, and activities table within the application. Actual activities and programs must align with the proposal's objectives. Note that while initial applications are approved as a whole and may obtain unallowable expenditures, it is the responsibility of the subgrantee to ensure that all expenditures are allowable.

## *Eligible Applicants*

Local education agencies (LEAs), community-based and faith-based organizations, and other public or private organizations proposing to serve students in Tennessee are eligible to apply for funding. The terms applicant, agency, and organization will be used throughout the application as a reference to all eligible entities. Applicants other than a school district must collaborate with the school(s) of the students to be served. Grant funds may not be used to support religious activities.[4]

Organizations that have not previously received grants from or provided contractual services on behalf of the State of Tennessee will be required to verify their ability to administer complex grant programs before being considered for funding. Grants will not be awarded to fund start-up organizations or programs.

Applicants that have previously received department-administered extended learning funding are eligible to apply for additional grant funds. Prior grantees will be required to provide detailed information regarding the program's prior success in administering a 21st CCLC or LEAPs program, and evidence of sound fiscal management of the grant. The proposal submitted may not be a duplicate of the previous project; new strategies for serving students must be presented.

***Note****: All programs must have Technology Professional Liability (Errors & Omissions) / Cyber Liability Insurance of $1,000,000 and Crime Insurance of $500,000. These requirements are in addition to Commercial General Liability*

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[4] 34 C.F.R. § 76.532 (2004), [Web](.).

*Insurance, Workers' Compensation and Employee Liability Insurance, Automobile Liability Insurance, and Sexual Abuse and Molestation Insurance.*

## LEAPs Eligible Participants

The following guidelines have been established to determine student eligibility for participation in the LEAPs program:

- Youth 5-18 years old and enrolled in elementary or secondary school;
- **50%** of students enrolled must also meet one of the following criteria:
  - qualify for free/reduced lunch;
  - be at risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability;
  - be at risk of state custody due to family dysfunction;
  - be enrolled in and attending a public school failing to make adequate yearly progress;
  - be attending a public school, including a public charter school, instead of a public school failing to make as a result of parent choice;
  - robe at risk of failing one or more subjects or are behind grade level by at least one year.

## 21st CCLC Absolute Priority

Grants will be awarded to programs that primarily serve students who attend schools with a high concentration of low-income students. This is specifically defined as schools eligible for designation as a **Title I school-wide program**. To be eligible for this designation, at least **40 percent** of the students attending the school must qualify as low-income. This percentage may be accessed by locating the economically disadvantaged percentage for each school via the state's most recent Title I school list.[5] Priority will also be given to programs that meet all of the following:

- serve students who may be at risk for academic failure, dropping out of school, involved in criminal or delinquent activities, or who lack strong positive role models;
- serve students who primarily attend schools that are implementing comprehensive or targeted support and improvement; and
- serve the families of students described above.[6]

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[5] Title I school lists can be found in ePlan > Federal Programs Data > Title I Schools in Tennessee
[6] ESSA §4204(i), 20 U.S.C. 7174

## Program Days and Hours of Operation

The program year (PY) is July 1 – June 30. **All programs must provide services in a manner consistent with the state childcare guidelines.[7]**

**21st CCLC programs must meet the following service hour requirements per week for <u>120 days</u>:**
- Grades pre-K–5: Minimum 12–15 hours per week of programming
- Grades 6–12: Minimum 10–12 hours per week of programming

**LEAPs programs must operate 15 hours per week for <u>180 days.</u>**

The target participation for **elementary** school students (PreK-5) is **90–180 hours** of programming per year. For **middle and high school students (7-12)** the target participation is **45–90 hours** per year.

**IMPORTANT:** Programs serving both elementary and middle school students <u>at the same site</u> may submit a request to allow all students at the site to have the same target participation. Email Extended.Learning@tn.gov with requests.

*Note: All programs must be fully operational and serving students by **Oct. 1** in the first year of the grant and **Sept. 15** in subsequent years.*

## Child Care Guidelines and Certificate of Approval

Under the Standards for School Administered Child Care Program State Board of Education Rule 0520-12-01, all programs that operate for 15 or more hours per week will work with the department's early learning division to receive a certificate of approval for operations.

**All awardees must also adhere to the state child care rules for employee background checks and screenings outlined in the rule**[8]. Applicants must ensure that any person having direct access to children or who will be in the presence of children meets background check requirements. This includes all employees, volunteers, and contractors. The agency shall maintain documentation that these individuals have satisfactorily completed and cleared a background check. If applicable, these checks shall comply with all Tennessee laws including T.C.A. § 49-5-413.

*Note: Based on federal supplement not supplant regulations, because background checks are required under State Board of Education Rule 0520-12-01, it would be supplanting to utilize 21st CCLC funds to pay for program background checks. LEAPs regulations require grants to supplement and not supplant non-lottery educational resources for after school educational programs and purposes. In some cases it may be allowable to use LEAPs funds to pay for program staff background checks.*

## Expanded Learning Time

Programs may use funds to provide expanded learning programs to support enrichment and engaging academic activities that:

- are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- supplement but do not supplant regular school day requirements; and

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[7] SBE Rule 0520-12-01 (2023). Web.
[8] SBE Rule 0520-12-01 (2023). Web.

- are carried out by entities that meet the eligibility requirements.[9]

Applicants choosing the expanded learning time option must receive approval from the department in the initial grant application.

## Grant Competition and Review Process

When grant competitions are held, applications are submitted through ePlan. All complete applications meeting the program requirements and received by the department on or before the due date are forwarded to a peer review committee. The committee provides each application with a technical merit score based on the [review criteria and rubric](). Technical merit scores serve as the foundation for grant award decisions.

The department determines the award amount using a funding formula that includes consideration of the number of students to be served, the amount requested, and the prior history of serving students.

Prior 21st CCLC or LEAPs grant recipients who have completed a grant cycle may re-compete for funding. Previous performance as a 21st CCLC or LEAPs grantee will be taken into consideration in the awarding of a new grant.

The department reserves the right to not award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded if necessary to meet federal program requirements. The department may consider the relative availability of afterschool programming in an area when determining grant awards. **All awards are subject to the availability of federal funds. Grants are not final until the grant contract and/or grant award notification is executed.**

## Grant Awards and Renewability

21st CCLC is a competitive grant and is awarded for five years provided the project is achieving the desired outcomes for the students being served. LEAPs is a competitive grant and is awarded for three years provided the project is achieving the desired outcomes for students being served. For both grants, the minimum award amount is $50,000, with a $500,000 maximum cap on project awards. Matching funds are not required. All awards are based on the availability of funding. Grantees not serving the expected number of students and/or not making significant progress towards performance goals may lose all or a portion of funding.

Both grants are non-renewable. At the end of the grant award cycle, the grantee will be required to reapply for funding. Throughout the award period, the department provides ongoing training and technical assistance to support the continuous improvement of the programs.

Within the grant cycle, grantees will have the opportunity to apply for additional 21st CCLC/LEAPs funds to support new projects. LEAPs grantees may apply for 21st CCLC funds and 21st CCLC grantees may apply for LEAPs funds to support new projects.

## Appeals Process

Applicants that wish to appeal a grant award decision may submit a letter of appeal to the department's extended learning program. Appeals are limited to the grounds that the department failed to conduct a

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[9] ESSA §4204 (a)(2), 20 U.S.C. 7174

rigorous peer review process as specified by the 21st CCLC guidelines.[10] Appeals based on a disagreement with the professional judgment of the grant reviewers will not be considered. Peer reviewers represent a diverse range of professions and are selected based on background and experience related to education, youth development, and extended learning programming. Award decisions are determined by the peer reviewer scoring; the department's role is to facilitate the process in accordance with state and federal policies and regulations. This includes reviewing requests for reconsideration.

The applicant must file a full and complete written appeal to request reconsideration. The letter must have an original signature of the authorized agent who submitted the application. The appeal should be emailed to Extended.Learning@tn.gov and addressed to: *Director, Extended Learning Programs Tennessee Department of Education, 710 James Robertson Parkway, Nashville, TN 37243.*

The department must receive the letter of appeal within 30 business days of the written notification of the grant award announcement. The director of extended learning will forward the letter to the department's leadership team for review. The department's leadership team will respond to the applicant within 30 business days as to whether or not the appeal will be granted.

## *21st CCLC and LEAPs Summary*

While 21st CCLC and LEAPs programming have many similarities, there are differences that are important to note. Each grant awards recipients funding that provides academic enrichment out of school time programming to schools in need of improvement. Below is a brief snapshot of the differences.

| | 21st CCLC | LEAPs |
|---|---|---|
| **Grades/Ages** | Grades pre-K–12 | Ages 5-18 (cannot serve pre-K) |
| **State or Federal Funds** | Federal | State |
| **Reporting Requirements[11]** | • 21APR<br>• ELAP<br>• Other state reports<br>• Local evaluation (starting with Cohort 23) | • ELAP<br>• Other state reports<br>• Local evaluation |
| **Hours Open Requirement** | Grades pre-K–5: 12-15 hrs per week<br>Grades 6-12: 10-12 hrs per week | 15+ hours per week |
| **Days Open Requirement** | Minimum of 120 days | Minimum of 180 days |

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[10] ESSA §4201, 20 U.S.C. § 7171.
[11] More information about required reporting is provided in later sections of this document.

