Lottery for Education Afterschool Programs (LEAPs)

FY2027 Request for Applications

Tennessee Department of Education | February 2026

Application Due Date: April 10, 2026

Funding for this program is provided in accordance with Tenn. Code Ann. § 49-6-701 et seq.

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General Information

Background

In November 2002, Tennesseans voted to create a state lottery. In turn, the General Assembly enacted the Tennessee Education Lottery Implementation Law (Tenn. Code Ann. § 4-51-101 et seq.) and established that profits from the lottery be used for specific educational programs, including but not limited to college scholarships, early childhood programs, and afterschool programs.

Pursuant to Tenn. Code Ann. § 4-51-111(f), one hundred percent (100%) of moneys constituting an unclaimed prize shall be deposited into the State's afterschool account to be used exclusively for afterschool programs. According to Tenn. Code Ann. § 49-6-702, the Tennessee Department of Education ("State") may recommend that moneys from the afterschool account be used to administer a system of competitive grants and technical assistance for eligible organizations providing after-school educational programs within Tennessee. The State 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 students' regular academic programs.

Program Priorities

Pursuant to Tenn. Code Ann. § 49-6-702, LEAPs programs must be designed to reinforce and complement the regular academic program of participating students. All activities must be educationally based. Such programs must include:

- Services to students for an average of **15 hours per week**;
- 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.

Eligible Applicants

Local education agencies ("LEAs"), public charter schools authorized by the Tennessee Public Charter School Commission ("Public Charters"), State Special Schools ("SSS"), private schools, 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. The terms "*applicant," "agency," and "organization"* will be used throughout the application as a reference to all eligible entities. Applicants other than an LEA, Public Charter, SSS, or private school must collaborate with the school(s) of the students to be served. Grant funds may ***not*** be used to support religious activities.

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, State-administered extended learning funding, including LEAPs and 21st Century Community Learning Centers ("CCLC"), are eligible to apply for additional grant funds. That said, prior grantees will be required to provide detailed information regarding their prior success in administering extended learning programs and evidence of sound fiscal management of said grant. The proposal submitted may ***not*** be a duplicate of the previous project; new strategies for serving students must be presented. In addition, the State 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.

Note: All awardees must have 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.

Eligible Participants

The following guidelines have been established to determine student eligibility for participation in the LEAPs program pursuant to Tenn. Code Ann. § 49-6-702:

o   Children who are five (5) years of age or older and enrolled in elementary or secondary grades; and
o   Fifty percent (50%) of students enrolled in the program <u>must</u> also meet one (1) of the following criteria:
  •   Qualify for free and reduced lunch pursuant to 42 U.S.C. § 1771;
  •   Are at risk of educational disadvantage and failure due to circumstances of abuse, neglect, or disability;
  •   Are at risk of state custody due to family dysfunction;
      Are enrolled in and attending a public school failing to make adequate yearly progress;
  •   Are attending a public school, including a public charter school, instead of a public school failing to make adequate yearly progress as a result of parent choice; or
  •   Are at risk of failing one (1) or more subjects or are behind grade level by at least one (1) year.

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

Program Hours

The LEAPs program year is July 1 – June 30. **LEAPs programs must operate for an average of fifteen (15) hours per week for a minimum of one hundred sixty (160) days during the school year (August–May). All programs must provide services in a manner consistent with the State Board of Education's ("SBE") childcare guidelines.**[1] Programs must work with the State's early learning division to receive a certificate of approval for operations before programming begins. The target participation for **elementary** school students **(grades K-5)** is **90+ hours** of programming per year. For **middle and high school students (grades 6-12)**, the target participation is **45+ hours** per year.

*Note: **All programs must be fully operational and serving students by September 1 each year.***

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[1] [SBE Rule 0520-12-01](.).

Child Care Guidelines and Certificate of Approval

Pursuant to SBE Rule 0520-12-01,[2] subgrantees receiving LEAPs funds must work with the State's early learning division to obtain a certificate of approval.[3]

All awardees must also adhere to the State's rules for employee background checks and screenings outlined in SBE Rule 0520-12-01 and State statute.[4] Applicants must ensure that any person, including but not limited to employees, subcontractors, volunteers, and other personnel, having direct access to children or who will be on the property where the LEAPs program occurs when children are present meets background check requirements. The awardee shall maintain documentation that these individuals have satisfactorily completed and cleared a background check and shall be solely responsible for all costs associated with the background check.

Important: Based on **supplement, not supplant** *regulations in Tenn. Code Ann. § 4-51-111(f), because background checks are required under SBE Rule 0520-12-01, it would be unallowable to utilize LEAPs funds to pay for program background checks.*

Students with Special Needs

Students with special needs who attend targeted schools are eligible and encouraged to participate in LEAPs programs. Students with special needs shall not be excluded from the program regardless of the level of need so long as they can safely participate within the scope of program activities with reasonable accommodations. Consultation with district special education staff is recommended as materials, staffing, and/or transportation assistance might be possible depending upon available funding and the student's individualized education plan.

Performance Measures

It is essential that agencies have the capacity to access and collect appropriate progress and evaluation data. All funded LEAPs sites must participate in a rigorous local evaluation process that will include the collection of attendance, academic achievement, and disciplinary information for the students served.

As a part of the local evaluation process determined by the State, local staff shall enter program information in the State-sponsored data collection system and participate in statewide evaluation activities. To track student enrollment, academic, and discipline information via the student information system ("SIS") package, grantees must work with assigned school/district personnel to "flag" program participants in the SIS package for LEAPs under student classification. The memorandum of agreement between the agency and the school district articulates the need for cooperation in identifying and flagging these students.

Agencies will also be required to complete local evaluation reports at three (3) points each year: initial, mid-year, and end-of-year. To support this process, it is considered best practice to establish a local evaluation team composed of key stakeholders. This team should lead the evaluation efforts, including but not limited to the initial development of SMART Goals and the final assessment of whether those goals have been met.

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[2] SBE Rule 0520-12-01.
[3] Click here for more information.
[4] SBE Rule 0520-12-01; Tenn. Code Ann. § 49-5-413(d).

