



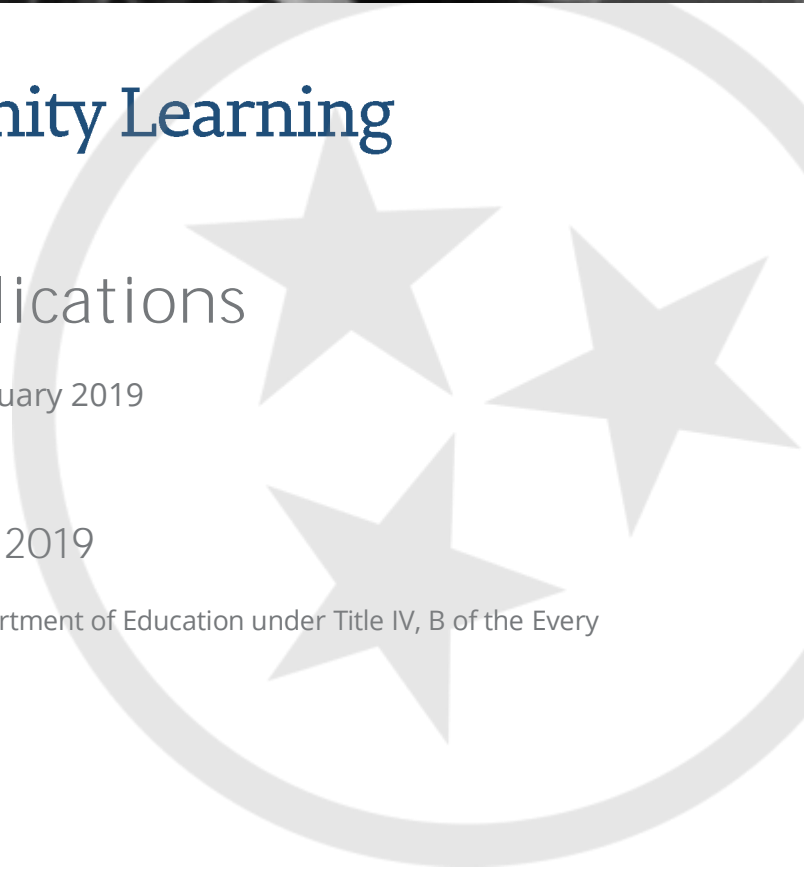
21st Century Community Learning Centers

2019 Request for Applications

Tennessee Department of Education | February 2019

Application Due Date: March 29, 2019

Funding for this program is provided by the US Department of Education under Title IV, B of the Every Student Succeeds Act (ESSA).



Acknowledgment

This request for applications (RFA) was developed in consultation with the following Tennessee Department of Education divisions: special populations and student support, consolidated planning and monitoring, and internal audit. The University of Tennessee Social Work Office of Research and Public Service evaluation team also provided guidance in the development of the RFA.

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General Information

Background

The 21st Century Community Learning Centers (21st CCLC) program provides federal funding to establish or expand community learning centers. These centers provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session. Originally funded by direct grants from the U.S. Department of Education, responsibility for the administration of this program was transferred to state education agencies under the Elementary and Secondary Education Act (formerly NCLB Act of 2001). Current guidelines for the administration of the 21st CCLC grant can be found under Title IV B of the Every Student Succeeds Act (ESSA)[20 U.S.C. 7171-7176].

The overarching goal of the 21st CCLC program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas.

Approved Activities

21st CCLC provide a broad array of services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. Such activities/programs may include¹:

Remedial Education	Recreational Activities
Academic Enrichment	Technology Programs/Telecommunication
Math & Science Activities	Expanded Library Hours
Arts and Music Activities	Parent Involvement/Family Literacy
Limited English Proficient Classes	Drug and Violence Prevention
Tutoring and Mentoring Programs	Counseling Programs
Assistance to Truant, Suspended, or Expelled Students	Character Education
	Entrepreneurial Education

¹ Source: USDOE <http://www2.ed.gov/policy/elsec/leg/esea02/pg55.html>

In addition, community learning centers may offer opportunities for literacy and related educational development to family members of participating students including school readiness activities for younger siblings of students being served.

Eligible Applicants

School districts, community-based and faith-based organizations, and other public or private organizations are eligible to apply for funding. The terms *applicant*, *agency*, and *organization* will be used throughout the application as a reference to all eligible entities. Applicants other than a school district must collaborate with the school(s) of the students to be served. Grant funds may *not* be used to support religious activities².

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.

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

Absolute Priority

Grants will be awarded to programs that primarily serve students who attend schools with a high concentration of low-income students. This is specifically defined as schools eligible for designation as a Title I school-wide program. To be eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-cost meals through the National School Lunch Program. This percentage may be accessed by locating the economically disadvantaged percentage for each school via the state's report card website [here](#). Select the district, then the school to obtain the percentage. Applicants may also use school or district data to determine eligibility. The applicant should reference the source of economically disadvantaged data within the proposal. Priority will also be given to applicants proposing to meet all of the following:

² Source: USDOE <http://www2.ed.gov/policy/fund/reg/fbci-reg.html>

- (A) serve students who may be at risk for academic failure, dropping out of school, involved in criminal or delinquent activities or who lack strong positive role models
- (B) serve students who primarily attend schools that are implementing comprehensive or targeted support and improvement and
- (C) serve the families of students described in the parts (A) and (B).

