



Department of
Education

Lottery for Education Afterschool Programs (LEAPs) Program Manual

Tennessee Department of Education | October 2016

Funding for this program is provided in accordance with TCA Title 4, Chapter 6, Part 7.

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General Information

Background

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

In accordance with TCA Title 4, Chapter 6, Part 7, one hundred percent (100%) of monies constituting an unclaimed prize shall be deposited into an afterschool account for the purpose of administering a system of competitive grants and technical assistance for eligible organizations providing after school educational programs within Tennessee.

The overall goal of Lottery for Education: Afterschool Programs (LEAPs) is to provide Tennessee students with academic enrichment opportunities that reinforce and complement the regular academic program.

Eligible Applicants

Public and Not-for-Profit Organizations that provide, or propose to provide, afterschool educational programs within Tennessee may apply for these funds.

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 grant programs before being considered for funding.

Eligible Participants

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

- Youth 5-18 years old and enrolled in elementary or secondary school;
- 50% of students enrolled must also meet one of the following criteria:
 - qualify for free/reduced lunch;

- be at risk of educational disadvantage and failure due to circumstances of abuse, neglect or disability;
- be at risk of state custody due to family dysfunction;
- be enrolled in and attending a public school failing to make adequate yearly progress (AYP);
- be attending a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice; or
- be at risk of failing one or more subjects or are behind grade level by at least one year.

Note, the percentage of economically disadvantaged students in each school can be found via the state's report card website [here](#). Select the district, then the school to obtain the percentage.

Preference shall be given to programs of which at least 80% of the students enrolled meet one of the criteria above.

Program Priorities

Programs established 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 15 hours per week;
- Reading skills development and enhancement;
- Math or science skills development and enhancement;
- Academic mentoring or tutorial assistance; and
- Sports or leisure opportunities.

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

Program Hours

All programs are expected to provide services in a manner consistent with the state child care guidelines ([here](#)). LEAPs programs must operate for 15 hours per week for a minimum of 180 days. Programs will work with the department's school-based support services division to receive a certificate of approval for operations.

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 identified in the boxed areas of the application instructions. Technical merit scores will serve as the foundation for grant award decisions.

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

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

Grant Awards

Competitive grants are awarded for three years. The minimum awarded amount is \$50,000. Matching funds are not currently required. There is no maximum cap on project awards. All awards are based on the availability of funding.

Appeals Process

Applicants that wish to appeal a grant award decision must submit a letter of appeal to the Tennessee Department of Education (TDOE), extended learning programs. Appeals are limited to the grounds that the TDOE failed to correctly apply the standards for reviewing the application as specified by the request for proposals. Appeals based on a disagreement with the professional judgment of the grant readers will not be considered. Grant reviewers represent a diverse range of professions and are recruited based on background and experience related to education, youth development, and extended learning programming. Funding decisions are determined by the grant review committee. The department's role is to facilitate the process in accordance with state and federal policies and regulations.

The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. 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. Upon review of the appeal, a response will be provided to the complainant within 30 business days.

Program Components

Site Location/Transportation/Safe Passage

LEAPs 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 program 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 Students

Students with special needs who attend targeted schools are eligible to participate in LEAPs programs. Agencies should plan accordingly; however, accommodating students with special needs should not cause undue hardship on program services to other participants. 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.

Adult Services/Family Engagement

Local programs are expected to offer family engagement activities to support the advancement of students' academic achievement and social development. Local programs may also provide educational services, family literacy activities, or job training classes to adult family members of students participating in the center. A grantee is expected to host a *minimum of one family engagement activity per quarter* be offered at all program sites.

Staff Development

Experience indicates that high-quality staff development is an essential element in an effective extended learning program. Agencies must describe the plan for insuring that staff has access to high-quality training and professional development. In addition to activities that may be provided locally, each application should include plans to send a representative to state trainings/meetings each year of the project. The “You for Youth” (Y4Y) portal ([here](#)) offers free online professional learning and technical assistance for extended learning programs. Grantees should refer the child care rules ([here](#)) for specific requirements related to staffing and professional development. **It is expected that all agencies are adhering to the child care rules as appropriate and necessary including employee background checks and screenings.**

The key personnel for any extended learning program includes the project director, site coordinator, and teacher. Sample job descriptions can be found in Appendix A.

Collaboration and Partnerships

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. Partnerships with existing extended contract services, Title I, special education, or other school-based programs could help provide the required academic components of the LEAPs 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.