Review Process

This grant is highly competitive. Applicants should ensure that all guidelines and requirements are met before submitting applications. Applications must be submitted through the ePlan grants management system. All complete applications that meet the program requirements and are received by the State on or before the due date will be forwarded to a peer review committee for further evaluation. The committee will provide each application with a technical merit score based on the review criteria and rubric.[5]

Final technical merit scores will serve as the foundation for grant award decisions. Grant funds will be distributed in rank order, beginning with the highest scoring applicants and continuing sequentially until all available funds are exhausted. Applicants that meet or exceed a threshold technical merit score of eighty-five (85) points will be prioritized, though the State may adjust this threshold score depending on the amount of funding available and the amount of funding being requested

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. For such applicants, grant award decisions will be based on three (3) key factors: the technical merit score 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 State reserves the right to limit the number of new applicants selected for funding to a maximum of five (5).

Existing/Prior LEAPs and 21st CCLC Recipients: An existing/prior grantee is an agency that has received either a 21st CCLC or LEAP grant within the last five (5) years. For such applicants, grant award decisions will be based, in part, on previous grant cycle performance. The State reserves the right to reduce overall peer review scores to account for prior negative grant performance, including but not limited to the following:
- Failure to serve ninety percent (90%) of the expected number of regular attendees (minus ten (10) points for Years 2 and up);
- Failure to complete and submit all local evaluation reports by the established deadlines (minus five (5) points per year);
- Failure to meet ninety percent (90%) of Extended Learning and Afterschool Programs ("ELAP") Data Quality Checks ("DQCs") by the established deadline (minus five (5) points per year); and/or
- Failure to expend ninety percent (90%) of funds from the previous award cycle (minus five (5) points).

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

Use of Artificial Intelligence ("AI") in Application Preparation

IMPORTANT: The use of generative AI tools (e.g., ChatGPT, Copilot, Gemini, Claude) to prepare application narratives is strongly discouraged for this grant competition. While AI tools can assist with general writing tasks, they cannot provide the local context, community-specific data, and authentic stakeholder input that are essential for developing a strong, competitive LEAPs application.

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[5] A copy of the scoring rubric can be found in Appendix A.

Successful applications demonstrate deep knowledge of local needs, realistic implementation plans, and meaningful engagement with stakeholders. If awarded, applicants will be held responsible for all commitments and descriptions in their application. AI-generated content may overpromise or describe programming that is not feasible for your organization. Overreliance on AI may result in applications that lack specificity, misrepresent capacity, or fail to meet program requirements.

Recommended tools: Standard assistive technologies that do not produce substantive text (e.g., spell-check, grammar-check, screen readers, dictation, captioning tools, style guides, accessibility formatting, etc.) are recommended. Data tools that do not generate narratives (e.g., spreadsheet formulas, non-generative dashboards, etc.) are recommended.

Discouraged uses: Using generative tools for content creation. Uploading, prompting, or fine-tuning with text from the application or associated guidance.

The State strongly encourages applicants to rely on their own expertise, data, and stakeholder input to ensure proposals are accurate, feasible, and aligned with community priorities.

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. **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.** Selected grantees do not have to provide a matching amount of funds to receive the award. All awards are based on the availability of funding. Grantees not serving the expected number of students and/or not making significant progress towards performance goals may lose all or a portion of funding.

The three-year grants are non-renewable. At the end of the grant award cycle, the grantee will be required to reapply for funding. The three-year grant award period provides the agency adequate time to implement program objectives and to make significant progress toward performance goals. Throughout the award period, the State will provide ongoing training and technical assistance to support the continuous improvement of the programs.

During the grant cycle, the grantee may have the opportunity to apply for additional extended learning funds to support new projects. The State also oversees the federally-funded 21st CCLC grant. Existing LEAPs grantees are eligible to apply for these funds.

Appeals Process

Applicants who wish to appeal a grant award decision may submit a letter of appeal to the extended learning program. Appeals are limited to the grounds that the State failed to conduct a rigorous peer review process. Appeals based on a disagreement with the professional judgment of the grant reviewers will not be considered. Peer reviewers represent a diverse range of professions and are selected based on background and experience related to education, youth development, and extended learning programming. Award decisions are determined by peer reviewer scores; the State's role is to facilitate the process in accordance with applicable State and federal policies and regulations, which includes reviewing requests for reconsideration.

The applicant must file a full and complete written appeal to request reconsideration. The letter must have an original signature of the authorized agent who submitted the application. The appeal must be emailed to Extended.Learning@tn.gov.

The State must receive the letter of appeal within fifteen (15) business days of the written notification of grant award announcement. The State's extended learning grant manager will forward the letter to the Federal Programs and Oversight ("FPO") division for review. The FPO leadership team will provide a response to the applicant within thirty (30) business days as to whether or not the appeal will be granted.

Compliance Monitoring

On-site Monitoring
The State's extended learning program staff shall complete on-site monitoring of grantees. Grantees will be selected for on-site monitoring using risk assessment data. The risk assessment data is based on performance indicators, including but not limited to prior audit findings, timely drawdown of grant funds, timely submission of grant reports and data, and significant change in grant personnel. At the conclusion of the visit, the grantee shall receive a copy of the completed monitoring tool, along with a corrective action plan, if needed.

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. Extended learning staff will review documentation and follow up if there are any questions or corrective actions needed.

If unallowable costs are found during the monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs. The grantee will be required to repay the funds to the State treasury. The agency may file a written appeal to the State concerning the corrective action within ten (10) business days from the date the corrective action was issued. The written appeal must be sent to the State's extended learning programs director, and the appeal packet must contain materials that support the appeal. The extended learning program staff will review the materials and will notify the appellant within five (5) business days of the outcome of the appeal.

Application Procedures

Notice of Intent to Apply

The first step in submitting an application is to complete the Notice of Intent to Apply. To assist the State in planning and preparations for the application review process, all applicants are required to submit 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. Submit your Notice of Intent to Apply here.

Online Application

The application must be completed **online** through the State's grant management system, ePlan.

IMPORTANT: The peer review process will not begin unless the application has been reviewed and approved by the authorized agency representative in ePlan by the established due date.

The FY27-FY29 LEAPs application will open on February 1, 2026, and is due in ePlan by <u>April 10 at 11:59 p.m. CT</u>. Paper copies of the application will <u>not</u> be accepted.

Steps to apply:

1. Submit a [Notice of Intent to Apply](#) as specified above. ePlan user roles will be assigned utilizing the names and contact information provided in the form.
2. Once the application becomes available, sign in and locate the application in ePlan:
   - Navigate to the application from the ePlan homepage by hovering your mouse over the Funding tab on the left menu bar, then selecting Funding Applications.

