



  
Lottery for Education Afterschool Programs (LEAPs)

FY 2021 Request for Applications

Tennessee Department of Education | February 2020

Application Due Date: June 19, 2020

*Funding for this program is provided in accordance with T.C.A. Title 49, Chapter 6, Part 7*.

Acknowledgment

This request for applications (RFA) was developed in consultation with the Tennessee Department of Education Office of Whole Child Supports and Office of the General Counsel. The University of Tennessee Social Work Office of Research and Public Service (SWORPS) evaluation team also provided guidance in the development of the RFA.

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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 49, Chapter 6, Part 7](https://law.justia.com/codes/tennessee/2010/title-49/chapter-6/part-7/49-6-701/), one hundred percent (100%) of monies constituting an unclaimed prize shall be deposited into an afterschool account for the purpose of administering a system of competitive grants and technical assistance for eligible organizations providing after school educational programs within Tennessee. The Tennessee Department of Education is responsible for implementing the competitive grant process and for oversight of these funds.

The overall goal of Lottery for Education: Afterschool Programs (LEAPs) is to provide Tennessee students with enrichment opportunities that reinforce and complement the regular academic program. LEAPs program goals are in alignment with the department’s [***Best for All***](https://www.tn.gov/content/tn/education.html) strategic plan specifically supporting the whole child by providing academic and non-academic supports.



**Eligible Applicants**

Public, private, 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;
  + be attending a public school, including a public charter school, instead of a public school failing to make as a result of parent choice; or
  + be at risk of failing one or more subjects or are behind grade level by at least one year.

Note, the percentage of economicallydisadvantaged students in each school can be found via the state’s report card website [here](https://reportcard.tnk12.gov/). Select the district, then the school to obtain the percentage.

**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**](https://publications.tnsosfiles.com/rules/0520/0520-12/0520-12-01.20131128.pdf)**). 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. A copy of the scoring rubric can be found in the [Appendix A](#_Appendix_A:_Scoring). 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 LEAPs grant recipients who will be completing a grant cycle June 30, 2020 may re-compete for funding. Current 21st Century Community Learning Centers (CCLC) grantees are also eligible to apply so long as the funding is being requested to provide services in new program locations. Previous performance as a LEAPs or 21st CCLC grantee will be taken into consideration in the awarding of a new grant. The department will not allow agencies to use both 21st CCLC and LEAPs funding for a single program location.

The department reserves the right to not award all grants, to determine a response to be non-responsive, and to verify information submitted in application materials before determining awards. 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 grant 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 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.

## Appeals Process

Applicants that wish to appeal a grant award decision may submit a letter of appeal to the department’s extended learning program manager. Appeals are limited to the grounds that the department failed to conduct a rigorous peer review process as specified by the LEAPs application guidelines. 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 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:

*Manager, 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 extended learning manager 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 and, if applicable, the reason for the denial. This decision will be final.

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](https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1511231&inline=true) can be found by clicking on the hyperlink. User access forms for community based organizations can be found [here](https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1051596&inline=true). **Applications are due in ePlan by June 19, 2020 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 by **May 31, 2020**.
2. Participate in technical assistance workshop (highly recommended).
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.

* Feb. 24, 9 a.m.–12 p.m. eastern time – 1811 Roanoke Ave, Chattanooga, TN 37406
* Feb. 25, 9 a.m.–12 p.m. central time –Dyersburg Chamber of Commerce, 2000 Commerce Avenue, Dyersburg, TN 38024
* Feb. 27 , 9 a.m.–12 p.m. OR 1:30–4:30 p.m. eastern time – Boys & Girls Clubs of the Tennessee Valley, 967 Irwin Street, Knoxville, TN 37917. **This is the only workshop that requires registration**. Please go [**here**](http://www.cvent.com/d/1nqk4z.) to register for the morning or afternoon session. **Space is limited for this workshop location.**
* Feb. 28, 9 a.m.–12 p.m. central time –Wilson County Schools, Board Room, 415 Harding Drive, Lebanon, TN 37087

**Questions about the application process should be sent to** [**Extended.Learning@tn.gov**](mailto:Extended.Learning@tn.gov)**.**

Application Components

## Needs Assessment (10 points)

In this section, the applicant should describe how the proposed project addresses the needs of the students and families to be served. The applicant will describe the needs assessment process that was completed prior to applying for the grant.