# Program Components

## *Grant Programming and Approved Activities*

To ensure projects have a strong connection to regular school-day programming and state standards, programs should address, at a minimum, the following focus areas:

- Increasing reading and math proficiency
- Strategies that will improve high school graduation rates and increase post-secondary access/success
- Providing intentional, hands-on approaches that increase students' interest/engagement in science, technology, engineering, and math (STEM) programming
- Evidence-based and research-supported curriculum, activities, and strategies.

21st CCLC and LEAPs funds may provide a broad array of services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. Such activities and programs may include:[12]

- Academic enrichment
- Well-rounded education activities, including credit recovery or attainment
- Literacy education
- Healthy and active lifestyle
- Services for individuals with disabilities
- Activities for English learners
- Cultural programs
- Telecommunications and technology education

- Parenting skills and family literacy
- Expanded library service hours
- Assistance to students who have been truant, suspended, or expelled
- Drug and violence prevention and counseling
- Science, Technology, Engineering, and Mathematics (STEM), including computer science
- Career competencies and career readiness

Family engagement and participation is encouraged and 21st CCLC/LEAPs monies may be used to fund family engagement activities. Community learning centers may offer opportunities for literacy and related educational development to family members of participating students, including school readiness activities for younger siblings of students being served.

Additionally, programs should have a strong tie to the regular school day consisting of regular interaction with school day staff including, but not limited, to participation in Individualized Education Program (IEP) meetings when necessary, staff meetings, and collaboration on out-of-school time academic plans.

Programming must have an appropriate balance of academic and enrichment offerings, as well as required physical activity. Here is an example of a program schedule:

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **3:00-3:30** | Attendance/snack | Attendance/snack | Attendance/snack | Attendance/snack | Attendance/snack |
| **3:30-3:45** | Bathroom/SEL check in | Bathroom/SEL check in | Bathroom/SEL check in | Bathroom/SEL check in | Bathroom/SEL check in |
| **3:45-4:30** | ELA/Homework | Math/Homework | ELA/Homework | Math/Homework | ELA/Homework |
| **4:30-5:00** | Physical activity | Physical activity | Physical activity | Physical activity | Physical activity |
| **5:00-5:30** | STEAM | Cooking Class | Garden | Music | Fun Friday |

[12] U.S. Dep't. of Educ., 21APR New GPRA Iterative Implementation Guide v.1.4.

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **5:00-5:30** | | *ESL for parents* | | *Financial Literacy for parents* | |
| **5:30-6:00** | Academic game stations/Art | Academic game stations/Art | Academic game stations/Art | Academic game stations/Art | Academic game stations/Art |
| **6:00-6:30** | | | *Family Cooking Club* | | |

## *Student Recruitment and Retention*

Developing a positive culture is vital to program success. Programs must have intentional practices to promote positive interactions between staff and students. Programs must maintain a process for student recruitment and retention. Programs must maintain what data will be used to determine student eligibility and participation in the program. [13]

## *Transportation*

Program sites must be established in elementary and secondary schools, or in any other location that is *at least as available and accessible to students as the school they attend*. All programs/sites must establish a plan for the safe transportation of participants to the site location and home and maintain that procedure, such as bus transportation, parent pick-up, or walking. All programs will be expected to provide services in a manner consistent with state childcare guidelines. [14]

## *Nutritional Programs and Physical Activity*

Federal child nutrition programs provide an important source of funding for healthy snacks and meals. Programs should consult with their school food nutrition program for assistance in providing healthy snacks for student participants. [15] Program funds may not be spent on unhealthy snacks or foods during participant or family engagement activities.

Physical activity needs to be balanced with good nutrition to create a healthy learning environment. After-school programs can play an important role in promoting healthy lifestyles for youth. Grantees are required to include a **minimum of 60 minutes per week** of intentional physical activities as part of the program design, as well as promote improved nutritional habits of program participants. [16]

## *Students with Special Needs*

Students with special needs who attend targeted schools are eligible to participate in 21st CCLC/LEAPs programs and inclusivity is encouraged. Consultation with district special education staff is recommended as materials, staffing, or transportation assistance might be possible depending upon a student's individualized education plan.

## *Private School Students (21st CCLC Only)*

**NOTE:** *For more detailed information regarding 21st CCLC equitable services, see the* [21st CCLC Equitable]()

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[13] Students must meet the eligibility guidelines mentioned in the eligibility section of this document.
[14] SBE Rule 0520-12-01 (2023), Web.
[15] For general information, visit the U.S. Department of Agriculture (USDA) Food and Nutrition Service website here. For specific information about afterschool snacks, visit the Child and Adult Care Food Program (CACFP) website here.
[16] U.S. Dep't. of Ag., Dietary Guidelines for Americans, 2020-2025, Web. See ideas here.

As required under ESSA §8501, private nonprofit elementary and secondary schools that are located within the attendance area served by the grant may participate in 21st CCLC equitable services. A list of Tennessee non-public schools, including locations can be found here. CBOs may reach out to state ombudsman (Michelle.Harless@tn.gov) for assistance in identifying the appropriate private school officials with whom to consult. Consultation must occur *before* the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate. Therefore, agencies must communicate with eligible private schools prior to proposal submission. This applies to all 21st CCLC grantees – LEAs and CBOs.

If an applicant is successful in receiving a 21st CCLC grant, it must annually, and on an ongoing basis, consult with officials of private schools within the geographic area the program serves to determine:

1.  If private school officials wish for their eligible children and educators to participate, or continue to participate;
2.  If students participating in the program will change; and
3.  to resolve any implementation concerns.

In other words, services must be offered to all eligible private schools annually, even if a private school declined services in the past. A sample 21st CCLC Intent to Participate form is available and may be edited to meet LEA, CBO, and private school needs. This form should be shared with all eligible private schools annually, typically in November or December in anticipation of the following school year. The department does not collect completed intent forms outside of the initial (i.e., competition year) grant application. Grantees should maintain documentation of the intent to participate process for audit and monitoring purposes.

Once a grantee has determined which private schools will participate, consultation should continue to determine what services and benefits will be made available to eligible private school students. An Affirmation of Meaningful Consultation and Final Agreement form is a document that a school district or CBO completes with participating private school officials annually to document the consultation process and outline the services to be delivered to private school students through the 21st CCLC program. **All grantees with participating private schools must include signed copies of the Affirmation of Meaningful Consultation and Final Agreement form in the Related Documents section of the 21st CCLC application by Oct. 1 each year.** LEAs must also indicate on the private school survey (found in ePlan) if a particular school will participate in 21st CCLC services. LEAs must complete the private school survey in ePlan annually.[17]

## *Family Engagement*

Programs are expected to offer family engagement activities to support the advancement of students' academic achievement and social development. Programs may also provide educational services, family literacy activities, or job training classes to adult family members of students participating. Programs must offer meaningful, ongoing family engagement opportunities embedded in the entirety of the program throughout the life of the grant.

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[17] More information about the annual private school survey may be accessed here.

## Program Communication

Programs must:

- Maintain a schedule consistent with the grant application and in compliance with program hour requirements. Programs must **communicate any schedule changes** to parents, volunteers, and partners.
- Hold a **mandatory orientation** with all families covering program components, including handbooks, disciplinary policies, family engagement, academic and enrichment activities, and surveys. Families must be given adequate notice of the orientation.
- Develop and implement a **communication plan** focused on how the agency will communicate progress toward performance measures to families and other stakeholders.
- **New in FY25:** Include an **Extended Learning Active Consent to Participate in Student Survey**[18] form in each student's enrollment packet. Note that under Tennessee state law, grantees must receive active consent from parent's guardians before any student surveys are issued.

## Technology

Programs may not utilize technology or media without permission from parents or guardians of students in the program. Technology and media must be academic in nature and have an accompanying lesson plan. Technology must be used as a utility during programming hours.

**Technology items must be approved by extended learning staff prior to purchase**. These funds are not meant to be used as a technology grant, however. grantees are able to purchase up to 15 technology items each program year. Each item must be $1,000 or less and must be pre-approved by the department. Technology requests should be submitted here and must include a justification that demonstrates that the requested items are necessary for the successful implementation of program activities and will impact student success. Technology purchases that have not been pre-approved by the department will not be eligible for reimbursement.

## Collaboration and Partnerships

Establishing partnerships with other organizations is a very important aspect of these programs. Community-based organizations should form partnerships with the districts and schools of students being served. Partnerships with existing extended contract services, other ESSA programming, special education, or other school-based programs could help provide the required academic components of the 21st CCLC or LEAPs programs. Grantees should also seek out community partners such as parks and recreation centers, youth organizations, museums, and civic or volunteer groups to assist with non-academic programming. Programs must keep a record of all partner and volunteer activities.[19]

*Note: 21st CCLC grantees are required under ESSA § 4204 (b)(C) to demonstrate how grant funds are coordinated with other federal, state, and local programs to make the most effective use of public resources.*

## Sub-contracting

Sub-contracting programming is permissible but must be clearly stated and defined in the applicant's project narrative of the approved grant application. If a grantee wishes to alter the approved programming,

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[18] See Appendix A
[19] A sample Statement of Partnership and Collaboration can be found in Appendix B.

prior approval must be received from the department. If the grantee is sub-contracting daily programming services to an outside entity, the grantee must provide a narrative as to the how grantee provides oversight of the subcontracted entity's programming to meet grant requirements, how expenditures are monitored for allowability and appropriateness, and how the grantee ensures its policies and procedures are being met.

