



21ST CENTURY COMMUNITY LEARNING CENTERS GRANT APPLICATION

2015-2016

TABLE OF CONTENTS

I. Background	1
II. Eligible Grantees.....	2
III. Award Amounts and Duration	2
IV. Requirements	4
V. Allowable Uses of Funds.....	4
VI. Due Dates	5
VII. Timeline	5
VIII. Applicant Workshops and Technical Assistance	5
IX. Components of a High-Quality After-School Program.....	5-6
X. Alignment with Education Quality Standards and Act 77 (<i>Flexible Pathways</i>).....	6
XI. Application and Submission Process	6-12
XII. Required Assurances	12
XIII. Selection Process	13
XIV. Grant Award Decisions and Disposition of Proposals	13
XV. Other Requirements	13
XVI. Note Regarding Plagiarism.....	14
XVII. Screening of Applicants.....	14

Appendices

A. Application Checklist	15
B. Grant Cover Pages A and B.....	16-17
C. Assurance and Signature Page.....	18
D. Sustainability Self-Assessment	19-21
E. Sample Sustainability Plan Chart.....	22
F. Examples of Qualitative and Quantitative Information	23
G. Memorandum of Agreement between Key Partners	24-28
H. Intent to Apply Form	29
I. Summary of Objective Outcomes Form.....	30
J. Tips and Full Comprehensive Center Expectations.....	31-36

21ST CENTURY COMMUNITY LEARNING CENTERS
GRANT APPLICATION

2015-2016



I. Background

The Vermont Agency of Education (VTAOE) invites schools, non-traditional educators, and community-based organizations to apply for 21st Century Community Learning Center (21st CCLC) partnership grants for the purpose of providing high-quality afterschool¹ and summer learning opportunities for students who attend schools where 40% or more of the students are from low-income families (free/reduced lunch assistance) and/or are approved for Title 1 Schoolwide Program status, and where the need for improved student performance is well documented.

Competitive grants will be awarded to school and community partnerships that show the greatest promise of supporting the attainment of the following overarching goal adopted by the Vermont State Board of Education:

Goal One: *Ensure that Vermont's public education system operates within the framework of high expectations for every learner and ensure that there is equity in opportunity for all.*

In addition, the following performance goals guide the program:

Performance goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 5: All students will graduate from high school.

Vermont's 21st CCLC program will be assessed by the U.S. Department of Education primarily on the basis of the state's progress toward meeting these three performance goals. Hence, a connection must be evident between the programs carried out using 21st CCLC resources and progress at the local level in meeting these goals.²

¹ Throughout this grant application, the term "afterschool" program refers to learning opportunities (programs, classes, & activities) provided outside the regular school day and may include programs that take place before school, after school, evenings, weekends, summers, or during school vacation days.

To document these connections, all grantees will be required to furnish both qualitative and quantitative information to show evidence of program impact on learning. To help ensure the likelihood of program impact on learning, the Vermont 21st CCLC program office will communicate with and assist grantees on a regular basis.

II. Eligible Grantees:

Eligible applicants include local educational agencies (LEAs); community-based organizations (CBOs); other public or private entities, including faith-based organizations, or a consortium of two or more agencies, organizations, or entities. Municipalities may also apply. Please consult the [free and reduced eligibility report](#) for information to determine which schools are eligible to partner with community-based organizations or other public or private entities in applying for funding under Title IV-B, 21st Century Community Learning Centers. Communities with schools with 40 percent of free and reduced lunch assistance rates are eligible to apply (including those approved for Title I Schoolwide Program status). When the 2016 eligibility report is released, rates within that report may also be used to determine eligible applicants for this competition.

Eligibility may also be determined through calculation of poverty based on the lunch assistance percentages of feeder schools.

III. Award Amounts and Duration:

A maximum estimate of \$500,000 will be available for dispersal under this grant competition dependent upon federal funding remaining at its current level in federal fiscal year 2016. As of the date of release of this grant application, the 2016 allocation has not been finalized. The minimum 21st CCLC grant award is \$50,000 per year.

New Programs: The maximum upper range for a single site grant award is \$100,000-\$125,000. If multiple sites are included within a grant application, the maximum upper award range is \$80,000- \$100,000 per site. Grants will be for five years provided that annual program objectives are met and all reporting and monitoring requirements are successfully fulfilled. For first-time recipients of a 21st CCLC grant, pending availability of federal funds and program performance, grant awards will be funded up to 100% of the total budget for the first three years of funding. In year four, programs must show a further sustainability base and the applicant will receive 75% of the initial grant award. In year five, the applicant will receive 65% of the initial grant award. At no time may the grant awards amount to less than \$50,000 a year.

Existing 21st CCLC programs: grantees are eligible to apply for funding if their existing grant award expires on July 1, 2016. Current grantees are expected to demonstrate a high level of performance and sustainability in order to receive any additional funding under this competition. Pending availability of federal funds and program performance, for current 21st CCLC programs reapplying without expansion, new grant awards will be level-funded for five years at no more than 50% of the total program budget.

