FY27 Lottery for Education Afterschool Programs (LEAPs) Grant Competition Technical Assistance Webinar

Division of Federal Programs and Oversight
January 20, 2026

TN Department of Education

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Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public.

While the State supports your desire to maintain documentation of the meeting and what you learn, **please respect our decision to safeguard information** and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.

Meet the Extended Learning (ExL) Team

- Anessa Ladd| Extended Learning Grant Manager

- Mario Pennington| Federal Grants Manager
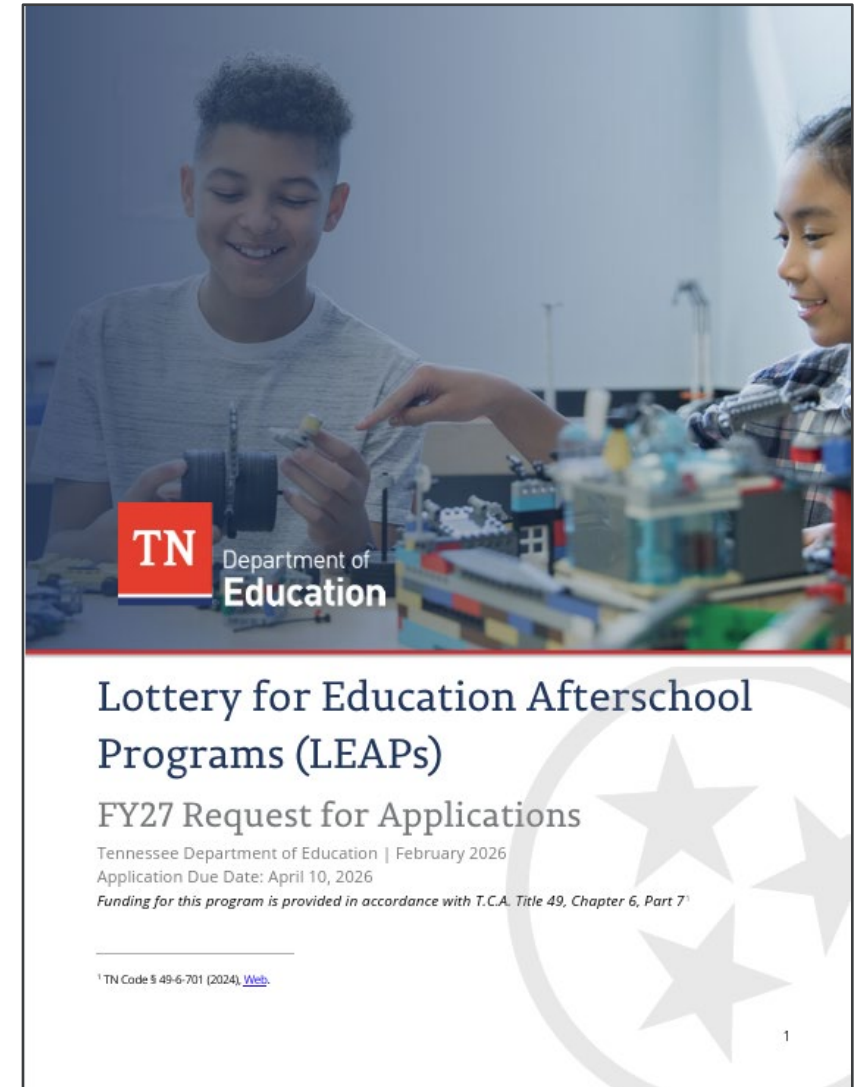
- Artina Fossett | Administrative Assistant

Agenda

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

Application Resource

- Please refer to the [FY27 LEAPs Request for Application](#) (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 (Feb. 1).

Lottery for Education Afterschool Programs (LEAPs)

FY27 Request for Applications

Tennessee Department of Education | February 2026
Application Due Date: April 10, 2026
Funding for this program is provided in accordance with T.C.A. Title 49, Chapter 6, Part 7

¹ TN Code § 49-6-701 (2024), Web.

