



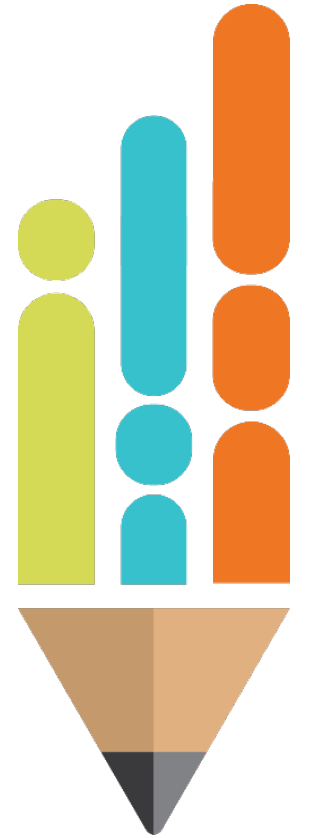
FY25 21st CCLC Grant Competition Technical Assistance Webinar

*Division of Federal Programs and Oversight
January 22, 2024*



Meet the Extended Learning (ExL) Team

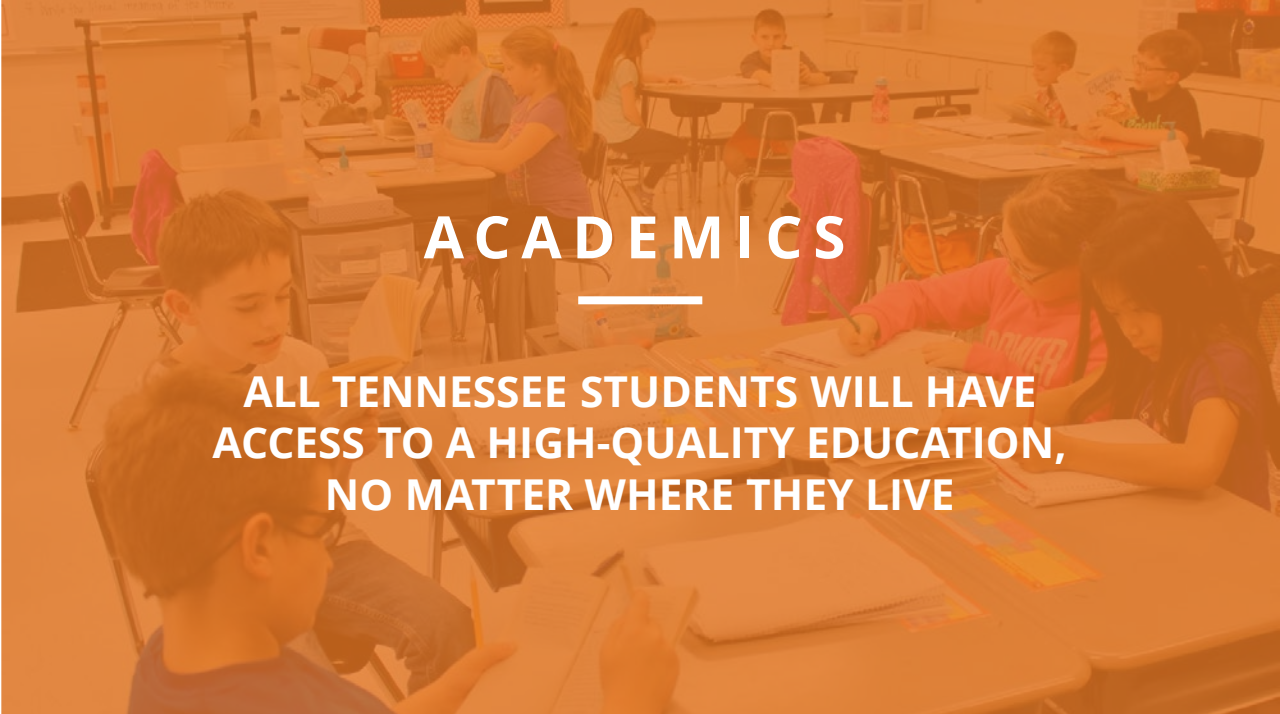
- Brinn Obermiller | Senior Director of ESEA Oversight
- Mario Pennington | Federal Grants Manager
- Artina Fossett | Operations Coordinator
- Emily McCutcheon | University of Tennessee Social Work Office of Research and Public Service (SWORPS)





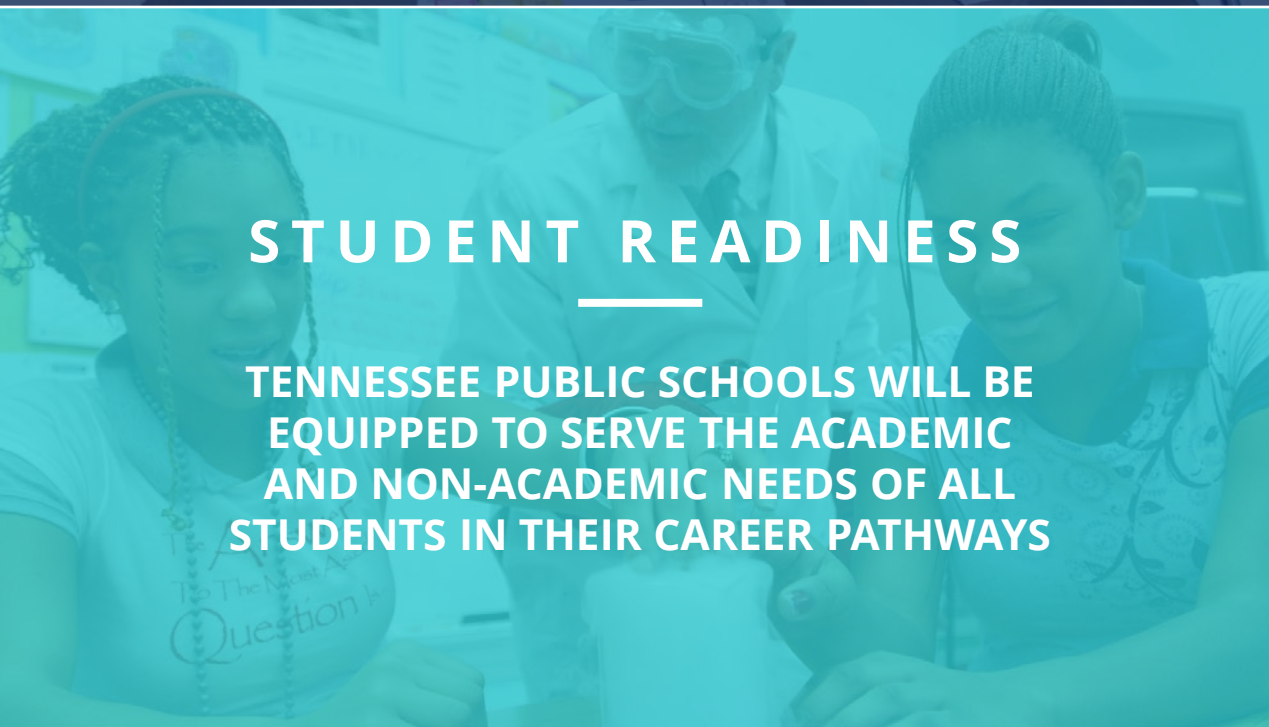
BEST FOR ALL

We will set all students on a path to success.



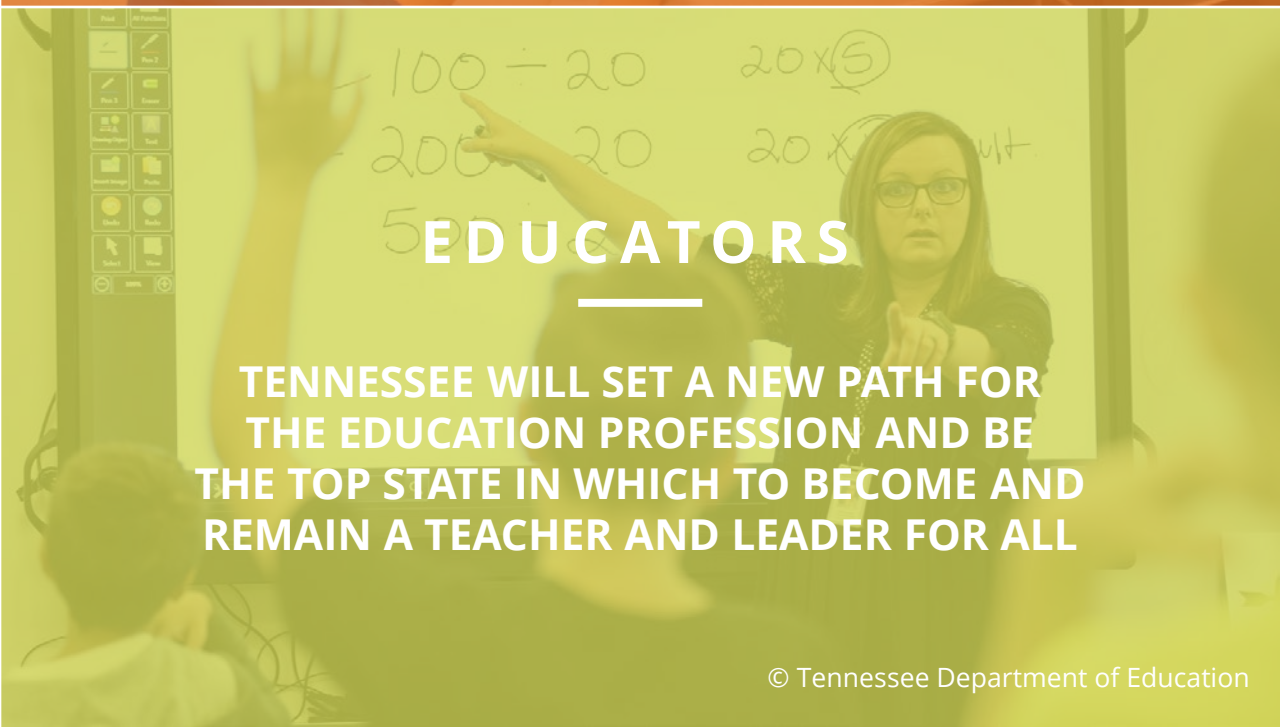
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL


Agenda

- Program Overview
- Application and Review Process
- Application Components
- Charter School Applicants
- ePlan Instructions
- Next Steps & Resources



Application Resource

- Please refer to the [FY25 21st CCLC Request for Applications](#) (RFA) document for important information, including:
 - Application and review timelines
 - Application and program requirements
 - Detailed application and budget instructions
 - Needed related documents
- This document will be available in [ePlan > TDOE Resources](#) and the [ExL webpage](#) when the application opens.



TN Department of Education

Nita M. Lowey 21st Century
Community Learning Centers
Cohort 24 Request for Applications
Tennessee Department of Education | February 2024
Application Due Date: April 1, 2024

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Application Resource


5. Funding Applications and Grants

+ CTE Perkins Basic

- Extended Learning Programs- 21st CCLC and LEAPs Documents & Information

- FY25 21st CCLC Application Documents

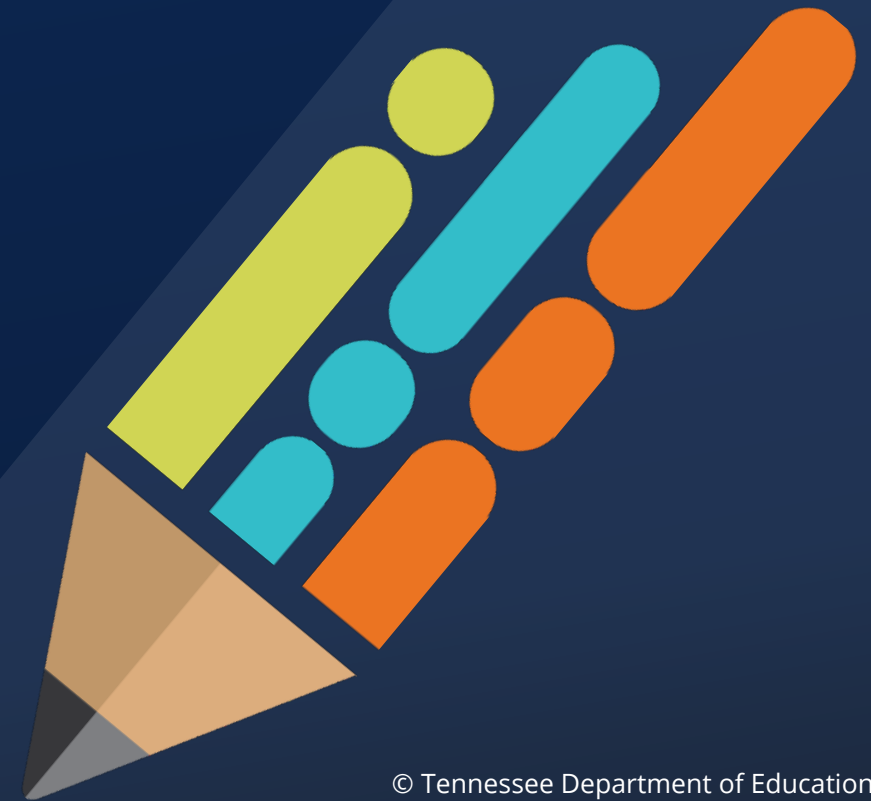
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 [FY25 Request for Applications_placeholder](#)

 [FY25 21st CCLC Technical Assistance Webinar_placeholder](#)

[ePlan > TDOE Resources](#)

Program Overview



Background

- Authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), 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.
- The Tennessee Department of Education (department) is responsible for implementing the competitive grant process and for oversight of these funds.



Approved Activities Under ESSA §4205

Note: These are broad categories. Program activities should be based on the interests and needs of students and families.

Academic enrichment	Activities for English learners	Assistance to students who have been truant, suspended, or expelled
Well-rounded education activities, including credit recovery or attainment	Cultural programs	Drug and violence prevention and counseling
Literacy education	Telecommunications and technology education	Science, Technology, Engineering, and Mathematics (STEM), including computer science
Healthy and active lifestyle	Expanded library service hours	Career competencies and career readiness
Services for individuals with disabilities	Parenting skills and family literacy	

See G-1 in the [21st CCLC Non-Regulatory Guidance](#) for more information

21st CCLC Eligible Applicants

- School districts, community-based and faith-based organizations, and other public or private organizations proposing to serve students in Tennessee are eligible to apply for funding.
- 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.





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 (i.e., **40%** or higher).
 - This is specifically defined as schools eligible for designation as a Title I school-wide program.
- Applicants may use school or district data to determine eligibility.
 - In general, LEAs should use the same data used to determine eligibility for the Title I, Part A program.





21st CCLC Program Priorities

Priority will also be given to applicants proposing to meet all the following:

1. serve students who primarily attend schools that are implementing comprehensive or targeted support and improvement programs under ESEA § 1116; and that
2. are submitted jointly between at least one district receiving funds under Title I, Part A and at least one public or private community organization.



Program Hours

- Programs serving grades K–6 must be in operation a minimum of **12** hours per week.
 - Target participation is **90–180** hours per program year.
- Programs serving grades 7–12 must be in operation a minimum **10-12** hours per week
 - Target participation is **45–90** hours per program year.



Expanded Learning Time

- An applicant may propose to use funds to provide [expanded learning time \(ELT\)](#) programs to support enrichment and engaging academic activities that:
 1. 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;
 2. supplement but do not supplant regular school day requirements; and
 3. are carried out by entities that meet the eligibility requirements.
- **Applicants choosing the ELT option must upload a detailed plan in the Related Documents section of the ePlan application.**





21st CCLC Program Requirements

- All programs must provide services in a manner consistent with the [state childcare guidelines](#).
- Programs that operate for 15 or more hours per week must work with the department's early learning division to receive a certificate of approval for operations.
- **All programs must be fully operational and serving students by Oct. 1 in year one.**



21st CCLC Insurance Requirements

- All awardees must maintain Technology Professional Liability (Errors & Omissions) / Cyber Liability Insurance of \$1,000,000 and Crime Insurance of \$1,000,000.
- These requirements are in addition to Commercial General Liability Insurance, Workers' Compensation and Employee Liability Insurance, Automobile Liability Insurance, and Sexual Abuse and Molestation Insurance.



Equitable Services for Non-Public Schools

- ESEA § 8501(a)(1), (3)(A) requires that grantees, after timely and meaningful consultation with appropriate officials of private schools located in the areas served by the subgrant, provide to eligible non-public school children and educators educational services and other benefits that are equitable in comparison to such services and other benefits provided with program funds to public school children and educators.
- This requirement applies regardless of whether a subgrantee is a local educational agency (LEA) or community-based organization (CBO).
- A current list of Tennessee non-public schools and their addresses can be found [here](#).



Equitable Services Consultation Requirements

- Consultation must occur ***before*** the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate.
- Therefore, consultation with eligible private schools must occur during the design and development of the initial grant application.
- If awarded, applicants are also required to consult with private school officials regarding the provision of equitable services and during the annual private school equitable services consultation process as defined by the department.



Equitable Services Consultation Requirements

- Consultation with appropriate private school officials must be timely and meaningful.
 - **Meaningful** consultation provides a genuine opportunity for all parties to express their views and to have their views seriously considered.
 - **Timely** consultation provides adequate notice to private school officials.
- An offer of services by the fiscal agent, without an opportunity for timely and meaningful consultation with private school officials, does not meet the requirement.