# Program Performance and Compliance

## *Principles of Effectiveness*

21st CCLC and LEAPs programs must be operated in a manner that follows the Principles of Effectiveness.[20] These principles include the expectation that programs:

- be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

## *Performance Goals and Indicators*

The department has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC and LEAPs programs. Beginning with the 2021-22 program year (PY), all 21st CCLC programs will collect and report outcome data for new performance measures established by the U.S. Department of Education (ED) according to the Government Performance and Reporting Act (GPRA).[21] Some GPRA measures only apply to students in certain grades. Applicants <u>are not</u> expected to serve students in all grade levels. The 21st CCLC GPRA measures are:

1. **Academic Achievement – State Assessments**: Percentage of students in grades 4 -8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts and math on state assessments.
2. **Academic Achievement – GPA:** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC during the school year and summer with a prior year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
3. **School Day Attendance:** Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year and had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
4. **Behavior:** Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
5. **Engagement in Learning:** Percentage of students in grades 1-5 participating in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning[22]

Performance targets for this application were based on GPRA measures and statewide data collected during prior program years. A chart of the performance goals and indicators is listed below. Each performance goal aligns with a specific aspect of the department's strategic plan. Indicators are the tools that will be used to measure progress toward goals. The indicators are pre-established and, in some cases, include department-developed instruments such as teacher and parent surveys that will be provided to the grantee.

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[20] ESSA, 20 U.S.C. § 7174(b)(2)(I).

[21] U.S. Gov't. Accounting Off., Results-Oriented Government: GPRA Has Established a Solid Foundation for Achieving Greater Results (2004), Web.

[22] U.S. Dep't. of Educ., 21APR New GPRA Final Implementation Guide v.1.5. (May 9, 2022), Web.

| Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics. | |
| --- | --- |
| Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live. | |
| Indicator (unit of measure for progress towards goals): state assessments | |
| Performance Target | Description |
| 1.1 | At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Math state assessments. |
| 1.2 | At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Math state assessments. |
| 1.3 | At least 20% of ALL students in grades 4-8 who participated in programming during the school year will demonstrate growth in Reading/Language Arts state assessments. |
| 1.4 | At least 40% of students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Reading/Language Arts state assessments. |
| Performance Goal 2: All students will reach high academic standards demonstrating growth in all subjects. | |
| Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live. | |
| Indicator (unit of measure for progress towards goals): unweighted grade point average (GPA) | |
| Performance Target | Description |
| 2.1 | At least 25% of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA. |
| 2.2 | At least 50% of ALL students in grades 7-8 and 10-12 who participated in programming 90 hours or more during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA. |
| Performance Goal 3: The percentage of students who are chronically absent from school will decrease. | |
| Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways. | |
| Indicator (unit of measure for progress towards goals): School records of student attendance | |
| Performance Target | Description |
| 3.1 | At least 50% of ALL students who participated in programming during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year. |
| 3.2 | At least 75% of ALL students who participated in programming 90 hours or more during the school year and missed 18 days or more in the prior school year will demonstrate an improved attendance rate in the current school year. |

| Performance Goal 4: All students will exhibit positive behavior changes that support academic and social growth. | |
|---|---|
| Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways. | |
| Indicator (unit of measure for progress towards goals): In-school suspension data | |
| Performance Target | Description |
| 4.1 | At least 50% of ALL students who participated in programming during the school year will experience a decrease in in-school suspensions compared to the previous year. |
| 4.2 | At least 75% of ALL students who participated in programming 90 hours or more during the school year will experience a decrease in in-school suspensions compared to the previous year. |
| Performance Goal 5: All students will continuously be engaged in their learning. | |
| Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live. | |
| Indicator (unit of measure for progress towards goals): Teacher-reported survey responses (survey provided by the department) | |
| Performance Target | Description |
| 5.1 | At least 50% of ALL students who participated in programming during the school year will demonstrate an improvement in teacher-reported engagement in learning. |
| 5.2 | At least 75% of ALL students who participated in programming 90 hours or more during the school year will demonstrate an improvement in teacher-reported engagement in learning. |
| Performance Goal 6: Family engagement will be embedded in the entirety of the program. | |
| Alignment: ALIGNS with Tennessee Strategic Plan: Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways. | |
| Indicator (unit of measure for progress towards goals): Family-reported (the department prepared survey) programming that engages families, program staff communication related to individual student needs, program atmosphere, and overall program satisfaction | |
| Performance Target | Description |
| 6.1 | At least 90% of ALL families with children/youth who participated in the program will report that the program offers useful resources and materials such as workshops on homework assistance, parent advocacy, adult education classes, etc. |
| 6.2 | At least 90% of ALL families with children/youth who participated in the program will report that there is always program staff available to discuss individual student needs. |
| 6.3 | At least 90% of ALL families with children/youth who participate in the program will report that the program provides an open, welcoming environment for families. |

| | |
|---|---|
| 6.4 | At least 80% of ALL families with children/youth who participate in the program will report an overall high level of satisfaction with the quality of provided services. |
| **Performance Goal 7: Early learners will reach high academic standards demonstrating growth in Reading.** | |
| Alignment: ALIGNS with Tennessee Strategic Plan: All students will have access to a high-quality education no matter where they live. | |
| Indicator (unit of measure for progress towards goals): state-approved universal reading screener | |
| Performance Target | Description |
| 7.1 | At least 20% of ALL students in grades K-2 who participated in programming during the school year will demonstrate growth on a universal reading screener. |
| 7.2 | At least 40% of students in grades K-2 who participated in programming 90 hours or more during the school year will demonstrate growth on a universal reading screener. |

## *Local Evaluation*

Federal guidelines for 21st CCLC grantees require programs to engage in local evaluation efforts annually, with the intent that those efforts contribute to continuous program improvement. Beginning with the 2023-24 program year (PY), all 21st CCLC programs are required to develop and measure progress towards site-identified goals (a grantee operating multiple sites, can combine findings in one product that includes all sites as long as evaluation results are reported/differentiated at the site level). Data that informs local evaluation reporting can be from TN-ELAP (e.g., state assessment scores, GPAs, absenteeism), survey results from reports received from state evaluators (e.g., students, families, teachers), and/or data gathered by the program highlighting unique outcomes and impact (e.g., more in-depth data for a specific population a site serves, community partner data). Each program is required to develop at least one performance measure with quantifiable outcomes (i.e., SMART goals) related to any three of the state's Strategic Plan goals that align with the state's extended learning performance measures (access to a high-quality education; serve academic and non-academic needs)[23]. Sites can decide to measure and report on additional elements that help tell their success story. Submission of findings will be required at the end of November for the previous year. Annual evaluation reports will be shared publicly by the state extended learning contractor here.

***Note****: Local evaluation requirements also apply to LEAPs subrecipients.*

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[23] Training focused on local evaluation can be accessed here.

# Reporting and Monitoring

## Data Collection

Agencies must have the capacity to access and collect appropriate progress reports and evaluation data. All funded 21st CCLC and LEAPs sites must participate in a rigorous evaluation process that will include the collection of attendance, academic achievement, and disciplinary information for the students served. Local 21st CCLC and/or LEAPs staff will enter program information in the state-sponsored data collection system (i.e. ELAP) and participate in the 21st CCLC or LEAPs statewide evaluation activities.

To track student enrollment and academic and discipline information via the student information system package (SIS), grantees should work with assigned school/district personnel to "flag" program participants in the SIS package for 21st CCLC or LEAPs under student classification. A memorandum of agreement[24] between the agency and the school district must be developed as applicable to articulate the need for cooperation in identifying and flagging these students.

There are two ways to "flag" program participants:

**Option A** - Local Student Information Systems (SIS) Package
- Each software package is different, but the flag should be under "Student Classification Type"
- The flag/value is **2 = 21st CCLC Participant**
- Requires dates of enrollment

**Option B** - Educational Information System (EIS)
- Schools may also use the "Enhanced Data Entry Screens" in EIS to flag 21st CCLC Participants.
- This is found under "Student Classification Type"
- The flag/value is **2 = 21st CCLC Participant**
- Requires date of enrollment

## Reporting

Each 21st CCLC and LEAPS grantee must submit a mid-year and end-of-the-year report in ePlan. The report will include program updates and outcome data related to SMART goals. Grantees must also provide detailed information about how data is being used to make program improvements. Additionally, all 21st CCLC sites must submit the Annual Performance Report (APR) developed by ED. More information about 21st CCLC APR reporting can be found here. Grantees who are late or miss reporting deadlines may be subject to increased monitoring and/or a reduction or loss of funding.