Application Resources

5. Funding Applications and Grants

- Beyond Ordinary Learning Opportunities
- CTE Perkins Basic
- Extended Learning Programs- 21st CCLC and LEAPs Documents & Information
  - FY27 LEAPs
    - Title I School Eligibility Public Numbers_2025
    - FY27 LEAPs Grant Competition Office Hours
    - FY27 LEAPs Grant Competition Technical Assistance Webinar
    - FY27 LEAPs Request for Application_2026-01-20
    - Extended Learning Sample Job Descriptions_2026
    - Extended Learning Statement of Collaboration and Partnership_2026
    - LEAPs Extended Learning Memorandum of Agreement_2026

ePlan > TDOE Resources

Program Overview

Background

- 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 TCA Title 49, Chapter 6, Part 7, one hundred percent (100%) of monies constituting an unclaimed prize shall be deposited into an afterschool account for the purpose of administering a system of competitive grants and technical assistance for eligible organizations providing after-school educational programs within Tennessee.

- The Tennessee Department of Education (department) is responsible for implementing the competitive grant process and for oversight of these funds.

- 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 during non-school hours or during periods when school is not in session.

Background

Under the law, programs established must be designed to reinforce and complement the regular academic program of participating students. All activities must be educationally based and take place during non-school hours. Such programs <u>must</u> include:

- Services to students for **15 hours per week for 160 days per year**;
- Reading skills development and enhancement;
- Math or science skills development and enhancement;
- Academic mentoring or tutorial assistance; and
- Structured physical education opportunities.

Grant funds shall be used to supplement, not supplant, non-lottery educational resources for afterschool educational programs and purposes.

LEAPs Eligible Applicants

- School districts, community-based organizations (CBOs) 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.

- Applicants who currently receive, or have previously received, department-administered extended learning funding, including LEAPs and 21st Century Community Learning Centers (21st CCLC), are eligible to apply for additional grant funds; however, the department will not allow applicants to use both LEAPs and 21st CCLC funding for a single program location, nor allow LEAPs to apply for sites currently served by an existing 21st CCLC grant.

LEAPs Eligible Participants

- Youth 5-18 years old and enrolled in elementary or secondary school

- 50 percent of students enrolled <u>must</u> 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 that is 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; or
  - be at risk of failing one or more subjects or be behind grade level by at least one year.

Note: *The percentage of economically disadvantaged students at each school can be found in the public Title I school list posted [here](). This data was uploaded from the FY26 Consolidated Funding Application (CFA) on Oct. 21, 2025. Use filters to select the district, then the school, to obtain the percentage.*

LEAPs Program Priorities

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

1. Serves students who primarily attend elementary schools (K-5). To receive priority points, the application must propose serving elementary schools only, unless the school is a combined school (i.e., K-6, K-7, K-8). If the application is for a combined school, the project must include a primary focus on interventions targeting elementary school grades K-5.

2. Serves students in the following counties who have limited or no access to an extended learning program for four (4) years or more: **Benton, Chester, Dickson, Franklin, Hardin, Henderson, Houston, Macon, Moore, Montgomery, and Rhea.**

3. Serves students in the following distressed counties: **Bledsoe, Clay, Cocke, Grundy, Hancock, Hardeman, Haywood, Lake, Perry, Pickett, and Scott**.

Program Hours

- Programs must be in operation a minimum of **15** hours per week.

  - Target participation is **90+ for elementary school students (K-5)**.

  - Target participation is **45+ for middle and high school students (6-12)**.

- Programs must be in operation a **minimum of 160 days per year** during the months of August-May. Summer is optional and does not count towards the 160 minimum days.

- Programs must be fully operational by **Sept. 1** each year.

LEAPs Program Requirements

- All programs must provide services in a manner consistent with the state childcare guidelines.

- All programs 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 Sept. 1.**

LEAPs 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.

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 LEAPs programs.

- All LEAPs programs must:
  - collect and report outcome data for performance measures established by the department, and
  - participate in a rigorous local **evaluation** process at three points each year: initial, mid-year, and end-of-year, that includes the collection of attendance, academic achievement, and disciplinary information for the students served.

State Performance Goals and Indicators Overview

- Performance goals for this application were based on 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

- All LEAPs programs are required to develop and measure progress towards performance goals.

- Data that informs local evaluation reporting can be from:
  - TN-ELAP Reports (e.g., state assessment scores, GPAs, absenteeism),
  - Survey results from reports received from state evaluator (e.g., students, families, teachers), and/or
  - Data from the school district, such as early literacy screeners

- Each program is required to develop at least one performance measure with quantifiable outcomes (i.e., SMART goals) for performance goals 1-5.

