

**21ST CENTURY COMMUNITY LEARNING CENTERS
GRANT APPLICATION FOR FY 2009**

January 2008



**21st CENTURY COMMUNITY LEARNING CENTERS
COVER PAGE A**

APPLICANT: **Rutland Northeast Supervisory Union**

(i.e. Supervisory Union, CBO, FBO, or School)

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List Partnership School(s) (circle designations that apply, i.e. schoolwide and list F/R lunch %):

Leicester Central School

Schoolwide	Identified	Free and Reduced Lunch	<u>27.1</u> %
Targeted Assistance	"Check-Mark"		

Brandon Town School

Schoolwide	Identified	Free and Reduced Lunch	<u>40.6</u> %
Targeted Assistance	"Check-Mark"		

Sudbury's Country School

Schoolwide	Identified	Free and Reduced Lunch	<u>13.3</u> %
Targeted Assistance	"Check-Mark"		

Whiting Village School

Schoolwide	Identified	Free and Reduced Lunch	<u>NA</u> %
Targeted Assistance	"Check-Mark"		

Otter Valley Union Middle School

Schoolwide	Identified	Free and Reduced Lunch	<u>39.2</u> %
Targeted Assistance	"Check-Mark"		

Other Poverty Indicators Used to Meet Eligibility: Medicaid Eligibility (shown in chart on page 2)

Grant Amount Requested:

() 5 year grant request as first-time grantee

1 st Year request	\$ _____
2 nd Year request	\$ _____
3 rd Year request	\$ _____
4 th Year request (75%)	\$ _____
5 th Year request (65%)	\$ _____

() 5 year grant request as returning grantee

1 st Year request	\$ <u>123,200</u>
2 nd Year request	\$ <u>123,200</u>
3 rd Year request	\$ <u>123,200</u>
4 th Year request	\$ <u>123,200</u>
5 th Year request	\$ <u>123,200</u>

**21st CENTURY COMMUNITY LEARNING CENTERS
COVER PAGE B**

List Partners:

Brandon Artists Guild
Green Mountain Rock Climbing Center

Who will be the fiscal agent for this grant? Rutland Northeast Supervisory Union

Contact Person: Brenda Fleming
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Who was the lead grant writer for this application? Deborah R Bratton

E-mail: dbratton@rnesu.org Telephone: 802.247.6422

List planning meetings and writing sessions that occurred to create this application

Purpose	Participants	Hours Worked
<u>10/8 Review RFP & RFP Development Plan</u>	<u>SOAR Steering Committee</u>	<u>3</u>
<u>10/22 Partner Meeting</u>	<u>Principal, Program Dir, BAG</u>	<u>2</u>
<u>11/8 Review Funding Needs & Alternatives</u>	<u>SOAR Development Committee</u>	<u>2</u>
<u>12/4 Review Funding Needs & Alternatives</u>	<u>SOAR Development Committee</u>	<u>3</u>
<u>12/5 Review Survey Results & Programming</u>	<u>SOAR Steering Committee</u>	<u>3</u>
<u>12/11 Partner Meeting</u>	<u>Program & Site Dir, GMRCC</u>	<u>2</u>
<u>1/8 Review Funding Alternatives</u>	<u>SOAR Development Committee</u>	<u>1</u>
<u>1/16 Partner Meeting</u>	<u>Program Dir, Principal, BAG</u>	<u>1</u>

*** RFP Development Team utilized electronic communication to establish and review materials including survey development & results review, evaluation & measurement, programming, RFP review

*** A project plan was developed and managed in order to complete the RFP process.

Assurance and Signature Page

- ✓ The program will take place in a safe and easily accessible facility
- ✓ Transportation and program access will be addressed
- ✓ The program has been developed and will be carried out in *active* collaboration with eligible schools, parents, and other entities such as community-based organizations, including faith-based organizations, institutions of higher education, or a consortium of such entities
- ✓ The program will primarily target students who attend schools with high poverty or that operate Title I school wide programs
- ✓ Funds under the program will be used to increase the level of State, local and other non-Federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds
- ✓ The community was given notice of the applicant’s intent to submit an application, and after the submission, the applicant will provide public availability and review of the application and any waiver request
- ✓ The school district will share necessary student data with partners in compliance with FERPA regulations

By signing below you agree to honor the above assurances.

LEA SIGNATURES:

<hr/> Superintendent of Schools for RNESU	<hr/> Date
<hr/> Principal for Leicester Central School	<hr/> Date
<hr/> Principal for Neshobe Elementary School	<hr/> Date
<hr/> Principal for Sudbury’s Country School	<hr/> Date
<hr/> Principal for Whiting Village School	<hr/> Date
<hr/> Principal for Otter Valley Union High School	<hr/> Date

PARTNER SIGNATURES:

<hr/> Brandon Artists Guild	<hr/> Date
<hr/> Green Mountain Rock Climbing Center	<hr/> Date

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1. Program Need

A. Community Need.

Rutland Northeast Supervisory Union’s goal is to foster the personal and intellectual growth of the supervisory union’s students through academic and creative out-of-school time programs in collaboration with the schools, families and community organizations and members.

The Rutland Northeast Supervisory Union (RNESU) is located in west central Vermont. The area is 100% rural and serves eight towns in Rutland and Addison counties with a total community population of 11,723 in 2005. While the economic foundation for the area has changed over time and led many families to seek primary employment in other industries, the farming character has been retained and remains an important influence. This rural nature, while often a preferable environment in which to raise children, also presents limitations in terms of availability to high-quality afterschool programs, arts, recreation, etc. The economic situation for many families in the supervisory union further complicates this.

The focus of this proposal is on the needs of RNESU’s largest elementary school, Neshobe Elementary, located in Brandon; its three smallest schools, Leicester Central School, Sudbury’s Country School and Whiting Village School, located in their respective towns; and Otter Valley Union Middle School (OVUMS) which serves these communities. These communities have a population of 403 students in kindergarten through grade 6 and 209 students in grades 7 and 8. The need for high quality afterschool programs for these students is quite clear. The students have limited options and their families have limited resources to overcome these limitations or even take advantage of what opportunities do exist.

These elementary schools are all eligible for schoolwide programs under NCLBA 114 because the Medicaid eligibility of their constituents exceeds 40%. Additionally, the student population in Neshobe is economically disadvantaged, as indicated by 41.5% eligibility for free or reduced lunch under federal guidelines. Finally, Neshobe is identified as a “school in need of improvement” for the subgroup of economically disadvantaged students for two consecutive years under the federal No Child Left Behind (NCLB) regulations. Their state-required Action Plan for 2006-2008 identifies writing, reading and mathematics as areas to be addressed. The SOAR after school and summer programs are specifically mentioned in both their Action and Improvement Plans as an important component in the list of strategies to improve student performance in these academic areas. OVUMS remains an identified school as well. Eligibility criteria for these schools are summarized in the table below and the demographic and socioeconomic characteristics for the towns are shown in Appendix 1.

Schools in RNESU District Eligible for 21st CCLC - October 2007

School	Grades	Location	Student Population	Medicaid Eligible	% Poverty	Total Free & Reduced	% Free & Reduced	AGI Per Exemption	Improvement School
Leicester	K-6	Leicester	59	42	71.2%	16	27.1%	\$19,046	
Neshobe	K-6	Brandon	308	202	65.6%	125	40.6%	\$19,504	√
Sudbury	K-6	Sudbury	30	13	43.3%	4	13.3%	\$22,183	
Whiting	K-6	Whiting	26	26	100.0%	No Hot Lunch Program - All receive Free Milk		\$18,800	
OVUMS	7-8	Brandon	209	107	51.2%	82	39.2%	\$20,683	√
Total			632	390	61.7%	227	35.9%		

B. Family Needs and Student Learning.

Many of RNESU’s students have parents who work hours that extend beyond the school day and, as such, require after school care. Utilizing high quality afterschool programs offered at their school relieves many of their concerns, such as a safe place for their children and transportation. When selecting afterschool programs for their children, parents look at:

- Cost/affordability
- Learning activities offered
- Location/convenience

The SOAR (Success through Opportunities, Academics and Recreation) afterschool and summer programs meet these criteria for families. Since 2003 at Neshobe and 2004 at Leicester, Sudbury and Whiting, students have been able to participate in the SOAR programs. Economically disadvantaged students in these communities have greatly benefited from the social, recreational, mentoring and academic support provided through SOAR. SOAR promotes lifelong learning and healthy choices by exposing economically needy students to a wide variety of experiences and this is reflected in their classroom performance. SOAR is positioned to give students increased academic success, promote healthy habits and help students build critical relationships.

The RNESU communities recognize that to impact academic success, minimize risky behavior and provide a safe, stimulating environment for children, high-quality afterschool programs like SOAR are needed. The communities and schools have been, and remain, highly supportive of the SOAR program. Reported benefits from participation in the programs include:

- Homework support.
- Additional exposure to math, writing and reading opportunities and instruction through a different channel than regular classroom instruction. Children have the opportunity to see these as necessary and “fun” skills.
- Physical activity and exposure to new activities, hopefully leading to lifelong physical activity.
- Opportunity to interact with same age and cross age peers in a supervised setting.
- Social skills developed and practiced outside of the school day.
- Safe place to be after school and in the summer.
- Gains through active participation in activities like art, music, canoeing, hiking, gardening, etc.
- Opportunity to learn by doing and experiencing, which is not possible to the same degree in a classroom setting with so many things to be accomplished during the school day.

Clearly many students need extra time and assistance to meet higher academic standards and make annual yearly progress required by NCLB.

Evaluation surveys are conducted annually to acquire key stakeholders feedback regarding SOAR and to provide for continual improvement. Additionally, to reassess the SOAR program and to position it for the next five years, key stakeholders of parents, school staff and students were surveyed in October, 2007. Copies of the improvement survey questions are included in Appendix 2.

Parents continue to express clear interest in preparing their children for success in school and view their children’s participation in high quality afterschool programs offered at their local school as a means to accomplish this. Annual parent evaluation surveys indicate a high degree of satisfaction with program performance. The outcomes of the parents’ improvement survey validate the need for SOAR and contribute to several planned adjustments.