## Monitoring

**On-site Monitoring:** On-site Monitoring of grantees is completed by the extended learning program staff. An annual risk analysis is conducted to determine when and how often a grantee is monitored onsite. Risk assessment data is based on performance indicators including, but not limited to:
- prior audit findings,
- timely drawdown of grant funds,

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[24] See Appendix C.

- timely submission of grant reports and data, and
- significant change in grant personnel.

On-site monitoring instruments will be housed and completed in ePlan. The extended learning staff members use the program and fiscal monitoring tool (see [Appendix D](#)) during the onsite monitoring visit.[25] During the on-site visit, a reimbursement request will also be selected for in-depth review. The grantee must provide supporting documentation for the request, including invoices, purchase orders, and other documentation which will be reviewed onsite with the grantee's fiscal representative. Extended learning staff will also review program documents and observe program activities during the on-site visit.

At the conclusion of the visit, grantees receive a copy of the completed monitoring tool, along with a corrective action plan, if needed.

**Desktop Monitoring:** Four (4) 21st CCLC and LEAPs grantees will be selected per month for desktop monitoring. Selected grantees must provide all supporting documentation for a single reimbursement request. Extended learning staff will review documentation and follow up if there are any questions or corrective action needed.

If unallowable costs are found during the monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs and will require the funds to be repaid to the state treasury. The agency may file a written appeal to the department concerning the corrective action within 10 business days from the date of the monitoring visit. The written appeal should be sent to the extended learning programs office. The appeal packet should contain materials that support the appeal. Extended learning program staff will review the materials and will notify the appellant within five business days of receipt of the appeal.

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[25] Note that the extended learning monitoring tool is currently being updated. This document will be updated when the tool is released for FY25.

# Fiscal Management

## *General Considerations*

21st CCLC and LEAPs grants are administered as reimbursement grant contracts, meaning the grantee delivers services and is reimbursed for actual approved expenditures. Agencies should have the fiscal capacity to manage cash flow challenges presented by this grant process. Grantees are encouraged to maintain two to three calendar months of operating capital to provide programming between payment requests. To ensure internal control, each director signs for expenditures made from his/her program. **Carry-over funds are not allowed.**

## *Program Income and Fees*

*Note: Program income and fees are only permissible upon approval from the department and/or ED as applicable.* In 2023, ED updated its guidance regarding program income/fees. As a result of the updates, the existing prior approvals granted to SEAs, in accordance with Uniform Guidance § 200.307, expired in 2023-24. 21st CCLC and LEAPs grantees are now required to request prior written approval for program income and fees. Please note that the process outlined below is based on information shared by ED in 2022-23 and may change as ED issues further guidance.

**Program income** is the gross income earned by the state or subgrantee/grantee that is directly generated by a supported activity or earned as a result of the federal award (21st CCLC) during the period of performance. A simple definition of sub-recipient/grantee program income is revenue generated directly from the 21st CCLC award and that is in addition to the federal funds provided by the state through its competitive grant application process.

For example, a Tennessee grantee wants to sell healthy snacks at afterschool events and re-invest the proceeds into its 21st CCLC program. If 21st CCLC program funds were used to purchase the snacks and other materials, then the revenue generated would be considered program income. In order to invest the program income into the 21st CCLC program, the grantee must first submit a request for written prior approval to earn program income (see below for more information). Upon receiving written approval from ED, the sub-recipient/grantee may generate and re-invest program income into its program.

**Program fees** are permissible only by approval from the Tennessee Department of Education (department) and ED. Per federal program guidance, fees may only be used to fund activities specified in the grant application. Note that programs must be equally accessible to all students targeted for services, regardless of their ability to pay. The priority of the program is to serve students who attend low-income and low-performing schools; therefore, a family's ability to participate must not be compromised through program fees. Program fees must be nominal and programs that charge fees may not prohibit any family from participating due to its financial situation. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. **Again, no child can be excluded from the program if the student's family is incapable of paying the fee.**

Moving forward, the department will submit the subgrantee's request for program fees and income for 21st CCLC programs to ED. LEAPs programs will submit the same requested information, but the department will review and make these determinations. This request must include the following:
1. A description of how the subgrantee plans to generate program income/charge fees and an approximate amount of income likely to be generated;

2. An explanation of why the program income/fee is necessary to achieve the goals and objectives of the program; and
3. A description of how program income/fee funds will be tracked and reported to the SEA.
4. If program fees are being proposed, how the agency will provide a sliding scale of fees and how the agency will ensure that no children are being excluded based on their inability to pay the fee.

**Program income and fees must be approved as part of the agency's initial grant application.** See the current 21st CCLC or LEAPs Request for Applications (RFA) for specific application timelines (found in [ePlan](#) > TDOE Resources > 5. Funding Applications and Grants > 21st CCLC/LEAPs Application Documents).

**For 21st CCLC Programs:** Once the department sends the request and it is received by ED, ED will review the request and work to provide a timely response. ED must approve the request before the subgrantee may begin receiving program income/fees.

**For LEAPs Programs**: Once the agency submits the request and it is received by the department, the request will be reviewed, and a timely response will be provided. The department must approve the request before the subgrantee may begin receiving program income/fees.

Questions regarding this process should be sent to [Extended.Learning@tn.gov](mailto:Extended.Learning@tn.gov).

## Allowable Costs

When determining if charges are allowed/appropriate for a federal grant, consider if the expenses are:

- Necessary for the performance or administration of the project
- Reasonable
- Allocable to a particular cost objective
- Legal and authorized (or not prohibited) under state or local laws
- Consistent with uniform policies of other federal and non-federal activities
- Consistent with generally accepted accounting principles
- Adequately documented

Expenditures must follow the basic guidelines listed above and must be clearly tied to the goals and objectives of the project or program. See [Appendix E](#) for a detailed list. Grant funds may not be used to support religious activities, programming, or purchases.

## Supplement not Supplant

**For 21st CCLC programs:** Funds received under this program may only be used to supplement and not supplant state, local, and other non-federal funds that would otherwise be available and used for program expenditures.

**For LEAPs programs:** Funds received under this program must supplement and not supplant non-lottery educational resources for after school educational programs and purposes.

## Per Student Allocation and Participation

The per-student allocation varies depending on the grant and awarded cohort. If awarded, the organization must serve, at a minimum, the expected number of students as indicated in the original grant application or subsequent revised and approved application documents. As requested, grantees must provide the state with student participation records to demonstrate that sufficient progress is being made towards serving

the expected number of students. In the event that fewer students are being served, the grantee shall notify the state immediately, along with an explanation of the circumstances and any actions that the grantee is undertaking to correct the issue. Failure to serve the expected number of students may result in the state developing a corrective action plan for the grantee to address. A grantee's failure to comply with the corrective action plan or to serve the expected number of students may result in the reduction of the award the following year or termination of the grant.

Again, the target participation for **elementary** school students (Pre-K-5) is **90–180 hours** of programming **per year**. For **middle and high school** students (6-12), the target participation is **45–90 hours** per year.

## *Salaries/Wages*

The key personnel for any extended learning program include the project director, site coordinator, and teacher. Sample job descriptions can be found in [Appendix F](). In the budget narrative within the grant application, it is important to distinguish which employees will be providing direct services to students and which staff members will be performing administrative tasks. For example, a lead teacher, enrichment instructor, or tutor provides direct services to students. Administrative tasks may include preparing reports, hiring staff, and managing the project budget. Administrative costs must be reasonable and necessary and must not exceed 20% of the yearly award. For full-time equivalent (FTE) employees, the applicant must explain the process for determining what percentage of the employee's time will be spent on grant activities. The applicant must clearly describe how all staff including agency administrators, if applicable, support the achievement of the project goals. Note that students being paid by the grant (e.g., tutors, work-based learning participants) may not also be counted as participants in the program and have their working hours logged as participation hours.

***Note:*** *An allocable portion of overtime pay for eligible participants may be charged to the grant. The applicant must consult with the agency's fiscal director for guidance in this area.*

## *Professional Development/Saff Development*

The key personnel for any extended learning program include the project director, site coordinator, and teacher. [26] Experience indicates that high-quality staff development is an essential element in an effective extended learning program. In addition to activities that may be provided locally, each grantee should budget to send a representative to state trainings/meetings. The extended learning team at the department as well as the state extended learning contractor both provide multiple opportunities for professional development throughout the year. Opportunities may include regional trainings, the annual Multi-State Conference, and monthly virtual extended learning office hours.  Additionally, the [21st CCLC National Technical Assistance Center (NTAC)]() provides free online professional development which is available to both 21st CCLC and LEAPs grantees.

Applicants should also refer to the childcare rules [27] for specific requirements related to professional development which require project directors and site coordinators to participate in 18 hours of professional development annually and all other extended learning staff 12 hours of professional development annually.

***IMPORTANT:*** *All extended learning grantees should [subscribe]() to the Federal Programs and Oversight Update to stay informed of extended learning professional development offerings.*

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[26] Sample job descriptions can be found in Appendix E.
[27] SBE Rule 0520-12-01 (2023), [Web]().

## Capital Purchases

Vehicles, land, or building acquisition are not allowable capital purchases. Vehicle leases are allowable expenditures, if necessary.