   - Select the desired fiscal year (**2027**) in the upper left corner of the screen. Funding applications are stored in ePlan according to the state fiscal year; 2027 indicates the 2026–27 school year. Click on the application name (**LEAPs**) to open the application.
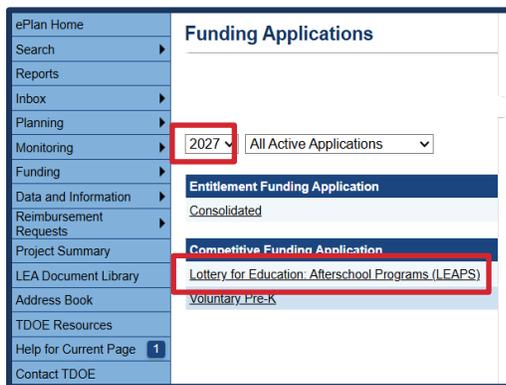
3. Click **<u>Draft Started</u>** near the top of the *Sections* page.
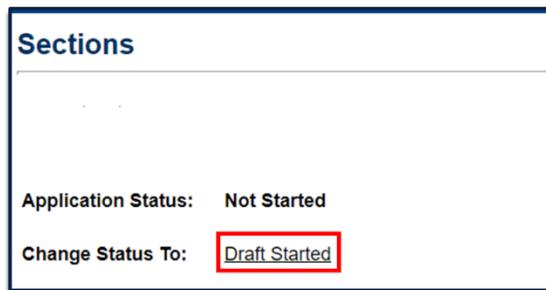
4. Enter information for all sections of the application in ePlan.

5. Upload all requested/related documents.[6]
6. Complete the *Assurances* section of the application.
7. Submit the application for internal approval within the agency (i.e., grant director approval, fiscal director approval, and agency director approval).

IMPORTANT: The application will not be forwarded for peer review unless agency-level approval is obtained by the due date. Plan accordingly and allow plenty of time for each agency representative to review and approve the application.

Technical Assistance

Questions about the application process should be sent to Extended.Learning@tn.gov. Other opportunities for technical assistance are noted in the Competition Timeline.

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[6] See the Related Documents section for details.

LEAPs FY27 Competition Timeline

Event	Date
Kick-off Technical Assistance Webinar	**January 20, 2026** **10 - 11:30 a.m. CT / 11 a.m. - 12:30 p.m. ET** Slides from the webinar may be accessed here.
FY27 LEAPs Grant Competition Office Hours	Click here for a list of dates, times, and log-in information.
Notice of Intent to Apply Due	**January 30, 2026** Click here for the Notice of Intent to Apply
Application opens in ePlan	**February 1, 2026**
Application due in ePlan	**April 10, 2026**
Awards announced	**July 2026**

Application Components

The sections below outline the different grant application sections. ***Note:*** *Sections that are scored during the peer review process include the maximum number of points allowed.*

Cover Page

- Applicants must enter the following information:
  - Organization Name and Official Address
  - 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 district and a CBO.
- List the proposed sites. For each site, 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 and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) school.

Comprehensive Needs Assessment (20 points)

A needs assessment is the process of gathering information from all stakeholders to guide program development and implementation. It is one of the essential tasks in planning to apply for this grant. To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but also ensure coordination between existing programs and services proposed through the application. In this section, the applicant will describe the needs of the students and the broader community, as well as resources available to support the project.

The data of the local school district, local school, and/or CBO should assist in identifying assets, determining the needs of the students, and developing program goals and objectives. These data points may include but are not limited to the following:

- Poverty rates in the communities to be served;
- Percentage of Title I students;
- Number of schools identified as Priority/CSI or TSI;
- Literacy and math rates/scores;
- Benchmark assessment scores;
- Educational levels for the identified students and their families;
- End of Course and End of Grade scores;
- College and Career Ready Performance Index report and data;
- School Improvement Plans;
- Report cards;
- Grade retention data;
- Drop-out data results;
- School truancy rate;
- Juvenile crime rates;

- Violent and drug-related offenses;
- Short-term suspension/discipline rates;
- Long-term suspensions or expulsion data;
- Attendance data;
- Survey results, including parent feedback, that support program needs;
- Interviews with stakeholders; and
- Other demographic data.

In this section of the application, the applicant must describe the needs assessment process utilized in the development of the application. Within this description, the applicant must provide evidence that the application and proposed programming were developed in collaboration with key stakeholders (e.g., parents, students, agency/school leadership). For example, the applicant may want to mention if any strategic planning sessions or partner meetings were held during the course of preparing the application. Specifically, the applicant must describe:

- The process used to identify needs and assets, including:
  o The sources of data used;
  o The key stakeholders who were involved (e.g., parents, students, community members); and
  o 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 that have been identified;
- The needs of proposed participating schools and students to be served that have been identified; and
- The community resources that have been identified, including:
  o The opportunities to improve the program experience for students and families; and
  o **Broadly,** how the resources can be used to support the program.

Project Logistics and Design (40 points)

The project logistics and design section holds the overall plan for implementing program activities. The activities described in this section must address the needs and consider the assets that were identified in the needs assessment section. The applicant must provide a detailed description of how goals will be achieved and an overall picture of what a typical day in the program will look like.

There are seven key areas in the Project Design and Logistics 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

- **Prior history implementing an extended learning program:** Applicants must provide data and evidence of their previous success (e.g., positive student academic success 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 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.

- o Use the radio buttons to indicate whether the applicant is a prior grantee or a new applicant:
  - A **prior grantee** is an agency that has received either a 21st CCLC *or* LEAP grant within the last five (5) years.
  - A **new applicant** is an agency that has not received either a 21st CCLC or LEAP grant within the last five (5) years.
- o **Prior grantees:** Prior grantees must:
  - Name the funded agency and the last year of grant funding;
  - Identify the funding source (21st CCLC or LEAPs);
  - Identify the grade level(s) served;
  - Describe previous experience implementing the 21st CCLC or LEAPs grant, including successes and lessons learned; and
  - Clearly identify the new components for the project that is ending (i.e., the project that is in its fifth year of funding). A new project component may include additional program activities (i.e., activities that were not available to students or families in prior project years) and/or an expansion of the program into different target areas (i.e., adding program sites or serving another grade level).
- o **New applicants:** New applicants must:
  - Describe prior experience implementing local, state, and/or federal grants; and
  - Describe prior experience in delivering educational or related services.