Equitable Services Required Consultation Topics

Statutory requirements for consultation topics must be included on the initial consultation form and be part of the ongoing subsequent meetings throughout the year. Required topics include:

- How the subgrantee will identify the needs of eligible private school students;
- What services the subgrantee will offer to eligible private school children, their teachers, and parents;
- How, where, and by whom the subgrantee will provide services to eligible private school children;
- How the subgrantee will assess academically the services provided and how the grantee will use the results of that assessment to improve services;
- The size and scope of the equitable services that the subgrantee will provide to eligible private school children; and other educational personnel, the amount of funds available for those services, and how that amount is determined;
- How and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services;
- Whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and
- How to address in writing when a school district/community-based organization, and private school disagree with contractors or other services.

Equitable Services Consultation Requirements

- Documentation of initial *and* ongoing consultation (e.g., intent to participate forms, agendas, meeting minutes, sign-in sheets, affirmation and agreement forms, and performance data) must be maintained locally and must be able to be easily produced for monitoring or reporting purposes.
 - An initial consultation form (i.e. intent form) is included in the [FY25 Request for Applications](#) document.
 - A sample affirmation form can be found [here](#).
 - A sample agreement form can be found [here](#).





Principles of Effectiveness

21st CCLC programs must be operated in a manner that follows the Principles of Effectiveness [ESSA § 7174(b)(2)(I)]. These principles include the expectation that programs:

1. 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;
2. Be based upon an established set of **performance measures** aimed at ensuring the availability of high-quality academic enrichment opportunities; and
3. 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.





Federal Performance Measure Reporting, State Performance Targets, and Local Evaluation Requirements

- The department has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC programs.
- All 21st CCLC programs must:
 - collect and report outcome data for performance measures established by the U.S. Department of Education (ED) according to the Government Performance and Reporting Act (**GPRA**)
 - submit the Annual Performance Report (**APR**) for 21st CCLC developed by ED
 - participate in a rigorous **evaluation** process that will include the collection of attendance, academic achievement, and disciplinary information for the students served.





21st CCLC GPRA Measures

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.



GPRA Measures, Continued

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.



State Performance Goals and Indicators Overview

- Performance goals for this application were based on GPRA measures and statewide data collected during prior program years.
- 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.





State Performance Goals and Indicators

1. All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.
2. All students will reach high academic standards demonstrating growth in all subjects.
3. The percentage of students who are chronically absent from school will decrease.



State Performance Goals and Indicators, Continued

4. All students will exhibit positive behavior changes that support academic and social growth.
5. All students will continuously be engaged in their learning.
6. Family engagement will be embedded in the entirety of the program.
7. Early learners will reach high academic standards demonstrating growth in reading.



Local Evaluation

- Under ESSA, all 21st CCLC programs are required to develop and measure progress towards site-identified goals.
- 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 evaluator (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) for each of the state’s seven performance goals.





Grant Awards and Renewability

- Competitive grants are awarded for five (5) years provided the project is achieving the desired outcomes for the students being served.
 - 21st CCLC grants are non-renewable.
 - Previous 21st CCLC grant recipients who have completed a grant cycle may re-compete for funding. Previous performance as an extended learning grantee will be taken into consideration in the awarding of a new grant.
- Awards are based on a per-pupil allocation of **\$1,250** with a minimum award of **\$50,000** and a maximum award of **\$500,000** annually per grantee.
- All awards are based on the availability of funding.



Grant Awards and Renewability

- 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.
- 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.



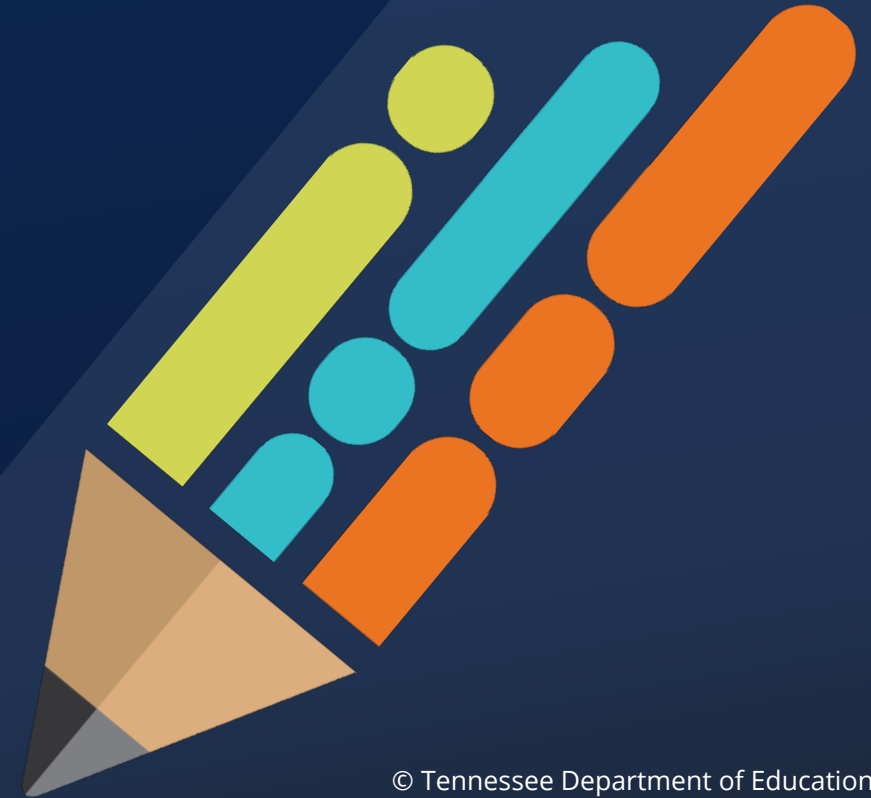


Compliance Monitoring

- 21st CCLC programs are monitored through desktop and onsite processes.
 - **On-site monitoring:**
 - Grantees are selected for on-site monitoring using risk assessment data.
 - At the conclusion of the visit, the grantee receives a copy of the completed monitoring tool, along with a corrective action plan, if needed.
 - **Desktop monitoring:**
 - Four 21st CCLC grantees will be selected per month for desktop monitoring.
 - Selected grantees must provide all supporting documentation for a single reimbursement request.
 - If unallowable costs are found during the monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs.



Application and Review Process

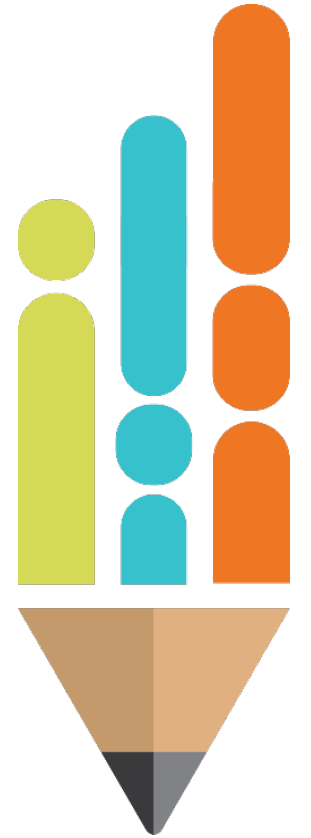


Steps to Apply

- Complete the [Notice of Intent to Apply](#) by **Monday, January 29, 2024**.
 - ePlan user roles will be assigned utilizing the names and contact information provided in the form.
- Applications must be submitted through the department's ePlan grants management system.
- Applicants that do not currently have access to ePlan must submit their information on the Intent to Apply form *or* must complete a user access form to obtain access to the application.
 - Responsible parties include a grant director, fiscal representative, and authorized agency representative.
 - User access forms for community-based organizations can be found [here](#), while LEA user access forms can be accessed [here](#).
 - **New** user access forms must be submitted by **March 15, 2024**.
 - The peer review process will not begin until each of these individuals has reviewed and approved the application.

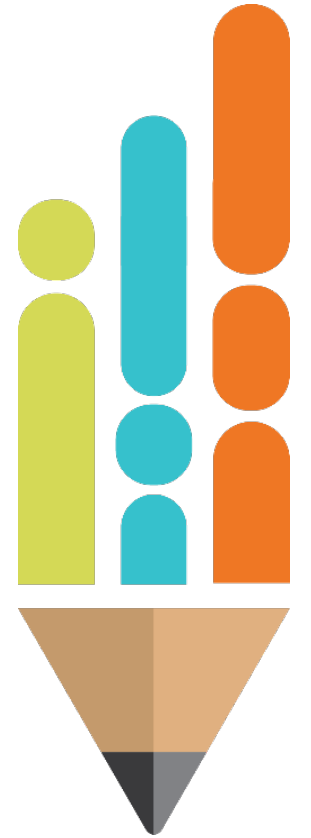
Steps to Apply

- **NOTE:** Applicants are required to give **public notice** that the agency intends to apply for the 21st CCLC grant and will be required to describe in the application how the public was notified.
 - Notification may include posting the intent on the agency’s website or social media outlets or an advertisement in the paper.
 - The notification must include contact information for questions or comments.