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 LEAPs sites will be expected to participate in a rigorous evaluation process that will include the collection of attendance, academic achievement and disciplinary information for the students served

As a part of the evaluation process, local LEAPs staff will enter program information in the state-sponsored data collection system and participate in the 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 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.

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. Students receive additional credit for attendance if they attend a summer program that is offered six hours or more per day.

In addition to the performance measures reference above, TDOE will also consider the fiscal management of grant funds. See the Additional Resources section for fiscal monitoring guidelines.

Continuous Improvement Plan

Grantees are required to establish, implement, and report on based on measurable program goals/objectives/outcomes called SMART goals. *S: Specific; M: Measurable; A: Attainable R: Relevant; T: Timely.* Please see the “Additional Resources” section for links about writing SMART goals.

Agencies are expected to describe the methods/tools of evaluation, a summary analysis of the data collected, how the information will be disseminated to key stakeholders, and how they will use the information to improve the programming offered to students. Grantees may use grant funds to pay an external evaluator for services or utilize the expertise of a partner organization to assist with program evaluation.

As a part of the evaluation process, local CCLC staff will enter program information in the state-sponsored data collection system and participate in 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 LEAPs under student classification. See “Additional Resources” section for instructions.

Reporting and Monitoring

Reporting

Each grant-funded project will submit a mid-year and end-of-the-year report. The report will include program updates and outcome data related to SMART goals. The grantee will provide detailed information about how data is being used to make program improvements.

Monitoring

On-site Monitoring. On-site Monitoring of grantees is completed by the extended learning program staff. Grantees are selected for onsite 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. The extended learning staff members use the program and fiscal monitoring tool (see Appendix C) during the onsite monitoring visit. During the on-site visit, a reimbursement request will be selected for in-depth review. The grantee provides the supporting documentation for the request. Invoices, purchase orders, and other documentation are reviewed onsite with the grantee's fiscal representative. Extended learning staff will also review program documents and observe program activities during the monitoring visit.

At the conclusion of the visit, the grantee receives a copy of the completed monitoring tool, along with a corrective action plan, if needed. The monitoring tool is signed by the grantee, extended learning consultant, and extended learning director. See the "Additional Resources" Section for a link to the monitoring tool.

Desktop Monitoring. One LEAPs grantee 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 of receipt of the appeal.

Fiscal Management

Budget Considerations and Technology Purchases

LEAPS 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.**

Reimbursements for capital purchases may be authorized, except for vehicle, land, or building acquisition. Vehicle leases are allowable expenditures if necessary. 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. Grant funds may not be used to support religious activities, programming, or purchases.

Technology items must be approved by extended learning staff prior to purchase. These funds are not meant to be used as a technology grant; therefore, 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.

Program Fees

Program fees are permissible; however, applicants must establish a sliding fee scale 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.

Allowable Costs

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

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

Expenditures must follow the basic guidelines listed above and must be clearly tied to 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
- Equipment necessary for 21st CCLC program (see section on equipment or sensitive items)
- 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
- 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
- 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.

Reimbursement Requests

Grantees are expected to submit reimbursement requests monthly. All payment reimbursement requests should be submitted electronically through ePlan ([here](#)). Please refer to the ePlan training materials for the steps to submit reimbursement requests. The training materials are located on the TDOE resources section, extended learning tab of ePlan home page. Reimbursement requests will be reviewed by extended learning staff members. Receipts, invoices, and billing statements should be kept on file and available for review as needed or requested.

Budget Revisions

Budget revisions are completed in ePlan. Revisions must go through the agency approval process before being approved by the extended learning staff. If a budget revision is returned not approved, check the history log in ePlan for comments concerning additional information that is needed or corrections to be made.

Inventory/Records Management

Items must be added to the inventory list and labeled appropriately using **cost center tags**. These tags can be purchased through an online vendor and should include the following series of numbers: **33119 FY ____**. Damaged, lost, or stolen items must be accounted for on the inventory list.

At the close of a successful grant cycle, agencies may retain the equipment as their property, provided it will continue to be used in a manner consistent with the program guidelines. Program

documents, files, and financial records must be maintained for a minimum of three years after the close of the grant project.

Grant Close-out Process

At the conclusion of a grant cycle, agencies are required to do the following:

- Submit final end of the year report
- Complete all program data entry into the data collection system
- Request final reimbursement payment through ePlan
- Ensure all participants are properly flagged as LEAPs students in their school systems attendance/information computer program

Failure to complete these tasks could result in the withholding of final payments and/or repayment of grant funds.