² See Appendix F for examples of information to document program impact

IV. Requirements

Absolute Priority: The VTAOE will make awards *only* to eligible entities that serve students who primarily attend-

- Schools that serve a high percentage of students from low-income families; AND the families of students served by the 21st CCLC program.

Location of 21st CCLC Programs: Typically, CCLC programs and activities are carried out at school sites. However, programs may be located at facilities other than a school if:

- The site is at least as available and accessible as it would be at the school site; and
- The LEA, school district, and/or school(s) are in agreement on the alternate site;
- A clearly defined plan of communication between the alternate site and the school is in place; and
- Safe transportation between the school and the alternative site has been arranged (funding for transportation is an allowable grant expense).

V. Allowable Uses of Funds

In preparing the application, applicants should be mindful of the federal requirements that define allowable uses of funds.

Local grantees are limited to providing activities within the following list:

- Remedial education and academic enrichment learning programs, including providing additional assistance to students to allow them to improve their academic achievement;
- Reading, mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited-English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

The above uses of fund use should be designed to link with and complement the regular academic program of participating students.

Additional federal regulations are articulated in OMB Circular A-87 (if the applicant is a school) or, in education agency regulations (34 CRR 76 & 80).

Note: Applicants are reminded of their obligation under **section 504 of the Rehabilitation Act** which states that no qualified handicapped person shall, on the basis of the handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to

discrimination under any program or activity which receives or benefits from Federal financial assistance.

Note: Title IX (Uniform Provisions) of the Elementary and Secondary Education Act (ESEA) Local Education Agencies are mandated to consult with private school administrators about their students' needs and how they can be addressed via federal programs. This must occur in a timely and meaningful way during the design and development of the program. Local Education Agencies must provide equitable services to private school students and their families if those students are part of the target population. **The Agency strongly recommends that documentation of this process be maintained for auditing purposes.**

VI. Due Date

An electronic copy of the entire application in one document as a PDF must be received by Emanuel Betz at the Vermont Agency of Education (emanuel.betz@vermont.gov) no later than **4.30 p.m. on February 5th, 2016**. Include all scanned signature pages within your submission. Hard copies will not be accepted. Final grant awards will be executed within the *Grantium* e-system.

VII. Timeline:

Grant application released	September 1, 2015
Applicant workshops	October 15 and 19, 2015
<i>Intent to Apply</i> due date (see Appendix H)	November 20, 2015
Application due date	February 5, 2016
Awards announced by	April 20, 2016
Awards begin	July 1, 2016

VIII. Applicant Workshops and Technical Assistance

Applicant workshops will be held on the days listed below. Key information will be presented and there will be time after 1.00p.m. for team planning and individual assistance.

- Thursday October 15 9 a.m.-3 p.m. Golden Eagle Resort, Stowe, (Library)
- Monday October 19 9 a.m.-3 p.m. Vermont Technical College, Randolph, (Langevin House)

Bringing a team to one of these workshops is essential for success. Confirm your team members' attendance by e-mailing names, affiliations and contact information to emanuel.betz@vermont.gov at least one week prior to the meeting. Contact Emanuel Betz (802) 479-1396 to schedule an appointment or to discuss any questions about this document or the competition. In addition, visiting existing programs is highly recommended.

IX. Components of a High-Quality After-School Program

The Vermont Agency of Education identifies ten elements of high-quality afterschool programming. In order to be successful, programs need to address all of the following:

- Strong and Effective Afterschool Program Leadership
- Linkages to the School Day

- High-Quality Staff
- Safe and Appropriate Environments
- High-Interest Programming
- School Leadership Support
- Attention to Serving Regular Attendees
- Strong Instructional Leadership
- Flexible Structures and Student Choice
- Effective Community Partnerships

Prospective applicants are strongly encouraged to review the following web sites when considering whether or not to pursue a CCLC grant

- [Vermont Afterschool](#)
- [Harvard Family Research Project](#)
- [U.S. Department of Education](#)

X: 21C Alignment with Education Quality Standards and Act 77 (Flexible Pathways).

21c funded programs are expected to align and support Vermont’s [Education Quality Standards \(EQS\)](#). EQS includes Proficiency-Based Graduation Requirements (PBGRs) that are a locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. 21CCLC alignment with content area PBGRs are expected; including developing meaningful programming that will build *transferrable skills* across all ages. In addition, for youth in middle and high school programs, 21CCLC funded programs are expected to be aligned to support personalized learning plans.

XI. Narrative Guidelines for First Time Applicants

Provide no more than twenty pages of narrative (11-point font, single-spaced) plus no more than twenty pages of supporting documents. Do not include the table of contents, cover pages, budget, budget narrative, assurance page, Appendix I or the MOU in the total page count. DO NOT include any letters of support. DO NOT exceed the page count. Failure to follow these directions could result in an application being rejected.

All applications must include an assurance page with the signatures of the executive officers of partner organizations or individuals (for schools, this means superintendents and principals).