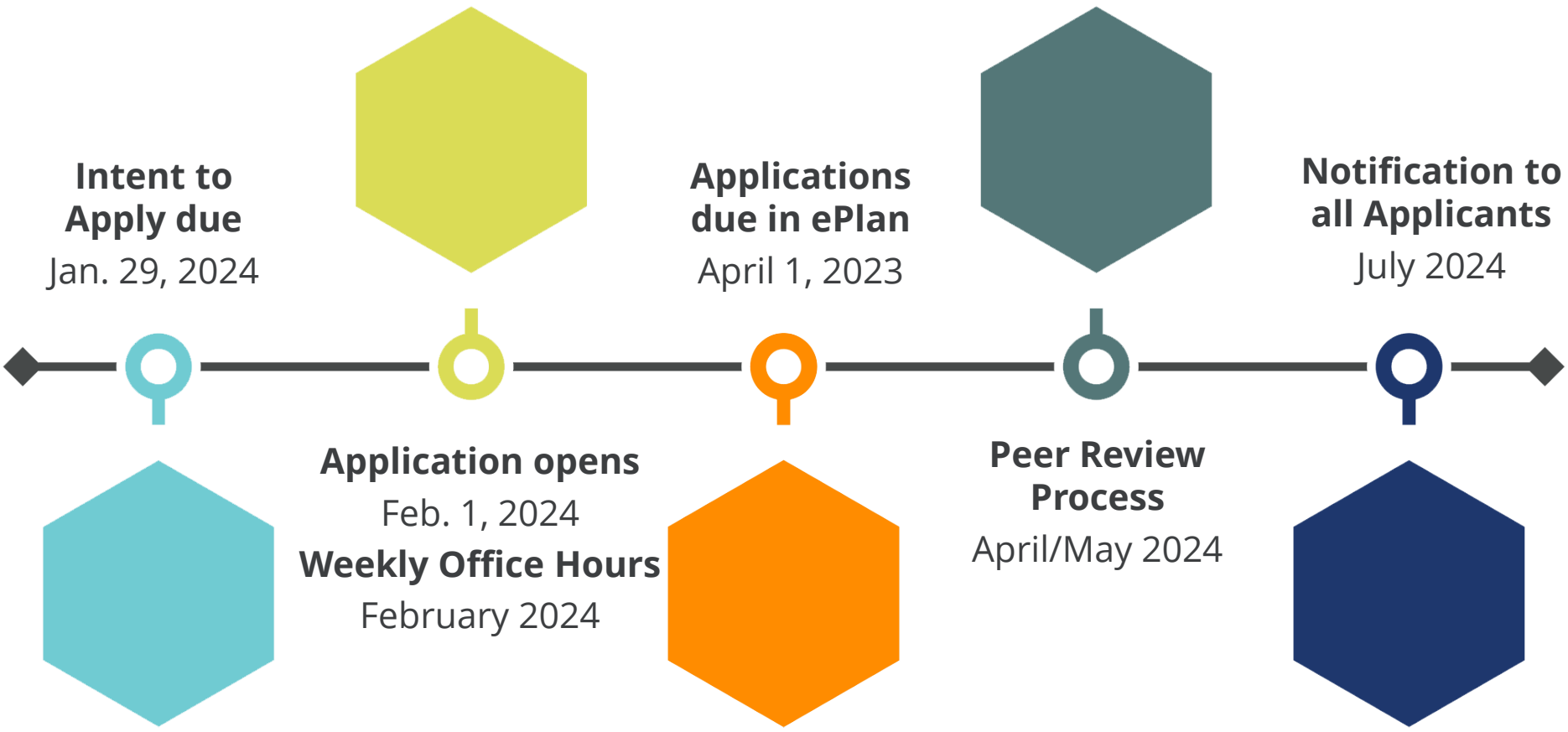


Review Process

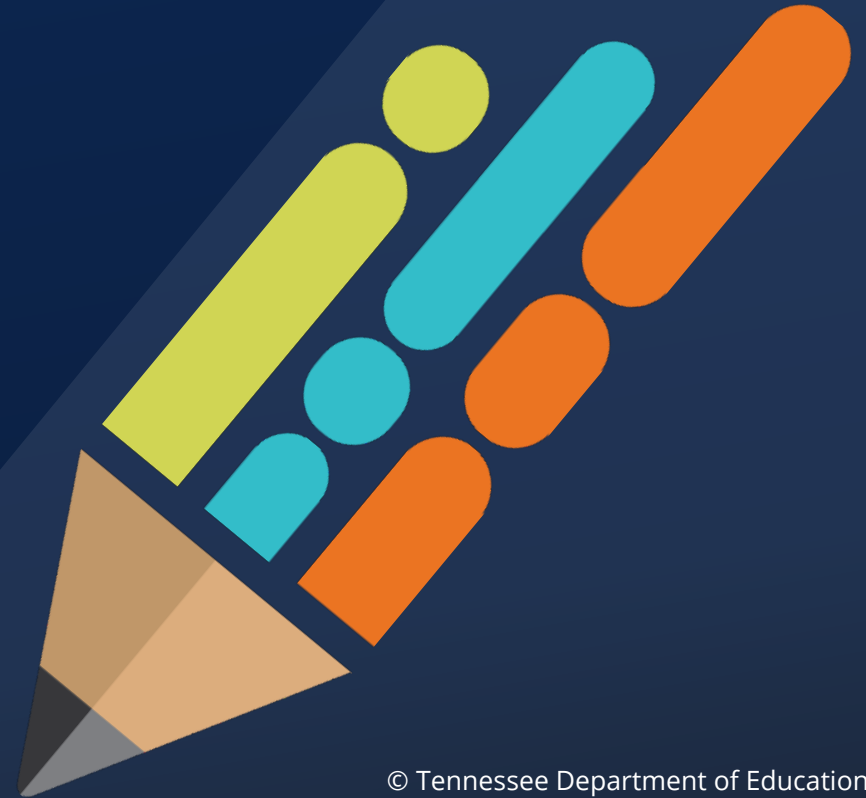
- All complete applications meeting the program requirements and received by the department on or before **April 1 by 11:59 p.m. CT** will be forwarded to a peer review committee.
- **This grant is highly competitive.** Applicants should ensure that all guidelines and requirements are met before submitting.
- The committee will provide each application with a technical merit score based on the review criteria and rubric.
- Technical merit scores will serve as the foundation for grant award decisions.
- A copy of the scoring rubric can be found in Appendix A of the [FY25 21st CCLC Request for Applications](#).



Application Timeline



Application Components





Application Sections

There are 11 pages in the application that need attention:

1. Overview
2. Cover Page
3. Comprehensive Needs Assessment
4. Project Logistics & Design
5. Partnerships
6. Sustainability
7. Equitable Services
8. Budget
9. Competitive Priority Narratives (if applicable)
10. Related Documents
11. Assurances



Overview

User Access

Community-Based Organization (CBO) roles are assigned by the ePlan.Help@tn.gov team.

[Please click here to open the CBO user access form.](#)

Workflow and Notifications

Not Started	The application cannot be edited until the draft is started.
Draft Started	The 21st CCLC/LEAPS Director, LEA Fiscal Representative or LEA Authorized Representative can edit the application in the draft or revision started status.
Draft Completed	The 21st CCLC/LEAPS Director can click Draft Completed (or Revision Completed for revisions)
LEA Fiscal Representative Approved or Not Approved	The fiscal representative can click approved or not approved.
LEA Authorized Representative Approved or Not Approved	The LEA Authorized Representative can click <i>Approved</i> or <i>Not Approved</i> .
TDOE 21st CCLC/LEAPS Director Approved or Not Approved	The TDOE 21st CCLC/LEAPS Director can click Approved or Not Approved.

Resources

[Click here to open the RFA \(21st CCLC\)](#)

[Technical Assistance PowerPoint](#)

[Budgeting in 21st CCLC and LEAPs ePlan Applications](#)

TDOE Contacts

Extended Learning Team	Extended.Learning@tn.gov
User access or Technical Assistance	ePlan.Help@tn.gov

Cover Page

- Applicants must enter the following information:
 - Organization Name, Official Address, and Website
 - Extended Learning Project Director, Email Address, and Phone Number
- Use the drop-down to select the organizational type that best describes your agency.
- Check the box to indicate if the application is a joint application between a district and CBO.
- List the proposed sites. For each site, complete the table to provide:
 - the proposed number of students to be served
 - the grade span to be targeted
 - the site location (address)
 - check the boxes to indicate if the school is a Title I, priority/Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TSI), or Additional Targeted Support & Improvement (ATSI) school
- Enter the organization's **Unique Entity Identifier (UEI)**.

Note: *The applicant will not be able to submit the application without entering an UEI.*



Comprehensive Needs Assessment (20 points)

The applicant must describe:

- how the community was notified of an intent to apply and how the application will be available for public input;
- the process used to identify community needs and assets, including:
 - the sources of data used and
 - the key stakeholders who were involved (e.g., parents, students, community members, educators, etc.);
- the needs identified to be addressed through the proposed activities;
- the community assets that have been identified, including:
 - the opportunities to improve the program experience for students and families;
 - broadly, how the assets can be used to support the program; and
- how the proposed program will coordinate federal, state, and local programs.