Additional competitive priorities can be found in the [Competitive Priority](#) section of the application.

Program Hours

All programs must provide services in a manner consistent with the state child care guidelines ([here](#)) and meet the following service hour requirements:

- Grades K–6: Minimum 12–15 hours per week of programming
- Grades 7–12: Minimum 10–12 hours per week of programming

Programs that operate for 15 or more hours per week will work with the department’s school-based support services division to receive a certificate of approval for operations. **All programs must be fully operational and serving students by Oct. 15.**

Expanded Learning Time

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

1. are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
2. supplement but do not supplant regular school day requirements; and
3. are carried out by entities that meet the eligibility requirements³

Applicants choosing the expanded learning time option must upload a detailed plan in the Related Documents section of the application in ePlan. In

³ <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

the plan, the applicant must describe how the three components referenced above will be met.

Principles of Effectiveness

21st CCLC programs must be operated in a manner that is in compliance with the Principles of Effectiveness – *Section 4204(b) (2)* developed by the U.S. Department of Education. These principles include the expectation that programs:

- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards⁴.

Review Process

All complete application packages meeting the program requirements and received by the department on or before the due date will be forwarded to a peer review committee. The committee will provide each application with a technical merit score based upon the review criteria and rubric. A copy of the scoring rubric can be found in the [Appendix A](#). Technical merit scores will serve as the foundation for grant award decisions.

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

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

⁴ USDOE <http://www2.ed.gov/programs/21stcclc/index.html>

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

Grant Awards and Renewability

Competitive grants are awarded for five years provided the project is achieving the desired outcomes for the students being served. The minimum awarded amount is \$50,000, with no maximum cap on project awards. Matching funds are not currently required. All awards are based on the availability of funding. Grantees not making significant progress towards performance goals may lose all or a portion of funding.

The five year grants are non-renewable. At the end of the grant award cycle, the grantee will be required to reapply for funding. The department believes that the five year grant award period gives the agency adequate time to implement program objectives and to make significant progress towards performance goals. Throughout the award period, the department provides ongoing training and technical assistance to support the continuous improve of the programs.

Within the five years, the grantee will have the opportunity to apply for additional 21st CCLC funds to support new projects. The department also oversees the state-funded Lottery for Education Afterschool Program (LEAPs) grant. A competitive LEAPs grant competition is held every three years. Existing 21st CCLC grantees are eligible to apply for these funds.

Appeals Process

Applicants that wish to appeal a grant award decision may submit a letter of appeal to the department's extended learning programs. Appeals are limited to the grounds that the department failed to conduct a rigorous peer review process as specified by the 21st CCLC guidelines⁵. 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 recruited based on background and experience related to education, youth development, and extended learning programming. Award decisions are determined by the peer reviewer

⁵ <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

scoring, and the department's role is to facilitate the process in accordance with state and federal policies and regulations. This includes reviewing requests for reconsideration.

The applicant must file a full and complete written appeal to request reconsideration. The letter must have an original signature of the authorized agent who signed the application. An original and two copies of the appeal should be mailed to:

*Director, Extended Learning Programs
Tennessee Department of Education
710 James Robertson Parkway, 11th
Floor Nashville, TN 37243*

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

Application Procedures

The application must be completed **online** through the department's grant management system, ePlan. Applicants that do not currently have access to ePlan must submit a user access form to obtain access for all individuals responsible for reviewing and submitting 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. A copy of the ePlan user access form for [school districts](#) can be found by clicking on the hyperlink. User access forms for community based organizations can be found [here](#). **Applications are due in ePlan by March 29, 2019 at 11:59 p.m. central time. Paper copies of this application will not be accepted.**

Steps to submitting an application:

1. Submit user access forms to obtain access to ePlan application for all responsible parties.
2. Participate in technical assistance workshop.
3. Enter information for all sections of the application into ePlan.
4. Upload all requested/related documents (see Related Documents section for details).
5. Complete the Assurances section of the application.

6. Submit the application for approval within the agency (i.e., grant director approval, fiscal director approval, and agency director approval).

Again, the application will not be forwarded for peer review until agency level approval has been obtained. Plan accordingly. Allow for plenty of time for each agency representative to review and approve the application.

Technical Assistance Workshops

Technical assistance workshops will be held across the state prior to the application due date. Applicants should bring a laptop or tablet with them for the ePlan demonstration on how to apply online. The location and dates of the workshops are listed below.

- Jan. 25, 9 a.m.–12 p.m. central time –Dyersburg Chamber of Commerce, 2000 Commerce Avenue, Dyersburg, TN 38024
- Jan. 29, Partners in Education (PIE) conference, Nashville. *How to Apply for the 21st Century Community Learning Centers Grant and Serve Students in Greatest Need of Support*. **This workshop is for registered PIE conference participants only.** Conference attendees should check the program schedule for the time and location of the workshop.
- Jan. 31, 9 a.m.–12 p.m. OR 1:30–4:30 p.m. eastern time – Boys & Girls Clubs of the Tennessee Valley, 407 Caswell Avenue, Knoxville, TN 37917. **This is the only workshop that requires registration. Please go [here](#) to register for the morning or afternoon session. Space is limited for this workshop location.**
- Feb. 4, 9 a.m.–12 p.m. central time – TCAT Murfreesboro, 1303 Old Fort Parkway, Murfreesboro, TN 37129

Questions about the application process should be sent to Extended.Learning@tn.gov.