- Program fees will be maintained to keep the SOAR program affordable with only the fee for Outdoor Adventure increasing in 2008, with scaled fees still available for families
- Additional SOAR Arts! Programs will be offered for younger students
- The SOAR Summer Program will be extended from 4 hours per day to 7.5 hours to accommodate family needs.
- SOAR programming will be offered on Friday, extending SOAR from 4 days to 5.

Teacher evaluation surveys conducted annually indicate a high degree of satisfaction with program performance and teachers note a significant improvement in homework completion for SOAR students. Teachers also indicate greater student interest in and understanding of specific science and math concepts that are reinforced through the SOAR programs. The teaching staff provided responses to the improvement

survey that were thoughtful and insightful. Their feedback has been incorporated into the program plans with particular impacts on reading/language arts, mathematics and science. Program adaptations include:

- SOAR will continue to focus on homework and skill reinforcement while increasing the amount of one-on-one and small group assistance.
- Linkage between the school day and SOAR after school program will continue to improve.
- Additional school resources will be utilized that support SOAR program themes.
- School staff will be utilized to deliver SOAR programs and assist with homework.
- Clubs and activities will be offered that focus on specific learning areas

Student responses to the improvement survey were particularly valued as one third of the students who responded have attended SOAR for more than 2 years. Return participants validate the program. Additionally 47% of students were regular participants during the 2006-2007 school year, attending more than 60 hours per year.

In order to improve SOAR programming for students, increased choice will be incorporated through several means. Student input on field trips, guest speakers and program ideas will be incorporated into future plans.

Affordable, high quality afterschool care can be a challenge for working families in the communities served by SOAR. The lack of town recreation and other programs in these communities further limits available alternatives. SOAR fills a gap by providing a variety of programs and activities for school-aged children. As mentioned previously, program fees will remain reasonable for families with financial assistance provided through child care subsidies and scholarships.

The SOAR family of programs do not replicate what happens in the classroom; however, they do build upon that learning. The approach used leverages creative activities to present fun learning situations and the enrichment activities are designed to enhance academic skills. The programs provide participants with opportunities for exposure to learning and experiences they would not otherwise have. A hands-on approach and active participation instill confidence and improve self-esteem and.

C. Principles of Effectiveness.

Multiple studies were reviewed in the needs assessment phase to ascertain the current situation of children and families and to validate that the SOAR programs will deliver their intended results.

Confirming RNESU's experience, a 1997 study by Nancy Marshall and others determined that on average, American children spend 40 hours a week watching television and playing video games; i.e., "screen time" activities. This is more hours than they spend in school! Specifically, children in low-income households are estimated to spend 50% more time watching television than their affluent peers. The research indicated that children who watch more television than average are likely to be obese, read less and play less¹.

Quality adult supervision and activities were found to be as important as family incomes and parents' education in determining academic success. A 1997 study of afterschool care found that high amounts of self-care were associated with poor behavior judgment and poor academic performance in the 6th grade².

Overall support for benefits derived from participation in afterschool programs came from several sources. An After School Alliance brief showed that children who attend afterschool programs have better grades and personal conduct in school³. A study of LA's Best Initiative confirmed that higher levels of participation in an afterschool program led to better school attendance which was related to higher academic achievement on standardized mathematics, reading and language arts tests⁴. One outcome of SOAR is to improve academic success as measured by standardized test scores and attendance. Students participating in California's After School Learning and Safe Neighborhoods Partnerships Program improved their standardized test scores in reading twice as much as students statewide and also had better school attendance⁵.

Research is consistent that quality afterschool programs increase academic performance, but you also get cooperative, self-disciplined, creative and compassionate students who love learning⁶. Posner's and Vandell's 1999 longitudinal study of afterschool activities found that children in quality after-school programs had better peer relations, emotional adjustment, grades and conduct in school than peers in other care arrangements⁷.

In *Getting the Most from Afterschool*, Piha and Miller showed that afterschool programs increased student engagement in school learning through activities linked to the school goals as well as through the development of a wide range of skills that children need to succeed⁸. Programs, like SOAR, with strategies to enhance classroom learning can increase students' positive attachment to school and school attendance.

In conclusion, research shows that children in high-quality afterschool programs have the following:

- Better school attendance
- Higher achievement on standardized tests
- Improved reading skills and earn better grades
- Improved motivation and attitude toward school
- Fewer behavior problems
- Higher quality of homework completion
- Less time spent in unhealthy behaviors
- Better interpersonal skills and handle conflict better

The program development process for SOAR gleaned key learnings from these research findings and, along with stakeholder input, helped guide the process to ensure that SOAR's program structure and evaluation strategy would result in high quality afterschool programs.

SOAR will increase emphasis on the arts as a means to improve academic success and this strategy is also founded in research. Brain research by Jensen suggests that arts lay a foundation for academic success. Science, mathematics and language require cognitive and creative capacities typical of arts learning⁹. A strong arts program can have positive, measurable and long lasting academic and social benefits.

Another After School Alliance brief states that the integration of arts into afterschool helps build and reinforce student learning¹⁰. Arts are a vital way to promote learning in core subjects like reading, writing and math, and can provide engagement for students, particularly during after school and summer hours.

A recent joint project of Americans for the Arts and the Afterschool and Community Learning Network surveyed 21st CCLC programs nationwide and found that grantees rated exposure to arts in afterschool as very important and significant¹¹. Strategies rated as useful include workshops, exploring different arts each month, working with local artists and creating a summer institute with emphasis on arts. SOAR has incorporated these strategies.

Additionally, these 21st CCLC grantees overwhelmingly recommend the use of partnerships in afterschool programs and utilizing local arts councils to provide leadership and resources. The SOAR program will partner with the Brandon Artists Guild to deliver its arts programs.

New England Common Assessment Program (NECAP) results were analyzed for identification of academic deficiencies and needs. NECAP tests are given to students in grades 3 through 8 and measure students' proficiency on reading, math and writing grade level expectations (GLEs). NECAP results for 2005 and 2007 shown in Appendix 3, while improving, reveal several deficiencies that the SOAR programs strive to contribute to improvement.

Each program developed has identified links to reading, mathematics or science. To ensure high quality academic and enrichment opportunities, the SOAR Lesson Plan form shown in Appendix 4 is utilized for program development for Daily SOAR and the SOAR Summer Program. At the conclusion of each month, validation of learning occurs with the documentation of outcomes.

2. Program Design

A. Program Description.

The assessment process previously described resulted in the refinement and development of complementary programs structured to address the needs of the students and their families. The SOAR Program Summary chart in Appendix 5 presents key characteristics for each program with detailed descriptions below. Together the programs provide significant opportunities for enrichment and educational enhancement.

Daily SOAR:

The goal of the Daily SOAR program is to provide academic, enrichment and recreational opportunities for a heterogeneous group of students but with emphasis on students from economically disadvantaged families. The Daily SOAR program has been successfully implemented at each of the sites (Leicester, Neshobe and Sudbury/Whiting combined) and has operated for four years. Daily SOAR consists of three distinctive segments: homework, recreation and enrichment. The following chart shows a typical schedule.

Typical Schedule for Daily SOAR

2:45 - 3:15	Recreation
3:15 - 3:30	Snack
3:30 - 4:30	Homework
4:30 - 5:15	Enrichment
5:15 - 5:30	Pick Up

Common programs are operated across sites that include recreation, nutritious snack, homework assistance and enrichment. Each site implements the themed enrichment component by selecting activities appropriate for its students. Activities are dynamic and engaging and feature a high level of interaction, relationships with peers and exposure that students might not otherwise have.

Each program is led by a head teacher with one or two assistants, depending on enrollment. Following best practices for staff to student ratios, the maximum ratio for Daily SOAR is 1:10 and is lower during the homework segment through the use of volunteers. The number of students served by each site is based on the school's population and need. Beginning in 2009, core days will be Tuesday, Wednesday and Thursday to eliminate the conflict with other SOAR programs offered on Monday and Friday. The Daily SOAR program commences the second week of the school year and runs for 33 weeks through May.

Following SOAR's continuous improvement philosophy, the homework segment will be modified to provide enhanced individual homework support to better enable the development of skills for successful learning. Physical activity is incorporated through its recreation segment. The needs assessment revealed that physical activity was lacking in many of the students' after school activities. As often as possible, students go outdoors to participate in structured and unstructured activities. Recently at one site, the students were able to build forts with natural materials in a wooded area of the playground and used their imaginations to create activities and accompanying stories, all without realizing the wonderful exercise they were getting!

The enrichment segment of Daily SOAR is a unique component that allows students to explore various themes through a variety of activities. It is this enrichment program that truly expands the substance of the program. The SOAR Program Planning Sub-Committee is responsible for determining the enrichment program in terms of essential learnings, themes, etc. Essential questions are developed that cause relevant inquiry, provide thoughtful discussion, require the consideration of alternatives and stimulate re-thinking. It is then the SOAR Teacher's responsibility to develop the daily enrichment programs to support these. SOAR Teachers use a continuum for assessment from informal checks for understanding through performance tasks. The SOAR Lesson Plan form (Appendix 4) is used to facilitate their planning and ensure

completeness for their programs. At the conclusion of each month, the students demonstrate what they have learned through a validation process designed by the teacher.

SOAR Club/Choice Day

The Club/Choice Day will provide an additional day at Leicester where only limited SOAR programs have been available on Mondays for grades 4-6 as well as increase interest and participation at all sites by offering alternative programs that spark the students' interest. The Club/Choice programs will especially address developmental needs of older students around decision making, opportunities to interact with the same age group and independence, and the program will allow students to explore special interests. Club/Choice activities will be oriented toward arts, problem-solving, technology, science and fitness. Staff already have expressed interest in chess, technology and hiking. Additional activities being considered include a reading program for younger students with the local library, cooking and community service activities.

The Club/Choice program will run on Mondays. Programs offered will change 3 times throughout the school year and for each session there will be multiple choices for students in grades K-2 and separate choices for students in grades 3-6. As the Club/Choice program develops, student interest will significantly drive the offerings. Staff to student ratios will vary, depending on the age level and activity, but remain low. Club activities will be offered at Leicester for students attending Leicester, Sudbury and Whiting, and at Neshobe for Neshobe students. Students will be allowed to attend the program of their choice as long as transportation home can be arranged.