Project Logistics & Design (40 points)

There are seven (7) key areas in the Project Logistics and Design (PLD) section:

1. Prior History Implementing an Extended Learning Program
2. Student Recruitment and Retention
3. Nutritional Programs and Physical Activity
4. Program Schedule
5. Transportation Plan
6. Performance Goals and Indicators
7. Program Timeline



PLD: Prior History Implementing an Extended Learning Program

- Applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program.
- If the applicant has not operated out-of-school programs in the past, evidence must be provided that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.

Prior history implementing an extended learning program:

Applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.

A **prior grantee** is an agency that has received either a 21st CCLC or LEAP grant within the last 5 years. - Check this box if the applicant is a prior grantee.

A **new applicant** is an agency that has not received either a 21st CCLC or LEAP grant within the last 5 years. - Check this box if the applicant is a new applicant.



PLD: Student Recruitment and Retention

- Describe who will be served and the process for student recruitment and retention.
- Describe what data will be used to determine student participation in the program.





PLD: Nutritional Programs and Physical Activity

- Describe how snacks will be provided and the type of physical activities that will be offered to students.
 - Program funds must not be spent on unhealthy snacks or foods during participant or family engagement activities.
 - Grantees are required to include a minimum of **60 minutes per week** of participation in structured physical activities as part of the program design and promote improved nutritional habits of program participants.



PLD: Program Schedule

- Complete the tables to indicate the appropriate grade level(s) to be served (Elementary, Middle, and/or High).
 - For each grade level, indicate if programming will be provided before or after school, in the summer, or as part of an ELT program.
 - The applicant must also indicate when transportation will be provided.
 - Enter the total number of hours the program will be open for each day of the week.

Program Schedule. The applicant should check the appropriate grade level(s) to be served. For each grade level, indicate if programming will be provided before or afterschool as well as during the summer. The applicant should indicate when transportation will be provided. Enter the total number of hours the program will be open under each day of the week.

Elementary

	Transportation Provided	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Per Week
Before	<input checked="" type="checkbox"/>	2.00	2.00	2.00	2.00	2.00		10.00
After	<input checked="" type="checkbox"/>	3.00	3.00	3.00	3.00	3.00		15.00
Summer	<input type="checkbox"/>							0.00
ELT Program	<input type="checkbox"/>							0.00



PLD: Transportation Plan

- Describe the procedure for the safe transportation of participants and include details about bus transportation, parent pick-up, or walking (as applicable).

Note: All programs will be expected to provide services in a manner consistent with [state childcare guidelines](#).



PLD: Performance Goals and Indicators

In this section, complete the tables to describe the following:

- Specific program **activities** that will be implemented to address each performance goal and target;
- Relevant **professional development activities** for each goal; and
- How progress towards each performance goals will be **communicated with stakeholders** such as parents, students, and school/community partners

Also describe the **capacity** of the organization to fulfill **GPRA measures, state performance goals, and local evaluation requirements** (e.g., identify internal staff member(s) and description of qualifications/relevant experiences).



PLD: Performance Goals and Indicators

Performance Goals and Indicators. The Tennessee Department of Education (TDOE) extended learning programs has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC programs. Performance targets were based on statewide data collected during prior program years and/or national targets. 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 towards goals. The indicators are pre-established and in some cases include TDOE developed instruments such as teacher and parent surveys that will be provided to the grantee.

In this section, the applicant should describe the following: 1. specific program activities that will be implemented to address each performance goal and target; 2. relevant professional development activities pertaining to each goal and performance target and 3. how progress towards performance goals will be shared with stakeholders such as parents, students and school/community partners. Projects are not expected to serve all grade spans. Applicants should complete the tables for the grade spans that will be served.

Performance Goal 1: All students will reach high academic standards demonstrating growth in reading/language arts and mathematics.	
Performance Target(s)	<p>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.</p> <p>1.2 At least 40% of all students in grades 4-8 who participated in programming 90 hours or more during the school year will demonstrate growth in Math state assessments.</p> <p>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.</p> <p>1.4 At least 40% of all 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.</p>
Activities	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Check Spelling</p> <p>0 of 8000 characters</p>
Professional Development	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Check Spelling</p> <p>0 of 8000 characters</p>
Communicating Results	<div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Check Spelling</p> <p>0 of 8000 characters</p>



PLD: Performance Goals and Indicators

- Points **will not** be deducted because the organization does not serve a particular grade span.
- For Performance Goal 1, if you are not serving students in grades 4–8:
 - Describe the reading/language arts (RLA) and math activities for all students.
 - Describe the related professional development for staff to support RLA and math.
 - In the communicating results section, discuss how the agency will measure progress for students in grades pre-K–3 or 9–12 (if applicable) who participate in the program. Discuss how results will be shared.



PLD: Project Timeline

- In this section, describe the project timeline for the first year of the program.
 - The timeline must delineate when activities will begin, project milestones, and the responsible party(ies).
 - Project milestones must be based on the proposed activities that will be implemented to **achieve the performance goals**. It is not necessary to identify all project activities.
 - The applicant may use a project chart to outline this information. Here is an example:

Date	Project Milestone	Responsible Party
July 2024	Site directors hired for each program location	Project director
August 2024	Staff math interventions training completed	Project director, site director
September 2024	Student benchmark data collected	Project director, site director

Partnerships (10 points)

- The applicant should describe how partnerships have or will be formed to carry out the project goals.
- The applicant should describe:
 - the services offered by the partner,
 - the frequency of such services, and
 - the frequency of partnership meetings.





Sustainability (10 points)

- In this section, applicants are asked to describe the process for continuing the project after grant funding is no longer available.
- The sustainability plan should be detailed and should include a list of in-kind contributions that include the source and approximate dollar amount, as well as details of any proposed program income or fees.
 - **Note:** *Program income and fees both require prior approval from the U.S. Department of Education. See the Request for Applications document for more information on the approval process.*
- General statements about seeking other grants are insufficient.





Budget (20 points)

- The agency will upload a **one-year budget** for projected expenses July 1, 2024 – June 30, 2025 to the *Related Documents* section of the application.
 - **IMPORTANT:** There are two (2) different ways to complete and upload the budget. Detailed budget instructions are included [here](#) and in the [FY25 21st CCLC Request for Applications](#) document.
- These are **reimbursement** grants.
- Grantees are encouraged to maintain **2–3** calendar **months** of operating **capital** to provide programming between payment requests.
- Grantees are expected to follow all guidelines for the administration of federal grant funds.
 - Grantees should refer to the Education Department General Administrative Regulations (EDGAR) and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards for guidance.





Budget

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

1. **Budget Line Items:** Select the appropriate line item for each program expense
2. **Budget Narrative:** Describe why the expenditure is needed and how the dollar amount requested was calculated.
 - 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 sites, show the breakdown of how each site will be staffed.





Budget

Key things to consider when preparing the project budget:

- Per student allocation:
 - **\$1,250** per student served
 - Minimum award of **\$50,000** and a maximum award of **\$500,000** annually per grantee.
- Supplement not Supplant:
 - Funds received under this program may only be used to supplement and not supplant **federal, state, and local** funds that would otherwise be available and used for program expenditures.





Budget

Key things to consider when preparing the project budget:

- Allowable Costs: All expenses must be:
 - reasonable;
 - necessary for the performance or administration of the project;
 - 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; and
 - adequately documented.





Budget

Key things to consider when preparing the project budget:

- Salaries/Wages:
 - In the budget narrative, distinguish which employees will be providing direct services to students and which staff members will be performing administrative tasks.
 - 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.





Budget

Key things to consider when preparing the project budget:

- Professional Development
 - Each application must budget to send a representative to **state trainings/meetings**.
 - Applicants should also refer to the [childcare rules](#) for specific requirements related to staffing and professional development.
- Technology
 - All technology items must be approved by extended learning staff prior to purchase.
 - Typically, approval is granted for no more than **15 items per project year** (e.g., e-readers, iPads, computers).



Budget

Key things to consider when preparing the project budget:

- Indirect Costs
 - The department has been given the authority by the U.S. Department of Education 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 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.



Equitable Services

- **All applicants** must take action on this page.
- Click the N/A box if the organization provides an assurance that there are no eligible non-public schools located within the areas served by the subgrant. No further actions are required on this page.
- If there are eligible non-public schools located within the attendance area served by the grant, provide the following information:
 - Describe the **consultation process** between the organization and eligible private school(s). In the response, include (1) important dates, (2) modes of communication, and (3) the information provided to non-public school representatives. (Upload 21st CCLC Consultation forms in *Related Documents*).
 - Complete the table to **list the eligible non-public schools** that were consulted as part of the initial grant application. Indicate whether each school will participate.
 - If there are participating non-public schools, describe the process used to determine the **equitable share of funds** to make available for equitable services.
 - Upload **21st CCLC Consultation forms** for each eligible school in *Related Documents*.