Application Components

Statement of Need (10 points)

In this section, the applicant will describe how the proposed project addresses the needs of the students to be served. The applicant should describe the factors the planning team considered when identifying the target student population. Such factors may include but not be limited to:

1. Percentage of Title I students
2. Percentage or growth of limited English proficient students
3. Percentage of students reaching proficiency in reading/language arts or mathematics
4. Needs of families to be served
5. Percentage of students suspended or expelled
6. Percentage of students to be served that attend a priority or focused school (a listing of priority and focused schools can be found [here](#))

The applicant should describe the needs assessment process they completed prior to applying for the grant.

Project Design (50 points)

The project design is the overall plan for addressing the students' needs identified in the statement of need section. The applicant should provide a detailed description for how goals will be achieved as well as a clear picture of a typical day in the program.

Note, the applicant should provide evidence that the project design was developed in collaboration with key stakeholders (e.g., parents, students, agency/school leadership, etc.). 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. There are three key areas to the Project Design section:

1. Prior history implementing an extended learning program
2. Program logistics
3. Performance goals and indicators

Prior history–New applicants. New applicants should describe prior experience implementing extended learning programs. The applicant should also describe any history the organization has managing federal, state, or local grants.

Prior history –Re-applicants. Re-applicants should describe prior experience implementing the 21st CCLC grant including successes and lessons learned. The re-applicant should 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).

Program logistics.

- **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. Students must meet the eligibility guidelines mentioned in the [Absolute Priority](#) section of the application.
- **Program schedule and transportation:** A program schedule that includes the hours of operation should be provided as well as a description of how students will be transported to and from the program. Note, 21st CCLC sites must 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*. Providing safe transportation to the 21st CCLC location and home is a federal requirement. 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, or walking. All programs will be expected to provide services in a manner consistent with state child care guidelines ([here](#)).
- **Nutritional programs and physical activity:** Federal child nutrition programs provide an important source of funding for healthy snacks and meals. Programs should consult with their school food nutrition program for assistance in providing healthy snacks for student participants. 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](#). Program funds should not be spent on unhealthy snacks or foods during participant or family engagement activities. See [Additional Resources](#) sections for a listing of allowable costs.

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 60 minutes per week of participation in physical activities as part of the program design, as well as promote improved nutritional habits of program participants. Click [here](#) for ideas.

- **Special needs/private school students:** Students with special needs who attend targeted schools are eligible to participate in 21st CCLC programs and inclusivity is encouraged. Consultation with district special education staff is recommended as materials, staffing, or transportation assistance might be possible dependent upon a student’s individualized education plan.

Private school students who are part of the same target population as students receiving 21st CCLC services are also eligible to receive services. Agencies should communicate with private schools prior to proposal submission and throughout the life of the grant. **Non-school district applicants must include signed copies of the consultation with private schools form with the application. See the appendix for required documentation. School districts must indicate on the private school survey (found in ePlan) if a particular school will participate in 21st CCLC services. Districts must complete the private school survey each year of the grant.**

Performance goals and indicators: The department 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 department 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 at a minimum attaining proficiency or better in reading/language arts and mathematics.
Alignment: ALIGNS with Tennessee Strategic Plan Priority Area: All Means All-Providing individualized support and opportunities for all students with a focus on those who are furthest behind.
Indicator (unit of measure for progress towards goals): Student grades from fall to spring; state assessments

Performance Target	Description
1.1	At least 50% of all students who participate in the program for 30 days or more will have improved math grades from fall to spring [national target 48.5%].
1.2	At least 50% of all students who participate in the program for 30 days or more will have improved reading/language arts grades from fall to spring [national target 48.5%].
1.3	At least 40% of all students who participate in the program for 30 days or more will be proficient or above in math on state assessment.
1.4	At least 40% of all students who participate in the program for 30 days or more will be proficient or above in reading/language arts on state assessment.
Performance Goal 2: All students will exhibit positive behavior changes that support academic and social growth.	
Alignment: ALIGNS with Tennessee Strategic Plan Priority Area: All Means All –Providing individualized support and opportunities for all students with a focus on those who are furthest behind.	
Indicator (unit of measure for progress towards goals): Teacher-reported (department prepared survey) improvement in homework completion, class participation, classroom behavior, and relations with peers.	
Performance Target	Description
2.1	At least 75% of students who participate in the program for 30 days or more will have improved outcomes in timeliness and accuracy of homework completion. [Program Year(PY)2015-16 statewide teacher survey data -79.8% for improvement in timeliness and 81.4% for improvement in accuracy]
2.2	At least 75% of students who participate in the program for 30 days or more will have improved classroom participation and classroom behavior. [PY2015-16 statewide teacher survey data -74.7% for improvement in classroom participation and 71.8% for improvement in classroom behavior]
2.3	At least 75% of all students who participate in the program for 30 days or more will have improved outcomes in relations with peers. [PY2015-16 statewide teacher survey data -66.8%]