- To assist with the local evaluation, best practice is to form a local evaluation team of stakeholders to charge with this effort, including the initial development of the SMART Goals and final evaluation of whether goals are being met. At a minimum, the team should consist of the project director and all site directors.

Grant Awards and Renewability

- Competitive grants are awarded for three (3) years provided the project is achieving the desired outcomes for the students being served.

  - LEAPs grants are non-renewable.

  - Previous LEAPs 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 **$2,000** 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 regular attendees as indicated by the funding formula:

  - **Total Grant Award/$2,000 per student = # of Regular Attendees to Serve**

- Regular attendee for elementary school students (K-5) is a student who attends **90+ hours** of programming per year and **45+ hours** per year for **middle and high school** students (6-12).

- 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

- LEAPs programs are monitored through desktop and onsite processes.
  - **On-site monitoring:**
    - Grantees are selected for on-site monitoring using risk assessment data.
    - The monitoring tool is housed within the ePlan online grants management system.
  - **Desktop monitoring:**
    - One LEAPs grantee 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 **Friday, January 30, 2026**.
  - ePlan user roles will be assigned utilizing the names and contact information provided in the form.
  - Organizations that do not complete the Notice of Intent to Apply by the above deadline will not be able to apply for the grant.

- Applications must be submitted through the department's ePlan grants management system.

- Applicants who do not currently have access to ePlan must submit their information on the Notice of Intent to Apply form to obtain access to the application.
  - Responsible parties include a grant director, fiscal representative, and authorized agency representative.
  - The peer review process will not begin until each of these individuals has reviewed and approved the application.

Review Process

- All complete applications meeting the program requirements and received by the department on or before **April 10, 2026, 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 [FY27 LEAPs Request for Application](#).

Review Process for New Applicants

- A **new applicant** is an agency that has not received either a 21st CCLC or LEAP grant within the last five (5) years.

- Grant award decisions for new applicants will be based on three key factors: the technical merit of each proposal, as determined through a rigorous peer review process, the number of applications received, and the proposed region/communities served by new applicants.

- The department reserves the right to limit the number of new applicants selected for funding to a maximum of five (5).

Review Process for Existing Applicants

- An **existing/prior grantee** is an agency that has received either a 21st CCLC or LEAP grant within the last five (5) years.

- Grant award decisions for existing applicants will be based on peer review scores and previous grant cycle performance. Overall peer review scores will be reduced based on prior negative performance, including:

  - Failure to serve the expected number of regular attendees (-10 points for years 2 and up),
  - Failure to complete and submit all TDOE local evaluation reports by the established deadlines (-5 points per year),
  - Failure to meet 90 percent of ELAP Data Quality Checks (DQCs) by the established deadline (-5 points per year), and
  - Failure to expend 90 percent of funds from the previous award cycle (-5 points).

Use of Artificial Intelligence (AI) in Application Preparation

- **IMPORTANT:** The use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Copilot, Gemini, Claude) to prepare application narratives is **strongly discouraged** for this grant competition.

- Generative AI tools cannot provide local context, community data, or authentic stakeholder input needed for a strong LEAPs application.

- Successful applications show deep knowledge of local needs, realistic plans, and meaningful engagement.

- If awarded, applicants will be held responsible for all commitments and descriptions in their application.

- Overreliance on AI may result in applications that lack specificity, misrepresent capacity, or fail to meet program requirements.