Competitive Priority I (5 points)

Competitive priority is given to applications that both:

1. Propose to serve students who attend schools identified as a ***CSI, TSI, or ATSI*** school (pursuant to ESEA § 1116) ***and***
2. that are submitted ***jointly*** between at least one LEA receiving funds under Title I, Part A, and at least one public or private community organization.





Competitive Priority II (3 points)

To expand the geographic distribution of programs, priority points will be awarded to applications that propose to serve students in the following counties: **Benton, Chester, Dickson, Franklin, Houston, Meigs, Moore, Montgomery, Rhea, and Weakley.**





Competitive Priority III (3 points)

The department's commitment to ensuring that all students have access to a quality education regardless of where they live includes access to quality extended learning programs. To that end, priority points will be awarded to programs that will serve students in the following distressed counties: **Bledsoe, Clay, Cocke, Hancock, Hardeman, Lake, Perry, and Scott.**





Related Documents

- Statement of Collaboration and Partnership form(s) (all applicants)
- Proof of Unique Entity Identifier (UEI) and System for Award Management (SAM) registration (all applicants)
- Most recent audit or financial review (all applicants).
 - If a financial audit or review has not been conducted in the last two years, then the applicant must submit a current copy of the organization's operating budget.
- Memorandum of Agreement (all applicants)
- 21st CCLC Year One Budget Spreadsheet (all applicants)





Related Documents

- 501(c)(3) determination letter (**CBOs only**)
- IRS 990 (**CBOs only**)
- Consultation with non-public schools form(s) (**all applicants, if applicable**)
- Plan for offering Expanded Learning Time (**all applicants, if applicable**)
- Request for generating program income and/or collecting program fees (**all applicants, if applicable**)



Assurances

- Read the assurances.
- Click the boxes to certify the information in the application.
- Enter the name of the applicant agency administrator.
- Certify the date.

I, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated agency designated in this application is authorized to administer this grant. - Check box to agree.

I FURTHER CERTIFY that the assurances listed below have been satisfied and that all facts, figures, and representation in this application are correct to the best of my knowledge. - Check box to agree.

Name of Applicant Agency Administrator:

Certify Date:
 [Clear](#)

21st CCLC General Assurances

Assurance is hereby provided that:

1.	The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2.	The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, sex, race, national origin, religion, creed, or disability.
3.	Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4.	The activities and programs that will be performed under this grant will be used to supplement and not supplant other Federal, State, and local funds.
5.	The grantee will require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. (EDGAR-Part 85)

Charter School Applicants

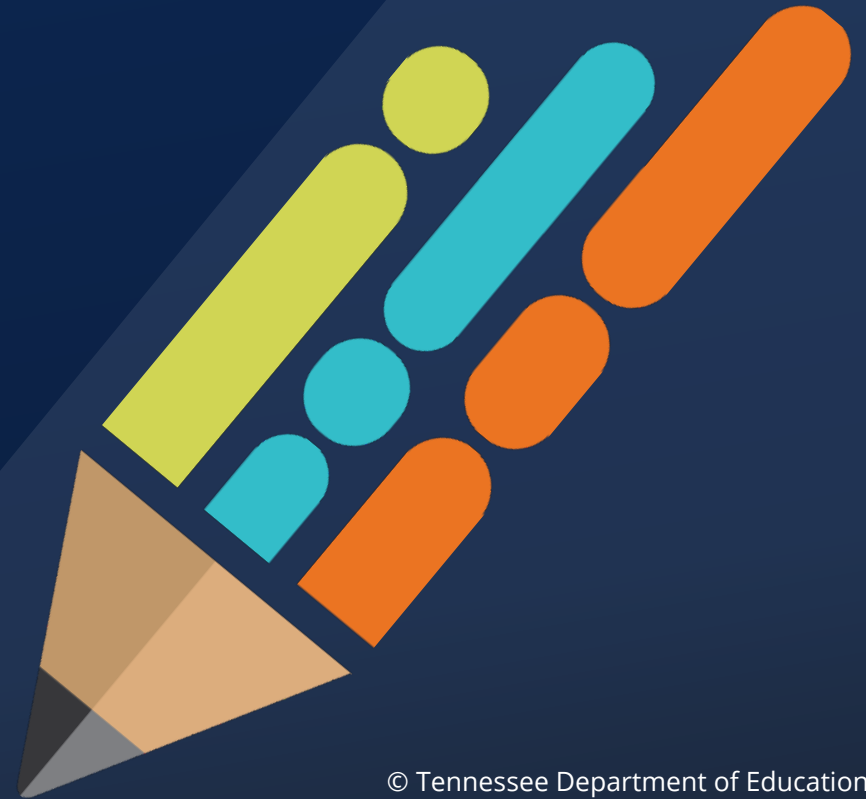


Charter School Applicants

The application process will vary slightly for charter applicants.

Charter School Responsibilities	LEA Responsibilities
Complete all components of the application (including the budget) and save it as a PDF document. An Excel spreadsheet can be used for the budget.	Provide the charter applicant with the contact information for the person who will upload the charter application documents into ePlan.
Submit the application and all required documentation as a PDF to the appropriate district personnel. District personnel will upload the application documents under the <i>Related Documents</i> section of the application.	Upload the charter application documents into the <i>Related Documents</i> section of the application.
	If awarded funding, act as the fiscal agent and work with the charter to prepare and submit a revised budget in ePlan.

ePlan Instructions





ePlan User Access

- To receive an ePlan login, go to <https://eplan.tn.gov/>.
- You will see the link on the right side of the screen to obtain a User Access Form.
- New users must submit an access form by **March 15, 2024**.
- Please use the appropriate form for your organizational type.

Welcome to ePlan (12/1/2022)

ePlan is Tennessee's online platform that allows schools and districts the ability to access district and school plans, funding applications, and monitoring tools.

ePlan user access forms can be found in the User Access folder on the TDOE Resources page or select one of the following forms:

- [LEA](#)
- [Charter School](#)
- [Community Based Organization](#)
- [Non-Public Schools](#)
- [User Access Administrators](#)

[Click here to access the ePlan User Manual.](#)





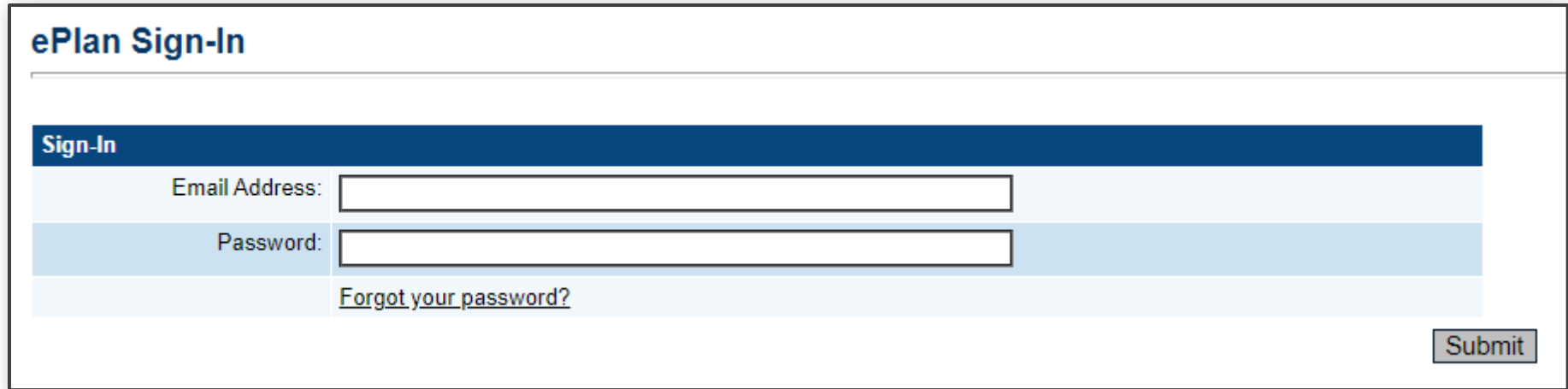
ePlan General User Tips

- ePlan features are best supported using Chrome and Firefox.
- When working in ePlan, users **should not use** the **back** button. Use the *Save and Go To* and *Funding > Sections* navigational tools to move around the application.
- While working on the application, click on the *Help for Current Page* menu item to access ePlan and application helpful tips. Save your work before opening the *Help for Current Page* menu item.
- **Save often.** The system times out after 30 minutes. Clicking on any section of the application will refresh the system.



Logging into ePlan

- From the ePlan homepage, click *ePlan Sign-In*.
- Enter your email address and password. Click the **Submit** button.