Performance Goal 3: The percentage of students who are chronically absent from school will decrease.	
Alignment: ALIGNS with Tennessee Strategic Plan Priority Area: High School and Bridge to Postsecondary –preparing significantly more students for postsecondary completion	
Indicator (unit of measure for progress towards goals): Teacher-reported (TDOE prepared survey): School records of student attendance (total days of excused and unexcused absences does not exceed 18 during the course of the school year; 10% of 180-day school year)	
Performance Target	Description
3.1	At least 75% of students who participate in the program for 30 days or more will miss 14 or fewer days of school each academic year. [state average for number of days missed for 2014 was 8; that is for all students/all grade levels, not 21 st CCLC program specific]
Performance Goal 4: Family engagement will be embedded in the entirety of the program.	
Alignment: ALIGNS with Tennessee Strategic Plan Priority Area: All means All –Providing individualized support and opportunities for all students with a focus on those who are furthest behind	
Indicator (unit of measure for progress towards goals): Parent-reported (TDOE prepared survey) programming that engages families, program staff communication related to individual student needs, program atmosphere, and overall program satisfaction	
Performance Target	Description
4.1	At least 90% of all parents with children/youth who participate 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. [PY 2015-16 statewide parent survey data - 80.6%]
4.2	At least 90% of all parents with children/youth who participate in the program will report that there is always program staff available to discuss individual student needs [PY 2015-16 statewide parent survey data -90.7%]
4.3	At least 90% of all parents with children/youth who participate in the program will report that the program provides an open, welcoming

	environment for families [PY 2015-16 statewide parent survey data - 88.8%]
4.4	At least 80% of all parents with children/youth who participate in the program will report overall high level of satisfaction with the quality of provided services [PY 2015-16 statewide parent survey data -82.4%]

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
3. How progress towards performance goals will be shared with stakeholders such as parents, students and school/community partners.

Partnerships (10 points)

Establishing partnerships with other organizations is a very important aspect of this program. Community-based organizations should form partnerships with the schools of students being served. School districts should form partnerships with a community agency to enhance the program. Partnerships with existing extended contract services such as Title I, special education, or other school-based programs could help provide the required academic components of the 21st CCLC program. Grantees should also seek out community partners such as parks and recreation centers, youth organizations, museums, civic, or volunteer groups to assist with non-academic programming. Senior citizens groups (or individuals) may also volunteer to assist with the program.

In this section, the applicant should describe how partnerships have or will be formed to carry out the project goals. A signed copy of the memorandum of agreement with the school district(s) must be completed and submitted with the application as well a statement of collaboration and partnership agreement form for each partner. A copy of these forms can be found in the Appendix. 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 is insufficient. Specifically, the applicant should describe the services offered by the partner, the frequency of such services, and how frequently partnership meetings will occur. 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 should 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 should be detailed. General statements about seeking other grants is insufficient. The applicant should discuss how other funds will be leveraged to continue the program and how partnerships can be utilized to defray some program expenses in the future. Any use of operating funds to finance the project should also be mentioned. The applicant should include in this section a list of in-kind contributions that includes the source and approximate dollar amount.

As a part of the sustainability plan, applicants may propose to generate program income or collect program fees. The federal guidelines for these activities are outlined in the next section of the application.

- **Program Income and Fees**

Program Income is the gross income earned by the state or subgrantee/grantee that is directly generated by a supported activity or earned as a result of the federal award (21st CCLC) during the period of performance⁶

A simple definition of sub-recipient/grantee program income is revenue generated as a direct result of the 21st CCLC award and that is in addition to the federal funds provided by the state through its competitive grant application process.

The state requests approval from the US Department of Education to review, approve or deny grantees' requests to generate program income. Program Income generated **without written prior approval from the US Department of Education and the state** must be deducted from the funds awarded under the federal grant⁷.

Deduction

Ordinarily, program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the U.S.

⁶ [2 CFR §200.80](#)

⁷ [2 CFR §200.307\(b\)](#)

Department of Education authorizes otherwise. The program income **must be used for the purposes and under the conditions of the 21st CCLC grant award.**

Example of grantee program income: A Tennessee grantee wants to sell healthy snacks at afterschool events and re-invest the proceeds into its 21st CCLC program. If 21st CCLC program funds were used to purchase the snacks and other materials, then the revenue generated would be considered program income. In order to invest the program income into the 21st CCLC program, the state must first, submit a request for written prior approval to earn program income and to invest the program income into its 21st CCLC program. Upon receiving written approval from the U.S. Department of Education, the state must then give prior written approval to the sub-recipient/grantee to generate and re-invest program income into its program (if the state's request is approved by the department).

- **Parent Fees**

Program fees are permissible; however, applicants must establish a nominal fee that takes into account the relative poverty of students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure and how the fees will be administered and managed. **Per federal program guidance, fees may only be used to fund activities specified in the grant application.**

Parent fees should be nominal and the same for all students. **No child can be excluded** from the program if the student's family is incapable of paying the fee.

Applicants proposing to collect parent fees should understand that the income generated by the fees is considered program income.