Application Timeline

Intent to Apply due
Jan. 30, 2026

Application opens
Feb. 1, 2026
Weekly Office Hours
February 2026

Applications due in ePlan
April 10, 2026

Peer Review Process
April/May 2026

Notification to all Applicants
July 2026
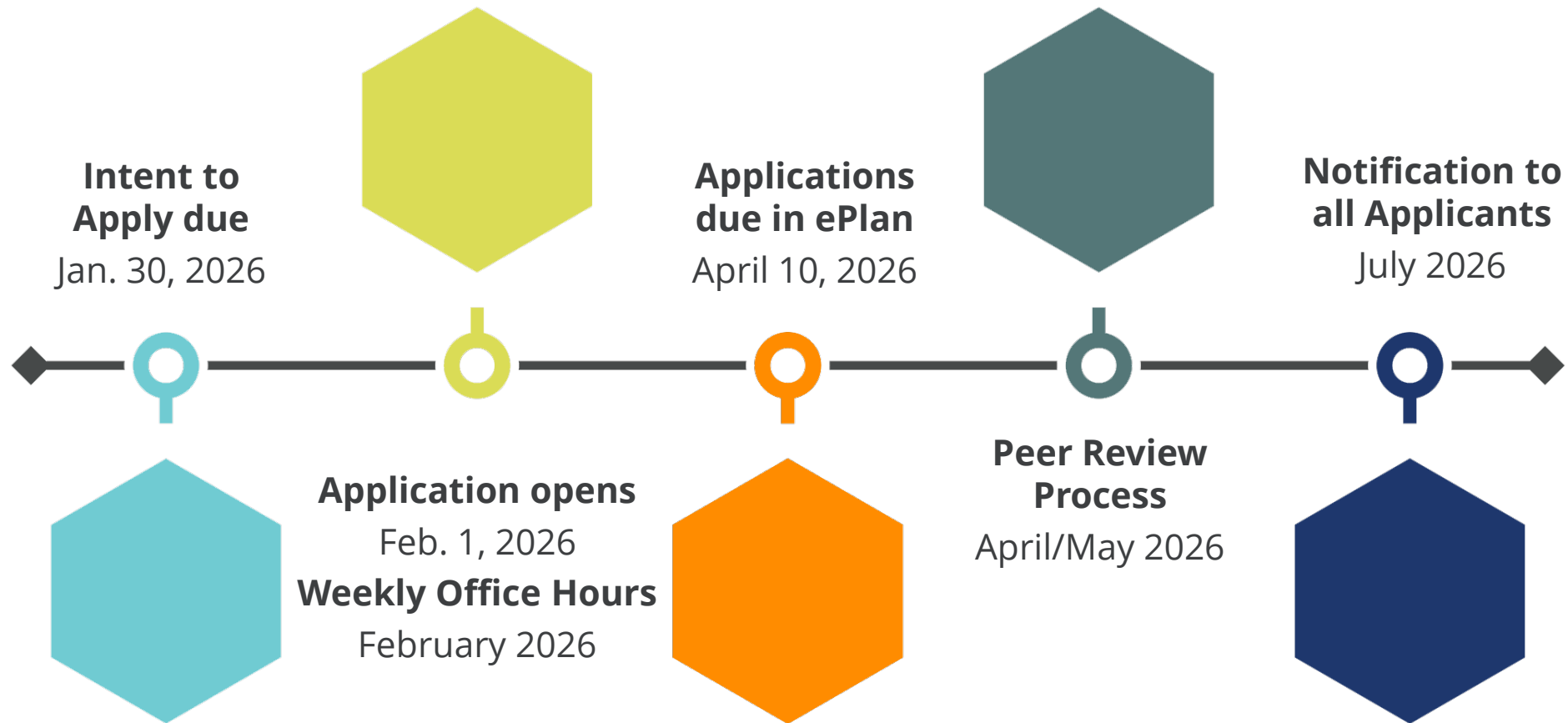
Application Components

Application Sections

There are 10 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. Budget
8. Competitive Priority Narratives (if applicable)
9. Assurances
10. Related Documents

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 *Approved* or *Not Approved.*
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, Phone Number, and Number of Years Serving as Project Director

- 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 local educational agency (LEA) 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), and
  - 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.

Comprehensive Needs Assessment (20 points)

The applicant must describe:

- the process used to identify needs and resources, including:

  - the sources of data used,

  - the key stakeholders who were involved (e.g., parents, students, community members, educators, etc.), and

  - the process of how the data was analyzed to translate findings into a defined set of needs

- the needs of the community to be served

- the needs of the proposed participating schools and students

- the community resources that have been identified

Project Logistics & Design (40 points)

There are eight (8) 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. Family Engagement
5. Program Schedule
6. Transportation Plan
7. Performance Goals and Indicators, including Local Evaluation
8. 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 LEAPs program.

- If the applicant has operated out-of-school programs within the past five (5) years, the applicant must identify the new project components within the application.

- 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: Family Engagement Activity

- Describe how the program will 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.
  - Grantees are required to offer 12 hours of programming annually at each site for adult family members, specific to extended learning. This programming should also include the mandatory extended learning parent orientation, but not the general family engagement events hosted by the school.

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 school, after school, or during the summer break.