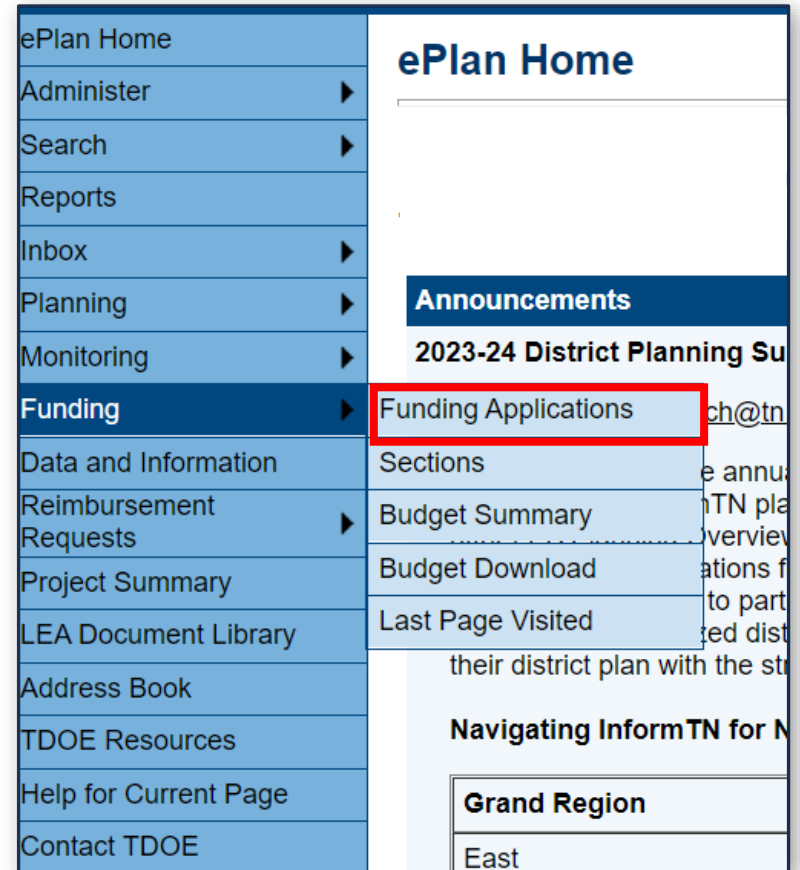


The image shows a screenshot of the ePlan Sign-In form. At the top left, there is a graphic of a hand holding several colored pencils (orange, teal, yellow, and light blue). The form itself is titled "ePlan Sign-In" and features a dark blue header bar with the text "Sign-In". Below the header, there are two input fields: "Email Address:" and "Password:". To the right of the "Password:" field, there is a link that says "Forgot your password?". At the bottom right of the form, there is a "Submit" button.



Accessing the Funding Application

From the ePlan homepage, go to **Funding > Funding Applications**.



The screenshot shows the ePlan homepage navigation menu. The 'Funding' menu item is highlighted in dark blue, and its sub-menu item 'Funding Applications' is highlighted with a red border. The main content area of the page is partially visible, showing 'ePlan Home', 'Announcements', and '2023-24 District Planning Su'.

ePlan Home	ePlan Home
Administer	
Search	
Reports	
Inbox	
Planning	
Monitoring	
Funding	Funding Applications
Data and Information	Sections
Reimbursement Requests	Budget Summary
Project Summary	Budget Download
LEA Document Library	Last Page Visited
Address Book	
TDOE Resources	
Help for Current Page	
Contact TDOE	



Funding Application Page

- Select **2025** from the drop-down menu in the upper left corner of the screen.
- Click the application link for the **21st CCLC Cohort 2024** funding application.

ePlan Home	
Search	▶
Reports	
Inbox	▶
Planning	▶
Monitoring	▶
Funding	▶
Data and Information	▶
Reimbursement Requests	▶
Project Summary	
LEA Document Library	
Address Book	
TDOE Resources	

Funding Applications

2025 ▼ All Active Applications ▼

Entitlement Funding Application

There are no matching Entitlement applic

Competitive Funding Application

- 21st CCLC Cohort 2024
- Voluntary Pre-K

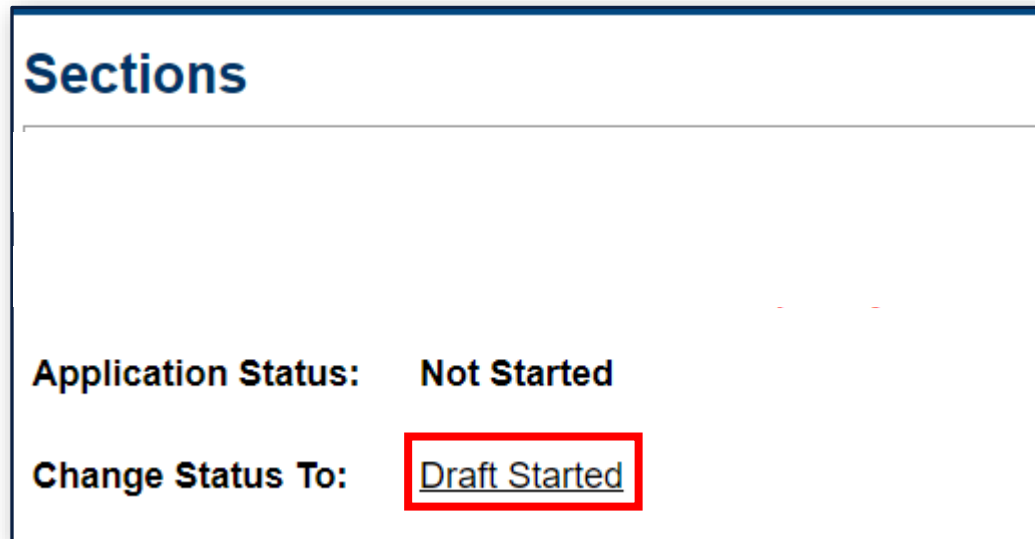
Sections Page

- The first page you see after clicking the link to enter the application is the **Sections** page.
- If you get lost while working on the application, you can return to this page by clicking **Save and Go To** and selecting **Sections**.
- Click on each section link to add content to the application.

View TDOE History Log
View Change Log
Description (View Sections Only View All Pages)
All
<input type="checkbox"/> History Log
History Log
Create Comment
<input type="checkbox"/> Allocations
Allocations
<input type="checkbox"/> 21st CCLC Cohort 2024
Overview
Cover Page
Comprehensive Needs Assessment
Program Logistics and Design
Partnerships
Sustainability
Equitable Services to Private Schools
Competitive Priority Narratives
Budget
Budget Overview
Related Documents
Assurances
All

Draft Started

To begin working on the application, the user with the ePlan role of CCLC/LEAPs Director will click **Draft Started**, which is located near the top of the *Sections* page.



Sections


Application Status: Not Started

Change Status To: **Draft Started**



Accessing the Budget

Click the **Budget** link to start working on this section.

	21st CCLC Cohort 2024
	Overview
	Cover Page
	Comprehensive Needs Assessment
	Program Logistics and Design
	Partnerships
	Sustainability
	Equitable Services to Private Schools
	Competitive Priority Narratives
	Budget
	Budget Overview
	Related Documents
	Assurances

IMPORTANT:

Detailed budget instructions are included [here](#) and in the [FY25 21st CCLC Request for Applications](#) document.



Modifying the Budget

- Click the **Modify** link.
- If you do not see Modify,
 - you may not have the *appropriate user access* to change the budget**or**
 - you may not have clicked *Draft Started*.

Budget

Go To ▶

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

[Upload Budget Data](#) | [Download Budget Data](#)

Action	Account Number
Modify	73300 - Community Services
Modify	99100 - Transfers Out

Adding a Budget Line Item

Click Add Budget Detail to add items to the budget.

Add Budget Detail		<< First		< Previous		Next >		Last >>		Items 0-0 out of 0		Items/Page: 10	
Delete	Edit	Budget Detail					Narrative Description						
						Total for filtered Budget Details:						\$0.00	
						Total for all other Budget Details:						\$0.00	
						Total for all Budget Details:						\$0.00	
						Adjusted Allocation:						\$0.00	
						Remaining:						\$0.00	

Adding a Budget Line Item

- Choose the desired line-item number from the dropdown list.
- **Note:** *Only allowable budget line items will appear as options.*

Budget Detail	
Account Number:	73300 - Community Services ▾
Line Item Number:	116 - Teachers ▾
Optional Program Code:	<input type="text"/>





Adding a Budget Line Item

- 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 items can be edited during the draft stage.





Budget Narrative

- Enter a narrative description in the large textbox.
- **Show the math.** Provide a detailed description of how the funds will be spent and how line-item amounts were calculated.