Parent Fee Example: A sub-recipient charges a nominal fee for parents of students in its after school program and does not request written prior approval from the state to collect the fees. The parent fees are program income. Without written prior approval from the state, the program income would be deducted from the amount of the funds awarded the grantee. The amount of fees collected also would have to be deducted from the amount of grant funds awarded to the state.

Applicants proposing to generate program income and/or collect program fees must **upload into the related documents section** of ePlan the written policies for these activities. The **plan** for generating **program income** should include a detailed:

1. Explanation of why program income is needed
2. Description of how program income will be generate
3. Description of how the income will be used to offset program expenses for activities that are specified in the 21st CCLC grant application
4. Description of who will be responsible for oversight and the specific accounting procedures and internal controls that will be used to make sure all income is generated according to applicable statute and federal and state guidelines.

The **plan** for collecting **program fees** should include a detailed:

1. Description of how the nominal fee was determined
2. Explanation of how the grantee will insure that students will not be excluded from the program if family members cannot pay the fee
3. Description of how the fees will be used to offset program expenses for activities that are specified in the 21st CCLC grant application
4. Description of who will be collecting fees, the frequency of the collection, and the specific accounting procedures that will be used to make sure all income is generated according to applicable statute and federal and state guidelines.

Budget (20 points)

The agency will submit a **one year** budget that covers expenses for the fiscal year, typically July 1–June 30. The annual funding time period for community-based organizations may vary as the state contracts with each agency for services. The contracting process can be lengthy but every effort is made to allocate funds prior to the start of the school year.

21st CCLC grants are administered as **reimbursement grant** contracts, meaning the grantee delivers services and is reimbursed for actual approved expenditures. Agencies should possess the fiscal capacity to manage the cash flow challenges presented by this type of grant process.

Grantees are encouraged to maintain two to three calendar months operating capital to provide programming between payment requests. Carry-over funds are not allowed.

Grantees are expected to follow all guidelines for the administration of federal grant funds. Grantees should refer to the Education Department General Administrative Regulations (EDGAR) ([here](#)) and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([here](#)) for guidance.

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

- **Supplement/ Supplant**

Funds received under this program may only be used to supplement and not supplant federal, state, and local funds that would otherwise be available and used for program expenditures.

- [Allowable Costs](#)

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

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

Examples of allowable and unallowable expenditures can be found in the [Appendix E](#).

- **Per Student Allocation and Participation**

The per student allocation varies depending upon whether or not transportation to and/or from the program site is provided. For applicants planning to provide transportation, the per student allocation is \$1,500. If transportation will not be provided, the per student allocation is \$1,350.

The department uses the allocation formula to determine the expected number of regular attendees to be served under a grant award. **A student is considered a regular attendee if he/she participates in the program an average of one hour a day for a minimum of 30 days.** Please note this does not have to be consecutive days. For example, a grantee that receives a \$100,000 award and provides transportation would be expected to serve 67 students per year ($\$100,000/\$1,500$). If no transportation is

provided, the grantee would be expected to serve 74 students per year (\$100,000/\$1,350).

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 performing administrative tasks. For example, a lead teacher, enrichment instructor, or tutor provides direct services to students. Administrative tasks may include preparing reports, hiring staff, and managing the project budget. For full-time equivalent employees, the applicant should explain the process for determining what percentage of the employee's time will be spent on grant activities. The applicant should clearly describe how all staff including agency administrators (if applicable) support the achievement of the project goals.

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

- **Professional Development and Childcare Guidelines**

The key personnel for any extended learning program includes the project director, site coordinator, and teacher. Sample job descriptions can be found in the [Appendix E](#). Experience indicates that high-quality staff development is an essential element in an effective 21st CCLC program. In addition to activities that may be provided locally, each application should budget to send a representative to annual state trainings/meetings. Applicants should refer to the child care rules ([here](#)) for specific requirements related to staffing and professional development. **All agencies must adhere to the child care rules as and budget for employee background checks and screenings.** Applicants must ensure that any person having direct access to children or who will be in the presence of children meets background check requirements. This includes all employees, volunteers, and contractors. The agency shall maintain documentation that these individuals have satisfactorily completed and cleared a background check.

- **Technology**

Technology items must be approved by extended learning staff prior to purchase.

These funds are not meant to be used as a technology grant. Typically, approval is granted for no more than 10 items per project year (e.g., e-readers, iPads, and computers). This limit also applies to multisite programs.

Agencies must complete a technology request form and obtain a minimum of three bids/quotes for the items being requested. The technology request form should be sent to extended learning staff members for review/approval. Justification must demonstrate that the requested items are necessary for successful implementation of program activities and affect student success.

- **Capital Purchases**

Reimbursements for capital purchases may be authorized, except for vehicle, land, or building acquisition. Vehicle leases are allowable expenditures if necessary.

- **Indirect Costs**

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

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.

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

1. Project Timeline
2. Budget Line Items
3. Budget Narrative

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

Date	Project Milestone	Responsible Party
August 2019	Site directors hired for each program location	Project director
August 2019	Staff math interventions training completed	Project director, site director
September 2019	Student benchmark data collected	Project director, site director

Budget Line Items: The applicant will select the appropriate line item for each program expense. A cross walk of ePlan line items can be found in the [Appendix G](#).