- **Student Recruitment and Retention:** The applicant must describe who will be served and the process for student recruitment and retention. The applicant must describe what data will be used to determine student participation in the program and how the applicant will ensure the following eligibility guidelines for participants are met:
  - o Participants served must be youth 5-18 years old who are enrolled in elementary or secondary school; and
  - o Fifty percent (50%) of students enrolled in the program must meet at least one (1) of the following criteria:
    - Qualify for free and reduced lunch pursuant to 42 U.S.C. § 1771;
    - Are at risk of educational disadvantage and failure due to circumstances of abuse, neglect, or disability;
    - Are at risk of state custody due to family dysfunction;
    - Are enrolled in and attending a public school failing to make adequate yearly progress;
    - Are attending a public school, including a public charter school, instead of a public school failing to make adequate yearly progress as a result of parent choice; or
    - Are at risk of failing one (1) or more subjects, or are behind grade level by at least one (1) year.

- **Nutritional programs and physical activity**: The applicant must describe how snacks will be provided and the type of physical activities that will be offered to students. Federal child nutrition programs provide an important source of funding for healthy snacks and meals. Programs should consult with their school food nutrition program for assistance in providing healthy snacks for student

participants. [7] Program funds must not be spent on unhealthy snacks or foods during participant or family engagement activities. [8]

Physical activity needs to be balanced with good nutrition in order to create a healthy learning environment. After-school programs can play an important role in promoting healthy lifestyles for youth. Grantees are required to include a **minimum of sixty (60) minutes per week** of participation in physical activities as part of the program design and promote improved nutritional habits of program participants. [9]

- **Family Engagement:** The applicant must 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. Programs must **offer twelve (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 the school day hosts.
- **Program Schedule:** Complete the tables. The applicant must 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 or in the summer. The applicant must also indicate when transportation will be provided. Enter the total number of hours the program will be open under each day of the week. Note that LEAPs sites may be established in elementary, secondary schools, or in any other location that is *at least as available and accessible to students as the school they attend*.
- **Transportation Plan:** All programs/sites must establish a plan for the safe transportation of participants and explain that procedure in the proposal, such as bus transportation, parent pick-up, and/or walking. All programs will be expected to provide services in a manner consistent with the SBE's childcare guidelines. [10]
- **State Performance Goals:** The extended learning program has established a set of performance goals and indicators as part of the statewide evaluation of LEAPs programs. All LEAPs programs must collect and report outcome data for performance measures established by the State. Some measures only apply to students in certain grades. Applicants are not expected to serve students in all grade levels. A chart of the performance goals and indicators is listed below. Each performance goal also aligns with a specific aspect of the State's strategic plan. Indicators are the tools that will be used to measure progress toward goals. The indicators are pre-established and, in some cases, include State-developed instruments such as teacher and parent surveys that will be provided to the grantee.

Performance Goal 1: All students will reach high academic standards, demonstrating growth in reading/language arts and mathematics.
Alignment: ALIGNS with Tennessee Strategic Plan—All students will have access to a high-quality education no matter where they live.
Indicator (unit of measure for progress towards goals): state assessments

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[7] For general information, visit the U.S. Department of Agriculture (USDA) Food and Nutrition Service website here. For specific information about afterschool snacks, visit the Child and Adult Care Food Program (CACFP) website here.
[8] See the Additional Resources section for a listing of allowable costs.
[9] Dietary Guidelines for Americans, 2025-2030. USDA, https://cdn.realfood.gov/DGA.pdf
[10] SBE Rule 0520-12-01

Performance Target	Description
1.1	At least twenty percent (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 forty percent (40%) of students in grades 4-8 who participated in programming for ninety (90) hours or more during the school year will demonstrate growth in Math state assessments.
1.3	At least twenty percent (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 forty percent (40%) of students in grades 4-8 who participated in programming for ninety (90) hours or more during the school year will demonstrate growth in Reading/Language Arts state assessments.

Performance Goal 2: All students will reach high academic standards, demonstrating growth in all subjects.

Alignment: ALIGNS with Tennessee Strategic Plan—All students will have access to a high-quality education no matter where they live.

Indicator (unit of measure for progress towards goals): unweighted grade point average (GPA)

Performance Target	Description
2.1	At least twenty-five percent (25%) of ALL students in grades 7-8 and 10-12 who participated in programming during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.
2.2	At least fifty percent (50%) of ALL students in grades 7-8 and 10-12 who participated in programming for ninety (90) hours or more during the school year and had an unweighted GPA of less than 3.0 the year before will demonstrate an improved GPA.

Performance Goal 3: The percentage of students who are chronically absent from school will decrease.

Alignment: ALIGNS with Tennessee Strategic Plan—Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.

Indicator (unit of measure for progress towards goals): School records of student attendance

Performance Target	Description
3.1	At least fifty percent (50%) of ALL students who participated in programming during the school year and missed eighteen (18) days or more in the prior school year will demonstrate an improved attendance rate in the current school year.

3.2	At least seventy-five percent (75%) of ALL students who participated in programming for ninety (90) hours or more during the school year and missed eighteen (18) days or more in the prior school year will demonstrate an improved attendance rate in the current school year.

Performance Goal 4: All students will exhibit positive behavior changes that support academic and social growth.

Alignment: ALIGNS with Tennessee Strategic Plan—Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.

Indicator (unit of measure for progress towards goals): In-school suspension data

Performance Target	Description
4.1	At least fifty percent (50%) of ALL students who participated in programming during the school year will experience a decrease in in-school suspensions compared to the previous year.
4.2	At least seventy-five percent (75%) of ALL students who participated in programming for ninety (90) hours or more during the school year will experience a decrease in in-school suspensions compared to the previous year.

Performance Goal 5: All students will continuously be engaged in their learning.

Alignment: ALIGNS with Tennessee Strategic Plan—All students will have access to a high-quality education no matter where they live.

Indicator (unit of measure for progress towards goals): Teacher-reported survey responses (survey provided by the State)

Performance Target	Description
5.1	At least fifty percent (50%) of ALL students who participated in programming during the school year will demonstrate an improvement in teacher-reported engagement in learning.
5.2	At least seventy-five percent (75%) of ALL students who participated in programming for ninety (90) hours or more during the school year will demonstrate an improvement in teacher-reported engagement in learning.

Performance Goal 6: Family engagement will be embedded in the entirety of the program.

Alignment: ALIGNS with Tennessee Strategic Plan—Tennessee Public Schools will be equipped to serve the academic and non-academic needs of all students in their career pathways.