Specifically, the applicant should describe the following:

1. Members of the planning team (i.e. number of parents, school/agency administrators, teachers, partners)
2. Frequency of planning meetings (i.e. monthly, annually, quarterly, etc.)
3. The type of data that was reviewed to determine the target student population. Community, district, school, or student level data may be used. Data shall be submitted securely in ePlan. The data may include but not be limited to:

* Student level data related to the eligible participants requirements
* District or school level chronic absenteeism rates
* Percentage of Title I students
* Percentage or growth of limited English proficient students
* Percentage of students reaching proficiency in reading/language arts or mathematics
* Percentage of students suspended or expelled
* Percentage of students to be served that attend a priority or focused school (a listing of priority and focused schools can be found [here)](https://www.tn.gov/education/data/accountability/2019-school-accountability.html)
* Community social and economic outcomes
* Student, parent, teacher or community survey results

1. The gaps in services to students and families based on the needs assessment data.

Note: the applicant should properly cite data or research referenced in the application.

## Project Design (50 points)

The project design is the overall plan for addressing the gaps in services identified in the needs assessment section of the application. 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 any strategic planning sessions or partner meetings that 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 LEAPs 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 third 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 [**Eligible Participants**](#Text64) 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, 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 LEAPs location and home is a requirement. All programs/sites must establish a plan for the safe transportation of participants such as bus transportation, parent pick-up, or walking and explain that procedure in the proposal. All programs will be expected to provide services in a manner consistent with state child care guidelines [(here).](https://publications.tnsosfiles.com/rules/0520/0520-12/0520-12-01.20131128.pdf)

**Additional transportation allowance for rural programs with summer learning opportunities:** If awarded funding, an additional transportation allowance of up to $10,000 will be given to programs that serve students in districts that meet the federal Rural and Low Income School (RLIS) program designation AND that will provide summer programming. The additional funds may only be used to transport students to and from the program. The additional funds will allow grantees to extend their funds to offer students summer learning experiences.

*A school district is eligible for an RLIS award if:*

* *Twenty percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below poverty; and*
* *All of the schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43.[[1]](#footnote-1)*

There are currently 78 districts that meet the criteria. A list of these districts can be found in [Appendix A.](#_Appendix_A:_Rural)

* **Nutritional programs and physical activity**: Federal child nutrition programs provide an important source of funding for healthy afterschool 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).](https://www.fns.usda.gov/school-meals/afterschool-snacks) For specific information about afterschool snacks, visit the Child and Adult Care Food Program (CACFP) website [here](http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program). Program funds should not be spent on unhealthy snacks or foods during participant or family engagement activities. See [Additional Resources](#_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](https://www.choosemyplate.gov/) for ideas.

* **Special needs/private school students:** Students with special needs are eligible to participate in LEAPs programs. 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 LEAPs services are also eligible to receive services. Agencies should communicate with private schools prior to proposal submission and throughout the life 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 LEAPs programs. Performance targets were based on statewide data collected during prior program years. A chart of the performance goals and indicators is listed below. Each performance goal aligns with a specific aspect of the department’s *Best for All* [strategic plan](https://www.tn.gov/content/tn/education/news/2019/11/5/education-commissioner-unveils--best-for-all--strategic-plan.html):