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 should provide as much detail as possible in the narrative. The applicant should “show the math”. For example, the narrative for salaries/wages should show the number of individuals paid, rate of pay, and estimated hours per week to be worked.

Competitive Priority I (5 points)

Competitive priority is given to applications that both propose to serve students who attend schools identified as a *Priority School* (pursuant to Section 1116 of Title I) **and** that are submitted **jointly** between at least one district receiving funds under Title I, Part A and at least one public or private community organization.

To receive *Priority Points*, the proposal and the collaboration form should clearly describe the partnership between a community-based agency and a school/district as evidenced by:

- Collaboration in the planning and design of the programming
- Each partner has a significant role in the delivery of programming and
- Each partner plays a role in the management of the program.

Competitive Priority II (2 points)

The department wants 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 follow counties: Benton,

Chester, Clay, Franklin, Hickman, Houston, Meigs, and Moore. These counties have traditionally not had 21st CCLC or LEAPs programs.

Competitive Priority III (3 points)

There are numerous health factors that contribute to student chronic absenteeism including mental health conditions. Research shows that one in five children has a diagnosable mental health condition. Half of all mental health disorders begin by age 14. Seventy-nine percent of children with mental health conditions do not receive treatment. According to the Tennessee Department of Health, teen suicide is the second leading cause of death for young people ages 10-19.

Competitive priority points will be awarded to applicants proposing to address youth mental health issues. The applicant should discuss the need for such services in the statement of need section. The applicant may choose to describe the types of activities that will be offered in the chronic absenteeism or family engagement performance goals sections.

Related Documents

Applicants must include the following documents with the grant application:

- Consultation with private schools form(s) (community based organizations only)
- 501c(3) determination letter (community based organizations only)
- IRS 990 (community based organizations only)
- 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.
- Proof of D-U-N-S and System for Award Management (SAM) registration (all applicants). Information on how to register can be found [here](#).
- Memorandum of Agreement, see [Appendix C](#) (all applicants)
- Partnership Agreement forms (all applicants)
- Plan for offering Expanded Learning Time (if applicable)
- Plan for generating program income and/or collecting program fees (if applicable)

Program Performance and Compliance

Evaluation Measures

It is essential that agencies have the capacity to access and collect appropriate progress report and evaluation data. All funded 21st CCLC sites must participate in a rigorous evaluation process that will include the collection of attendance, academic achievement and disciplinary information for the students served. In addition, all sites must submit the Annual Performance Report for 21st CCLC developed by the U.S. Department of Education.

As a part of the evaluation process, local CCLC staff will enter program information in the state-sponsored data collection system and participate in the 21st CCLC statewide evaluation activities. In order to track student enrollment and academic and discipline information via the student information system package (SIS), grant staff should work with assigned school/district staff to “flag” program participants in the SIS package for 21st CCLC 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.

Monitoring

On-site Monitoring. On-site monitoring of grantees is completed by the extended learning program staff. Grantees are selected for on-site monitoring using pre-award 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 receives a copy of the completed monitoring tool, along with a corrective action plan if needed.

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

If unallowable costs are found during the monitoring process, a corrective action letter will be issued citing the amount of the unallowable costs and will require the funds to be repaid to the state treasury. The agency may file a written appeal to the department concerning the corrective action within 10 business days from the date of the monitoring visit. The written appeal should

be sent to the extended learning programs office. The appeal packet should contain materials which support the appeal. Extended learning program staff will review the materials and will notify the appellant within five business days the outcome of the appeal.

Additional Resources

21st Century Community Learning Centers legislation:

<http://www2.ed.gov/programs/21stccclc/legislation.html>

Education Department General Administrative Regulations (EDGAR)

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Every Student Succeeds Act (ESSA): <http://www2.ed.gov/documents/essa-act-of-1965.pdf>

U.S. Department of Agriculture Food and Nutrition Service:

<http://www.fns.usda.gov/cnd/afterschool>

U.S. Department of Agriculture Food and Nutrition Service Child and Adult Care Food Program (CACFP): <http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards for guidance <https://www.federalregister.gov/documents/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>

Tennessee Department of Education ePlan website:

<https://eplan.tn.gov/default.aspx?ccipSessionKey=636126803126283393>

Tennessee Department of Education extended learning website:

<https://www.tn.gov/education/instruction/extended-learning.html>

Tennessee State Board of Education, Office of the Commissioner, Chapter 0520-12-01 Standards for Child Care and School-Age Child Care: <https://publications.tnsosfiles.com/rules/0520/0520-12/0520-12-01.20131128.pdf>.

You for Youth, Online Professional Learning and Technical Assistance for 21st CCLCs:

<https://y4y.ed.gov/>

Appendix A: Scoring Rubric

The following selection criteria will be used to evaluate the grant application. The total maximum points is 100 for all criteria. Priority points will be added separately. The maximum score for each criterion is located in parentheses. Indicate the score for each criterion as well as the strengths and weaknesses in each section.