Structure your narrative by addressing the following:

1. Planning (5 points)

- A. Provide a brief summary of the planning process used to submit this application. Using cover sheet B, list the planning meetings and writing sessions that occurred to create this application.

2. Program Need (10 Points)

- A. **Community Need.** Provide an evaluation of the community needs including the needs of students and their families. (5 points)

- B. **Family Needs and Student Learning.** Describe how the proposed programs will address the needs of students and their families (including the needs of working families) and how the programs are expected to improve student learning, including learning in core academic areas such as reading/language arts, mathematics, or science. Include an analysis of need for summer programs. (3 points)
- C. **Principles of Effectiveness.** Describe how the program will be based on the following "principles of effectiveness" (2 points):
- Scientifically based research that provides evidence that the program will help students meet state and local student academic achievement standards
 - An assessment of objective data (see data sources listed in Appendix F of this application) regarding the need for the out-of-school programs
 - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities, particularly in reading, language arts, mathematics, and science

3. Program Design (40 Points)

- A. **Program Description.** Describe the range and type of programs (afterschool, before school, summer, weekend, and/or evening) that will be offered. Specify the number of regular attendees served and the numbers of students that will be served and their ages or grade levels. Include an expected daily schedule, staff qualifications and staffing ratios, and information on how many hours per day, days per week, and weeks per year the programs will be offered. If programs will be offered at more than one site, include information on the number of sites and the range of programming at each. (15 points)
- B. **Elements of High-Quality Programming.** Describe how the elements below will be addressed and incorporated into the program design. (25 points)
- 1) **Linkages to the School Day.** Describe the ways in which the program will be connected to the regular school day (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, alignment with PBGRs, personalized learning plans, continuous improvement plans, schoolwide Title 1 plans).
 - 2) **High-Quality Staff.** Who will be hired to teach in the afterschool program? What standards will be set to recruit and retain high-quality staff? What professional development training will staff participate in and why?
 - 3) **Safe and Appropriate Environment.** Describe what actions will be taken to ensure that every child is physically and emotionally safe in the program.
 - 4) **High-Interest Programming.** Describe the type of programming that will be offered for each age level. What efforts will be made to ensure that programming is student-centered and that every participant has a high interest in what he/she is doing?
 - 5) **Regular Attendees.** How will program schedules and offerings be designed to encourage and support regular participation among students?
 - 6) **Instructional Leadership.** What expectations will be set for afterschool instructors with regards to lesson planning, course development, and student outcomes?

- 7) **Flexible Structures and Student Choice.** How will the program ensure that each participating student is offered a variety of age-appropriate learning opportunities? How will the program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

4. Program Management (10 Points)

- A. **Program Leadership.** Each application must include a director at a minimum of 30 hours per week. In hiring a director for the program, what types of qualifications and background experience will be required? What skills are necessary for success and how will this role fit into the existing structure of the organization? For multi-site projects, include the plan for site based coordination/leadership. (3 points)
- B. **School Leadership Support.** How will the program connect with and support the regular school day? In what ways will the school principal, superintendent, or other school leaders support the program? (3 points)
- C. **Information Dissemination.** How will the organization disseminate information about the program, including evaluation results, to the community in a manner that is understandable and accessible? (2 points)
- D. **Transportation.** Describe the transportation plan for how students will travel safely to and from the program and home. (1 point)
- E. **Volunteers.** Describe how you will use volunteers, including qualified seniors, in the running, oversight, and promotion of the program. (1 point)

5. Program Evaluation (5 Points)

- A. **Program Goals and Objectives.** Identify the areas of primary focus for your evaluation and describe the measurements you will use to determine success including clearly defined program goals, numeric objectives, and specific outcomes. Include a description of who will carry out the work of the evaluation plan and evidence that the plan is realistic. (5 points)

6. Budget and Budget Narrative (10 Points)

The budget and budget narrative must demonstrate a detailed and logical connection to the goals of the project and should be specific enough to give reviewers a clear idea of your priorities and the focus for funding. At a minimum, the budget must include:

- A. **Budget Items.** Provide a detailed budget including up to sixteen required categories: project director, site coordinator, instructors, benefits, retirement contributions, contracted services, professional development, supplies, equipment, transportation, travel/mileage, purchased services, professional services, food, rent, and indirect. Include the 21c request, all non-21c cash funds, and the total project budget. Refer to budget template. (5 points)
- B. **Budget Narrative.** Provide a detailed narrative describing how each line item was calculated and for what purpose. The budget descriptions must include sufficient detail

and should include sub-categories (e.g., *Instructors*: include tiers, rates, hours; *Benefits*: include type, amount, rationale). For non-21c cash funds, include the source of the fund, the amount, and supporting details. (5 points)