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 Academics: All students will have access to a high quality education no matter where they live. | |
| 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 [Program Year (PY) 2018-19 statewide data was 31.3%]. |
| 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 [PY 2018-19 statewide data was 30%]. |
| 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 Whole Child: Tennessee public schools will be equipped to serve the academic and non-academic needs of all kids. | |
| 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. [PY 2018-19 statewide teacher survey data – 72.5%] |
| 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. [PY 2018-19 statewide teacher survey data -65.4%] |
| 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. [PY 2018-19 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 Whole Child: Tennessee public schools will be equipped to serve the academic and non-academic needs of all kids. | |
| 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 18 or fewer days of school each academic year. [PY 2018-19 statewide data – 94.2%] |
| **Performance Goal 4: Family engagement will be embedded in the entirety of the program.** | |
| Alignment: ALIGNS with Tennessee Strategic Plan Priority Area Whole Child: Tennessee public schools will be equipped to serve the academic and non-academic needs of all kids. | |
| 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 2018-19 statewide parent survey data -85.7%] |
| 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 2018-19 statewide parent survey data -87%] |
| 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 2018-19 statewide parent survey data -91.5%] |
| 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 2018-19 statewide parent survey data -93.5%] |

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 community agencies to enhance program support. Partnerships with other school-based programs such as Title I or special education 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. 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. Note, grantees are responsible for ensuring that all partners comply with background check requirements outlined in the Professional Development and Childcare Guidelines section.

## 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.

**Program Fees**

As a part of the sustainability plan, applicants may propose to collect program 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. **No child can be excluded** from the program if the student’s family is incapable of paying the fee.

Applicants proposing to collect program fees must **upload into the related documents section** of ePlan the written policies for these activities. 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 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 August 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.

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.**

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](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html)) and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards [(here](https://www.federalregister.gov/documents/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards)) 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**](#_Appendix_E:_Allowable)

When determining if charges are allowed/appropriate for the 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](#_Appendix_E:_Allowable).

**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). Funding may be reduced or withdrawn if a grantee fails to serve the minimum number of students based on the grant award amount.

**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 F](#_Appendix_F:_Sample). Experience indicates that high-quality staff development is an essential element in an effective LEAPs program. In addition to activities that may be provided locally, each application should budget to send a representative to annual state trainings/meetings. Applicants should refer to the child care rules [(here)](https://publications.tnsosfiles.com/rules/0520/0520-12/0520-12-01.20131128.pdf) for specific requirements related to staffing and professional development. **Allagencies must adhere to the child care rules and should 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 positively impact 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 2020 | Site directors hired for each program location | Project director |
| August 2020 | Staff math interventions training completed | Project director, site director |
| September 2020 | 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 (5 points)

The department’s commitment to insuring that all students have access to a quality education regardless of where they live includes access to quality extended learning programs. To that end, priority points will be awarded to programs that will serve students in the following distressed counties[[2]](#footnote-2): Bledsoe, Clay, Fentress, Grundy, Hancock, Hardeman, Lake, Lauderdale, McNairy, Morgan, Perry, Scott, and Wayne.

## Competitive Priority III (2 points)

The department aims to serve as many students as possible in extended learning programs throughout the state. To expand the geographic distribution of programs, priority points will be awarded to applications that propose to serve students in the follow counties: Benton, Chester, Dickson, Franklin, Houston, Meigs, Moore, Pickett, or Rhea. These counties have traditionally not had 21st CCLC or LEAPs programs.

## Competitive Priority IV (3 points)

There are numerous health factors that contribute to student chronic absenteeism including mental health conditions. According to the National Alliance on Mental Illness one in six children aged 6 – 17 experience a mental health condition each year. Half of all lifetime mental health disorders begin by age 14[[3]](#footnote-3). Extended learning programs can be an avenue for providing youth mental health services.

Competitive priority points will be awarded to applicants proposing to address youth mental health. The applicant should base proposed activities on the needs assessment completed for this application. Activities may include but not be limited to on-site individual and group counseling, case management, and [Youth Mental Health First Aid](https://www.mentalhealthfirstaid.org/population-focused-modules/youth/) training for families. 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:

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](https://fedgov.dnb.com/webform).