Indicator (unit of measure for progress towards goals): Family-reported (via a State prepared survey) programming that engages families, program staff communication related to individual student needs, program atmosphere, and overall program satisfaction

Performance Target	Description
6.1	At least ninety percent (90%) of ALL families with children/youth who participated in the program will report that the program offers useful resources and materials, such as workshops on homework

	assistance, parent advocacy, adult education classes, etc.
6.2	At least ninety percent (90%) of ALL families with children/youth who participated in the program will report that there is always program staff available to discuss individual student needs.
6.3	At least ninety percent (90%) of ALL families with children/youth who participated in the program will report that the program provides an open, welcoming environment for families.
6.4	At least eighty percent (80%) of ALL families with children/youth who participated in the program will report an overall high level of satisfaction with the quality of provided services.
Performance Goal 7: Early learners will reach high academic standards, demonstrating growth in Reading.	
Alignment: ALIGNS with Tennessee Strategic Plan—All students will have access to a high-quality education no matter where they live.	
Indicator (unit of measure for progress towards goals): State-approved universal reading screener	
Performance Target	Description
7.1	At least twenty percent (20%) of ALL students in grades K-2 who participated in programming during the school year will demonstrate growth on a universal reading screener.
7.2	At least forty percent (40%) of students in grades K-2 who participated in programming for ninety (90) hours or more during the school year will demonstrate growth on a universal reading screener.

In addition, the team will report participation data from ELAP and set improvement goals for regular attendance.

In this section of the application, the applicant must complete the tables to 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
3. How progress towards performance goals will be **communicated with stakeholders,** such as family members, students, and school/community partners.

Again, projects are not expected to serve all grade spans, and points will not be deducted because the organization does not serve a particular grade span. Applicants should complete the tables for the grade spans that will be served. For example:
- For Performance Goal 1, if you are not serving students in grades 4–8:

- o Describe the reading/language arts and math activities for the students served in grades K-3 or 9-12 (as applicable).
  - o Describe the related professional development for staff to support reading/language arts and math.
  - o In the communicating results section, discuss how the agency will measure progress for students who participate in the program. Discuss how results will be shared.
- For Performance Goal 2, if you are not serving students in grades 7–8 or 10–12:
  - o Describe the program activities that are related to other subject areas like science, social studies, or the arts for students in K-6 (as applicable).
  - o Describe the related professional development for staff to support the activities.
  - o In the communicating results section, discuss how the agency will measure progress for students who participate in the program. Discuss how results will be shared.

- **Local Evaluation Requirement:** LEAPs sites in Tennessee are required to participate in local evaluation efforts annually, with the intent of continuous refinement and improvement of program goals and objectives. To assist with this effort, best practice is to form a local evaluation team of stakeholders to charge with local evaluation efforts, 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.

  The local evaluation will consist of an initial, mid-year, and end-of-year reporting cycle. The local evaluation team will use **ELAP Related Performance Indicators and Teacher Survey Reports as baselines to set SMART goals for the following performance indicators:**

  - o **Performance Goal #1: ACADEMIC ACHIEVEMENT-** At least twenty percent (20%) of ALL students in grades 4-8 participating will demonstrate growth in math and reading/language arts on State assessment.

  - o **Performance Goal #2: ACADEMIC ACHIEVEMENT- GPA-** At least twenty-five percent (25%) of ALL students in grades 7-12 participating in programming with a prior-year unweighted GPA of less than 3.0 will demonstrate an improved GPA.

  - o **Performance Goal #3: SCHOOL DAY ATTENDANCE-** At least fifty percent (50%) of ALL students in grades 1-12 participating in programming who had a school day attendance rate at or below ninety percent (90%) in the previous school year will demonstrate an improved attendance rate in the current school year.

  - o **Performance Goal #4: BEHAVIOR-** At least fifty percent (50%) of ALL students in grades 1-12 participating in programming will experience a decrease in in-school suspensions compared to the previous school year.

  - o **Performance Goal #5: ENGAGEMENT IN LEARNING using Teacher Survey Results-** At least fifty percent (50%) of ALL students in grades 1-12 participating in programming will demonstrate an improvement in teacher-reported engagement in learning.

In this section, the applicant must describe the capacity of the organization to fulfill **local evaluation requirements** (i.e., identify internal staff member(s) and a description of qualifications/relevant experiences).

- **Project Timeline:** In this section, the applicant must 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). <u>Project milestones must be based on the proposed</u> <u>activities that will be implemented to achieve the performance goals.</u> It is not necessary to identify all project activities. The applicant will use the project chart provided 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)

Establishing partnerships with other organizations is a very important aspect of this program. CBOs and other organizations applying must form partnerships with the schools of students being served, and school districts must form partnerships with a community agency to enhance the program. Partnerships with existing programs such as Title I, special education, or other school-based programs could help provide the required academic components of the LEAPs program. Grantees should also look for community partners like parks and recreation centers, youth organizations, museums, civic groups, or volunteer groups to help with non-academic programs. Senior citizens groups (or individuals) may also volunteer to assist with the program.

In this section, the applicant must describe how partnerships have or will be formed to carry out the project goals. A signed copy of the memorandum of agreement (MOA) must be completed and submitted with the application. CBOs and other organizations should establish and upload an MOA with collaborating school district(s), while school districts should establish MOAs with schools or other locations that will serve as program sites. All applicants must also upload a statement of collaboration and partnership agreement form for each partner.[11]

It is important that the applicant clearly describes the role and responsibilities of each partner. General statements such as "the partner will provide leadership and guidance" are insufficient. Specifically, the applicant must describe:
- The services offered by the partner;
- The frequency of such services; and
- How frequently partnership meetings will occur.

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[11] See Appendices B-C for required documentation.

If the applicant plans to work with senior citizens or other volunteers, then a description of how the organization will encourage and utilize these volunteers must also be included in this section of the application.

Sustainability (10 points)

Applicants are asked to describe the process for continuing the project after grant funding is no longer available. The sustainability plan must be detailed. General statements about seeking other grants are insufficient. The applicant must include a:

- Description of how other funds will be leveraged to continue the program;
- Description of how partnerships can be utilized to defray some program expenses in the future;
- Description of how current operating funds will be used to support the program;
- List of in-kind contributions, as applicable, that includes the source and approximate dollar amount; and
- Description of any proposed program income and/or fees.

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; and
- Fundraising activities that result in income directly tied to LEAPs funded programs.

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.