SOAR Arts! Program

Research studies have made the case that students demonstrate higher levels of academic achievement in non-arts areas because of their involvement with the arts, yet many students served by SOAR are not afforded the opportunity for exposure to the arts outside the classroom. This is a result of several factors including lack of close proximity to art venues, affordability and lack of family support for the arts. To that end, the SOAR Arts! program was designed to fill this gap, offering a mix of visual and performing arts and will continue to be offered.

The goal of the SOAR Arts! program is to introduce students to a variety of visual and performing arts through a series of sessions, culminating in a community presentation of their work. Program design and development is overseen by the SOAR Program Director working with the Brandon Artists Guild (BAG) and other Vermont-based performing artists, as necessary. SOAR has renewed its partnership with the BAG and, while the program is not limited to BAG artists, they will be the primary source for visual arts.

The continuous improvement process utilized by SOAR resulted in the decision to offer additional arts programming for younger students while still keeping the focus of the program on multi-week sessions for students in grades 4-6. At least 10 SOAR Arts! programs will be offered annually. A sample schedule is shown in Appendix 6A. One week programs are planned for students in grades K-2, while 2-4 week programs are planned for grades 3-6. Outputs from the programs are incorporated into public displays. The programs are co-led by the artist and a SOAR employee who is familiar with, and provides continuity in, the application of SOAR and school policies and procedures. Enrollment is limited to 15 students per session. SOAR Arts! programs have a low staff to student ratio and never exceed 1:8. For effectiveness, students from the Leicester and Sudbury/Whiting sites participate in a combined program.

Outdoor Adventure

Physical fitness has perceived academic benefits, increases self-esteem and reduces anxiety and stress. While research has not been conducted to conclusively demonstrate a direct link between physical activity and improved academic performance, such a link might be expected. The strategies incorporated in the Outdoor Adventure program are designed to promote the **goal of lifelong participation in safe and enjoyable physical activity supported by an appreciation for our local environment.** The specific activities will enable the following:

- Encourage children to be physically active on a regular basis
- Introduce students to a variety of physical activities that target noncompetitive, lifelong appropriate, recreational activities
- Offer programs that utilize the natural resources available in the area and provide students with an understanding and appreciation for these

Outdoor Adventure will run twice a month on Fridays for 8 sessions each school year. Program coordination is overseen by the SOAR Site Director working with the owner of the Green Mountain Rock Climbing Center. Enrollment is limited to 12 students per session and open to students in grades 5–6. For effectiveness, students from the Leicester and Sudbury/Whiting sites participate in a combined program. The SOAR Outdoor Adventure program has a low staff to student ratio of 1:6. The GMRCC program leaders have extensive experience providing programs for at-risk students.

The program provides exposure to a range of outdoor physical activities utilizing natural resources in the area. These activities have proven impact for at-risk youth and offer new experiences for the students, including survival skills, orienteering, snowshoeing, building a winter shelter, mountain biking and canoeing. A high energy, healthy snack is provided and is often prepared by the students as part of their learning.

SOAR Summer Program

A study by Harris Cooper at the University of Missouri demonstrated that students experience significant learning losses and achievement scores decline over summer vacation, estimating that summer loss equaled one month on a grade-level equivalent scale¹². Family income plays a role in predicting the magnitude of summer loss in reading and poor families cannot make up for the resources the school had been providing. **The goal of the SOAR Summer Program is to minimize loss and expand experiences as well as provide opportunities for students from RNESU schools to interact and learn together.** Like the school year programs, the summer program keeps kids safe, helps working families and improve academic achievement.

Continuous process improvement led to expanding from 4 hours per day to 7.5 hours for students entering grade 1 through 8. Programs will be at Leicester and Neshobe with options offering several opportunities for each grade grouping to maximize student choice and meet family schedules. Students may select the morning, afternoon or both sessions. The curriculum will be oriented toward arts, technology, outdoor-enabled science. Each program will be led by a head teacher with 1 or 2 assistants, depending on enrollment. Again, following best practices for staff to student ratios, maximum ratios for the SOAR Summer Program are 1:10. All teachers from last summer's program have indicated interest in continuing this summer. As a team, they will develop the specific program offering. A sample schedule is shown in Appendix 6B.

The SOAR Summer Program is unique in that it includes middle school students; i.e., those recently graduating from the elementary schools and now entering grade 7, and those entering grade 8. By including these students, the elementary students who form the core of the SOAR programs have a unique opportunity to interact and be mentored by the older students. It also helps prepare the students who are entering the larger, middle school for the first time by becoming acquainted with students who have been there for a year.

B. Elements of High-Quality Programming.

1. Linkages to the School Day.

- SOAR programs are located in the schools served by SOAR. The schools provide SOAR with dedicated space and permit the program to regularly arrange for exclusive use of libraries, computer labs, gymnasiums/multi-purpose spaces and additional classrooms.
- School administrative staffs work with the SOAR staff on issues involving space needs, staffing needs, administrative support, custodial support and availability of school resources.
- SOAR places a priority on hiring personnel already employed within the district and ideally from the program site's host school. Positions are posted internally before seeking outside candidates to

increase linkage to the school day. SOAR has been successful in this with 88% of the current SOAR staff also working in the schools.

- SOAR staff and school staff share academic performance goals. SOAR personnel solicit school personnel for additional resources to enhance student learning as well as expertise and knowledge of a subject area for the program's monthly themes.
- SOAR adheres to school policies concerning behavior and conduct. Clear rules, boundaries, expectations and consequences are established by the connection with school day policies.
- Frequent communication between the school principals and SOAR personnel ensure accurate and appropriate information is shared and challenges and problems addressed.
- SOAR personnel attend school and district-wide training and meetings that are relevant to school policies, conduct, and instructional methodology, such as the Bridges to Mathematics training.
- District-wide Essential Learning's/Vital Results and Curriculum Maps are referenced when planning monthly themes and activities. Development of a variety of learning activities within the monthly themes complement the schools' learning objectives.
- SOAR personnel attend school meetings regarding academic and behavioral performance goals of students and collaboratively develop action plans for improvement.
- School principals allow and encourage the inclusion of SOAR news and updates in their school newsletters and on school websites.
- Classroom teachers and Educational Support Teams recommend SOAR to students and parents as a means for improving academic or social success.
- School principals are members of the SOAR Steering Committee to help ensure linkage with the school through programs, curriculum, space, schedules, budgets, etc.

2. High Quality Staff.

- SOAR's preference is to hire personnel already employed within RNESU, ideally from the site's host school. This helps ensure a high quality staff and facilitates development training.
- Written job descriptions exist for all positions and are reviewed annually. SOAR staff must meet the stated minimal requirements/qualifications. SOAR teachers meet the highly qualified criteria.
- Candidates are interviewed by RNESU, school and SOAR personnel with the appropriate program knowledge and expertise for the position being filled; e.g., teacher position interviewed by Site Director, School Principal, Curriculum & Staff Development Director.
- SOAR offers the best possible wages that commensurate the training and experience required for the position to reduce staff turnover. Staff involved in program planning and preparation are given paid time to do so. SOAR employees working at least .75 FTE within RNESU are eligible for benefits (64%).
- Orientation is provided before SOAR personnel work with students; this includes program philosophy, position responsibilities, routines, practices, discipline methods, written policies and procedures, emergency procedures, confidentiality policies and interaction. All staff are provided a Staff Handbook which includes the Parent Handbook and are required to be familiar with Child Care licensing regulations as they impact the program and their role.
- As licensed child care programs, SOAR staff must meet annual training requirements and each have an Individual Development Plan (IDP) to facilitate this.
- School-based staff receive training for their school day position that is relevant to their afterschool position. In addition, at least two hours of required training focuses on the skills and competencies related to the ages or developmental stages of the students in the program.
- Regular in-service training is provided for SOAR staff relative to their specific position and needs. Training is provided through a variety of formats including guest speakers, videos, in-house training and group work. Available workshops, seminars and other development opportunities are shared with the staff, and staff are paid to attend.
- SOAR Program Director and SOAR Site Director participate in professional development opportunities coordinated by the 21st CCLC staff, including the annual conference.

- A professional library containing current materials on a variety of school-age, afterschool subjects is maintained and frequently utilized by SOAR teachers.
- Written performance evaluations are provided annually on each staff member. Observations are conducted at the least three times a year along with formal feedback to allow for implementation of the suggested feedback in striving for intended outcomes.
- SOAR staff retention is high with 60% of direct services staff having more than 2 years with the program. This consistency of personnel contributes to ensuring program quality.

3. Safe and Appropriate Environment.

- As licensed child care programs, all SOAR sites adhere to the high safety standards dictated by the regulations.
- The SOAR program is included in each school's emergency plan; procedures and the Emergency Plan are readily available to SOAR personnel. SOAR staff receive annual training on emergency procedures.
- Monthly evacuation drills are reviewed and practiced with written record of practice dates maintained. Evacuation routes are posted by the door of all regular rooms used by SOAR.
- Systems such as the buddy system are established at all sites to protect students from harm, especially as they move from one place to another and use the rest room.
- A first aid kit is always readily accessible to the SOAR staff. The contents are reviewed at least annually and re-supplied as needed. A first aid kit is taken on all field trips.
- At least one SOAR staff member at each site is trained in CPR. All SOAR personnel are given the opportunity to receive CPR training as part of their professional development training.
- Background checks and fingerprinting are required of all personnel hired for SOAR.
- Low staff to student ratios are maintained to ensure adequate supervision.
- SOAR staff are encouraged to help students develop appropriate social behaviors with their peers and to talk through social conflicts. Each SOAR program follows the school's policies and procedures on behavior and conduct which includes "responsive classroom" techniques.
- SOAR personnel are expected to model positive, responsible, cooperative, and respectful behavior as well as positive and appropriate adult/adult and adult/child relationships.