Memorandum of Agreement, see [Appendix C](#_Appendix_C:_Memorandum) (all applicants)

Partnership Agreement forms (all applicants)

Plan for collecting program fees (if applicable)

Program Performance

## Evaluation Measures

It is essential that agencies have the capacity to access and collect appropriate progress report and evaluation data. All funded LEAPs sites must 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 LEAPs 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.

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. Agencies that have never had a 21st CCLC or LEAPs grant will participate in on-site monitoring the first year of the project.

**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 the outcome of the appeal.

# 

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

# **Appendix A: Rural and Low Income School Districts**

|  |  |
| --- | --- |
| **Federal FY19 TN RLIS Districts** | |
| |  | | --- | | Alvin C York Institute | | Athens | | Bedford County | | Benton County | | Bledsoe County | | Campbell County | | Chester County | | Claiborne County | | Clay County | | Cocke County | | Crockett County | | Cumberland County | | Dayton | | Decatur County | | DeKalb County | | Dyer County | | Dyersburg | | Fayette County Public Schools | | Fayetteville | | Fentress County | | Giles County | | Grainger County | | Greene County | | Greeneville | | Grundy County | | Hancock County | | Hardeman County Schools | | Hardin County | | Haywood County | | Henderson County | | Henry County | | Hickman County | | Hollow Rock - Bruceton | | Houston County | | Humphreys County | |  | | |  | | --- | | Huntingdon Special School District | | Jackson County | | Johnson County | | Lake County | | Lauderdale County | | Lawrence County | | Lewis County | | Lexington | | Macon County | | Manchester | | Marion County | | McKenzie | | McNairy County | | Meigs County | | Milan | | Morgan County | | Newport | | Obion County | | Oneida | | Overton County | | Paris | | Perry County | | Pickett County | | Polk County | | Putnam County | | Rhea County | | Richard City | | Roane County | | Rogersville | | Scott County | | Sequatchie County | | Stewart County | | Trenton | | Trousdale County | | Tullahoma | | Union City |  |  | | --- | | Union County | | Van Buren County | | Warren County | | Wayne County | | Weakley County | | West Carroll Sp. Dist. | | White County | |

# **Appendix B: 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** |
| --- | --- | --- |
| **Needs Assessment** – In this section, the applicant should describe how the proposed project addresses the needs of the students and families to be served.   1. Members of the planning team (i.e. number of parents, school/agency administrators, teachers, partners) 2. Frequency of planning meetings (i.e. monthly, annually, quarterly, etc.) 3. The type of data that was reviewed to determine the target student population. 4. The gaps in services to students and families based on the needs assessment data.   **Resources:**   * A list of priority and focused schools can be found [here](https://www.tn.gov/education/data/accountability/2019-school-accountability.html). * A list of Title I Schools can be found [here](https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1524861&inline=true).   **Key Component**: The applicant describes the process for conducting a needs assessment prior to applying for the grant. | 10 |  |
| Strengths | Weaknesses |

| **Selection Criterion** | **Maximum Points** | **Assigned Points** |
| --- | --- | --- |
| **Project Design** – The applicant:   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 3. Describes successes and lessons learned (re-applicant only) 4. Identifies how the proposed project activities are new (re-applicant only) 5. Provides detailed description of how many students will be recruited to participate in program ensuring that students meet the eligibility requirements 6. Provides a program schedule that includes the hours of operation 7. If applicable, provides a plan for implementing Expanded Learning Time 8. Describes how students will be transported to and from the program 9. Describes the types of physical fitness activities that will be offered 10. Describes how special education and/or private school students will be served by the program. p 11. Describes specific program activities that will be implemented to address each performance goal 12. Describes the professional development activities that will be implemented that are relevant to each performance goal 13. Describes how progress towards performance goals will be shared with stakeholders such as parents, students and school/community partners   **Key Components**: The applicant provides the overall vision for the project and an overview of a typical day in the program. The applicant demonstrates that the project design was developed in collaboration with stakeholders. The proposed activities are relevant to the performance indicators and can be reasonably completed within the grant period. | 50 |  |
| Strengths | Weaknesses |