Add Budget Detail		Navigation: << First < Previous 1 Next > Last >> Items 1-1 out of 1		Items/Page: 10
Delete	Edit	Budget Detail	Narrative Description	
		Account Number: 73300 - Community Services	<p>Teacher wages for before and afterschool extended learning program and family engagement services. Nine staff will be used in the morning session and two staff will be used in the afternoon. The calculation is 17.25 hours per day at a rate of \$24.58 per hour for 100 days. Teachers will provide direct services to students through homework help, remediation, and implementing enrichment activities. Staff will be chosen according to grade level and/or specialty area if available. Each staff member will participate in 12 hours of professional development (144 total man hours).</p>	
		Line Item Number: 116 - Teachers		
		Optional Program Code:		
		Location Code:		
		Quantity: <input type="text" value="1.00"/>		
		Cost: <input type="text" value="\$42,400.50"/>		
		Line Item Total: <input type="text" value="\$42,400.50"/>		
			Total for filtered Budget Details:	<input type="text" value="\$42,400.50"/>
			Total for all other Budget Details:	<input type="text" value="\$0.00"/>
			Total for all Budget Details:	<input type="text" value="\$42,400.50"/>
			Adjusted Allocation:	<input type="text" value="\$0.00"/>
			Remaining:	<input type="text" value="(\$42,400.50)"/>

Related Documents

- Some documents must be submitted on the provided document template. Access these templates by clicking the link in the **Document Template** column.
- Download the template.
- Scan and save the completed document to your computer.
- Click **Upload New** under the Document/Link heading.

Related Documents		
Alamo (171) Public District - FY 2023 - 21st CCLC Cohort 2022 - Rev 0 - 21st CCLC Cohort 2022		
This is the TEST site. Please be sure to complete your work on the LIVE site.		
Go To <input type="text"/>		
Optional Documents		
Type	Document Template	Document/Link
(21st CCLC/LEAPS) Statement of Collaboration/Partnerships	 Statement of Collaboration/Partnership Form	Upload New
(21st CCLC/LEAPS) Proof of D-U-N-S and System for Award Management (SAM) registration [Upload up to 2 document(s)]	N/A	Upload New
(21st CCLC/LEAPS) Most recent audit or financial review	N/A	Upload New
(21st CCLC/LEAPS) Memorandum of Agreement (required for CBOs)	 Memorandum of Agreement Form	Upload New

Related Documents

- Click the **Select** button to browse for your document.
- Upload the document.
- Type a document name and click the **Create** link to upload the document.

Create Related Document - (21st CCLC/LEAPS) Statement of Collaboration/Partnerships

Please select a file to upload.

Upload Data File:

Document Name:

Validations

- Before selecting **Draft Completed**, check for validation errors.
- Validation errors are built into ePlan to ensure the application is complete before submitting.
- To check for validation errors, go to the top of the **Sections** page and click on the word **Messages**.

[View TDOE History Log](#)
[View Change Log](#)

Description (View Sections Only View All Pages)	Revision	Validation	Print <input type="checkbox"/> Select Items
All	Details	Messages	Print
<input type="checkbox"/> History Log			Print
History Log			Print
Create Comment			

Submitting the Application

- Once you have cleared any errors, click **Draft Completed** at the top of the **Sections** page.
- After you click **Draft Completed**, the ***LEA Fiscal Representative*** and the ***LEA Authorized Representative*** must **approve** the application in ePlan before it will be forwarded to the peer review committee for scoring.



The screenshot shows a web interface titled "Sections". Below the title, there is a horizontal line. At the bottom of the page, the text "Application Status: Draft Started" is displayed. Below that, the text "Change Status To:" is followed by a button labeled "Draft Completed". The button is highlighted with a red rectangular border.

Need Help?

- The [FY25 21st CCLC Request for Applications](#) documents is linked at the bottom of each section page.

Resources

[Click here to open the application guidance document.](#)

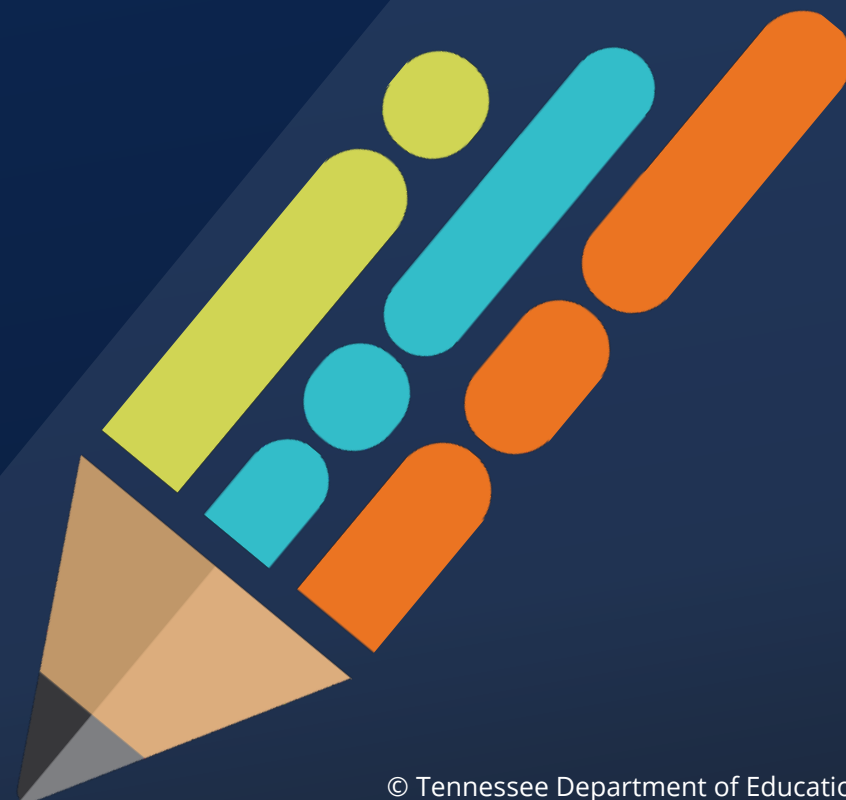


ePlan Funding Application Workflow

- *Draft Started* and content entered
- *Draft Completed*
- LEA Authorized Fiscal Representative approves
- LEA Authorized Representative approves
- **Applications with a status of LEA Authorized Representative Approved will be forwarded for review.**



Next Steps & Resources



Next Steps

- Submit the [Notice of Intent to Apply](#) by **Jan. 29, 2024**.
- Read the entire [Request for Applications](#) document and ePlan application.
- Send questions about the application to Extended.Learning@tn.gov and join us for [weekly office hours](#).
- Applications must be submitted in ePlan by **11:59 p.m. CT on April 1, 2024**.





Resources

- [FY25 21st CCLC Request for Applications](#)
- [Notice of Intent to Apply](#)
- [Grant Competition Technical Assistance Opportunities](#)
- [Standards for School Administered Child Care Programs](#)
- [Budget Instructions](#)
- [Non-public School List](#)





**Please send questions to
Extended.Learning@tn.gov and
join us for [weekly office hours](#).**



Thank You!

Brinn Obermiller

Senior Director of ESEA Oversight

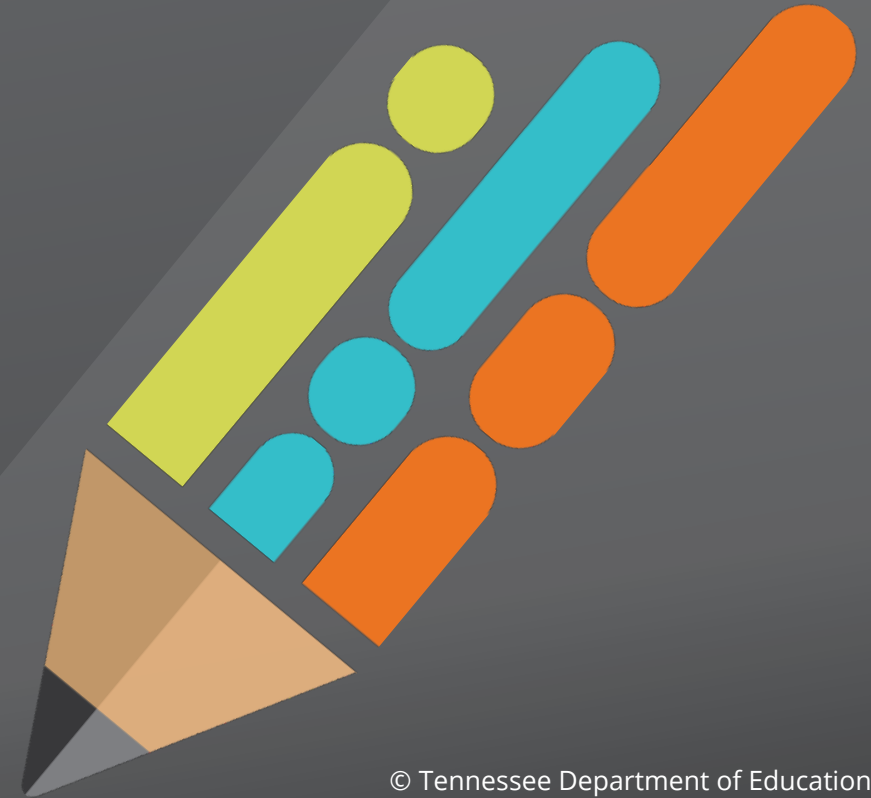
Extended.Learning@tn.gov

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Please Share your Feedback:

https://stateoftennessee.formstack.com/forms/fpo_professional_development_survey



Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>