Additional Resources

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 ([http://www.ecfr.gov/cgi-bin/text-](http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tp)

[idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tp](http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tp)

Tennessee Department of Education ePlan website:

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

Tennessee Department of Education extended learning programs website:

http://www.tennessee.gov/education/instruction/extended_learning.shtml

Tennessee Department of Human Services Adult and Family Services Division, Chapter 1240-04-

03 Licensure Rules for Child Care Center: <http://share.tn.gov/sos/rules/1240/1240-04/1240-04-03.20160701.pdf>

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

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

Appendix

Appendix A Sample Job Descriptions

Project Director Responsibilities

- Ensures program activities adhere to 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 grant guidelines
- Makes sure students are flagged in student management system as LEAPs 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
- 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 grant 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 B

Flagging LEAPs Students

Option A

- Local Student Information Systems (SIS) Package

- Each software package is different, but the flag should be under “Student Classification Type”
- The flag/value is **1 = LEAPs Participant**
- Requires dates of enrollment*

Option B

- Educational Information System (EIS)
- Schools may also use the “Enhanced Data Entry Screens” in EIS to flag 21st CCLC Participants.
- This is found under “Student Classification Type”
- The flag/value is **1 = LEAPs Participant**
- Also requires date of enrollment*

Appendix C



Program and Fiscal Monitoring Instrument
21st CCLC & LEAPS
Program and Fiscal Monitoring Report

To be completed by the grantee point of contact:

Grantee		
Date of Site Visit		
Director of Program	Phone	Fax
Mailing Address	Email	

The purpose of this tool, which has been adapted from guidelines from various sources referenced in the acknowledgements at the end of the document, is to improve the quality of Extended Learning Programs and to assess their use of best practices in youth programming. The goal for

the programs is to motivate all students to reach their optimal academic potential and social development by engaging in meaningful, fun educational and enrichment activities in collaboration with staff, parents, volunteers, and community partners.

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

A copy of the completed monitoring instrument will be signed and returned the program director or designee. The agency may file a written appeal to the Tennessee Department of Education concerning the monitoring outcome within 10 working days from the date of the evaluation. The written appeal should be addressed to Extended Learning Programs, 11th Floor, Andrew Johnson Tower, Nashville, TN 37243. The appeal packet should contain materials which support the appeal. Extended Learning Program staff will review the materials and will notify the appellant of the decision concerning granting any scoring changes within 10 working days of receipt of the appeal.

Extended Learning Programs staff will review grantee file materials, as well as the findings from the evaluation process, to determine which projects to continue and the level of funding to offer.

Programming	YES	No	Evidence of Program Implementation	Notes
1. The Grantee has participant eligibility requirements, schedule, non-discrimination policy, Comptrollers notice, and program guidelines posted in public view.			<input type="checkbox"/> Bulletin board <input type="checkbox"/> Other _____	
2. The Grantee has procedures for filing civil rights complaints and staff is aware of EDGAR Section 76.532 prohibiting the use of grant funds for religion.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
3. The program schedule and disciplinary policies are included in the parent/student handbook which is distributed at orientation or upon enrollment and clearly posted in public view.			<input type="checkbox"/> Bulletin board <input type="checkbox"/> Other _____	

4. Student enrollment and orientation meetings are scheduled and advertised in the community.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
5. Any schedule changes are posted and communicated to parents, volunteers, and partners.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
6. Parent, volunteer, and partner meetings are documented with sign-in sheets, agendas, schedules, etc.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
7. All staff, contractors, and volunteers have undergone a thorough screening and background check.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
Programming	YES	N O	Evidence of Program Implementation	Notes
8. An Emergency Response Plan (ERP) which includes appropriate drills and procedures for emergency situations such as evacuation, reverse evacuation, lockdown, shelter-in-space, hit the deck, drop, cover, and hold, a parent notification plan, a plan for relocating and releasing students, primary and alternate evacuation routes, plans for school-sponsored events, and field trips has been developed and posted.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
9. Identified staff has been trained in appropriate emergency management procedures and are CPR certified.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
10. Student emergency contact and medical information is on file and easily accessible.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	