| **Selection Criterion** | **Maximum Points** | **Assigned Points** |
| --- | --- | --- |
| **Partnerships** – The applicant:   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   **Key Components** – Partnerships are meaningful and point back to the needs of the community and the work to be done in reaching performance goals. | 10 |  |
| Strengths | Weaknesses |

| **Selection Criterion** | **Maximum Points** | **Assigned Points** |
| --- | --- | --- |
| **Sustainability** – The applicant:   1. Describes how other grants or funds will be leveraged to sustain the program 2. Describes how partnerships will be utilized to continue the program 3. Describes how current operating funds will be used to support the program 4. Includes a description of in-kind contributions 5. If applicable, includes a plan for generating program income and collecting program fees.   **Key Component:** The sustainability plan is detailed and goes beyond generalities such as applying for additional grants to support the program. A list of in-kind contributions has been included. If applicable, the applicant has included a detailed plan for generating program income and collecting program fees. | 10 |  |
| Strengths | Weaknesses |

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

| **Competitive Priority I** | **Maximum Points** | **Assigned 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 LEA receiving funds under Title I, Part A and at least one public or private community organization. | 5 |  |

|  |  |  |
| --- | --- | --- |
| **Competitive Priority II** | **Maximum Points** | **Assigned Points** |
| Priority points will be awarded to programs that will serve students in the following distressed counties[[4]](#footnote-4): Bledsoe, Clay, Fentress, Grundy, Hancock, Hardeman, Lake, Lauderdale, McNairy, Morgan, Perry, Scott, and Wayne. | 5 |  |

| **Competitive Priority III** | **Maximum Points** | **Assigned Points** |
| --- | --- | --- |
| Priority points will be awarded to applications that propose to serve students in the follow counties: Benton, Chester, Dickson, Franklin, Houston, Meigs, Moore, Pickett, or Rhea. | 2 |  |

|  |  |  |
| --- | --- | --- |
| **Competitive Priority IV** | **Maximum Points** | **Assigned Points** |
| Competitive priority points will be awarded to applicants proposing to address youth mental health. The applicant should base proposed activities on the needs assessment. Activities may include but not be limited to on-site individual and group counseling, case management, and [Youth Mental Health First Aid](https://www.mentalhealthfirstaid.org/population-focused-modules/youth/) training for families. The applicant may choose to describe the types of activities that will be offered in the chronic absenteeism or family engagement performance goals sections. | 3 |  |
| Strengths | Weaknesses |

**Rating Anchors for Reviewers**

Reviewers rate each criterion by entering an appropriate numerical score within the given range. It is vital that reviewers give careful consideration to numerical ratings. A fraction of a point can make the difference between an application being funded or not. **The best procedure is to consider the mid-point of the rating scale as “just adequate.”** From this anchor point, ratings can be increased or decreased on the basis of strengths and weaknesses of the application. This general approach will foster the internal consistency between a reviewer’s scores and narratives, and the comparability of scores across reviewers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Maximum Points** | **Poor**  **Barely addressed or not at all** | **Weak**  **Poorly developed**  **Major weaknesses** | **Adequate**  **Some weaknesses** | **Superior**  **Strongly developed**  **Minor weakness** | **Outstanding**  **Fully developed** |
| **50** | **0-17** | **18-26** | **27-35** | **36-44** | **45-50** |
| **20** | **0-4** | **5-8** | **9-12** | **13-16** | **17-20** |
| **10** | **0-3** | **4-5** | **6-7** | **8-9** | **10** |
| **5** | **0-1** | **2** | **3** | **4** | **5** |
| **3** | **0** | **0** | **1** | **2** | **3** |
| **2** | **0** | **0** | **0** | **1** | **2** |

The sections labeled “Strengths” and “Weaknesses” should be used for narrative comments regarding the strengths and weaknesses of the application on each criterion. It is critical that each reviewer provides narrative documentation under strengths and weaknesses to support the rating and recommendation for each application. These responses are important in providing feedback to applicants as well as to the TDOE program personnel.