4. High Interest Programs.

- SOAR programs and activities are based on pre-planned themes and activities that cover a broad range of topics throughout the year and utilize a variety of hands-on and inquiry-based activities and challenge students according to their grade level.
- Vital elements include active and quiet activities, opportunities for creativity, activities with older students in mind and the opportunity to develop life skills.
- SOAR programs are developmentally appropriate, matching students' ages, capacity and interests. As appropriate, programs are separated into appropriate age groups.
- Through intentional planning and thoughtful program design, regular opportunities are provided for the following: quiet activities, socializing, active play, individual, small group and large group activities, and recreational and cultural community experiences.
- Field trips and guest speakers are carefully planned to stimulate interest in science, nature, and the environment and to take advantage of available community resources.
- New experiences and choices are features that attract participants and hold students' interest.
- Verbal questioning is conducted regularly for planning purposes so that activities reflect students' interests, and student surveys solicit input and feedback from the students.
- Quality surveys are conducted at the conclusion of SOAR Arts! Program to understand student interest and to obtain feedback helpful in the development of future programs.
- The evidence of regular attendees is indicative of an engaging and interesting program.
- A variety of games, books and materials for various ages and skill levels are readily available. In response to the student interest, new materials to extend choices are added periodically.

- Students are given opportunities for leadership and responsibility by accepting age-appropriate tasks that must be performed daily. This provides “ownership” of the program by the students.
- Daily SOAR allows for “choice” time at a pre-determined time in the program such as at the completion of homework and reading/quiet time. “Choice” activities vary monthly, may relate to the monthly theme, and reflect the students’ interests.
- A Club/Choice program has been added to offer additional student-centered programming and to allow for a student’s interest to drive their choice of activity.

5. Regular Attendees.

- All students are encouraged to enroll in the SOAR program at the start of the school year. Students receive a packet outlining the SOAR program and its offerings. When students enroll, they receive colorful and appealing monthly enrollment calendars throughout the year. This allows parents to sign up for the SOAR program on a continuous monthly schedule. The monthly calendars encourage students to be inquisitive about the upcoming month’s activities.
- Monthly themes are developed that culminate at the end of the month. Students are encouraged to attend all weeks to build on skills and knowledge they learn each week.
- Students attending Daily and Summer SOAR are given useful and empowering roles which encourage regular attendance so they may fulfill their roles.
- Families in need of financial assistance are encouraged to apply for state-funded child care subsidy that will support their attendance in the SOAR programs. Families that are financially supported are more likely to commit to regular attendance.
- Inclusion of Club/Choice activities that reflect their interests will encourage students to sign up for activities that peak their interest and attend regularly.
- Programs have been added to expand the number of program days, which should enable regular attendance by additional students needing more frequent care.

6. Instructional Leadership.

- The SOAR Program Planning Sub-Committee, consisting of the RNESU Curriculum & Staff Development Director, Site Director and SOAR Teachers, plan and develop the overall program themes with correlating sub-themes as well as field trips and guest speakers.
- For Daily SOAR, monthly themes are based on a year-long theme that provides intentionality to the planning process. Learning goals, essential learnings and essential questions are planned in advance and reviewed throughout the year at the program planning meetings.
- Standard lesson plan formats are utilized to ensure thorough, consistent planning by the staff. SOAR Teachers are responsible for lesson plans that include documentation of learning and indicate the tool used to assess the students’ level of learning over the course of the month.
- SOAR teachers are expected to provide well-balanced, engaging, hands-on and inquiry-based programs. This balance of strong academic-based activities with fun activities strives to increase student knowledge, social skills and manipulative skills.
- The program routine is predictable but flexible, providing stability without being rigid.
- Outside providers receive a copy of the SOAR Program Parameters outlining expectations and parameters for their program, and they complete a Contracted Services form which includes learning goals for the program.

7. Flexible Structures and Student Choice.

- Communication with the classroom teachers allows SOAR personnel to be aware of individual student’s needs, learning style and areas of needed improvement.
- SOAR personnel attend school staff meetings to address and share academic and behavioral performance goals of students and collaboratively develop action plans for improvement.
- SOAR accommodates students with special needs by using and developing school resources and by requesting assessment of the student’s needs. Consultation with professional special educators is available to assist in planning inclusive programs for students with special needs.

- Students choose from a variety of age-appropriate games and activities during “choice” time. Students are given opportunities to choose what, how, and with whom they will do activities.
- Students are age-appropriately divided for enrichment and academic aspects of the Daily SOAR program to ensure meeting of developmental needs of all students.
- SOAR curriculum emphasizes language arts, mathematics and science but also life skills such as problem solving, personal health and well being, character and social competencies. Enrichment areas include communication skills, scientific inquiry including hands-on application, relationships of people and culture, participation in visual and performing arts, physical fitness, decision making and reasoning skills and technology skills.
- Inclusion of Club/Choice activities on a pre-determined basis encourage students to sign up for activities that peak their interest and will be age-appropriate.

3. Program Management

A. Program Leadership.

The SOAR Program Director and SOAR Site Director positions together form the core for oversight and implementation of programs operating under the SOAR umbrella. Minimum qualifications and responsibilities are detailed in the associated position descriptions. The incumbents have been in their positions since SOAR’s inception and use their knowledge, valuable experience and familiarity to improve the program.

The SOAR Program Director is responsible for administrative oversight and overall management of the SOAR programs. This includes fiscal management, records maintenance, partner management, preparation and submission of all required evaluations and reports, development and maintenance of policies and procedures, compliance assurance with all applicable regulations, program scheduling and ultimately, achievement of the SOAR program’s goals and objectives. The position is budgeted for 40 weeks, 6 hours per day, 4 days a week. Strong business management skills are critical for the position, as is the ability to supervise staff, work with multiple constituencies and collaborate with stakeholders.

The SOAR Site Director is responsible for the daily operations of the SOAR programs including overall site management and supervision of programs and staffs. This includes coordinating the planning, content and implementation of program activities and serving as the liaison between the program and parents, schools and providers. The position is budgeted for 40 weeks, 8 hours per day, 4 days a week (5 days a week during the Summer Program). Critical skills include supervision, consensus building and an understanding of educational standards to ensure achievement of academic goals, as well as experience in school-age care.

B. School Leadership Support.

The SOAR program connects and supports the regular school days in many ways. First, in terms of academics, the SOAR programs are based upon the RNESU Essential Learnings which serve as the core, guaranteed curriculum. When the SOAR Teachers meet with the RNESU Curriculum & Staff Development Director and the SOAR Site Director to design programs, the team brainstorms topics, generates essential questions and refers to the Essential Learnings to identify skills. School day teachers have commented that students frequently make connections between their class work and the themes studied at SOAR.

Another connection is in terms of social skills. SOAR teachers have been trained in the use of disciplinary approaches used in the schools and take the same approach. This consistency of both expectations of behavior and consequences assists the students in maintaining respectful behavior throughout the entire day.

The school principals have frequent personal contact with the SOAR staff, both during and outside of program time. They also provide vital leadership in communication, cooperation and participation among families and school staff. They ensure that school space and resources are available to the SOAR programs. The school principals serve on the SOAR Steering Committee and Sub-Committees, meeting throughout the year to assist SOAR and providing critical knowledge about their school, students and community.

SOAR Teachers connect frequently with classroom teachers so that they are familiar with the academic and social needs of the participating students. The Educational Support Team process recommends students to SOAR that are either not making their educational goals because they need extra help or do not complete their homework, or are having social difficulties and need to interact more with peers. Home-School Coordinators also encourage families they are supporting to enroll their children in SOAR. Additionally, Home-School Coordinators assist with required paperwork to attend SOAR and obtain child care subsidies.

School Boards support SOAR through tuition funding and/or the establishment of reserve funds. Tuition funding assists with financial aid for students that the school has identified as benefiting from participation in the SOAR program but whose family does not receive financial assistance from other sources.

The RNESU Curriculum & Staff Development Director serves on the SOAR Steering Committee and the SOAR Program Planning Sub-Committee. In this latter capacity the position provides key support and expertise to ensure that the SOAR program connects with the regular school day in terms of academic standards, assessment and social expectations. In addition, the Director serves as the liaison between the SOAR program and the Superintendent and the RNESU School Board. The Director also conducts annual observations of the SOAR teachers for whom written feedback and supervision is provided.

C. Information Dissemination.

Information about the SOAR program is disseminated through various channels. Annually all students receive a packet of SOAR information, including registration materials. Throughout the year monthly calendars communicate upcoming programs, field trips, guest speakers, etc.

Regular reports are provided to the SOAR Steering Committee. Periodic presentations, including program overviews and evaluation results, are provided to School Boards, parents and community organizations such as Rotary. Beginning in 2009, program status and evaluation results will be included in the annual school reports which all community members receive. Reports are presented in simple, summarized form utilizing charts to provide easy interpretation.

General and specific program information are distributed through channels normally used by families and community members. To that end, information about SOAR is sent directly to families, maintained on a central website that is accessible through a link on the school web sites and appears in the school newsletters and local newspapers. Bulletin boards located in accessible areas are maintained at the schools. These boards include registration and enrollment information as well as samples of student work and learnings.

D. Transportation.

Most students remain at their home schools, going directly from the classroom to a SOAR program, therefore transportation to SOAR is generally not required. When a student attends a program at a school other than his own, RNESU bus transportation is provided to ensure safe travel between schools. RNESU transportation is also used to transport students on field trips.

RNESU bus transportation is provided to and from Sudbury and Whiting since these schools have a combined program and alternate locations. Students are then picked up by a parent at the host school. For combined SOAR Arts! and SOAR Club/Choice Day programs, students are transported from their home school to the school where the program is being offered. For Outdoor Adventure, GMRCC provides safe, insured transportation to and from the day's activity.

Attendees of the SOAR school year programs at Neshobe have the option of riding the SOAR late bus home. This option is particularly helpful for working families and expands those who need to be served but cannot because of transportation limitations. RNESU bus transportation is also used to transport summer program

students from their home school to another school where the program is offered. Students are then transported back to their home school at the end of the day.

E. Volunteers.

Volunteers are recruited through several channels. Annually, and as needed, flyers are posted and distributed to parents, school staff and the general community. Local newspapers carry press releases soliciting volunteers and program providers. Parents and school staff volunteer to assist with field trips and other special programming as needed. A volunteer database is maintained tracking contact information, hours and skills.