11. The program space is clean, sanitary, and safe. Healthy food and drinks that meet the guidelines of the After School Snacks and Suppers section of the USDA Food and Nutrition Service are provided.		<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
12. Children's daily arrivals and departures are supervised and a transportation plan is on file that includes the names of adults approved to pick up each child.		<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
13. Written job descriptions, work schedules, and employee timesheets are on file.		<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
14. Staff has documented professional development activities on file that are appropriate to program goals and teacher/student needs.		<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
15. Staff keeps accurate records of student enrollment numbers, daily attendance, and disciplinary offences. Connectivity with the regular school day teacher and principal is documented using coordination sheets, meeting schedules, sign-in sheets, agendas, etc.		<input type="checkbox"/> Interview <input type="checkbox"/> Documentation <input type="checkbox"/> Other _____	
16. Student selection criteria, as well as registration procedures, are clear and well-documented.		<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
17. Students, parents, and partners have meaningful input into programming choices and decisions.		<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
18. Students interact with each other in positive and respectful ways.		<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	

Programming			Evidence of Program Implementation	Notes
	YES	N O		
19. Staff and students interact in a respectful manner.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
20. Staff works well together to meet the needs of all students and uses positive techniques to guide student behavior.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
21. Staff and families work together in positive ways.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
22. Staff interaction with volunteers and partners is collegial and respectful.			<input type="checkbox"/> Interview <input type="checkbox"/> Other _____	
23. Course offerings/activities reflect an effort to raise achievement scores in core subject areas.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
24. Course offerings/activities include the arts (art, music, drama, etc.) and hands-on science and technology opportunities.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
25. Enrichment activities include activities such as fieldtrips to zoos, aquariums, farms, and other entities in the community that expand students' experiences and knowledge base.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
26. Staff has competence in the core areas of academic instruction.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
27. Staff follows the program schedule.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
28. Staff plans lessons and implements them effectively so that students are engaged in the activity or learning process.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
29. The curriculum follows state approved standards and meets the individual needs of the students			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	

30. Activities are utilized to enhance parental involvement with the students and their activities and one parent activity per quarter has been conducted.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
31. Student discipline is documented with data showing the number and types of offenses, whether the number of offenses has declined or increased for each student, and the action taken.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
32. Partnerships have been established within the community and these have been properly documented.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
33. Partners and volunteers have been actively engaged in collaborative activities of the program.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
34. The program has established good working relationships with appropriate local, state, and federal agencies.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
35. Partnerships and volunteer activities reflect student interests and abilities that enable students to participate in a variety of meaningful and fun enrichment activities.			<input type="checkbox"/> Interview <input type="checkbox"/> Documentation	
BUDGETS and AMENDMENTS				
36. The Grantee has a policy/procedure governing the preparation and approval of budgets and budget amendments.			<input type="checkbox"/> Approved budget reflected in Grantee accounting software <input type="checkbox"/> Budget Amendments	
37. The Grantee has a policy/procedure in place to authorize, verify, and reimburse travel expenditures. (OMB Circular A 133-Compliance Supplement)			<input type="checkbox"/> Travel Requests <input type="checkbox"/> Purchase orders <input type="checkbox"/> Receipts / Invoices <input type="checkbox"/> Check / expenditure	

38. The Grantee has written policies/procedures that provides for the following: (EDGAR 80.32(d))		<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
<input type="checkbox"/> A) an inventory database which contains the following elements: <input type="checkbox"/> a) description of the item, <input type="checkbox"/> b) serial number and other identifying numbers (barcode or other local identifying number), <input type="checkbox"/> c) acquisition date, <input type="checkbox"/> d) cost, <input type="checkbox"/> e) physical location of property, <input type="checkbox"/> f) use and condition, and <input type="checkbox"/> g) disposition data (date, method of disposition, sales price-if applicable) when property is retired from service.		<input type="checkbox"/> Equipment Log / Database <input type="checkbox"/> Inventory (Detail checked during program appendix)	
<input type="checkbox"/> B) a physical inventory of the property at least once every year		<input type="checkbox"/> Physical inventory report with dates	
39. Any equipment that was essential to and purchased for the benefit of the program from which it was funded.		<input type="checkbox"/> Locate equipment and determine who is using it and for what purposes	

GENERAL PROGRAM and FISCAL REQUIREMENTS			
40. The Grantee has records to support whether funds were obligated and liquidated within the approved grant period. EDGAR 76.707 (Obligations chart)		<input type="checkbox"/> ePlan <input type="checkbox"/> Purchase Orders / Contracts <input type="checkbox"/> Other _____	
41. Funds are drawn down from ePlan regularly in correlation to expenditures.		<input type="checkbox"/> ePlan Reimbursement Requests	