    - 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	☑	2.00	2.00	2.00	2.00	2.00		10.00
After	☑	3.00	3.00	3.00	3.00	3.00		15.00
Summer	☐							0.00
ELT Program	☐							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 goal will be **communicated with stakeholders** such as parents, students, and school/community partners.

Also describe the **capacity** of the organization to fulfill the **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)	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 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.
	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 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.
Activities	Check Spelling 0 of 8000 characters
Professional Development	Check Spelling 0 of 8000 characters
Communicating Results	Check Spelling 0 of 8000 characters

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 will use the provided chart to outline this information. Here is an example:

Date	Project Milestone	Responsible Party
July 2026	Site directors hired for each program location	Project director
August 2026	Staff math interventions training completed	Project director, site director
September 2026	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.

- The applicant should upload the Memorandum of Agreement (MOA) with the school district from participating schools and the Statement of Collaboration and Partnership Forms in the *Related Documents* section.

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 sliding fee scales.

- General statements about seeking other grants are insufficient.

Competitive Priority I (6 points)

Competitive priority is given to applications that propose to serve students in elementary schools (K-5).

- To receive the priority points, the application must propose to serve elementary schools only, unless the school is a combined school (i.e., K-6, K-7, K-8).

- If the application is for a combined school, the project must include a primary focus on interventions targeting elementary school grades K-5.

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, Hardin, Henderson, Houston, Macon, Moore, Montgomery, and Rhea.**

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, Grundy, Hancock, Hardeman, Haywood, Lake, Perry, Pickett, and Scott.**

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, the rate of pay, and the 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

  - **$2,000** 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, non-lottery educational resources for afterschool educational programs and purposes.

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 state and locally funded 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 indirect (administrative) tasks.

  – Indirect (administrative) costs must be reasonable and necessary and must not exceed **20 percent** 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 the appropriate cognizant agency has approved.

Budget-Program Fees and Income

- The **priority of the LEAPs program** is to serve students attending low-income and low-performing schools.

- To ensure equitable access to high-quality afterschool programming, **LEAPs programs may not charge fees and/or generate program income** for any services or activities supported by this grant. This includes, but is not limited to:
  - Enrollment or participation fees for students or families.
  - Charges for materials, supplies, meals, or transportation.
  - Fundraising activities that result in income directly tied to LEAPs funded programs.

Budget-Program Fees and Income

- The **only allowable exception** to this policy is for programs that participate in the **U.S. Department of Health and Human Services (HHS) Child Care and Development Fund (CCDF) Program Plans (vouchers)**. In such cases, program income may be permitted in accordance with CCDF guidelines and state-approved plans. Programs operating under this exception must still ensure that services remain accessible and equitable.

Budget-Program Fees and Income

Pre-Approval for Project Income with vouchers:

- If a grantee intends to request approval to generate program income under the CCDF exception, the following must be submitted to the department:
  - A written justification outlining the purpose and use of the proposed income.
  - A description of how the program will ensure no child is excluded due to inability to pay.
  - A sliding fee scale and scholarship plan for families in financial need.

- Subgrantees must request approval from the department for this exception. Requests must be submitted in the *Related Documents* section of the application by the due date, **April 10, 2026.**

- All requests will be reviewed by the department, and applicants must receive **written approval** prior to implementation.

Related Documents

- Statement of Collaboration and Partnership form(s) (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)

- LEAPs Year One Budget Spreadsheet (all applicants)

Related Documents

- 501(c)(3) determination letter (CBOs only)

- IRS 990 (CBOs only)

- Request for generating program income under the CCDF exception (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 *Related Documents* section of the application.	Upload the charter application documents into the *Related Documents* 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