In 2006 SOAR established a relationship with Interact, a service oriented program at OVUHS. Students in grades 10-12 sign up to volunteer for designated days at the program. While the Interact program has provided some volunteers, SOAR is challenging the students to increase their commitment. SOAR students benefit greatly from interactions with the high school students.

SOAR is registered at both Middlebury and Castleton State Colleges for work study programs and internship programs; however, to date, these relationships have proven minimally successful. Retired Senior Volunteer Program (RSVP) of Rutland and Addison County has also advertised for volunteers for SOAR, but received only minimal response. SOAR will continue to leverage these sources, but in light of the results, has begun to tap into more locally oriented service groups including the Lions, Rotary, American Legion and Senior Center to identify individuals willing to volunteer on a regular basis. SOAR will also partner with key community members who have experience in successfully recruiting volunteers.

4. Program Evaluation

A. Program Goals and Objectives.

Three key areas are addressed in the SOAR program's evaluation plan:

- Academic achievement
- Social and emotional development
- Program performance

By continuing to focus on these areas, all critical aspects are assessed. For each category, an objective has been developed with two or more outcomes identified. Performance measures with targeted goals support each outcome. These are detailed in the Project Goals and Outcomes chart in Appendix 7. If outcomes are achieved and targets met, SOAR will be providing the intended high quality program.

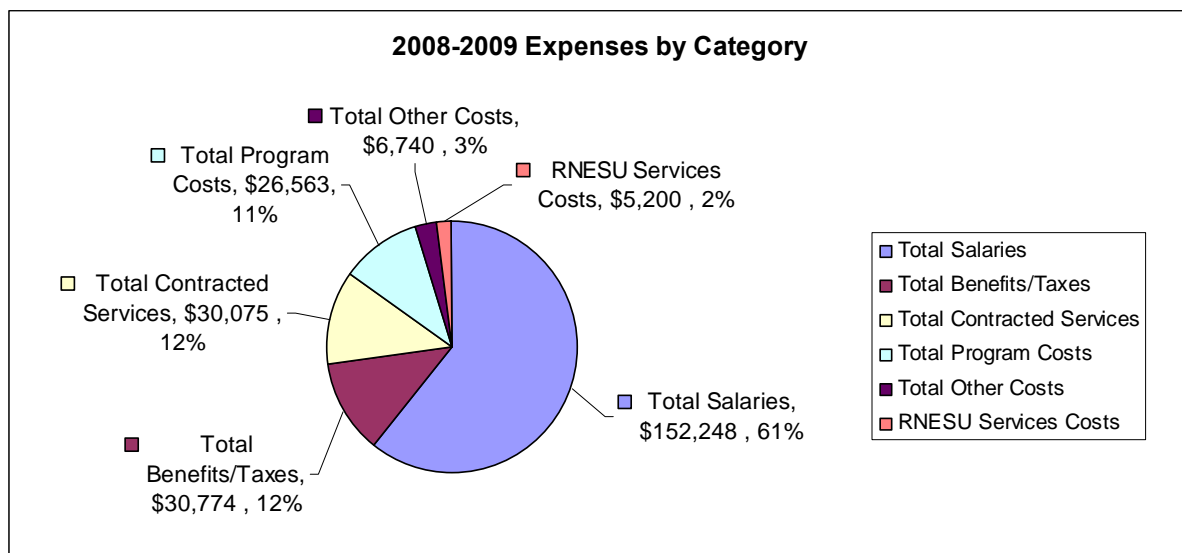
Performance will be measured using several types of sources and are identified in Appendix 7. In some instances, quantitative data such as academic data from standardized test scores are used. Survey data from classroom teachers, students and parents is also used to measure performance.

Program evaluation is an on-going process for SOAR and is used to assess how well the program is achieving targeted outcomes. The SOAR Program Director manages the evaluation process and, with the assistance of the SOAR Site Director and school administrators, ensures that data is captured, gathered and analyzes results, prepares required reports and summarizes results.

5. Budget and Budget Narrative

A. Budget Items.

The following chart summarizes the SOAR expense budget by category. The budget is detailed by program by account in Appendix 8-A and a report by line item with associated funding is presented in Appendix 8-B.



B. Budget Narrative.

The SOAR program budgets are driven by the goal of supporting staffing and standards that are in the best interest of the students served. Separate budgets have been developed for each program to facilitate more accurate projections and enable better ongoing expense management. The budget increase is driven by the inclusion of the Club/Choice Day and expansion of the Summer Program.

Staffing is critical for a successful SOAR program. Therefore, it is not surprising that the Administrative and Direct Salaries plus associated Benefits/Payroll Taxes are the largest component of the program budget, comprising 73%. Staff levels are set to insure program safety and quality. To improve the quality of academic assistance in the Daily SOAR program, some Program Aides were changed to Program Assistants, which carry a higher salary. The number of hours budgeted for each direct service position is based upon the number of program hours worked, plus planning and professional development time. Positions are budgeted with a 4% salary increase, coinciding with projected district increases. Most SOAR positions have not received a salary adjustment since the program’s inception.

Programs delivered through outsider providers, such as the Brandon Artists Guild and Green Mountain Rock Climbing Center, are budgeted under Contracted Services. Costs have been negotiated based on program specifications. Total program delivery expenses, whether by staff or provider, comprise 85% of the budget.

Of the remaining expenses, Transportation is projected to exceed \$10,000. Eighty percent of transportation expense is the Neshobe late bus and interschool transport for the summer program, each totaling approximately \$4,000. Standard rates have been used to project expenses for supplies and snacks and are driven by the number of projected participants. It should also be noted that RNESU provides in-kind services with an estimated value of \$5,200. These include Business Office services (HR, AP/AR, payroll), office space, standard office supplies and supervision and support provided by the RNESU Curriculum & Staff Development Director.

6. Capacity for Success and Sustainability

A. Memorandum of Agreement between Key Partners.

A Memorandum of Agreement (MOA) has been developed and signed by the key partners to ensure successful program implementation and execution and to provide high quality afterschool programs for students served by SOAR. This Agreement defines the service and program implementation agreements

between the parties and provides clarity and detail for each to carry out their responsibilities and achieve the desired outcomes. The signed MOA is provided in Appendix 9.

B. Sustainability Plan.

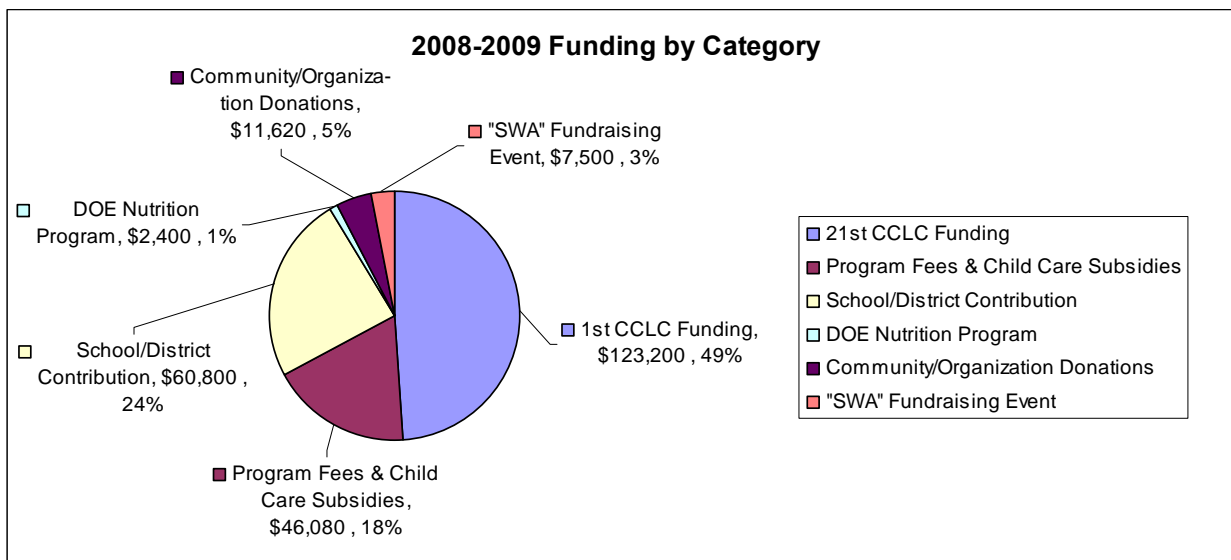
To ensure sustainability for the SOAR programs, the SOAR Development Sub-Committee was founded in 2006 and is chaired by one of the school principals. The committee consists of the SOAR Program Director, other school principals, partners and community members with financial, development and education expertise and other critical skills.

The SOAR Development Sub-Committee and full SOAR Steering Committee regularly review the financial situation of SOAR including revenue streams. One strategy embraced by the Committee is to seek diverse funding. As such, the Committee conducts continual assessment of current and future funding sources.

During 2007, the school principals increased education and discussion with their boards and community members regarding the value, participation and impact of SOAR programs as well as the cost to provide. As a result, all boards now have funding for afterschool programs included in their 2009 budget proposals which will provide significant funding. Local and school funding, along with program fees and child care subsidy already in place, will contribute 42% in 2008-2009. Partnerships and other strategies make up the remainder.

The sub-committee generated one idea that will become an annual event hosted in partnership with the Brandon Artists Guild. The “SOAR with the Arts” weekend will celebrate area arts and highlight output from the SOAR programs. The weekend event will kickoff in July, 2008 and have several components designed to interest a range of children and adults, including visual and performing arts workshops and demonstrations, family concert and film nights, student-created performances, a fun walk-race, soup bowl lunch, etc. Volunteers have already stepped forward to provide workshops, coordinate event components and donations. The plan is to grow the event each year to eventually become a substantial funding source.

The following chart depicts SOAR funding by category. A Sustainability Plan is outlined in Appendix 10. For each funding area, a strategy and associated goal have been identified along with details regarding action taken for each.