## Indirect Costs

The department has been given the authority by the ED to negotiate indirect cost proposals and to approve indirect cost rates for school districts. The department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost of up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency. If awarded funding, the department will collect from the agency a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency.

## Reimbursement Requests

Grantees are expected to submit reimbursement requests monthly. All payment reimbursement requests should be submitted electronically through ePlan. Please refer to the ePlan training materials for the steps to submit reimbursement requests, which can be found in ePlan > TDOE Resources > User Resources ePlan Help > Reimbursement Request Instructions.

Reimbursement requests will be reviewed by extended learning staff members. Receipts, invoices, and billing statements should be kept on file and available for review as needed or requested.

It is expected that if an agency collects indirect costs for the general administration of the grant such as for printing, publications, or payroll services, then the agency will not include separate line items in the budget for these expenses.

## ePlan Budget

There are two components to the budget section of the application:

1. Budget Line Items
2. Budget Narrative

**Budget Line Items**: The applicant will select the appropriate line item for each program expense.[28]
- Enter the Quantity
- Enter the Cost
- The Line Item Total will auto-calculate
- Nothing must be entered in the box for Optional Program Code

**Budget Narrative:** For each line item, describe why the expenditure is needed and how the dollar amount requested was calculated. Although the budget is an estimation of projected expenses for the year, the applicant must provide as much detail as possible in the narrative. The applicant must "show the math." For example, the narrative for salaries/wages should show the number of individuals paid, rate of pay, and estimated hours per week to be worked. Multisite applicants must clearly describe how staffing will be spread across the proposed sites, For example, if you are budgeting $100,000 to pay for teachers for three

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[28] See Appendix G for detailed budget information.

sites, show the breakdown of how each site will be staffed. Below are other details that are important to include when submitting your budget:

- **Contracted Services** - Budget narratives must include:
  - Description of services to be purchased
  - Name of vendor or potential vendor to be used
  - Timeframe of services
- **Supplies and Materials** - Budget narratives must include:
  - Examples/List of materials and supplies to be funded
  - Overall cost for the line item should be included, quantity and cost per item can be included if known
  - Do not include the wording "such as but not limited to" examples should be included
- **Equipment** - Budget narratives must include:
  - Examples of equipment to be funded
  - Quantity of each type of equipment to be funded
  - Cost for each type of equipment to be funded
- **Professional Development** – Budget narratives must include:
  - Name/specific type of professional development to be supported
  - Number and position titles who will participate
  - Expenses to be paid such as registration, travel, lodging, meals, etc.
- **Mileage** – Budget narratives must include:
  - Positions of individuals that will be claiming mileage from the grant (only funded positions in the grant can charge mileage expenses to the grant)
  - Only local travel not included in any professional development should be entered for line item 355

**Budget Revisions**: Budget revisions are completed in ePlan. Type **"REVISION" and the date** before each narrative when line items are being revised.  This will help to differentiate the original budget from the revised budget completed throughout the year. Revisions must go through the agency approval process before being approved by the extended learning staff. If a budget revision is returned as **Not Approved**, check the *History Log* of the application for comments concerning additional information that is needed or corrections to be made.
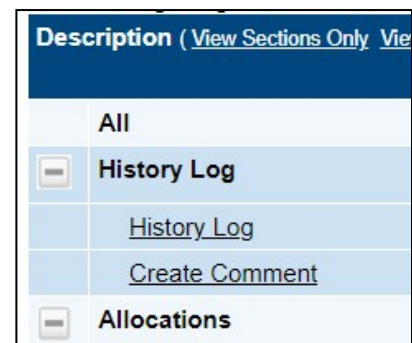


## *Inventory/Records Management*

Items must be added to the awarded agencies' inventory list and labeled appropriately using **cost center tags**. These tags can be purchased through an online vendor and should include the following series of numbers: **331.09.192 FY**. Damaged, lost, or stolen items must be accounted for on the inventory list. Specific requirements may be found in the Extended Learning Monitoring Tool found in Appendix D.

At the close of a successful grant cycle, agencies may retain the equipment as their property, provided it will continue to be used in a manner consistent with the program guidelines. Program documents, files, and financial records must be maintained for a minimum of three years after the close of the grant project.

## Grant Close-out Process

At the conclusion of each program year, agencies must do the following:

- Submit the end of the year report in ePlan by the established deadline.
- Complete all program data entry into ELAP and complete the APR reporting as required by ED.
- Ensure all participants are properly flagged as 21st CCLC or LEAPs students in their school systems attendance/information computer program.
- Request final reimbursement payment through ePlan by **June 30** (July 29 if summer programs are held) of each year.
- Complete the Final Expenditure Report[29] in ePlan by **Aug. 15** (Aug. 30 if summer programs are held) each year. *IMPORTANT:* *All reimbursements must be processed* **before** *the FER is completed and submitted.*

Failure to complete these tasks within the established timelines could result in increased program monitoring, the withholding of final payments, and/or repayment of grant funds.

## Additional Resources

21st Century Community Learning Centers Non-Regulatory Guidance

Extended Learning and Afterschool Programs (tn.gov)

21st CCLC National Technical Assistance Center (NTAC)

U.S. Department of Agriculture Food and Nutrition Service

U.S. Department of Agriculture Food and Nutrition Service Child and Adult Care Food Program (CACFP)

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[29] More information can be found here.

# Appendix A: Parent/Guardian Consent to Participate in Student Survey

**Parent/Guardian Consent to Participate in Student Surveys**

The Tennessee Department of Education partners with the University of Tennessee Social Work Office of Research and Public Service to evaluate extended learning programs funded by the Nita M. Lowery 21st Century Community Learning Centers (21st CCLC) and Lottery for Education Afterschool Programs (LEAPs) grants. Part of that evaluation includes a survey for students in grades 3-12. The survey is anonymous; your child will not be asked to provide their name when they complete the survey. The survey asks about your child's experience of the extended learning program and their response will support continued high-quality programming.

The survey can be reviewed at https://tn-elap.sworpswebapp.sworps.utk.edu/news-area/.

**Please indicate below if you consent to have your child participate in the survey.**
- **I consent to have my child participate in the Student Survey.**
- **I do not consent to have my child participate in the Student Survey.**

# Appendix B: Statement of Collaboration and Partnership

| We have participated in the planning and design of this project and agree to support and participate in the activities outlined in this application. Copy the form as needed. | |
|---|---|
| Name of Partner Group/Organization: | Description of Services and/or Support to be Provided: |
| Address:<br>Click or tap here to enter text. | |
| Phone: Click or tap here to enter text. | |
| Fax: Click or tap here to enter text. | |
| Email: Click or tap here to enter text. | |
| Printed Name:<br>Click or tap here to enter text. | |
| Signature: | |

# Appendix C: Sample Memorandum of Agreements

| TN Department of Education | **Memorandum of Agreement: 21st CCLC** |
|---|---|

**Applicant Agency:** Click or tap here to enter text.

I understand that the above agency plans to submit a 21st Century Community Learning Centers Program (CCLC) application to the Tennessee Department of Education. Our school/district agrees to the following responsibilities to ensure successful programming for our students and their family members:

1.  To provide ongoing opportunities for meaningful communication between the school staff and the 21st CCLC program staff;

2.  To provide opportunities for school staff and 21st CCLC Program staff to plan, coordinate, and integrate curricular needs within the afterschool activities;

3.  To assist in tracking student enrollment, academic and discipline information via the student information system package (SIS). To this end, 21st CCLC staff will need assistance in obtaining the state-issued student identification number. Assigned school/district staff will receive participant enrollment information from the 21st CCLC program staff once per semester and will "flag" program participants in the SIS package for **21st CCLC** under student classification; and

4.  To assist in obtaining all relevant student data including grades, grade point average, state assessment, attendance, family, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the 21st CCLC program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that 21st CCLC program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

| **Certification of Participation of School or District** | |
|---|---|
| Name of School or District: Click or tap here to enter text. | |
| Mailing Address: Click or tap here to enter text. | |
| Phone: Click or tap here to enter text. | Email: Click or tap here to enter text. |
| School or District Authorized Signature: | Date: Click or tap here to enter text. |
| School or District Signatory Printed Name and Title: Click or tap here to enter text. | |
| Applicant Agency Authorized Signature: | Date: Click or tap here to enter text. |
| Applicant Agency Signatory Printed Name and Title: Click or tap here to enter text. | |

## **TN** Department of Education — **Memorandum of Agreement: LEAPs**

**Applicant Agency:**

I understand that the above agency plans to submit a Lottery for Education Afterschool Programs (LEAPs) application to the Tennessee Department of Education. Our school/district agrees to the following responsibilities to ensure successful programming for our students and their family members:

- To provide ongoing opportunities for meaningful communication between the school staff and the LEAPs program staff;

- To provide opportunities for school staff and LEAPs program staff to plan, coordinate, and integrate curricular needs within the afterschool activities;

- To assist in tracking student enrollment, academic, and discipline information via the student information system package (SIS). To this end, LEAPS staff will need assistance in obtaining the state-issued student identification number. Assigned school/district staff will receive participant enrollment information from the LEAPs program staff once per semester and will "flag" program participants in the SIS package for *LEAPs* under student classification; and,

- To assist in obtaining all relevant student data including grades, state assessment, attendance, parent, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the LEAPs program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that LEAPs program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

| Certification of Participation of School or District | |
|---|---|
| Name of School or District: | |
| Mailing Address: | |
| Phone: | Fax: |
| School or District Authorized Signature: | Date: |
| School or District Signatory Printed Name and Title: | |
| Applicant Agency Authorized Signature: | Date: |
| Applicant Agency Signatory Printed Name and Title: | |

# Appendix D: Extended Learning Monitoring Tool

EDGAR: The non-federal entity must monitor its activities under federal awards to assure compliance with applicable federal requirements and that performance expectations are being achieved (2 C.F.R. § 200.329).