7. Capacity for Success and Sustainability (20 Points)

- A. **Partnerships.** Describe the partnerships that will support the project. In addition, using the Memorandum of Agreement (MOA) form that is included with this application as a starting point, develop and submit a signed MOA that defines the service and program implementation agreements between the key partners. The MOA should describe the nature and details of the partnerships between the LEA(s), community-based organization(s), and other public or private organization(s) or partners with evidence that teachers, parents, principal(s), district and/or community leaders were involved in designing the proposed programs and will assist in their implementation. Key partners are directly responsible for the implementation of the program. Partners can be individual leaders. (10 points)
- B. **Sustainability Plan.** Describe the plans for the continuous strengthening of the partnership between the local educational agency, community-based organization, and another public or private organization (if appropriate), including plans for continuing the proposed programs beyond the 5 year period of grant funding. Attach a preliminary sustainability plan chart. (10 points)

XI. Narrative Guidelines & Requirements for Returning Applicants

Provide no more than twenty pages of narrative (11-point font, single-spaced) plus no more than twenty pages of supporting documents. Do not include the table of contents, cover pages, budget, budget narrative, assurance page, Appendix I or the MOU in the total page count. DO NOT include any letters of support. DO NOT exceed the page count. Failure to follow these directions could result in an application being rejected.

All applications must include an assurance page with the signatures of the executive officers of partner organizations or individuals (for schools, this means superintendents and principals).

Structure your narrative by addressing the following:

1. Planning (5 points)

- A. Provide a brief summary of the planning process used to submit this application. Using cover sheet B, list the planning meetings and writing sessions that occurred to create this application.

2. Program Need (10 Points)

- A. **Community Need.** Provide an evaluation of the community needs including the needs of students and their families. Include how needs have changed over time and how the project has adapted to those needs. (5 points)
- B. **Family Needs and Student Learning.** Describe how the proposed programs have addressed the needs of students and their families (including the needs of working families) and how the programs are expected to improve student learning, including

learning in core academic areas such as reading/language arts, mathematics, or science. Include an analysis of need for summer programs. (3 points)

- C. **Principles of Effectiveness.** Describe how the program is based on the following "principles of effectiveness" (2 points):
- Scientifically based research that provides evidence that the program will help students meet state and local student academic achievement standards
 - An assessment of objective data (see data sources listed in Appendix F of this application) regarding the need for the out-of-school programs
 - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities, particularly in reading, language arts, mathematics, and science

3. Program Design (40 Points)

- A. **Program Description.** Describe the range and type of programs (afterschool, before school, summer, weekend, and/or evening) that will be offered. Specify the number of regular attendees served and the numbers of students that will be served and their ages or grade levels. Include an expected daily schedule, staff qualifications and staffing ratios, and information on how many hours per day, days per week, and weeks per year the programs will be offered. If programs will be offered at more than one site, include information on the number of sites and the range of programming at each. In addition, complete Appendix I that summarizes the programs' performance outcomes from the past three years. (15 points)
- B. **Elements of High-Quality Programming.** Describe how the elements below have been addressed and incorporated into the program design. Highlight any proposed changes for the future. (25 points)
1. **Linkages to the School Day.** Describe the ways in which the program is connected to the regular school day (e.g., shared staff, space, training, policies, curriculum, leadership support, instructional methods, alignment with PBGRs, personalized learning plans, continuous improvement plans, Schoolwide Title 1 plans).
 2. **High-Quality Staff.** Who is hired to teach in the afterschool program? What standards are set to recruit and retain high-quality staff? What professional development trainings do staff participate in and why?
 3. **Safe and Appropriate Environment.** Describe what actions take place to ensure that every child is physically and emotionally safe in the program.
 4. **High-Interest Programming.** Describe the type of programming that is offered for each age level. What efforts are made to ensure that programming is student-centered and that every participant has a high interest in what he/she is doing?
 5. **Regular Attendees.** How are program schedules and offerings designed to encourage and support regular participation among students?
 6. **Instructional Leadership.** What expectations will be set for afterschool instructors with regards to lesson planning, course development, and student outcomes?

7. **Flexible Structures and Student Choice.** How does the program ensure that each participating student is offered a variety of age-appropriate learning opportunities? How will the program use flexible structures and varied instructional activities to accommodate students with different learning needs and learning paces?

4. Program Management (10 Points) Summarize the outcomes of the last three years and the plan for the future.

- A. **Program Leadership.** Each application must include a director at a minimum of 30 hours per week. In hiring a director for the program, what types of qualifications and background experience are required? What skills are necessary for success and how does this role fit into the existing structure of the organization? For multi-site projects, include the plan for site based coordination/leadership. (3 points)
- B. **School Leadership Support.** How does the program connect with and support the regular school day? In what ways does the school principal, superintendent, or other school and community leaders support the program? (3 points)
- C. **Information Dissemination.** How does the organization disseminate information about the program, including evaluation results, to the community in a manner that is understandable and accessible? (2 points)
- D. **Transportation.** Describe the transportation plan for how students travel safely to and from the program and home. (1 point)
- E. **Volunteers.** Describe how you use volunteers, including qualified seniors, in the running, oversight, and promotion of the program. (1 point)

5. Program Evaluation (5 Points)

- A. **Program Goals and Objectives.** Submit the current evaluation plan and the outcomes from past years. Describe the changes that have been made to the plan to determine success including clearly defined program goals, numeric objectives, and specific outcomes. Include a description of who carries out the work of the evaluation process and evidence that the activity is on-going and realistic. (5 points)