Appendices

Appendix 1

Demographic & Socioeconomic Characteristics for Brandon, Leicester, Whiting, Sudbury

	Brandon	Leicester	Sudbury	Whiting	VT
Total Population, 2006 Estimate *	3925	1024	607	415	
Family Households (Families), 2000	1098	267	159	101	
Households with Children, 2000	528	128	64	51	
Children Living in Households, 2000	968	242	133	89	
Own Children Living in Single-Parent Family, 2000	22.1%	20.2%	15.0%	12.4%	
Children Enrolled in Public School K-6, 2007 ***	308	59	30	6	
Population with less than High School Diploma, 2000 *	18.6%	19.6%	16.8%	19.9%	
Adjusted Gross Income per Exemption, 2005 **	19,504	19,046	22,183	18,800	\$22,327
Families with Income less than \$25000, 2000	21.7%	22.3%	10.8%	16.3%	18.6%
Free & Reduced Lunch, 2007 ***	48.7%	50.8%	17.4%	NA	29.0%
Children (under 18 years) below Poverty, 2000	14.6%	21.6%	3.0%	4.9%	11.4%
Children (under 18 years) below 200% Poverty, 2000	55.2%	47.8%	44.4%	25.6%	32.5%
Own Children Under 18 years with All Parents in Labor Force, 2000	71.2%	67.0%	47.3%	69.5%	75.3%
Occupation Data (largest % of workers as reported), 2000					
Management, Professional & Related		24.5%	38.1%	32.5%	
Sales & Office Occupations	28.5%				
Industry Data (top 3 % of workers as reported), 2000					
Educational, Health & Social Services	28.5%	22.9%	26.5%	23.2%	
Manufacturing	19.4%	19.0%	18.0%	13.4%	
Retail	18.8%				
Agriculture, Forestry, Fishing & Hunting, Mining				16.0%	
Construction		10.3%	12.2%		
Mean Travel Time to Work in Minutes, 2000	24.8	27.0	37.7	27.3	

Source: 2000 Census, unless otherwise noted

* VT Indicators Online

** VT DOE School Report

*** RNESU

Appendix 2-A

1. Parent Survey

Thank you for participating in the SOAR Survey. Please be as complete as possible with your responses.

*** 1. What school do your children attend?**

Leicester
 Neshobe
 Sudbury/Whiting

*** 2. What grade(s) do your children attend? Check all that apply.**

K
 1
 2
 3
 4
 5
 6

3. Describe any suggested improvements you have for Daily SOAR.

4. Describe any suggested improvements you have for SOAR Arts.

5. Describe any suggested improvements you have for Outdoor Adventure.

6. Describe other programs you would like to see SOAR offer.

7. If SOAR ran Mondays-Fridays, how many days would your child attend SOAR?

1
 2
 3
 4
 5

*** 8. Is financial assistance important to enable your child to attend SOAR?**

Yes
 No
 Maybe

9. How much are you willing and able to pay per day for the daily SOAR program?

\$5-\$6
 \$7-\$8
 \$9-\$10
 >\$10

10. How much are you willing and able to pay per day for the SOAR Arts! and Outdoor Adventure programs?

\$7-\$8
 \$9-\$10
 >\$10

11. How much are you willing and able to pay per day for the SOAR summer program?

\$7-\$9
 \$10-\$12
 \$13-\$14
 >\$14

12. Please share additional comments, concerns or suggestions for improvement. Please be as specific as possible.

Appendix 2-B

1. Staff Survey

Thank you for participating in the SOAR Survey. Please be as complete as possible with your responses.

*** 1. What school do you work with? Check all that apply.**

Leicester
 Neshobe
 Sudbury/Whiting

*** 2. What grade(s) do you work with. Check all that apply.**

K
 1
 2
 3
 4
 5
 6

*** 3. What is your position? Check all that apply.**

Teacher
 Paraprofessional
 SOAR Staff

*** 4. Identify gaps in student learning development that could be helped by after school programs like SOAR.**

*** 5. Describe how SOAR can best impact Reading/ Language Arts, Mathematics and Science for the students you teach.**

*** 6. Describe how you have seen SOAR benefit your students.**

*** 7. List your suggestions for improving the linkage between the school day and SOAR.**

*** 8. Identify improvements you would recommend making to the SOAR programs. Please be as specific as possible.**

*** 9. Identify programs you think SOAR should consider that are not currently offered.**

*** 10. Indicate your interest and willingness to assist with and participate in the SOAR programs. Be as specific as possible.**

Appendix 2-C

1. Student Survey

Thank you for participating in the SOAR Survey. Please be as complete as possible with your responses.

*** 1. What school do you attend?**

Leicester
 Meshobe
 Sudbury/Whiting

*** 2. What grade are you in?**

3rd
 4th
 5th
 6th

*** 3. How long have you attended SOAR?**

This is my first year.
 This is my second year.
 I've attended more than 2 years.

*** 4. What is the one thing you like most about SOAR?**

*** 5. What is the one thing you like least about SOAR?**

*** 6. List at least 2 ideas you have for SOAR themes.**

*** 7. List at least 2 field trips you would like to take with SOAR.**

*** 8. Identify at least 2 people or organizations you would like to have as guest speakers at SOAR.**

*** 9. List an idea you would like to see for a SOAR summer program. Be as descriptive as you can.**

Appendix 3

2005 & 2006 New England Common Assessment Program Results

		Reading					Math					Writing				
School	Year	#	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient	#	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient	#	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Leicester	2005	46	9%	50%	28%	13%	45	18%	44%	20%	18%	*	*	*	*	*
	2006	49	4%	51%	31%	14%	50	16%	34%	22%	28%					
Change			-5%	1%	3%	1%		-2%	-10%	2%	10%					
Neshobe	2005	213	9%	48%	25%	17%	218	11%	35%	26%	28%	40	0%	15%	55%	30%
	2006	226	13%	49%	22%	17%	226	13%	45%	21%	21%	54	17%	28%	24%	31%
Change			4%	1%	-3%	0%		2%	10%	-5%	-7%		17%	13%	-31%	1%
Sudbury	2005	19	32%	63%	5%	0%	20	45%	30%	20%	5%	*	*	*	*	*
	2006	22	27%	41%	18%	14%	22	32%	45%	5%	18%					
Change			-5%	-22%	13%	14%		-13%	15%	-15%	13%					
Whiting	2005	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	2006	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Change																

* Numbers 10 or less are filtered with "*" to insure student confidentiality

Appendix 4



Weekly Lesson Plan

Week of: _____

Teacher: _____

Weekly Theme: _____

Please circle one or more of the following learning goals focusing on for this weekly theme:

1. Implement inquiry based curriculum across all subject areas in order to increase student achievement.
2. Improve reading comprehension and continue focus on improved student vocabulary.
3. Implement science and social studies curriculum with emphasis on Essential Learnings.

Essential Learning:

1. Students understand the concept of culture in all continents.

Essential Questions:

1. How is this continent unique in terms of :
 - A. Geography
 - B. Sights and Activities
 - C. Wildlife (Flora and Fauna)
 - D. People and Culture

Lesson/Activity:

Supplies Needed:

Demonstration of Learning (to be completed at the end of the month):

Tool used:

Outcomes (continue on back, if needed):

Appendix 5

SOAR Program Summary																						
Program	Schools				Grades										Days					Hrs/Day	Wks/Year	Max Staff to Student Ratio
	Leicester	Neshobe	Sudbury /Whiting	OVUMS	K	1	2	3	4	5	6	7	8	M	T	W	T	F				
Student Population	59	308	56																			
% Regular	71%	41%	62%																			
% F&R	44%	43%	43%																			
Daily SOAR	√	√	√		√	√	√	√	√	√	√		√	√	√							
# Served	20	30	15													2.5	35	1:10				
SOAR Arts!	√	√	√		√	√	√	√	√	√	√	√										
# Served	8	15	8													2.5	35	1:8				
Outdoor Adventure	√	√	√							√	√				√							
# Served	5	12	7													2.5	35	1:6				
SOAR Clubs	√	√	√			√	√	√	√	√	√	√										
# Served	20	30	15													2.5	35	1:10				
Summer SOAR	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		
# Served	30	25	10	20												7.5	3	1:10				

Appendix 6A

SOAR Arts! Schedule (SAMPLE)

Felted Scarves			Pottery			K-2
29-Sep	6-Oct	13-Oct	27-Oct	3-Nov	10-Nov	24-Nov

Jewelry Making			K-2	Photography		
24-Nov	1-Dec	8-Dec	12-Jan	26-Jan	2-Feb	9-Feb

Film Making			K-2	Kite Making			Soft Stone Carving		
2-Mar	9-Mar	16-Mar	23-Mar	30-Mar	6-Apr	13-Apr	4-May	11-May	18-May

Appendix 6B

SOAR Summer Program Schedule (SAMPLE)

		1-3	4-6	3-5	6-8	7-8
Week 1	am	Pottery/Other Arts	Masks/Other Arts	Theater	Pottery/Other Arts	Hike the Peaks
	pm	Masks/Other Arts	Hike the Peaks	Pottery/Logo Art	Photography	Hike the Peaks
Week 2	am	Gardening	Percussion & Dance	Theater	Animation	Hike the Peaks
	pm	Puppets	Hike the Peaks	Animation	Photography	Hike the Peaks
Week 3	am	Gardening	Pottery/Logo Art	Theater	Animation	GPS/ Scavenger
	pm	Puppets	GPS/ Scavenger	Animation	Percussion & Dance	Pottery/Other Arts