- Complete the **Notice of Intent to Apply** by **Friday, January 30, 2026**.
  – 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 who do not currently have access to ePlan must submit their information on the Intent to Apply form to obtain access to the application.
  – Responsible parties include a grant director, fiscal representative, and authorized agency representative.
  – The peer review process will not begin until each of these individuals has reviewed and approved the application.
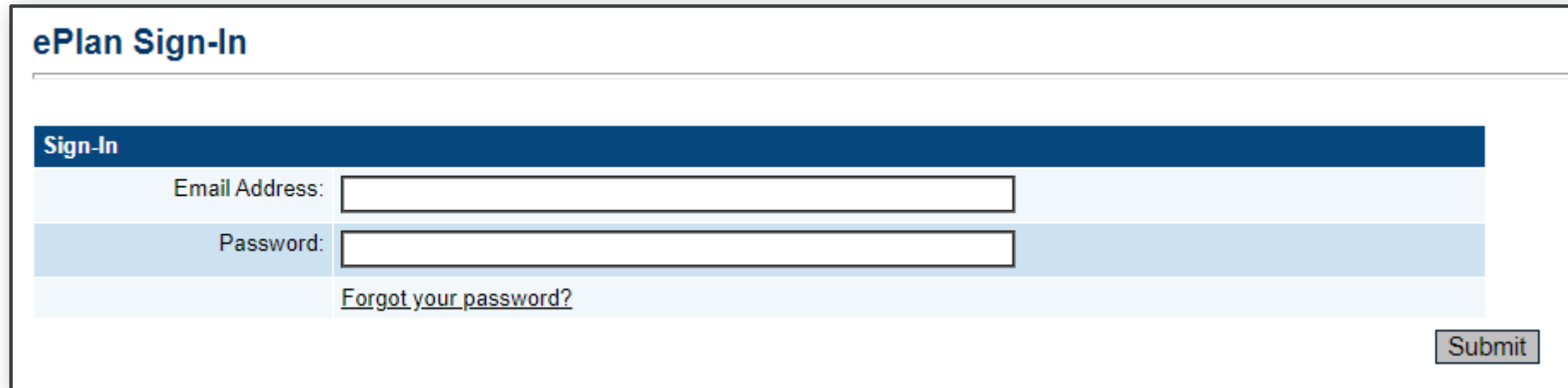
ePlan General User Tips

- 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.

Accessing the Funding Application

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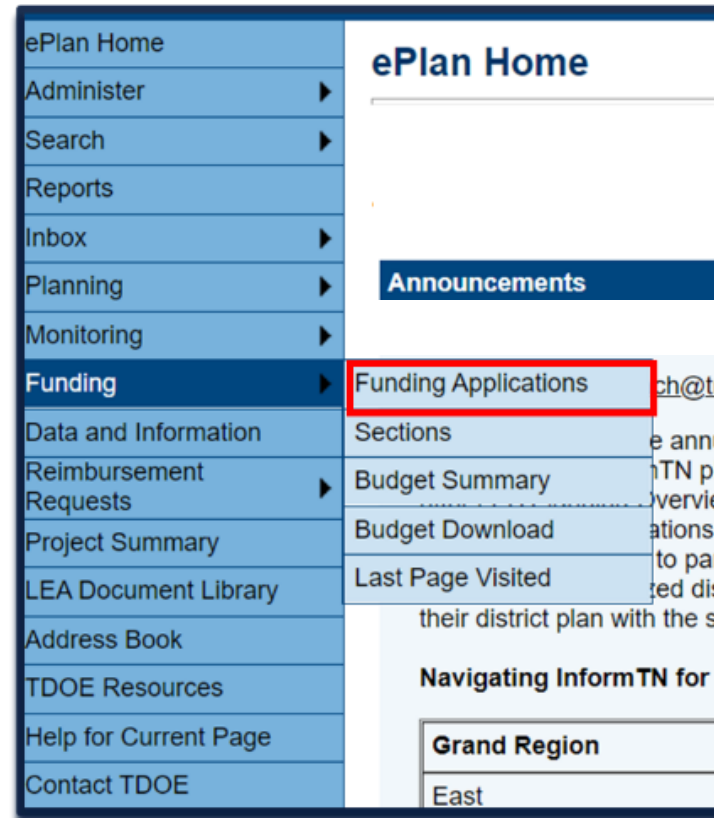
Funding Application Page

- Select **2027** from the drop-down menu in the upper left corner of the screen.

- Click the application link for the funding application, Lottery for Education Afterschool Programs (LEAPs).

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.

History Log
History Log
Create Comment

Allocations

Allocations

Lottery for Education: Afterschool Programs (LEAPS)

Overview
Cover Page
Comprehensive Needs Assessment
Program Logistics and Design
Partnerships
Sustainability
Competitive Priority Narratives
Budget
Budget Overview
Assurances
Related Documents

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.

Budget Overview

In competitive funding applications, allocation amounts are not known until the grant competition is complete; therefore, to submit the initial application:

- Applicants will choose from two methods to submit their budget within their application.