6. Budget and Budget Narrative (10 Points)

The budget and budget narrative must demonstrate a detailed and logical connection to the goals of the project and should be specific enough to give reviewers a clear idea of your priorities and the focus for funding. At a minimum, the budget must include:

- A. **Budget Items.** Provide a detailed budget including up to sixteen required categories: project director, site coordinator, instructors, benefits, retirement contributions, contracted services, professional development, supplies, equipment, transportation, travel/mileage, purchased services, professional services, food, rent, and indirect. Include the 21c request, all non-21c cash funds, and the total project budget. Refer to budget template. (5 points)

- B. **Budget Narrative.** Provide a detailed narrative describing how each line item was calculated and for what purpose. The budget descriptions must include sufficient detail and should include sub-categories (e.g., *Instructors*: include tiers, rates, hours; *Benefits*: include type, amount, rationale). For non-21c cash funds, include the source of the fund, the amount, and supporting details. (5 points)

7. Capacity for Success and Sustainability (20 Points)

- A. **Partnerships.** Describe the partnerships that support the project. In addition, submit a signed MOA that defines the service and program implementation agreements between the key partners. The MOA should describe the nature and details of the partnerships between the LEA(s), community-based organization(s), and other public or private organization(s) or partners with evidence that teachers, parents, principal(s), district and/or community leaders were involved in designing the proposed programs and will assist in their implementation. Key partners are directly responsible for the implementation of the program. Partners can be individual leaders. (10 points)
- B. **Sustainability Plan.** Describe the outcomes of the continuous strengthening of the partnership(s) between the local educational agency, community-based organization, and other public or private organization (s) (if appropriate), over the last three years. Attach a revised sustainability plan chart for the next five years. (10 points)

XII. Required Assurances:

Each application must contain assurances that:

- The program will take place in a safe and easily accessible facility
- Transportation and program access will be addressed
- The program was developed and will be carried out in *active* collaboration by 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
- 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 for 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
- The work product in the grant application is the original work of the applicant and its agents who worked on the application.

XIII. Selection Process

All applications will be read, reviewed, and scored by independent readers and panelists. Each question can receive points up to the maximum that is indicated. There are 100 potential points. After the independent readers rate the applications, a review panel comprised of persons with extensive experience in such areas as 21st Century Community Learning Centers, out-of-school

time programs, education, school effectiveness, and community based learning will review the applications and ratings, and make a funding decision for each application.

XIV. Grant Award Decisions and Disposition of Applications

The Agency reserves the right to award in part, to reject any and all applications in whole or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the students would be served. After receiving the grant application, the Agency reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the evaluation process to meet federal requirements or State Board of Education priorities. In addition, the Agency reserves the right to change the dollar amount of grant awards.

All awards are subject to availability of federal funds. Grantees will be required to e-sign a grant agreement with the Vermont Agency of Education using the *Grantium* system.

XV. Other Requirements

Each year, grantees are required to submit progress reports and/or Annual Performance Reports (APR) that describes project activities, accomplishments, and outcomes. The two purposes of these reports are to: (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Center program.

A funded applicant must commit to:

- (1) Participating in any evaluation activities conducted by the Vermont Agency of Education and the U.S. Department of Education. This may include site visits and interviews of staff, parents, students and educators; completing and returning evaluation documents.
- (2) Sending a representative team to Agency of Education Technical Assistance Trainings and grantee meetings as required; not to exceed five days per year.
- (3) Applicants may be asked to clarify certain aspects of their applications. Finalists may be asked to participate in subsequent activity such as an oral interview or to receive an onsite visit to clarify application information. Applicants will be contacted if such information is necessary.

XVI. Note regarding plagiarism

If a discovery of plagiarism is made known or brought to the attention of officials at the Agency of Education during a grant competition, then at the discretion of the Agency, the Agency has the right to remove the grant application for funding consideration because of the occurrence of cause.

XVI. Screening of Applicants

Applications from agencies and organizations *other than a school district, city, or town* may be screened for capacity to administer the program based on the applicant's:

1. proven fiscal responsibility, for example, as demonstrated through an annual audit;
2. previous experience with similar amounts of funding at the state or federal level through government, foundation, or private grants;
3. documentation of linkage with the school site; and
4. documentation of a clear plan of communication and linkage with the school site

Appendix A

Applicant Checklist (Do not submit)

- Eligibility determined**
- Team created**
- Writer identified**
- Cover pages A and B completed**
- Assurances and signature page completed**
- Sustainability plan completed**
- MOA and signatures between key partners completed**
- Application- Planning**
- Application - Program Need**
- Application- Program Design**
- Application- Program Management**
- Application- Program Evaluation**
- Application- Budget and Budget Narrative**
- Application- Capacity for Success and Sustainability**
- Appendices organized and proofread**
- Application proofread**
- Page counts, fonts, and line spacing requirements not exceeded**
- Application emailed to VT-AOE as a PDF document**
- Copies made for applicant**