Daily Schedule

8:00 - 9:00
 9:00 - 11:30
 11:30 - 1:00
 1:00 - 3:30

Appendix 7

PROJECT GOALS AND OUTCOMES FOR 2008-2013

Category	Goals	Outcome	Performance Measure	Target
Academic Achievement	<i>1. Build students' commitment to learning to improve student achievement and success in school.</i>	<i>Outcome 1a: Regular SOAR attendees will show improvements in NECAP scores.</i>	<i>% of regular attendees whose math and reading scores improve or remain the same compared to prior year</i>	<ul style="list-style-type: none"> • 80% of regular attendees have math and reading scores that go up or stay the same compared to prior year
		<i>Outcome 1b: Regular SOAR attendees will have better school day attendance rates than non-regular attendees.</i>	<i>School day attendance rates of regular attendees versus non-regular attendees</i>	<ul style="list-style-type: none"> • Regular attendees average fewer absences per school year than non-regular attendees
		<i>Outcome 1c: Regular SOAR attendees needing improvement will show improvement in homework completion.</i>	<p><i>% of regular attendees needing improvement who improved in turning homework in on time and to teacher's satisfaction</i></p> <p><i>% of parents and students who report homework completion at SOAR</i></p>	<ul style="list-style-type: none"> • 65% of regular attendees needing improvement improved in homework completion and to classroom teacher's satisfaction • 80% of parents and students report homework completion at SOAR
Social/Emotional Development	<i>2. Build students' support assets through a caring network of adults involved in SOAR.</i>	<i>Outcome 2a: SOAR attendees feel supported by the staff.</i>	<i>% of attendees that report SOAR staff supports them</i>	<ul style="list-style-type: none"> • 80% of attendees feel supported by SOAR staff
		<i>Outcome 2b: A mix of adults work or volunteer at SOAR (staff, parents, community members and students) and exhibit role model behaviors.</i>	<p><i>% of school professional staff that work or volunteer at SOAR</i></p> <p><i>% of parents who volunteer for SOAR</i></p> <p><i>Number of middle/high school/college students and community members who work or volunteer at SOAR</i></p>	<ul style="list-style-type: none"> • 25% of school professional staff work or volunteer at SOAR • 25% of parents volunteer at SOAR • At least 35 students and community members work and volunteer at SOAR

Program Performance	<i>3. Deliver effective and efficient programs by achieving participant & parent satisfaction and maintaining program expenses.</i>	<i>Outcome 3a: Parents and students are satisfied with program content and impact.</i>	<p><i>% of parents who report SOAR program content meets or exceeds their expectations</i></p> <p><i>% of parents and eligible students who plan to enroll child in SOAR the next year</i></p> <p><i>% of students who look forward to SOAR and have fun</i></p> <p><i>% of students who look forward to other SOAR Arts! programs</i></p>	<ul style="list-style-type: none"> • <i>85% of parents report SOAR program content meets or exceeds expectations</i> • <i>85% of parents and eligible students respond Yes or Maybe to enrolling in SOAR next year</i> • <i>85% of students report looking forward to SOAR and having fun at SOAR</i> • <i>85% of SOAR Arts! participants look forward to other SOAR Arts! programs.</i>
		<i>Outcome 3b: Programs are delivered cost effectively with reasonable per student cost.</i>	<i>Actual per student cost</i>	<ul style="list-style-type: none"> • <i>Actual per student cost does not exceed \$1100</i>

Appendix 8-A

2008 - 2009 Budget Summary by Program for SOAR

Program Name → Account ↓	Hrs	Rate	Program Admin	Leicester	Neshobe	Sudbury/ Whiting	Summer Program	Arts	Outdoor Adventure	Club/ Choice	2008- 2009 Budget	% of Bud- get
Administrative Salaries:												
Program Director	960	\$26.08/hr	25,000.00								25,000.00	
Admin Asst	580	\$13.00/hr	7,540.00								7,540.00	
Site Director	1320	\$22.80/hr		6,840.00	13,680.00	6,840.00	4,000.00			4,130.00	35,490.00	
Direct Salaries:												
Teachers	653	\$20.85/hr		9,050.00	9,050.00	9,050.00	16,875.00			2,840.00	46,865.00	
Program Assistants	491	\$15.65/hr		4,390.00	4,390.00	4,390.00				7,920.00	21,090.00	
Program Aides	491	\$10.43-\$8.35/hr		0.00	2,340.00	0.00	7,560.00	2,583.00		3,780.00	16,263.00	
Total Salaries			32,540.00	20,280.00	29,460.00	20,280.00	28,435.00	2,583.00	0.00	18,670.00	152,248.00	60.5%
Total Benefits/Taxes			10,045.00	3,338.00	7,218.00	3,336.00	4,060.00	220.00	0.00	2,557.00	30,774.00	12.2%
Total Salaries & Benefits			42,585.00	23,618.00	36,678.00	23,616.00	32,495.00	2,803.00	0.00	21,227.00	183,022.00	72.7%
Total Contracted Services			600.00	600.00	900.00	600.00	9,375.00	7,800.00	7,200.00	3,000.00	30,075.00	12.0%
Program Costs:												
Entrance Fees				320.00	400.00	240.00	0.00	0.00		0.00	960.00	0.4%
Supplies				772.00	1,890.00	629.00	1,525.00	452.00		575.00	5,843.00	2.3%
Snacks				1,380.00	1,722.00	1,055.00	1,275.00	425.00	290.00	2,583.00	8,730.00	3.5%
Equipment				100.00	100.00	100.00	0.00	0.00		0.00	300.00	0.1%
Transportation				400.00	3,280.00	400.00	4,420.00	840.00		1,390.00	10,730.00	4.3%
Total Program Costs			0.00	2,972.00	7,392.00	2,424.00	7,220.00	1,717.00	290.00	4,548.00	26,563.00	10.6%
Other Costs:												
Office Supplies & Equip			740.00	675.00	1,150.00	675.00		50.00			3,290.00	1.3%
Staff Advertising				800.00	0.00	0.00					800.00	0.3%
Staff Background Checks				80.00	80.00	40.00	160.00	0.00			360.00	0.1%
Staff Travel			680.00	240.00	120.00	350.00		0.00			1,390.00	0.6%
Professional Development			375.00	150.00	225.00	150.00					900.00	0.4%
Total Other Costs			1,795.00	1,945.00	1,575.00	1,215.00	160.00	50.00	0.00	0.00	6,740.00	2.7%
RNESU Services Costs			1,000.00	1,400.00	1,400.00	1,400.00	0.00	0.00	0.00	0.00	5,200.00	2.1%
TOTAL EXPENSES			45,980.00	30,535.00	47,945.00	29,255.00	49,250.00	12,370.00	7,490.00	28,775.00	251,600.00	100.0%

Appendix 8-B

2008-2009 Budget Summary by Funding

Account	2008-2009 Budget	% of Total Budget	21st CCLC Funding	Fees & Child Care Subsidies	School/District Contribution	DOE Nutrition Program (Snacks)	Community/Organization Donations	"SWA" Fundraising Event
Total Salaries	152,248	60.5%	78,498	34,800	33,950	0	5,000	0
Total Benefits/Taxes	30,774	12.2%	7,844	11,280	11,650	0	0	0
Total Salaries & Benefits	183,022	72.7%	86,342	46,080	45,600	0	5,000	0
Total Contracted Services	30,075	12.0%	8,352	0	10,000	0	4,250	7,500
Program Costs:								
Entrance Fees	960		960					
Supplies	5,843		3,473				2,370	
Snacks	8,730		6,330			2,400		
Equipment	300		300					
Transportation	10,730		10,730					
Total Program Costs	26,563	10.6%	21,793	0	0	2,400	2,370	0
Other Costs:								
Office Supplies/Equip	3,290		3,290					
Staff Advertising	800		800					
Staff Background Checks	360		360					
Staff Travel	1,390		1,390					
Professional Development	900		900					
Total Other Costs	6,740	2.7%	6,740	0	0	0	0	0
RNESU Services Costs	5,200.00	2.1%	0	0	5,200.00	0	0	0
TOTAL EXPENSES	\$251,600	100.0%	\$123,200	\$46,080	\$60,800	\$2,400	\$11,620	\$7,500
			49.0%	18.3%	24.2%	1.0%	4.6%	3.0%

Appendix 9
Memorandum of Agreement (MOA) between Key Partners

I. Parties of the Memorandum of Agreement

The parties include the partners who are providing services and/or financial support to the afterschool program:

Rutland Northeast Supervisory Union (RNESU)
Leicester Central School (Leicester)
Neshobe Elementary School (Neshobe)
Sudbury Country School (Sudbury)
Whiting Village School (Whiting)
Otter Valley Union Middle School (OVUMS)
Brandon Artists Guild (BAG)
Green Mountain Rock Climbing Center (GMRCC)

II. Purpose

The purpose of this MOA is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) Grant from the Vermont Department of Education.

This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, before school, weekends, evenings, inservice days, vacation breaks, etc.) programs for students, staff development, supervision, and program evaluation.

III. Duration of the Agreement

The agreement is valid for the period beginning July 1, 2008 and ending at the conclusion of the 21st CCLC grant awarded to RNESU, up to the five years.

IV. 21st Century Community Learning Centers Vision and Overview

The above partners share a collective vision for the SOAR program (Success through Opportunities, Academics and Recreation):

The SOAR afterschool program seeks to provide integrated programs for expanded learning and academic enrichment opportunities, in a climate of respect and responsibility, for students beyond traditional school hours.

V. Duties of Parties

The responsibilities and agreements of each party are described below:

For the **Rutland Northeast Supervisory Union**, the responsibilities and agreements include:

- Serve as the fiscal agent for the grant.
- Hire, fund, supervise, and evaluate the position of the SOAR project director and any other position hired through that agency.
- Dispense funds from the 21st CCLC grant to partner agencies, as indicated in the budget.
- Assume payroll responsibilities for SOAR positions, as budgeted.
- Provide needed support including office space, telephone use and computer use for SOAR staff.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe after school.

- Purchase necessary materials/supplies for designated components in accordance with the SOAR budget.
- Support SOAR staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Participate in the evaluation of the SOAR program at the local, state and federal levels.
- Complete paperwork related to and associated with the SOAR program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the SOAR program in developing, implementing and making progress on its sustainability plan.
- SOAR Program Director will participate in statewide meetings, workshops and conferences.
- SOAR Program Director and RNESU Curriculum & Staff Development Director will participate on the SOAR Steering Committee.
- RNESU Curriculum & Staff Development Director will serve as chairperson of the SOAR Sub-Committee responsible for programming.
- RNESU Curriculum & Staff Development Director will participate in the hiring, supervision and evaluation of designated SOAR positions in consultation with the SOAR Program Director and/or SOAR Site Director.