The purpose of this monitoring tool is to improve the quality of extending learning programs and to assess the use of best practices in youth programming. The goal of the program is to motivate all students to reach their optimal academic potential and social development by engaging in meaningful educational and enrichment activities in collaboration with staff, parents, volunteers, and community partners.

The monitoring process may include site visits and observations by Tennessee Department of Education (department) staff, as well as interviews with program personnel and participants. Program staff may be asked for written documentation supporting the various indicators. Program staff may ask questions and ask for clarification or feedback regarding improvements needed.

A copy of the completed monitoring tool will be signed and returned to the program director or designee. Extended learning programs staff will review grantee file materials, as well as the findings from the monitoring process, to determine which projects to continue and the level of funding to offer.

The agency may file a written appeal to the department concerning the monitoring outcome within 10 working days from the date of the evaluation. The written appeal should be emailed to Extended.Learning@tn.gov. The appeal packet should contain materials that support the appeal. Extended Learning Programs staff will review the materials and will notify the appellant of the decision concerning granting any corrective action within 10 working days of receipt of the appeal.

## A. PROGRAMMING AND MANAGEMENT

### Indicator 1: Program Eligibility

| | Monitoring Indicator | Supporting Evidence | Compliance Status | Comments |
|---|---|---|---|---|
| 1.1 | The grantee has identified and is serving eligible students and their families consistent with the original grant application (or approved amendments).<br><br>Citation: ESSA § 4204(i)(1)(A)(i)(I-II); ESSA § 4204(i)(1)(A)(ii) | ❑ Progress reports<br>❑ Participant list<br>❑ Registration forms<br>❑ Participant eligibility data<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 1.2 | The grantee conducted timely and meaningful consultation with private school officials during the development of the 21st CCLC program or activities. The grantee provides proof that this consultation is <u>ongoing</u>.<br><br>Citation: ESSA § 8501(c) | ❑ Policies & procedures<br>❑ Letters and communication sent to private schools<br>❑ Financial documentation<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant<br>❑ N/A | |
| 1.3 | The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).<br><br>Citation: ESSA § 4204(b)(2)(A)(iii) | ❑ Grant application<br>❑ Progress reports<br>❑ Program flyers<br>❑ Collaboration with school staff<br>❑ Referrals | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | A. PROGRAMMING AND MANAGEMENT | | | |
|---|---|---|---|---|
| **Indicator 2: Program & Activities** | | | | |
| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
| 2.1 | The grantee provides the minimum number of hours for the grades served AND as described in the original grant application.<br><br>Citation: ESSA § 4204(a)(2)(A) | ❑ Description of programming<br>❑ Program calendars/schedules<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.2 | Staff follows the program schedule.<br><br>Citation: TDOE ExL PM | ❑ Daily schedule<br>❑ Observation | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.3 | The grantee has advertised the program and services to recruit student participation based on needs.<br><br><br><br>Citation: TDOE ExL PM | ❑ Written student selection criteria<br>❑ Student registration form<br>❑ Sample communication sent to family members or teachers about student's participation in the program | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.4 | The grantee is implementing the research or evidence-based academic and enrichment practices described in the original grant application (or approved amendments).<br><br>Citation: ESSA § 4204(b)(2)(J) | ❑ Research documentation<br>❑ Rationale for programming<br>❑ Description of materials<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.5 | The grantee provides 60 minutes of intentional physical activity each week.<br><br>Citation: TDOE ExL PM | ❑ Program schedule<br>❑ Lesson plans<br>❑ Curriculum<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.6 | Any schedule changes are posted and communicated to parents, volunteers, and partners.<br><br>Citation: TDOE ExL PM | ❑ Sample communication sent | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | A. PROGRAMMING AND MANAGEMENT | | | |
|---|---|---|---|---|
| **Indicator 2: Program & Activities** | | | | |
| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
| 2.7 | The Grantee has participant eligibility requirements, schedule, non-discrimination policy, Comptrollers notice, snack/dinner menu, and program guidelines posted in public view.<br><br>Citation: SBE Rule 0520-12-01-.15 | ❑ A bulletin board showing each item at each site in an appropriate location. | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.8 | The Grantee has procedures for:<br>A) filing civil rights complaints and<br>B) Staff awareness of EDGAR Section 76.532 prohibiting the use of grant funds for religion.<br>Citation: 34 C.F.R. § 76.532 | ❑ Employee handbook with pages highlighted AND meeting agenda showing topics were discussed.<br>❑ Sign in sheets<br>❑ Staff interviews | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.9 | The program schedule and disciplinary policies are included in the parent/student handbook which is distributed at orientation or upon enrollment and clearly posted in public view.<br><br>Citation: TDOE ExL PM | ❑ Copy of student handbook and evidence of distribution to parents/families.<br>❑ Handbook clearly posted | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.10 | Student enrollment opportunities are scheduled and advertised in the community.<br><br>Citation: TDOE ExL PM | ❑ Program flyers<br>❑ Student enrollment meetings with sign-in sheets<br>❑ Enrollment forms | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.11 | Adequate notice and accommodations are given to families for program orientation.<br><br>Citation: TDOE ExL PM | ❑ Orientation meetings with sign-in sheets and meeting agendas | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.12 | Healthy food and drinks that meet the guidelines of the After School Snacks and Suppers section of the USDA Food and Nutrition Service are provided.<br><br>Citation: TDOE ExL PM | ❑ Menu posted on bulletin board<br>❑ Observed | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

## A. PROGRAMMING AND MANAGEMENT

### Indicator 2: Program & Activities

| | Monitoring Indicator | Supporting Evidence | Compliance Status | Comments |
|---|---|---|---|---|
| 2.13 | Activities align with the performance goals described in the original grant application.<br><br>Citation: TDOE ExL PM | ❑ Lesson plans<br>❑ Curriculum | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.14 | Work-based learning opportunities are being offered and conducted as described by the original grant application.<br><br>Citation: FY24 21st CCLC RFA;<br>FY24 LEAPs RFA | ❑ Lesson plans<br>❑ Partner agreements<br>❑ Curriculum<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant<br>❑ N/A | |
| 2.15 | Intentional health practices are embedded into the culture of the program AND activities being offered are conducted as described by the original grant application.<br><br>Citation: TDOE ExL PM | ❑ Observation<br>❑ Lesson plans<br>❑ Curriculum<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant<br>❑ N/A | |
| 2.16 | The grantee is implementing the parent/family engagement activities described in the original grant application (or approved amendments).<br><br>Citation: ESSA § 4205(a)(10) | ❑ Sign-in sheets<br>❑ Agendas<br>❑ Schedules<br>❑ Photos | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.17 | The staff keeps records of disciplinary offenses that occur during the school day and during extended learning time.<br><br>Citation: TDOE ExL PM | ❑ Regular school day discipline log<br>❑ Extended Learning discipline log<br>❑ Sample log(s) if none completed | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.18 | Strategies are in place for extended learning staff to work with regular school-day personnel to determine the needs of the students in the program.<br><br>Citation: ESSA § 4204(b)(2)(D)(i) | ❑ IEP meeting notes/invites<br>❑ Email communication with the regular school-day teacher<br>❑ Meeting notes or agenda<br>❑ School visits<br>❑ School communication log | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| A. PROGRAMMING AND MANAGEMENT |||||
|---|---|---|---|---|

**Indicator 2: Program & Activities**

| | Monitoring Indicator | Supporting Evidence | Compliance Status | Comments |
|---|---|---|---|---|
| 2.19 | Students interact with each other in positive and respectful ways.<br><br>Citation: TDOE ExL PM | ❑ Observation<br>❑ SEL practices | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.20 | The staff works well together to meet the needs of all students and uses positive techniques to guide student behavior.<br><br>Citation: TDOE ExL PM | ❑ Observation<br>❑ Training<br>❑ SEL practices | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.21 | Activities reflect an effort to raise achievement scores in reading/language arts and math based on performance goals.<br><br>Citation: ESSA § 4204(b)(2)(D)(ii) | ❑ Lesson plans showing links to State academic standards or<br>❑ Collaboration with regular school-day teachers to supply academic content<br>❑ Interviews with staff | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.22 | A variety of enrichment activities are embedded in the program (e.g., hands-on science, art, music, etc.) as described in the original grant application (or approved amendments).<br><br>Citation: ESSA § 4204(b)(2)(J) | ❑ Daily schedule<br>❑ Lesson plans<br>❑ Pictures<br>❑ Observation | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.23 | Staff plans activities and implements them effectively so that students are engaged in the activity or learning process.<br><br>Citation: TDOE ExL PM | ❑ Student surveys<br>❑ Student leader/Student helper schedule or log<br>❑ Observation | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | | A. PROGRAMMING AND MANAGEMENT | | | |
|---|---|---|---|---|---|