Appendix B

21st CENTURY COMMUNITY LEARNING CENTERS
COVER PAGE A

APPLICANT: _____

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

CONTACT

PERSON: _____

ADDRESS: _____ ZIP _____

E-Mail _____ Telephone: _____ FAX: _____

List Partnership School(s) :

School Free and Reduced Lunch _____%

() Title 1 Schoolwide Plan status used for eligibility

() Feeder model used for eligibility

() Expansion grant is being requested by an existing grantee

Annual Grant Amount Requested for five years:

() Returning grantee annual request (50%) \$ _____

() New or expansion grant request

1st Year request (100%) \$ _____

2nd Year request (100%) \$ _____

3rd Year request (100%) \$ _____

4th Year request (75%) \$ _____

5th Year request (65%) \$ _____

Appendix C

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 was developed and will be carried out in *active* collaboration by 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
- 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 for 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
- The work product in the grant application is the original work of the applicant and its agents who worked on the application.

By signing below you agree to honor the above assurances.

LEA SIGNATURES:

Superintendent

Date

Principal

Date

Principal

Date

Principal

Date

PARTNER SIGNATURES:

Organization

Signature

Date

Organization

Signature

Date

Appendix D

Sustainability Self-Assessment

*This assessment **SHOULD NOT** be submitted as part of the application*

Partnerships				
Sustainability Strategy	Existing	Exploring	No Interest	Comments
Do you have active partnerships with local organizations in the community (colleges, businesses, libraries, volunteer organizations)?				
Are you using programs that bring funding/staffing/services with them to your program?				
Do you have an active partnership with your PTO/PTA?				
Are you affiliated with or do you come under a larger organization?				
Do you have people on your advisory team with expertise in areas that may help in sustaining your program				
Are there other people or organizations that can take on some of the work?				
Are you asking others for reduced rates, free printing, and borrowing equipment and/or transportation, etc?				
Do you have a communication plan?				
Have you communicated your successes and needs with others?				

Local Funding and Allocations				
Sustainability Strategy	Existing	Exploring	No Interest	Comments
Have you sought funding from the school board(s) for the school(s) served by your programs?				
Have you sought funding from the supervisory union?				
Have you sought funding from the town?				
Have you considered being a Supplemental Educational Service Provider?				
Are you using funds from Title 1 for allowable academic programming?				
Do you currently run, or are you planning, any fundraisers?				
Do you have a group of volunteers committed to fundraising efforts?				
Are you soliciting businesses for help, contributions, or scholarships?				

Fees/Donations				
Sustainability Strategy	Existing	Exploring	No Interest	Comments
Do you collect fees/donation from families, or do you anticipate collecting fees for the services provided?				
Do you have a fee scale developed inclusive of free slots as one tier?				

Grants				
Sustainability Strategy	Existing	Exploring	No Interest	Comments
Do you have a grant writer identified?				
Have you explored or applied for State of Vermont funding sources?				
Have you explored or applied for federal funding sources?				
Have you explored or applied for private funding sources?				
Have you explored or applied for funding through the Vermont Children's Trust Fund?				

Subsidies and Reimbursements				
Sustainability Strategy	Existing	Exploring	No Interest	Comments
Is your program a licensed after school care facility?				
If you are a licensed program, do you collect reimbursement from the Vermont Agency for Children and Families or have an application with the Child Development Division?				
If you are a licensed program, have you applied for funding through the Vermont Agency for Children and Families?				
If you are a licensed program, have you applied for the STARS program through the Vermont Agency for Children and Families?				
Have you explored the Child and Adult Care Food Program for snack reimbursements?				

Other Strategies				
Sustainability Strategy	Existing	Exploring	No Interest	Comments
Do you know of other sustainability strategies not listed above?				

Appendix E
Sample Sustainability Plan Chart

This chart can be attached to the application narrative to answer question 7

Describe your sustainability plan components

Area*	Strategy**	Financial Goal***	Details
<i>Examples:</i> Partnerships	<i>Develop partnerships with new out of town program providers and individuals</i>	<i>\$5000 by June 30, 2015 of in-kind support</i>	<i>-Get three retired teachers from local area -Develop college based program options - Build artist collaboration with local community artists</i>
Fees	<i>Bring in \$5000 per year in fees by year two without turning away a single low income student</i>	<i>\$2500 in fees by June 30, 2015 \$5000 in fees by June 30, 2015</i>	<i>-Fee structure will follow a tiered sliding scale - Free slots will be offered to all low income students as needed</i>
Other	<i>Get 1 sponsor for each session (2 months) of programming</i>	<i>\$100 per session or \$500 by 6/30/15 \$200 per session or \$1000 by 6/30/16 \$400 per session or \$2000 by 6/30/17</i>	<i>Sponsor gets mentions in communications Sponsor is recognized in 1 public forum and in posters around town</i>

Area* There are many sustainability “areas” in bold in the tool. Consider each area for a strategy.