**Source: Kansas Department of Education**

# **Appendix C**

# **Memorandum of Agreement**

|  |  |
| --- | --- |
| C:\Users\CA19029\Documents\Brand and Style Rollout\Updated dept logo\TN Dept of Education ColorPMS -«.png  **Memorandum of Agreement** | |
| **Applicant Agency:**  I understand that the above agency plans to submit a Lottery for Education Afterschool Programs (LEAPs) application to the Tennessee Department of Education. Our school/district agrees to the following responsibilities to ensure successful programming to our students and their family members:   1. To provide on-going opportunities for meaningful communication between the school staff and the LEAPs program staff; 2. To provide opportunities for school staff and LEAPs program staff to plan, coordinate, and integrate curricular needs within the afterschool activities; 3. To assist in tracking student enrollment, academic and discipline information via the student information system package (SIS). To this end, LEAPS staff will need assistance in obtaining the state issued student identification number. Assigned school/district staff will receive participant enrollment information from the LEAPs program staff once per semester and will “flag” program participants in the SIS package for ***LEAPs*** under student classification; and, 4. To assist in obtaining all relevant student data 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 LEAPs program staff to obtain parental/legal guardian consent for the sharing of student information. The school/district shall ensure that LEAPs program staff maintain student confidentiality of records within the guidelines of state and federal requirements. | |
| **Certification of Participation of School or District** | |
| Name of School or District: | |
| 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: | | **Description of Services and/or Support to be provided.** |
| Address: | |
| Phone: | Fax: |
| Email: | |
| Printed Name: | |
| Signature: | |
| Name of Partner Group/Organization: | | **Description of Services and/or Support to be provided.** |
| Address: | |
| Phone: | Fax: |
| Email: | |
| Printed Name: | |
| Signature: | |
| Name of Partner Group/Organization: | | **Description of Services and/or Support to be provided.** |
| 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 LEAPs program
* Travel to LEAPs trainings, conferences, and workshops
* Reasonable transportation for LEAPs 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](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html)) and Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards [(here)](https://gov.ecfr.io/cgi-bin/ECFR?page=browse) for guidance.

# **Appendix F: Sample Job Descriptions**

Project Director Responsibilities

* Ensures program activities adhere to LEAPs 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 LEAPs 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 state and LEAPs 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** | | | |
| **Category 73300** | **ePlan Budget** | | **Notes** |
| 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 & Materials | 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  enrichment programs |
| Vehicle Contracts | 399 | Other Contracted Services | Transportation, vehicle contracts to transport  students |
| 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 |

1. [Rural and Low Income School Program](https://www2.ed.gov/programs/reaprlisp/eligibility.html) [↑](#footnote-ref-1)
2. [Tennessee Distressed Counties](https://www.tn.gov/transparenttn/open-ecd/openecd/tnecd-performance-metrics/openecd-long-term-objectives-quick-stats/distressed-counties.html) [↑](#footnote-ref-2)
3. [National Alliance on Mental Illness: Mental Health by the Numbers](https://www.nami.org/mhstats) [↑](#footnote-ref-3)
4. [Tennessee Distressed Counties](https://www.tn.gov/transparenttn/open-ecd/openecd/tnecd-performance-metrics/openecd-long-term-objectives-quick-stats/distressed-counties.html) [↑](#footnote-ref-4)