For **Leicester, Neshobe, Sudbury and Whiting schools**, the responsibilities and agreements include:

- Provide needed support including office space, storage space, telephone use and computer use for the SOAR staff.
- Provide classroom space and other appropriate space to accommodate the SOAR program.
- Provide custodial services, office support, and other appropriate services and support to ensure the SOAR program runs smoothly and that children are safe after school.
- Recruit and refer students to the SOAR program.
- Communicate and collaborate with all partners.
- Support the SOAR program in developing appropriate curricula and establishing linkages with the school day.
- Foster a collaborative relationship between school day staff and SOAR staff.
- Complete paperwork and other written requests related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the SOAR program at the local, state, and federal levels.
- Assist the SOAR program in developing, implementing and making progress on its sustainability plan.
- School Principals will participate on the SOAR Steering Committee.
- School Principals will serve as SOAR Sub-Committee chairpersons and members including the SOAR Sub-Committee for Development.
- School Principals, as required, will participate in the hiring, supervision and evaluation of designated SOAR positions in consultation with the SOAR Program Director and/or SOAR Site Director.

For **Otter Valley Union Middle School**, the responsibilities and agreements include:

- Recruit and refer students to the SOAR program.
- Complete paperwork and other written requests related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the SOAR program at the local, state, and federal levels.
- Assist the SOAR program in developing, implementing, and making progress on its sustainability plan.
- An OVUHS administrator will participate on the SOAR Steering Committee.

For the **Brandon Artists Guild**, the responsibilities and agreements include:

- Identify and provide artists to deliver afterschool and summer programs in consultation with the SOAR Program Director.
- Coordinate payment of artists who deliver programs, as budgeted.
- Communicate and collaborate with SOAR staff.
- Foster a collaborative relationship between organization staff and SOAR staff.
- Complete paperwork related to and associated with the program.
- Adhere to applicable policies and procedures established by the SOAR program to ensure safe, high quality programs.
- Participate in the evaluation of the SOAR program.
- Assist the SOAR program in developing, implementing, and making progress on its sustainability plan.
- Provide an organization representative to participate on the SOAR Steering Committee and SOAR Sub-Committees, as appropriate.

For the **Green Mountain Rock Climbing Center**, the responsibilities and agreements include:

- Identify and provide qualified staff to deliver appropriate outdoor adventure programs in consultation with the SOAR Program Director.
- Coordinate payment of outdoor adventure programs and associated staff, as budgeted.
- Provide appropriate space and programming to accommodate the SOAR program, as needed.
- Communicate and collaborate with SOAR staff.
- Foster a collaborative relationship between organization staff and SOAR staff.
- Complete paperwork related to and associated with the program.
- Adhere to applicable policies and procedures established by the SOAR program to ensure safe, high quality programs.
- Participate in the evaluation of the SOAR program.
- Assist the SOAR program in developing, implementing and making progress on its sustainability plan.
- Provide an organization representative to participate on the SOAR Steering Committee and SOAR Sub-Committees, as appropriate.

VI. Decision Making Process

- All major administrative decisions concerning policy and personnel of the SOAR program shall be brought to the SOAR Steering Committee for review. The SOAR Steering Committee consists of the School Principals from each of the four schools served, the RNESU Curriculum & Staff Development Director, the OVUHS Principal, a BAG representative, a GMRCC representative and the SOAR Program Director. Decisions will be reached by group consensus whenever possible and appropriate.
- The SOAR Program Director will oversee and make all day-to-day decisions, in consultation with the direct service team, when appropriate for the operations of the program. If partners cannot come to a mutual agreement, the Head of the lead agency will have final decision-making authority.
- The SOAR Program Director will bring issues from the direct service team to the SOAR Steering Committee. He/she will be responsible for clarifying policies and program goals with the direct service team. The SOAR Program Director will supervise all SOAR staff in their role with the SOAR program.

VII. Meetings

- The SOAR Steering Committee will meet quarterly, and as necessary, about key decisions and issues related to successful program implementation.
- The SOAR Program Planning Sub-Committee will meet five times a year to discuss program issues and planning.
- The SOAR Development Sub-Committee will meet regularly to discuss the status of funding and projects.
- The SOAR direct service staff will meet regularly to participate in professional development opportunities, discuss program and student issues, etc.
- The SOAR Steering Committee, Site Director and Teachers will meet annually to review the program and make key decisions relating issues and changes for the upcoming program year.

VIII. Funding

Funding will be provided through the Vermont Department of Education 21st CCLC grant and will be allocated as noted on the 2008-2009 SOAR Budget Summary report. In addition, key partners will provide significant levels of funding to support program sustainability. For 2009 program year, the BAG and GMRCC have committed \$1,400 and \$1,600, respectively. In addition, the BAG has established the Edna Jones Scholarship Fund to provide \$500 annually for 4 years in scholarships for students in need of financial assistance to attend SOAR.

IX. Procedures for Modification and Termination

- The MOA may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOA does not necessarily require a modification to the local plan.
- Any party of the MOA may terminate their participation in this MOA by giving not less than (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOA does not alter the terms or obligations of the other parties to this MOA.
- An individual partners' participation in the SOAR program may be terminated for non-compliance with the MOA provided the other parties provide 30 days' written notice clearly outlining the reasons for the termination. The termination letter shall be sent to all parties certified mail. The partner to be terminated may appeal this decision by responding in writing to the termination notice within 14 days of receipt. The partners shall then convene a meeting, prior to the 30-day termination date, to discuss the appeal. If the partners cannot come to a mutual agreement to terminate the partner or alter their responsibilities so they can adequately participate in the MOA, the Director of the lead agency shall make the final determination.

X. Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

XI. Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Lead Agency (RNESU)

Superintendent of Schools for RNESU

Date

Partner Agency/School

Principal for Leicester Central School

Date

Partner Agency/School

Principal for Neshobe Elementary School

Date

Partner Agency/School

Principal for Sudbury's Country School

Date

Partner Agency/School

Principal for Whiting Village School

Date

Partner Agency/School

Principal for Otter Valley Union School

Date

Partner Agency

President for the Brandon Artists Guild

Date

Partner Agency

Owner for Green Mountain Rock Climbing Center

Date

Appendix 10

Sustainability Plan

Area	Strategy	Financial Goal	Details
Partnerships	<i>Develop partnerships with key program providers and individuals to obtain resources, including funding.</i>	<i>\$1,400 annually</i>	<i>-Met with the BAG Board to establish financial commitment</i>
		<i>\$1,600 annually</i>	<i>-Met with the GMRCC owner to establish financial commitment</i>
Local Funding & Allocations	<i>Establish sinking funds at schools; seek annual additions to these funds.</i>	<i>25% of budget \$12,000 annually</i>	<i>-One sinking fund is established; 2 more will be voted on 3/3/08</i>
	<i>Use district funds for administrative staff; continue to receive in-kind services.</i>	<i>\$27,000 annually</i>	<i>- District funds allocated for Director position; in-kind services provided</i>
	<i>Seek school budget funds for selected programs and scholarships.</i>	<i>\$22,000 annually</i>	<i>- Summer program included in OVUHS budget for vote on 3/3/08 - Scholarship funding included in Leicester budget for vote on 3/3/08</i>
	<i>Obtain funding from Brandon's Trustee of Public Funds.</i>	<i>\$5,000 annually</i>	<i>- Request letter sent 12/2007; approval notification received 01/2008</i>
Fees	<i>Charge reasonable and affordable program fees.</i>	<i>10% of budget; \$25,000 annually</i>	<i>- Annually Steering Committee establishes fee schedule, balancing program costs with affordability - Full and partial scholarships provided to eligible students</i>
Grants	<i>Obtain a 21st CCLC grant to provide 50% funding for 5 years.</i>	<i>50% of budget; \$123,200 annually</i>	<i>- Submit application 1/31/08 with award notification 4/1/08</i>
Subsidies & Reimbursements	<i>Work with qualified families and CDD to utilize child care subsidies.</i>	<i>10% of budget; \$25,000 annually</i>	<i>- All sites are licensed and receiving subsidy; continue to identify qualified families and assist with applications</i>
	<i>Use food programs offered for afterschool and summer programs</i>	<i>\$2,400 annually</i>	<i>- All sites use snack program for school year program; re-establish food program for summer</i>
Other Strategies	<i>Obtain business and community member funding for student scholarships and/or program sponsorship.</i>	<i>\$2,500 annually</i>	<i>- Solicitation letters drafted 12/2007; distribution scheduled for 1st quarter 2008</i>
	<i>Obtain funding from Sudbury Road Race fund for Outdoor Adventure.</i>	<i>\$1,000 annually</i>	<i>- Request submitted 1/2008; organization will vote on at next meeting</i>
	<i>Host annual weekend fundraising event "SOAR with the Arts"</i>	<i>\$7,500 in year one, increasing 25% annually</i>	<i>- Event committee formed 1/2008; event date set for last weekend in July</i>

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- ¹ Marshall & others, *Afterschool Time and Children's Behavioral Adjustment*, 1997
- ² Pettit, Laird, Bates & Dodge, *Patterns of Afterschool Care in Middle Childhood*, Merrill-Palmer Quarterly, 1997
- ³ After School Alliance Issue Brief #22, *Afterschool Programs: A Wise Public Investment*, 2005
- ⁴ Huang, Gribbons, Kim, Lee & Baker, *A Decade of Results: The Impact of LA's BEST Initiative*, 2000
- ⁵ University of California at Irvine, *Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program*, 2001
- ⁶ Jensen, *Arts with the Brain in Mind*, 2001
- ⁷ Posner & Vandell, *After-School Activities and the Development of Low-Income Urban Children: A Longitudinal Study*, *Developmental Psychology*, 1999
- ⁸ Piha & Miller, *Getting the Most From Afterschool*, 2003
- ⁹ Jensen, *Arts with the Brain in Mind*, 2001
- ¹⁰ After School Alliance Issue Brief #21, *Arts & Afterschool: A Powerful Combination*, 2005
- ¹¹ Peterson, Shanklin-Peterson & May, *Understanding the Market for Arts Education in Afterschool Setting*, 2007
- ¹² Cooper, *Summer Learning Loss: The Problem and Some Solutions*, 2003