**Indicator 2: Program & Activities**

| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
|---|---|---|---|---|
| 2.24 | Partnerships and volunteer activities enable students to participate in a variety of meaningful and fun enrichment activities.<br><br>The grantee should provide an update on volunteers/partners described in the original grant application.<br><br>Citation: TDOE ExL PM | ❑ Partnership agreement forms<br>❑ MOU<br>❑ Sign-in sheets of partners and volunteers<br>❑ Communication | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 2.25 | Program partners are aware of the program goals and objectives and how their activities support the achievement of those goals. Regular communication is evident, and the program seeks input from partners in a professional manner.<br><br>Citation: ESSA § 4204(b)(2)(H) | ❑ Meeting agenda/notes<br>❑ Correspondence<br>❑ Orientation materials<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | A. PROGRAMMING AND MANAGEMENT | | | |
|---|---|---|---|---|
| **Indicator 3: Safety** | | | | |
| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
| 3.1 | The program space is clean, sanitary, and safe.<br><br>Citation: ESSA § 4204(b)(2)(A)(i) | ❑ Program space | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 3.2 | The student/staff ratio is appropriate and safe for the specific activities conducted and meets student needs.<br><br>Citation: SBE 0520-12-01-.15 | ❑ Participant list<br>❑ Daily schedule<br>❑ Lesson plan<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 3.3 | Sites are aware of and practice routine safety procedures (fire, tornado, lockdown, evacuation, and others if needed) according to their emergency response plan (ERP) specific to extended learning.<br><br>Citation: ESSA § 4204(b)(2)(A)(i) | ❑ Emergency Response Plan for each site<br>❑ Documentation of practiced safety drills<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 3.4 | A minimum number of staff have been identified and trained in appropriate emergency management procedures and are CPR certified.<br><br>Citation: TDOE ExL PM | ❑ List of program staff who have completed ERP training – include dates of training<br>❑ Copies of CPR certification cards with the expiration date | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 3.5 | Sites have a secure procedure for the drop-off and pick-up of participants<br><br>Citation: ESSA § 4204(b)(2)(A)(i) | ❑ Sign-in/Sign-out logs<br>❑ Transportation plan for students<br>❑ Approved pick-up for each student<br>❑ Policy in parent/student handbook | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 3.6 | Student emergency contact and medical information are on file and easily accessible.<br><br>Citation: SBE 0520-12-01-.15; TDOE ExL PM | ❑ Student emergency information in an easily accessible format | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | A. PROGRAMMING AND MANAGEMENT | | | |
|---|---|---|---|---|

**Indicator 4: Staffing & Professional Development**

| | Monitoring Indicator | Supporting Evidence | Compliance Status | Comments |
|---|---|---|---|---|
| 4.1 | All staff, contractors, and volunteers have undergone a thorough screening and background check.<br><br>Citation: SBE 0520-12-01-.05 | ❑ List of staff, contractors, and/or volunteers who have passed background checks including dates | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 4.2 | The project director and program staff are highly qualified.<br><br>Citation: SBE 0520-12-01-.05; TDOE ExL PM | ❑ Job descriptions<br>❑ Staff interviews | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 4.3 | The staff has documented professional development activities on file that are in the core areas of academic instruction.<br><br>Citation: SBE 0520-12-01-.05; TDOE ExL PM | ❑ Staff professional development certificates of attendance,<br>❑ Sign-in sheets or logs | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 4.4 | The staff has documented professional development activities on file that are in the core areas of extended learning best practices.<br><br>Citation: SBE 0520-12-01-.05; TDOE ExL PM | ❑ Staff professional development certificates of attendance,<br>❑ Sign-in sheets or logs | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 4.5 | The staff has documented professional development activities on file that are in health practices, if applicable.<br><br>Citation: TDOE ExL PM | ❑ Staff professional development certificates of attendance,<br>❑ Sign-in sheets or logs | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant<br>❑ N/A | |
| 4.6 | Program staff conducts frequent staff meetings pertaining to program operation and student needs.<br><br>Citation: TDOE ExL PM | ❑ Meeting agendas with sign-in sheets<br>❑ Meeting minutes with sign-in sheets | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 4.7 | The grantee has attended TDOE-sponsored trainings.<br><br>Citation: TDOE ExL PM | ❑ Office Hours: ___<br>❑ Summer Symposium<br>❑ TN Regional Check-ins<br>❑ Multi-State Conference<br>❑ Other: | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| PROGRAMMING AND MANAGEMENT | | | | |
|---|---|---|---|---|
| **Indicator 5: Subcontractors** | | | | |
| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
| 5.1 | If the grantee is sub-contracting daily programming services to an outside entity, the grantee must provide a narrative as to the how grantee provides oversight of the sub-contracted entity's programming to meet grant requirements, how expenditures are monitored for allowability and appropriateness, and how the grantee ensures its policies and procedures are being met.<br><br>Citation: TDOE ExL PM | ❑ Sub-contract documentation<br>❑ Meetings with subcontractors, agendas, sign-in sheets<br>❑ Expenditures<br>❑ Orientation with subcontractor staff | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| **DATA AND EVALUATION** | | | | |
|---|---|---|---|---|
| **Indicator 6: Reporting** | | | | |
| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
| 6.1 | Extended Learning Afterschool Programs (ELAP) student participation data is entered at least weekly. Grantee has participant sign-in/sign-out documents to support ELAP data.<br><br>Citation: TDOE ExL PM | ❑ Site sign-in / sign-out documents<br>❑ ELAP report ___<br>*The extended learning monitor will review ELAP's most current monthly participation summary reports* | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 6.2 | ELAP-required data (i.e., student ID numbers, state assessment scores, GPAs, Absences, ISS, teacher email addresses, etc.) is entered in a timely manner.<br><br>Citation: TDOE ExL PM | *The extended learning monitor will get the information from an internal tracking document.* | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 6.3 | The Grantee submits required reports and documentation to the department's office of extended learning in a timely manner.<br><br>Citation: TDOE ExL PM | ❑ Mid-Year Report<br>❑ End of Year Report<br>❑ 21APR<br>❑ Contracts (CBOs) | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | B. DATA AND EVALUATION | | | |
|---|---|---|---|---|
| **Indicator 7: Evaluation** | | | | |
| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
| 7.1 | The grantee uses data collected through their program evaluation and provided in their State Performance Measures reports to refine, strengthen, and improve programming or activities set out in the original grant application (or approved amendments).<br><br>Citation: TDOE ExL PM | ❑ Student demographic and achievement data<br>❑ Program data (surveys, attendance, etc.)<br>❑ Description of how results are being used<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 7.2 | The grantee conducts an internal evaluation (site-specific), and results are communicated to stakeholders described in the original grant application.<br>Results are made available to the public.<br>Citation: TDOE ExL PM | ❑ Copy of notification to stakeholders<br>❑ Evidence of communication<br>❑ An evaluation posted on the grantee website<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 7.3 | The grantee conducts annual onsite monitoring visits to sites and is making adequate progress toward meeting State Performance Measures as stated in the original grant application.<br>Citation: TDOE ExL PM | ❑ Completed monitoring tool<br>❑ Monitoring letter with comments<br>❑ Final letter verifying monitoring is completed | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 7.4 | The grantee uses a variety of activities to monitor sites and is making adequate progress toward meeting State Performance Measures as stated in the original grant application.<br>Citation: TDOE ExL PM | ❑ Documentation of all monitoring activities performed<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | | | | |
|---|---|---|---|---|
| **C. FISCAL** | | | | |

**Indicator 8: Fiscal Management**

| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
|---|---|---|---|---|
| 8.1 | The Grantee has a policy/procedure governing the preparation and approval of budgets and budget amendments.<br><br>Citation: TDOE ExL PM | ❑ The approved budget is reflected in the Grantee's accounting software<br>❑ Budget Amendments | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.2 | The Grantee has a policy/procedure in place to authorize, verify, and reimburse travel expenditures<br><br>Citation: 2 C.F.R. § 200.303 | ❑ Travel Requests<br>❑ Purchase orders<br>❑ Receipts / Invoices<br>❑ Check / expenditure | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.3 | The Grantee has written policies/procedures that provide for the following:<br><br>A) an inventory database that contains the following elements:<br>  a) description of the item<br>  b) serial number and other identifying numbers (barcode or other local identifying number)<br>  c) acquisition date<br>  d) cost<br>  e) the physical location of property<br>  f) use and condition; and<br>  g) disposition data (date, method of disposition, sales price-if applicable) when property is retired from service.<br>B) a physical inventory of the property at least once every year<br><br>Citation: 2 C.F.R. § 200.313(d) | ❑ Equipment Log/Database<br>❑ Complete inventory with dates | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.4 | The equipment that was purchased was beneficial for the program.<br><br>Citation: 2 C.F.R. § 200.318 Procurement | ❑ Alignment with the grant application or approved amendments or requests | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | C. FISCAL | | | |
|---|---|---|---|---|