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 State:

- 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; and
- A sliding fee scale and scholarship plan for families in financial need.

Subgrantees must request approval from the State for this exception. Requests must be submitted in the *Related Documents* section of the application by the due date, **April 10, 2026.** [12] All requests will be reviewed by the State, and applicants must receive **written approval** prior to implementation.

Budget (20 points)

Applicants will complete and upload a **one-year** budget that covers expenses for the fiscal year, July 1, 2026 – June 30, 2027. Since this is a competitive grant, a $.01 allocation will be loaded in the ePlan budget until

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[12] See Appendix G for more information.

each application has been reviewed and final funding decisions have been made. **Therefore, applicants will not be able to submit a full budget using the application's *Budget* page.** Rather, applicants must:

1. Enter a $.01 budget on the *Budget* page; and

2. Upload a one-year budget spreadsheet to the *Related Documents* section of the application.

There are two ways to complete and submit the budget as specified below. **Detailed instructions for both options can be found [here](#).**

- **Option 1 – 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.
- **Option 2 – 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.

LEAPs funds are administered as **reimbursement grants**, meaning the grantee delivers services and is reimbursed for the actual approved expenditures. The State will not reimburse a subgrantee for expenditures that are not allowable under the LEAPs program or for expenditures that were not approved in its budget. Agencies must possess the fiscal capacity to manage the cash flow challenges presented by this type of grant process. For CBOs with no prior history as a contractor with the State, it can take several months after the award notification to establish payment routines. **Grantees should plan to maintain three (3) calendar months of operating capital to provide programming between payment requests**.

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

1. Budget Line Items
2. Budget Narrative

Budget Line Items: The applicant will select the appropriate line item for each program expense.[13]
- Enter the **Quantity**.
- Enter the **Cost**.
- The **Line Item Total** will auto-calculate.
- Nothing must be entered in the box for **Optional Program Code**.

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[13] A crosswalk of ePlan line items can be found in [Appendix F.](#)

Budget Narrative: For each line item, the applicant will describe why the expenditure is needed and how the dollar amount requested was calculated. Although the budget is an estimation of projected expenses for the year, the applicant must provide as much detail as possible in the narrative. The applicant must "show the math." For example, the narrative for salaries/wages should show the number of individuals paid, rate of pay, and estimated hours per week and/or days per year 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.

The following sections outline **key things to consider** when preparing the project budget.

Per Pupil Allocation and Participation

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.

Each program is expected to serve, at a minimum, the projected number of regular attendees based on its award amount. The targeted participation goal for regular attendees can be calculated using the following funding formula:

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

If awarded, the organization must serve, at a minimum, the expected number of students as indicated by the funding formula. As requested, grantees must provide the State with student participation records to demonstrate that sufficient progress is being made towards serving the expected number of students.

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

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

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.

Allowable Costs

When determining if charges are allowed/appropriate for a State grant, consider if the expenses are: [14]

- Reasonable;
- Necessary for the performance or administration of the project;
- Allocable to a particular cost objective;

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[14] *See* 2 C.F.R. 200.0 et seq. Examples of allowable and unallowable expenditures can be found in Appendix D.

- 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.

Salaries/Wages

In the budget narrative, it is important to distinguish which employees will be providing direct services to students and which staff members will be providing indirect services (performing administrative tasks). For example, a lead teacher, enrichment instructor, or tutor provides direct services to students. The appropriate student/staff ratio for direct services must meet the following maximum staffing requirement:

Age	Adult/Child Ratio*
Elementary (Pre-K-5)	1:20
Middle/High (6-12)	1:30

*Ratios double for field trips.

Indirect services may include administrative tasks such as preparing reports, hiring staff, and managing the project budget. Indirect administrative costs must be reasonable and necessary and must not exceed **twenty percent (20%)** of the yearly award. For full-time equivalent (FTE) employees, the applicant must explain the process for determining what percentage of the employee's time will be spent on grant activities. The applicant must clearly describe how all staff, including agency administrators, if applicable, support the achievement of the project goals.

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

Professional Development

The key personnel for any extended learning program include the project director, site coordinator, teacher, and paraprofessional. [15] Experience indicates that high-quality staff development is an essential element in an effective LEAPs program. In addition to activities that may be provided locally, each application must budget to send a representative to State trainings/meetings. Opportunities may include regional trainings, the annual Multi-State Conference, and monthly virtual extended learning office hours. Additionally, the 21st CCLC National Technical Assistance Center (NTAC) provides free online professional development, which is available to both 21st CCLC and LEAPs grantees.

Applicants should also refer to the SBE's childcare rules[16] for specific requirements related to professional development, which require both project and site directors to participate in 18 hours of professional development annually, and all other extended learning staff in 12 hours annually. In addition, applicants should ensure that at least two (2) staff members hold a current certification in Infant/Pediatric Cardiopulmonary Resuscitation (CPR) from the American Red Cross, the American Heart Association, or other certifying organization, as recognized by the State. At least one (1) staff member who holds a current certification in CPR and first aid training shall be present at all times, and a standard first aid kit shall be available at all times.

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[15] Sample job descriptions can be found in Appendix E.
[16] SBE Rule 0520-12-01.

Technology

LEAPs funds are not meant to be used as a technology grant. **Therefore, all technology items must be approved by the extended learning staff <u>prior</u> to purchase.** Typically, approval is granted for no more than fifteen (15) items per project year (e.g., e-readers, iPads, computers). This limit also applies to multisite programs.

Agencies must complete a technology request form and obtain a minimum of three (3) bids/quotes for the items being requested. A technology request form must be sent to extended learning staff members for review/approval. The form must include a justification that demonstrates that the requested items are necessary to increase student outcomes and to the successful implementation of program activities. More information about the process to request technology items will be shared with grantees after awards are issued.

Capital Purchases

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

Indirect Costs

The State has the authority to negotiate indirect cost proposals and to approve indirect cost rates for school districts. The State will allow State universities, State colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost up to eight percent (8%), or the agency's restricted rate approved by the appropriate cognizant agency. If awarded funding, the State will collect from the agency a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency.

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

Competitive Priority I (6 points)

Competitive priority is given to applications that propose to serve students in elementary schools (K-5). In order 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 (2 points)

To expand the geographic distribution of programs, competitive 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.** Students in these counties have had limited or no access to a 21st CCLC or LEAPs program for five (5) years or more.