GENERAL PROGRAM and FISCAL REQUIREMENTS			
42. The Grantee budget and accounting records align with approved funding application and reflect the approved line items and amounts.		<input type="checkbox"/> Approved appropriate application <input type="checkbox"/> LEA Operating Budget <input type="checkbox"/> Expenditure Reports	
43. Grantee submits required reports and documentation to the TDOE Office of Extended Learning in a timely manner.		<input type="checkbox"/> Budget Revision <input type="checkbox"/> Reimbursement Request(s) supporting documentation <input type="checkbox"/> Mid -Year Report <input type="checkbox"/> End of the Year Report <input type="checkbox"/> 21 st CCLC APR <input type="checkbox"/> Other _____	
44. Budget amendments/revisions are submitted and approved prior to obligating the funds. (EDGAR 80.30(c)(2))		<input type="checkbox"/> Budget revisions in ePlan	
45. To ensure internal control, each director signs for expenditures made from his/her program. If the Grantee charges for services or has income from other sources is the income properly accounted for?		<input type="checkbox"/> Sample of purchase orders <input type="checkbox"/> Receipts for income	
USE of FUNDS			
46. Grantee determines that purchases with funds comply with federal cost principles (e.g. reasonable, necessary, and allocable). Are adequate controls in place to account for monies received?		<input type="checkbox"/> Multiple bids <input type="checkbox"/> Documents showing purchases impacted targeted population	

GENERAL PROGRAM and FISCAL REQUIREMENTS			
47. All financial records and programmatic records, supporting documents, statistical and other records are maintained for 3 years or until the resolution of any litigation, claim, negotiation, audit, or other action involving records. (EDGAR 80.42) (OIG may request records up to 5 years after a grant has closed.)		<input type="checkbox"/> Records from First FY <input type="checkbox"/> Records from Second FY <input type="checkbox"/> Records from Third FY <input type="checkbox"/> Other records for unresolved issues	
48. Documentation is on file to detail the proportionate number of funds spent on services provided to non-public school students with disabilities. (34 CFR 300.133)		<input type="checkbox"/> Agreement with Non-public schools <input type="checkbox"/> Contact logs <input type="checkbox"/> Invoices <input type="checkbox"/> N/A	
PERSONNEL			
49. Position count and FTEs are consistent with the approved budget/application.		<input type="checkbox"/> Application <input type="checkbox"/> Budget documents <input type="checkbox"/> Addendum <input type="checkbox"/> List of personnel by funding source	
50. Employees who work on multiple activities funded from different sources have personnel activity records (PAR) that support the distribution of their salaries/wages. (OMB Circular A-87)		<input type="checkbox"/> Time sheets <input type="checkbox"/> PARs (Personnel Activity Report)	

Exemplary Practices, Recommendations, and Corrective Action Plan

Tennessee Department of Education

Extended Learning Programs

Grantee Name:	
EXEMPLARY PRACTICES	
Practice	Description
TDOE IMPROVEMENT RECOMMENDATIONS	
Area	TDOE Improvement Recommendation

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LEA REQUESTS FOR TDOE TECHNICAL ASSISTANCE

Area	LEA request for TDOE assistance

COMPLIANCE ACTION PLAN

CORRECTIVE ACTION NEEDED: **Yes** **No**

Compliance Issue	Action Step(s)	Required Documentation	Recurring Issue (Yes/No)	DEADLINE for Completion

SIGNATURES				
Signature below assures a review of, and agreement with, the complete monitoring document including, where applicable, the above Exemplary Practices, TDOE Improvement Recommendations, LEA Requests for TDOE Assistance, and Compliance Action Plan.				
Grantee Position/Title	PRINTED Name	Signature (AFTER monitoring is completed)	Date	
Primary Point of Contact				
TDOE Extended Learning Staff				
TDOE Extended Learning Administrator				

Acknowledgements:

The Tennessee Department of Education created this tool based on resources developed by other states and organizations. The department acknowledges these sources: Tennessee Department of Education, Consolidated Planning and Monitoring, Tennessee Office of Extended Learning Best Practice Mentors, Tennessee LEAPs and 21st CCLC Grantees, *Harvard Family Research Project's After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*, Kentucky State Department of Education's 21st Century Community Learning Centers Monitoring Tool, NAA's Standards for Quality School-Age Care, and the Colorado Department of Education's 21st Century Community Learning Centers Monitoring and Quality Improvement Tool.