Selection Criterion	Maximum Points	Assigned Points
<p>Statement of Need – The applicant cites the factors that place students at risk of educational failure. For example but not limited to:</p> <ol style="list-style-type: none"> 1. Percentage of Title I students 2. Percentage or growth of limited English proficient students 3. Percentage of students reaching proficiency in reading/language arts or mathematics 4. Specific needs of families to be served 5. Percentage of students suspended or expelled 6. Percentage of students to be served that attend a priority or focused school (a listing of priority and focused schools can be found here.) <p>Key Component: The applicant describes the process for conducting a needs assessment prior to applying for the grant.</p>	10	
	Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
<p>Project Design – The applicant:</p> <ol style="list-style-type: none"> 1. Describes how project activities are connected to the needs of the target population 2. Describes the prior history in managing federal, state, and local funds 	50	
	Strengths	Weaknesses

Selection Criterion	Maximum Points	Assigned Points
<p>3. Describes successes and lessons learned (re-applicant only)</p> <p>4. Identifies how the proposed project activities are new (re-applicant only)</p> <p>5. Provides detailed description of how many students will be recruited to participate in program ensuring that students meet the eligibility requirements</p> <p>6. Provides a program schedule that includes the hours of operation</p> <p>7. If applicable, provides a plan for implementing Expanded Learning Time</p> <p>8. Describes how students will be transported to and from the program</p> <p>9. Describes the types of physical fitness activities that will be offered</p> <p>10. Describes how special education and/or private school students will be eligible to participate in the program</p> <p>11. Describes specific program activities that will be implemented to address each performance goal</p> <p>12. Describes the professional development activities that will be implemented that are relevant to each performance goal</p> <p>13. Describes how progress towards performance goals will be shared with stakeholders such as parents, students and school/community partners</p>		
<p>Key Components: The applicant provides the overall vision for the</p>		

Selection Criterion	Maximum Points	Assigned Points
<p>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.</p>		

Selection Criterion	Maximum Points	Assigned Points
<p>Partnerships – The applicant:</p> <ol style="list-style-type: none"> 1. Describes the specific roles and responsibilities of each 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 school district of the students to be served 5. Provides signed copies of statements of collaboration and partnership <p>Key Components – Partnerships are meaningful and point back to the needs of the community and the work to be done in reaching performance goals.</p>	<p>10</p> <p>Strengths</p>	<p>Weaknesses</p>

Selection Criterion	Maximum Points	Assigned Points
<p>Sustainability – The applicant:</p> <ol style="list-style-type: none"> 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 	<p>10</p> <p>Strengths</p>	<p>Weaknesses</p>

Selection Criterion	Maximum Points	Assigned Points
<p>3. Describes how current operating funds will be used to support the program</p> <p>4. Includes a description of in-kind contributions</p> <p>5. If applicable, includes a plan for generating program income and collecting program fees.</p> <p>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.</p>		

Selection Criterion	Maximum Points	Assigned Points
<p>Budget – The applicant:</p> <p>1. Provides a project timeline for key activities that includes dates and parties responsible</p> <p>2. Distinguishes between staff members who will provide direct services to students and those who will function in an administrative capacity</p> <p>3. Describes how each staff member or administrative position that will be paid with grant funds supports the achievement of the project goals</p> <p>4. Prepares a budget that is consistent with the total number of students to be served and the per student allocation</p> <p>5. Provides a detailed description including calculations in the</p>	<p>20</p> <p>Strengths</p>	<p>Weaknesses</p>

<p>budget narrative for each line item amount</p> <p>Key Components: Line item expenses are reasonable and necessary for carrying out the project. The proposed expenses are allowable and meet the supplement/supplant rule.</p>		
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Competitive Priority I	Maximum Points	Assigned Points
<p>Competitive priority is given to applications that both propose to serve students who attend schools identified as a <i>Priority School</i> (pursuant to Section 1116 of Title I) and that are submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.</p>	5	

Competitive Priority II	Maximum Points	Assigned Points
<p>To expand the geographic distribution of programs, priority points will be awarded to applications that propose to service students in the follow counties: Benton, Clay, Fayette, Fentress, Franklin, Henderson, Hickman, Houston, Meigs, and Unicoi.</p>	2	

Competitive Priority III	Maximum Points	Assigned Points
<p>Competitive priority points will be awarded to applicants proposing to address youth mental health issues. The applicant should discuss the need for such services in the statement of need section. The applicant may choose to describe the types of activities that will be offered in the chronic absenteeism</p>	3	
	Strengths	Weaknesses

or family engagement performance goals sections.		
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Appendix B: Documentation of Private Consultation 21st CCLC Program

Only non-school district applicants should complete this form.

P.L. 114-95 Every Student Succeeds Act requires that consultation occur between the local education agency and private school officials. Any private school located within the boundaries of schools to be served using 21st Century Community Learning Centers (CCLC) funds is eligible to participate in grant activities. Consultation between the grantee and the private school should be ongoing. The provision states:

(1) IN GENERAL.—to ensure timely and meaningful consultation, a State educational agency, local educational agency, educational service agency, consortium of those agencies, or entity shall consult with appropriate private school officials. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as— (A) how the children’s needs will be identified; (B) what services will be offered; (C) how, where, and by whom the services will be provided; (D) how the services will be assessed and how the results of the assessment will be used to improve those services; (E) the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined; (F) how and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and (G) whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and (H) whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.