**Indicator 8: Fiscal Management**

| | Monitoring Indicator | Supporting Evidence | Compliance Status | Comments |
|---|---|---|---|---|
| 8.5 | The Grantee has records to support whether funds were obligated and liquidated within the approved grant period.<br><br>Citation: 34 C.F.R. § 76.707 (obligations chart) | ❑ ePlan<br>❑ Purchase Orders/Contracts<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.6 | Funds are drawn down from ePlan monthly in correlation to expenditures.<br><br>Citation: TDOE ExL PM | ❑ ePlan reimbursement requests | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.7 | The Grantee budget and accounting records align with the approved funding application and reflect the approved line items and amounts.<br><br>Citation: TDOE ExL PM | ❑ Approved appropriate budget in ePlan<br>❑ Expenditure reports | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.8 | To ensure internal control, each director signs for expenditures made from his/her program.<br><br>Citation: TDOE ExL PM | ❑ Purchase orders | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.9 | If the Grantee charges for services or has income from other sources, is the income properly accounted for?<br><br><br><br>Citation: 2 C.F.R. § 200.307 Program Income | ❑ Approval from the U.S. Department of Education<br>❑ Policy on program fees/income<br>❑ Accounting ledger showing how funds were accounted for and used<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.10 | The Grantee determines that purchases with funds comply with federal cost principles (i.e., reasonable, necessary, and allocable). Are adequate controls in place to account for monies received?<br><br>Citation: 2 C.F.R. § 200.403 | ❑ Multiple bids<br>❑ Documents showing purchases impacted the targeted population | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |

| | C. FISCAL | | | |
|---|---|---|---|---|
| **Indicator 8: Fiscal Management** | | | | |
| | **Monitoring Indicator** | **Supporting Evidence** | **Compliance Status** | **Comments** |
| 8.11 | All financial records and programmatic records, supporting documents, statistical and other records are maintained for 3 years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records. (OIG may request records up to five years after a grant has closed).<br><br>Citation: 2 C.F.R. § 200.334 | ❑ Records from the First FY<br>❑ Records from the Second FY<br>❑ Records from the Third FY<br>❑ Other records for unresolved issues | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.12 | Position count and FTEs are consistent with the budget/application (or approved amendments).<br><br>Citation: TDOE ExL PM | ❑ List of personnel by site with the funding source<br>❑ Application / amendment | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.13 | The salaries and benefits of staff are tracked appropriately.<br><br>Citation: 2 C.F.R. § 200.430 Compensation | ❑ Signed employee timesheets<br>❑ Employee schedules<br>❑ Other | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.14 | Employees who work on multiple activities funded from different sources have personnel activity records (PAR) that support the distribution of their salaries/wages.<br><br>Citation: 2 C.F.R. § 200.430(i) | ❑ Timesheets<br>❑ Personal Activity Reports (PARs) | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.15 | The grantee has a sustainability plan in place that discusses how partnerships and other federal, state, or local resources are leveraged to sustain the program.<br><br>Citation: FY24 21st CCLC RFA; FY24 LEAPs RFA | ❑ Written sustainability plan | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant | |
| 8.16 | Documentation is on file to detail the proportionate amount of funds spent on services provided to non-public school students with disabilities.<br><br>Citation: 34 C.F.R. § 300.133 | ❑ Agreement with non-public schools<br>❑ Contact logs<br>❑ Invoices | ❑ Compliant<br>❑ Progressing<br>❑ Non-compliant<br>❑ N/A | |

# Appendix E: Allowable Costs

Expenditures must be clearly tied to the goals and objectives of the project or program. Generally, **allowable expenses** include:

- Salaries for program personnel including the project director, site coordinators, teachers, tutors, and educational assistants/paraprofessionals
- Supplies and materials required for the 21st CCLC program
- Travel to 21st CCLC trainings, conferences, and workshops
- Reasonable transportation for 21st CCLC activities

Some examples of non-allowable expenditures are:

- Agency level expenses, not directly or clearly related to programs
- Grant writing services or fees to prepare the application
- Bonuses or incentives for personnel including cash or material items
- Entertainment (e.g., amusement, diversion, social activities)
- Some food (consult with extended learning program staff for specific guidance on determining when funds may be used to purchase food items)
- Incentives for students (e.g., prizes, plaques, t-shirts)
- Promotional or marketing items (e.g., flags, banners, t-shirts)
- Decorative items
- Interest or late payment fees on credit cards
- Purchases of facilities or vehicles
- Furniture, gift cards, textbooks, and workbooks
- Capital improvements (e.g., permanent buildings, fixtures, renovations)
- Lobbying
- Travel expenses for individuals not involved with the project
- Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (e.g., tickets to shows or sports events, meals, lodging, rentals, transportation, gratuities)
- Supplanting federal, state, or local funds

***This is not an all-inclusive list of allowable and non-allowable expenses.*** Grantees are expected to follow all guidelines for the administration of federal grant funds. [30]

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[30] Grantees should refer to the Education Department General Administrative Regulations here and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards here for guidance.

# Appendix F: Sample Job Descriptions

**Project Director Responsibilities**

- Ensures program activities adhere to 21st CCLC grant requirements
- Reviews grant budget, goals, and objectives and establishes benchmarks for success each year
- Collects report card and assessment data for each student in the program to monitor progress
- Works with site coordinators to meet attendance goals and compliance with state and federal 21st CCLC guidelines
- Makes sure students are flagged in the student management system as 21st CCLC participants
- Oversees data collection/management activities
- Prepares mid-year and end of the year reports
- Collects and enters the data for the Annual Performance Report (APR)
- Recruits, trains, and monitors staff, volunteers, and interns
- Works with the Tennessee Department of Education school-age childcare division to obtain a Certificate of Approval for all sites serving students for 15 hours or more per week
- Attends the summer symposium and multistate and other state-sponsored conferences
- Obtains 18 professional development hours each year
- Organizes professional development training for site coordinators and staff as it relates to grant goals and objectives
- Works with community partners to expand enrichment activities
- Disseminates annual surveys of stakeholders (i.e., parents, teachers, students). Analyze and share results with various stakeholders
- Works with site coordinators to resolve parent or personnel issues
- Evaluates program and program staff
- Develops operations policies and practices for the after-school program in cooperation with staff, youth, and parents
- Develops a sustainability plan and works toward program sustainability over the grant period

**Site Coordinator Responsibilities**

- Responsible for the overall on-site management of the after-school program and compliance with state and federal 21st CCLC guidelines
- Supervises on-site extended learning staff
- Plans weekly/monthly activity schedule and maintains enrollment data and records
- Submits timesheets and expense receipts and reports achievement and disciplinary data for each student to the administration
- Resolves conflicts with students, parents, and staff members
- Trains staff in safety procedures and CPR
- Implements and documents regular safety drills including fire, tornado, and lockdown
- Ensures site program meets all state and federal mandated requirements (i.e., site minimum hours per week of services)
- Completes and submits food and nutrition service records
- Ensures site participant data is accurate in the student management system

**Teacher Responsibilities**

- Helps students with homework and plans and implements engaging activities for school-age children in a developmentally appropriate manner
- Returns all after-school supplies to the appropriate location
- Works every week with core teachers in developing individualized plans for at-risk students
- Informs the site coordinator of absences as far in advance as possible
- Encourages parent involvement by facilitating communication with parents of participating students
- Performs other duties as assigned by the program director and site director

# Appendix G: Budget Crosswalk

| Crosswalk for Budget Line Items | | | |
|---|---|---|---|
| Category 73300 | ePlan | Budget Line Items | Notes |
| Salaries | 105 | Supervisor or Director | |
| | 116 | Teachers | |
| | 162 | Clerical Personnel | |
| | 163 | Educational Assistants | |
| | 188 | Bonus Payments | Not allowable |
| | 189 | Other Salaries & Wages | Bus drivers |
| | 195 | Certified Substitute Teachers | Not allowable |
| | 198 | Non-certified Substitute Teachers | Not allowable |
| Benefits and Taxes | 201 | Social Security | |
| | 204 | State Retirement | |
| | 206 | Life Insurance | |
| | 207 | Medical Insurance | |
| | 208 | Dental Insurance | |
| | 210 | Unemployment Compensation | |
| | 212 | Employer Medicare | |
| | 299 | Other Fringe Benefits | e.g., Disability insurance, other employer-paid insurance policies not listed above |
| Supplies | 422 | Food Supplies | Meals, snacks |
| | 429 | Instructional Supplies & | Supplies used in the classroom |
| | 499 | Other Supplies & Materials | Office supplies, cleaning supplies |
| Telephone | 599 | Other Charges | |
| Postage and Shipping | 599 | Other Charges | |
| Occupancy | 399 | Other Contracted Services | Rent or mortgage payments |
| Equipment Rental | 399 | Other Contracted Services | |
| Professional fees | 399 | Other Contracted Services | Contracts for martial arts, music, and other |
| Vehicle Contracts | 399 | Other Contracted Services | Transportation, vehicle contracts to transport student |
| Equipment Maintenance | 336 | Maintenance & Repair Service (Equipment) | |