Strategy** Describe the sustainability strategy

Financial Goal*** Set a one time or annual target(s) for each strategy including the deadline

Note: [Sample sustainability plans](#) can be requested from Emanuel.Betz@vermont.gov

Appendix F

Examples of qualitative and quantitative information that may be submitted to document program outputs and program impact on learning.

- Program attendance data
- School attendance data (absence, tardiness, truancy)
- Participant hours
- Volunteer hours
- Program hours
- Grades, grade-point averages
- Homework completion data
- Percent of students meeting annual performance targets
- SBAC data
- Gates/MacGinitie Reading Assessments
- Fountas and Pinnell Reading Assessments
- Achievement tests
- Search Institute Developmental Asset Survey
- Youth Risk Behavior Survey (YRBS)
- Discipline data
- Dropout rates
- Prevention data
- Student assistance program data
- School nurse data
- Guidance counselor data
- Surveys of teachers, students and parents
- Evidence of using community resources
- Other locally designed/selected assessments

Appendix G

Sample Memorandum of Agreement (MOA) between Key Partners

I. Parties of the Memorandum of Agreement

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

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 Agency of Education.

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

III. Duration of the Agreement

The agreement should be for a period of at least one year and up to the five years.

IV. 21st Century Community Learning Centers Vision and Overview

Since the MOA is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOA share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21st CCLC investment.

V. Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

For the lead agency or organization, the responsibilities and agreements could include:

- Serve as the fiscal agent for the grant.
- Hire, fund, supervise, and evaluate the position of the project director and any other position hired through that agency.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.
- Provide classroom space and all other appropriate space to accommodate the afterschool program.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.

- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Complete paperwork related to any association with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director will participate in statewide meetings, workshops, and conferences.
- Recruit and refer students to the afterschool program.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

For a school partner, the following may apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Provide classroom space and all other appropriate space to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners.
- Support the afterschool program in developing appropriate curricula, running an effective homework and/or tutoring program, and establishing clear linkages with the school day.
- Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program.
- Complete paperwork 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 afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

For a community partner, the following may apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Provide appropriate space or programming to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners about rules, expectations, and norms
- Communicate and collaborate with school partners about curriculum and instruction
- Establish a collaborative relationship between organization staff and afterschool staff.

- Complete paperwork 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 afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

VI. Decision Making Process

- All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Afterschool Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least six times per year or as needed, if necessary. The 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 Director of the lead agency will have final decision-making authority.
- The Program Director will bring issues from the director service team to the Advisory Team. He/she will be responsible for clarifying policies and program goals with the direct service team. The Program Director will supervise all afterschool staff in their role with the afterschool program. Collaborators will have program and technical oversight of staff in their agencies.
- Hiring and firing of the appropriate staff will be the responsibility of the agency for which they will. The Program Director will assist partners in interviewing and hiring staff that will be working in the afterschool program through their respective agencies. In addition, the Program Director will provide input into the performance evaluation of all partner agency staff working with the afterschool program.

VII. Meetings

- The Afterschool Advisory Team will meet five times per year about key decisions and issues related to successful program implementation.
- The Afterschool Program direct service staff will meet regularly as described to discuss program issues and planning, participate in professional development opportunities, or other.

VIII. Funding

Funding will be provided through the Vermont Agency of Education 21st CCLC grant and will be allocated as noted on the attached budget. In addition, key partners will provide _____. (List funds and other commitments)

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 afterschool 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 Organization

Director Date

Key Partner

Director Date

Key Partner

Director Date

Key Partner

Director Date

Appendix H

21ST CENTURY COMMUNITY LEARNING CENTERS INTENT TO APPLY Due November 20, 2015



- (1) Name of Project:
- (2) Fiscal Agent:
- (3) Contact Person:
- (4) Phone:
- (5) Email:
- (6) Position/ Title:
- (7) Number of Sites/ Schools:
- (8) Grade Levels of Students to be Served:
- (9) Names of Sites/ Schools (please note that ALL sites/schools must meet the eligibility requirements specified on page 2 of the grant application):

- (10) Key Partners:

- (11) Estimated Amount to be Requested:

- (12) Please provide a brief description of the proposed project (1 paragraph):

An electronic copy of the INTENT TO APPLY must be received by Emanuel Betz at the Vermont Agency of Education (Emanuel.Betz@vermont.gov) no later than 4:30 p.m. on November 20, 2015 for an application to be accepted in the 2015-16 competition.