We agree that timely and meaningful consultation with appropriate private school officials occurred before the agency made decisions that affected the participation of eligible private school students in the 21st CCLC program.

During the projected term of the grant, July 1, 2017 June 30, 2022, the private school:

_____ will participate in the 21st CCLC program

_____ will not participate in the 21st CCLC program

Public School/Agency Official

Date

District/Agency Name

Private Official

Date

Private School Name

Appendix C: Memorandum of Agreement

Applicant Agency: _____

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

1. To provide on-going opportunities for meaningful communication between the school staff and the 21st CCLC/ LEAPs program staff;
2. To provide opportunities for school staff and 21st CCLC/ LEAPs program staff to plan, coordinate, and integrate curricular needs within the afterschool activities;
3. To assist in tracking student enrollment, academic and discipline information via the student information system package (SIS). To this end, 21st CCLC/LEAPS staff will need assistance in obtaining the state issued student identification number. Assigned school/district staff will receive participant enrollment information from the 21st CCLC program staff once per semester and will “flag” program participants in the SIS package for **21st CCLC** under student classification; and,
4. To assist in obtaining all relevant student data including grades, state assessment, attendance, parent, teacher or student surveys for evaluating student progress and program effectiveness for mandatory state and federal reports. It will be the responsibility of the 21st CCLC/LEAPs program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that 21st CCLC/LEAPs program staff maintain student confidentiality of records within the guidelines of state and federal requirements.

Certification of Participation of School or District

Name of School or District:

Mailing Address:

Phone:

Fax:

School or District Authorized Signature:

Date:

School or District Signatory Printed Name and Title:

Applicant Agency Authorized Signature:	Date:
Applicant Agency Signatory Printed Name and Title:	

Appendix D: Statement of Collaboration and Partnership

I/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 form as needed.

Name of Partner Group/Organization:	<u>Description of Services and/or Support to be provided.</u>	
Address:		
Phone:		Fax:
Email:		
Printed Name:		
Signature:		
Name of Partner Group/Organization:	<u>Description of Services and/or Support to be provided.</u>	
Address:		
Phone:		Fax:
Email:		
Printed Name:		
Signature:		
Name of Partner Group/Organization:	<u>Description of Services and/or Support to be provided.</u>	
Address:		
Phone:		Fax:
Email:		
Printed Name:		
Signature:		

Appendix E: Allowable Costs

Expenditures must follow the basic guidelines listed above and 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 21st CCLC program
- Travel to 21st CCLC trainings, conferences, and workshops
- Reasonable transportation for 21st CCLC activities
- Fees associated with required criminal background checks

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, etc.)
- 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, or 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, and gratuities)
- Supplanting federal, state, or local funds

This is not an all-inclusive list of allowable and non-allowable expenses. Grantees are expected to follow all guidelines for the administration of federal grant funds. Grantees should refer to the Education Department General Administrative Regulations ([here](#)) and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([here](#)) for guidance.

Appendix F: Sample Job Descriptions

Project Director Responsibilities

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

Site Coordinator Responsibilities

- Responsible for the overall on-site management of the after-school program and compliance with state and federal 21st CCLC guidelines
- Supervises on-site extended learning staff
- Plans weekly/monthly activity schedule and maintains enrollment data and records
- Submits time sheets 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 regular safety drills including fire, tornado, and lockdown
- Ensures site program meets all state and federal mandated requirements (i.e., site minimum hours per week of services)
- Completes and submits food and nutrition service records
- Ensures site participant data is accurate in the student management system

Teacher Responsibilities

- Helps students with homework and plans and implements engaging activities to school-age children in a developmentally appropriate manner
- Returns all after-school supplies to 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 program director and site director

Appendix G: Budget Crosswalk

Crosswalk for Budget Line Items - 21st Century and LEAPS Grants			
<u>Category 73300</u>	<u>ePlan Budget</u>		<u>Notes</u>
Salaries	105	Supervisor or Director	
	116	Teachers	
	162	Clerical Personnel	
	163	Educational Assistants	
	188	Bonus Payments	
	189	Other Salaries & Wages	Bus drivers
	195	Certified Substitute Teachers	
	198	Non-certified Substitute Teachers	
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
Equipment Maintenance	336	Maintenance & Repair Service (Equipment)	

Bus fuel costs	599	Other charges	Fuel for buses
Field Trips	599	Other charges	Admissions to events
Printing and Publications	599	Other Charges	
Travel	355	Travel	For local travel - between program locations, travel to stores for supplies, etc.
	524	In-Service/Staff Development	Travel to professional development activities, mileage, airfare, hotel, per diems while traveling
Conference & Meetings	524	In-Service/Staff Development	Cost of attending conference, conference materials, cost of bringing in a speaker
Insurance	599	Other Charges	Property, liability insurance, etc.
Capital Purchase	790	Other Equipment	Equipment purchased for program
Interest	599	Other Charges	
Other Non-Personnel	TBD		Budget in appropriate category from above
Depreciation	N/A		Non-cash expenditures not reimbursed
Refunds	509	Refunds	For fees are refunded to families

Category 99100			
Indirect cost	504	Indirect Cost	Use district or agency rate