Competitive Priority III (2 points)

The State'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, competitive 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**. [17]

Assurances

Applicants must review all program assurances thoroughly. All items specified are requirements of applicable State law, SBE rule, or other regulations. By checking the statement at the top of the page, the applicant is affirming that it has read and understands all requirements and will abide by the same.

Related Documents

Applicants must include the following documents with the grant application:

- ☐ Statement of Collaboration and Partnership form(s) (required for all applicants) [18]
- ☐ Most recent audit or financial review (required for all applicants). If a financial audit or review has not been conducted in the last two (2) years, then the applicant must submit a current copy of the organization's operating budget (required for all applicants).
- ☐ Memorandum of Agreement (required for all applicants) [19]
- ☐ LEAPs year one budget spreadsheet (required for all applicants) [20]
- ☐ 501(c)(3) determination letter (required for CBOs only)
- ☐ IRS 990 (required for CBOs only)
- ☐ Request for generating program income under the CCDF exception (if applicable) [21]

Contact

Extended Learning Team, Extended.Learning@tn.gov

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[17] More information about distressed counties may be found here.
[18] See Appendix C for required documentation.
[19] See Appendix B for required documentation.
[20] More information on how to create a budget spreadsheet may be found here.
[21] This request will be made by uploading the request to the Related Documents section of the funding application. See Appendix G for required documentation.

Appendix A: Scoring Rubric

The following selection criteria will be used by the peer reviewers to evaluate the grant application. A total of **one hundred (100)** points are available, plus an additional **ten (10)** priority points. Priority points will be added separately. The maximum points available for each criterion is identified within the rubric. Peer reviewers will indicate the score for each criterion as well as the strengths and weaknesses in each section.

Selection Criterion	Maximum Points	Assigned Points
Comprehensive Needs Assessment	**20**	

The applicant describes:
 	
1. The process used to identify community needs and assets, including:
  a. The sources of data used;
  b. Key stakeholders who were involved, such as parents, students, community members, etc.; and
  c. The process of how the data was analyzed to translate findings into a defined set of needs.
2. The community needs identified to be addressed through the proposed activities;
3. The proposed participating schools' and students' needs identified to be addressed through the proposed activities; and
4. The community resources that have been identified, including:
  a. The opportunities to improve the program experience for students and families; and
  b. **Broadly**, how the assets can be used to support the program.
 	
Key Component: There should be evidence that there was a collaborative process for identifying community needs and assets.
	Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
Project Logistics and Design	**40**	
The applicant: 1. Describes prior history in managing federal, state, and local funds and provides data and evidence of previous success in operating similar programs; 2. Describes successes and lessons learned (prior grantees only); 3. Identifies how the proposed project activities are new (prior grantees only); 4. Provides a detailed description of how many students will be recruited to participate in the program, ensuring that students meet the eligibility requirements; 5. Provides data showing that the proposed program site(s) meets the LEAPs eligibility criteria; 6. Describes the types of physical fitness activities that will be offered; 7. Describes the types of family engagement that will be offered annually, ensuring the program meets the twelve (12) hours per year requirement; 8. Provides a program schedule that includes the hours of operation; 9. Describes how students will be transported to and from the program; 10. Describes specific program activities that will be implemented to address each performance goal; 11. Describes the professional development activities that will be implemented that are relevant to each performance goal; 12. Describes how progress towards performance goals will be shared with stakeholders, such as parents, students, and school/community	Strengths	Weaknesses

partners;

13. Describes capacity to fulfill State performance indicators and local evaluation requirements (identifies internal staff member(s) and description of qualifications/relevant experiences);

14. Provides a project timeline for the first year of the program that is logical, optimizes the time available to provide programming to students, and includes dates and the parties responsible for action items; and

15. Throughout the above responses, describes how project activities utilize and build on community assets.

Key Components: The applicant provides the overall vision for the project and an overview of a typical day in the program. The applicant demonstrates that the project design was developed in collaboration with stakeholders. The proposed activities are relevant to the performance indicators and can be reasonably completed within the grant period.

Selection Criterion	Maximum Points	Assigned Points
Partnerships	**10**	

The applicant:	Strengths	Weaknesses
1. Describes the services offered by the partner; 2. Describes the frequency of services offered by the partner; 3. Describes how often partner meetings will occur; 4. Provides a signed copy of the Memorandum of Agreement with the school district/CBO/other organization of the students to be served; and 5. Provides signed copies of statements of collaboration and partnership. **Key Components** – Partnerships are meaningful and point back to the community assets and the work to be done in reaching performance goals.		

Selection Criterion	Maximum Points	Assigned Points
Sustainability	**10**	

The applicant:	Strengths	Weaknesses
1. Describes how other grants or funds will be leveraged to sustain the program; 2. Describes how partnerships will be utilized to continue the program; 3. Describes how current operating funds will be used to support the program; 4. Includes a description of in-kind contributions; and 5. If applicable, includes a plan for generating program income and collecting program fees. **Key Component:** The sustainability plan is detailed and goes beyond generalities, such as applying for additional grants to support the program. A list of in-kind contributions has been included. If applicable, the applicant has included a detailed plan for generating program income and collecting program fees.		

Selection Criterion	Maximum Points	Assigned Points
Budget	**20**	
The applicant: 1. Distinguishes between staff members who will provide direct services to students and those who provide indirect services in an administrative capacity; 2. Describes how each staff member or administrative position that will be paid with grant funds supports the achievement of the project goals (twenty percent (20%) limit on administration costs); 3. Prepares a budget that is consistent with the total number of students to be served and the $2,000 per-student allocation; and 4. Provides a detailed budget narrative, including calculations for line-item amounts. **Key Components:** Line-item expenses are reasonable and necessary for carrying out the project. The proposed expenses are allowable and meet supplement, not supplant rules.	Strengths	Weaknesses
	Total Maximum Points	**Total Assigned Points**
Total Points	**100**	

Competitive Points (TO BE COMPLETED BY STATE STAFF ONLY)		
Competitive Priority I	**Maximum Points**	**Assigned 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.	**6**	

Competitive Priority II	**Maximum Points**	**Assigned Points**
The State aims to serve as many students as possible in extended learning programs throughout the State. 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.** These counties have not had 21st CCLC or LEAPs programs for five (5) years or more.	**2**	

Competitive Priority III	**Maximum Points**	**Assigned Points**
The State'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: **Lake, Hardeman, Perry, Clay, Bledsoe, Scott, Hancock, and Cocke**.	**2**	