- Applicants must have a budget item of $0.01 on the ePlan Budget page and a proposed budget file uploaded to the Related Documents page.

- Successful applicants will revise their funding application after award and upload the Proposed Budget file to the Budget page to create the approved application budget.

Budget Overview

Original Submission	
The table below provides a quick overview of the two different methods to create competitive funding application budgets.	
Method	**Overview of Next Steps**
I prefer to use a spreadsheet.	• Download the blank *Budget* file from the ePlan *Budget* page. • Add Budget items in a spreadsheet program. • Upload the *Proposed Budget* file to the *Related Documents* page. • Create a $0.01 budget item on the ePlan *Budget* page to allow the application to be submitted. • When all other pages in the application are complete, submit the application.
I prefer to use the ePlan *Budget* page.	• Complete the proposed budget on the ePlan *Budget* page. • Download the *Proposed Budget* file. • Upload the *Proposed Budget* file to the *Related Documents* page. • Delete all budget items on the ePlan *Budget* page. • Create a new $0.01 budget item on the ePlan *Budget* page to allow the application to be submitted. • When all other pages in the application are complete, submit the application.

IMPORTANT:

Detailed budget instructions are included here and in the FY27 LEAPs Request for Application.

Accessing the Budget

- Click the **<u>Budget</u>** link to start working on this section.

IMPORTANT:

Detailed budget instructions are included <u>here</u> and in the <u>FY27 LEAPs Request for Application</u>.

Modifying the Budget

- Click the **<u>Modify</u>** 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*.

Adding a Budget Line Item

Click **Add Budget Detail** to add items to the budget.

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.*

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.

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.

Type	Document Template	Document/Link
(21st CCLC/LEAPS) Statement of Collaboration/Partnerships	Statement of Collaboration/Partnerships	Upload New
(21st CCLC/LEAPS) Most recent audit or financial review [Upload up to 2 document(s)]	N/A	Upload New
(21st CCLC/LEAPS) Memorandum of Agreement	Memorandum of Agreement (required for CBOs)	Upload New
(21st CCLC/LEAPS) 501c(3) Determination Letter (required for CBOs) [Upload up to 1 document(s)]	N/A	Upload New
(21st CCLC/LEAPS) IRS 990 (CBOs only) [Upload up to 1 document(s)]	N/A	Upload New
(21st CCLC/LEAPS) Program Fees and Income Description (all applicants, if applicable)	Program Fees and Income Description	Upload New
(21st CCLC/LEAPS) Grant Application Budget	N/A	Upload New

Related Documents

- Click the **<u>Select</u>** button to browse for your document.

- Upload the document.

- Type a document name and click the **<u>Create</u>** link to upload the document.

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

Please select a file to upload.

Upload Data File: [ ] Select

Document Name: [ ]

Create | Cancel

Validations

- Before selecting **<u>Draft Completed</u>**, 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 **<u>Messages.</u>**

View TDOE History Log View Change Log			
Description (<u>View Sections Only</u> <u>View All Pages</u>)	**Revision**	**Validation**	**Print** ☐ **Select Items**
All	Details	Messages	Print
⊟ **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.

Sections

Application Status: **Draft Started**

Change Status To: Draft Completed

Need Help?

- The documents are 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.**

Draft Started

Draft Completed

LEA Fiscal Representative Approved

LEA Authorized Representative Approved

Next Steps & Resources

Next Steps

- Submit the Notice of Intent to Apply by **Jan. 30, 2026**.

- Read the entire FY27 LEAPs Request for Application document and ePlan application.

- Send questions about the application to Extended.Learning@tn.gov and join us for Grant Competition Technical Assistance Opportunities.

- Applications must be submitted in ePlan by **11:59 p.m. CT** on **April 10, 2026.**

Resources

- [FY27 LEAPs Request for Application](#)
- [Notice of Intent to Apply](#)
- [Grant Competition Technical Assistance Opportunities](#)
- [Standards for School Administered Child Care Programs](#)
- [Budget Instructions](#)

Please send questions to **Extended.Learning@tn.gov** and join us for **Grant Competition Technical Assistance Opportunities**

Please Share your Feedback:

You may access the PD Survey by navigating here:
https://forms.office.com/r/eVtWEAZ9xZ

TN | Department of
Education

Thank You!

Anessa Ladd

Extended Learning Manager

Extended.Learning@tn.gov