Appendix B: Memorandum of Agreement

MEMORANDUM of AGREEMENT
Applicant Agency: Click or tap here to enter text. I understand that the above agency plans to submit a Lottery for Education Afterschool Programs (LEAPs) application to the Tennessee Department of Education. Our school/district agrees to the following responsibilities to ensure successful programming for our students and their family members: 1. To provide ongoing opportunities for meaningful communication between the school staff and the LEAPs program staff; 2. To provide opportunities for school staff and LEAPs program staff to plan, coordinate, and integrate curricular needs within the extended learning activities; 3. To assist in tracking student enrollment, academic, and discipline information via the student information system package (SIS). <u>To this end, LEAPs staff</u> <u>will need assistance in obtaining the State-issued student identification number</u>. Assigned school/district staff will receive participant enrollment information from the LEAPs program staff once per semester and will "flag" program participants in the SIS package for **LEAPs** under student classification; and 4. To assist in obtaining all relevant student data for both previous and current school years, including grades, grade point average, state assessment, attendance, family, teacher, or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the LEAPs program staff to obtain parental/legal guardian consent if needed for the sharing of student information. The school/district shall ensure that LEAPs program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

Certification of Participation of School or District	
Name of School or District: Click or tap here to enter text.	
Name and Title of School or District Staff Overseeing Data Sharing Agreement: Click or tap here to enter text.	
Mailing Address: Click or tap here to enter text.	
Phone: Click or tap here to enter text.	Email: Click or tap here to enter text.
School or District Authorized Signature:	Date: Click or tap here to enter text.
School or District Signatory Printed Name and Title: Click or tap here to enter text.	
Applicant Agency Authorized Signature:	Date: Click or tap here to enter text.
Applicant Agency Signatory Printed Name and Title: Click or tap here to enter text.	

Appendix C: Statement of Collaboration and Partnership

We have participated in the planning and design of this project and agree to support and participate in the activities outlined in this application. Copy the form as needed.

Name of Partner Group/Organization: Click or tap here to enter text. Address: Click or tap here to enter text. Phone: Click or tap here to enter text. Fax: Click or tap here to enter text. Email: Click or tap here to enter text. Printed Name: Click or tap here to enter text. Signature:	**Description of Services and/or Support to be provided.**
Name of Partner Group/Organization: Click or tap here to enter text. Address: Click or tap here to enter text. Phone: Click or tap here to enter text. Fax: Click or tap here to enter text. Email: Click or tap here to enter text. Printed Name: Click or tap here to enter text. Signature:	**Description of Services and/or Support to be provided.**

Appendix D: Allowable Costs

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

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

Some examples of non-allowable expenditures are:

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

This is not an all-inclusive list of allowable and non-allowable expenses.

Appendix E: Sample Job Descriptions

Project Director Responsibilities

- Ensures program activities adhere to LEAPs grant requirements
- Reviews grant budget, goals, and objectives and establishes benchmarks for success each year
- Collects report card and assessment data for each student in the program to monitor progress
- Works with site coordinators to meet attendance goals and compliance with State guidelines
- Makes sure students are flagged in the student management system as LEAP participants
- Oversees data collection/management activities
- Prepares local evaluation reports
- Recruits, trains, and monitors staff, volunteers, and interns
- Works with the Tennessee Department of Education school-age childcare division to obtain Certificate of Approval for all LEAPs programs
- Attends the State's project director training, multistate conference, and other State-sponsored conferences as required by the State
- Obtains eighteen (18) professional development hours each year
- Organizes professional development training for site coordinators and staff as it relates to grant goals and objectives
- Works with community partners to expand enrichment activities
- Disseminates annual surveys of stakeholders (i.e., parents, teachers, students). Analyze and share results with various stakeholders
- Works with site coordinators to resolve parent or personnel issues
- Evaluates program and program staff
- Develops operations policies and practices for the extended learning program in cooperation with staff, youth, and parents
- Develops a sustainability plan and works toward program sustainability over the grant period

Site Coordinator Responsibilities

- Responsible for the overall on-site management of the after-school program and compliance with State guidelines
- Obtains eighteen (18) professional development hours each year
- Supervises on-site extended learning staff
- Plans weekly/monthly activity schedule and maintains enrollment data and records
- Submits timesheets and expense receipts and reports achievement and disciplinary data for each student to administration
- Resolves conflicts with students, parents, and staff members
- Trains staff in safety procedures and CPR
- Implements and documents monthly safety drills, including fire, tornado, and lockdown
- Ensures site program meets all State-mandated requirements (i.e., site minimum hours per week of services)
- Completes and submits food and nutrition service records
- Ensures site participant data is accurate in the student management system

Tutor/Enrichment Provider Responsibilities

- Helps students with homework and plans and implements engaging activities for school-age children in a developmentally appropriate manner
- Obtains twelve (12) professional development hours each year
- Returns all after-school supplies to the appropriate location
- Works on a weekly basis with core teachers in developing individualized plans for at-risk students
- Informs site coordinator of absences as far in advance as possible
- Encourages parent involvement by facilitating communication with parents of participating students
- Performs other duties as assigned by the program director and site director

Appendix F: Budget Crosswalk

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

Appendix G: Program Income and Program Fees

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; and

- Fundraising activities that result in income directly tied to LEAPs funded programs.

Exception: Participation in HHS Child Care and Development Fund (CCDF) Program Plans

The **only allowable exception** to this policy is for programs that are participating in the **U.S. Department of Health and Human Services (HHS) Child Care and Development Fund (CCDF) Program Plans**. 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.

Pre-Approval for Project Income and Fees

If a grantee intends to request approval to generate program income under the CCDF exception, the following must be submitted to the State on agency letterhead, addressing each item below:

1. A description of how the subgrantee plans to generate program income/charge fees and an approximate amount of income likely to be generated;

2. An explanation of why the program income/fee is necessary to achieve the goals and objectives of the program; and

3. A description of how program income/fee funds will be tracked and reported to the State.

4. If program fees are being proposed, how the agency will provide a sliding scale of fees and how the agency will ensure that no children are being excluded based on their inability to pay the fee.

Subgrantees must request approval from the State for this exception. Requests must be submitted in the *Related Documents* section of the application by the due date, **April 10, 2026.** [22] All requests will be reviewed by the State. The applicant must receive **written approval from the State prior to implementation.**

Questions regarding this process should be sent to Extended.Learning@tn.gov.

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[22] See Appendix G for more information.