Appendix I
Summary of Objective Outcomes from Annual Performance Reports
Returning Applicants: Complete one page at the project level only

	2012-13	2013-14	2014-15	Example
Number of students in school/number of Regular Attendees				100 students in school 45 regular attendees Use PPICS data
Number of Total Students Served				100 Total students served
Percent of participants who are low income compared with low income percent of school				Total participants served = 100 Total low income served = 62 Percent of center attendees who are low income = 62% Low income percent of school = 55%
Number of licensed teachers working in the program				5 teachers working
Total hours the center is open per year				Add up all hours from the whole year
Cost per student served				Use total budget including all costs Total cost=\$103,000 Total participants=127 Cost per student-\$811
% total budget sustained by non-21c sources			NA	Include: total budget, 21c portion, non-21c amount and a percentage (cash basis only) Total budget: \$103,000 (100%) 21c: \$50,000 (49.5%) Non-21c: \$53,000 (51.5%)
NECAP scores in math and language arts from PPICS (increase, no change, decrease)			NA	Aggregate all tiers into three numbers per cell block Increase= 8 No change= 23 Decrease=3

Appendix J

Tips for Preparing a Successful Vermont 21st CCLC Application

The bottom line

- Programs must serve the neediest students and be open to all
- Engaged student learning must be the focus of programming
- Program directors, site leaders, and instructors must have clear expectations and adequate funding to lead an exemplary program
- Returning applicants must demonstrate attainment of clear outcomes and prove that the project can perform, adapt and continuously improve over time

First Steps Read the VT 21st CCLC Request for Proposal document.

Planning 21st CCLC programs are developed and implemented as partnerships between schools and community organizations and/ or individuals who want to extend learning opportunities beyond the school day. The following steps will greatly increase your chances of success:

- Create a local team to implement the process
- Identify the team leader and writer with the needed skills who knows the community
- Organize multiple planning meetings to prepare the application
- Survey students, parents, and other stakeholders
- Involve key players from the school and community
- Allow plenty of time to prepare your proposal carefully and thoughtfully. Do not rush through the process
- Access knowledge around best practice to guide your proposal
- Ask difficult questions
- Assess readiness and only apply if the community is ready
- Do not hire an outside grant writer to write and plan in isolation

Writing Tips

General Presentation: Use plain English. Include a mixture of bullets, charts, and text. If you can't make a point in less than 35 words, the point needs to be rethought.

- Follow the formatting guidelines carefully and precisely
- A *table of contents* should identify the page number for each of the major sections of the application, in addition to any appendices
- Avoid cluttering pages with text, using several different fonts, spacing text erratically, and inserting pictures or symbols
- Use footers and include page numbers and the title of the document

Narrative:

- Structure your narrative by answering each question from the grant application by section
- Assure that your narrative makes clear the proposal's vision by the end of the third page or you will lose the reader
- Place the budget at the end of the narrative so it is not hard to find

Common omissions:

- Statistical data to back assertions
- Overview of existing programs. Include program name, program site, numbers served before 21st CCLC application, projected numbers served with 21st CCLC program and an explanation of the nature of expansion, if any
- Program detail: numbers of students served, regular attendees, schedules, days, offerings, sites, ratios, curriculum, rationale, staffing configurations

Budget:

All costs must be *reasonable* and *necessary* to carry out your project. Be specific about how the funds will be used and link them clearly to your program narrative.

- Make sure costs for administration and direct instruction are balanced with not more than 30-40% of the budget allocated toward administration
- Include specific details in the budget narrative for each section such as precise FICA and other benefit costs, hourly wages, and number of contract days
- Have per participant cost be between \$700-\$1400, or \$1400-\$2500 per regular attendee served, or use a cost per student hour calculation not to exceed \$20 per student hour served
- Budget for a minimum of two and a half hours of program time per day fro afterschool
- Only propose programs that meet full comprehensive center guidelines (see below)
- Do not request funds for anything that is not directly related to the 21st Community Learning Centers program described in the narrative
- 5% for supplies is suggested
- Equipment purchases should be limited to only items related directly to program needs
- Transportation is allowable and must be addressed
- Professional wages for leadership and some programming is highly recommended
- Do not request funds for "miscellaneous" or other purposes using vague language
- Do not request funds for construction projects
- Request what is needed to achieve goals

Other Steps:

- **Proofread your proposal.** Ask colleagues who have not been involved in the proposal's development to proofread the proposal. Reviewers will not give your proposal the benefit of the doubt if information is missing, if spelling errors change the meaning of sentences, or if information is presented in a confusing manner
- **Check the budget figures for consistency and accuracy**
- **Use the checklist** printed in the application package to ensure that all required information is included
- **Submit your proposal by the deadline date.** Before submission, email the submission to a secondary email account and open and check the attachment for accuracy and the ability to open it

Appendix J-continued Specific Tips by Section

1A. Planning (5 points)

- Use this section to quickly articulate the basic program design and vision right from the first sentence. On cover sheet B: Include a sufficient level of detail to show that a wide variety of partners were involved in the planning process; list names and titles and dates of work

2. Program Need (10 Points)

A. Community Need (5 points)

B. Family Needs and Student Learning (3 points)

C. Principles of Effectiveness (2 points):

- The answers to these questions need not be several pages
- Make clear why the proposed program is needed and how afterschool and summer programs are a solution to the identified need
- Complete a survey and compile the results
- For (C): More than 3-5 citations are not necessary, but each citation should clearly show that the program design is supported by rigorous scientific based research
- Show data on how the project or community has made progress in meeting the needs of the children and community and that the proposal will build on that success
- Carefully consider how investments are dedicated to summer versus after school programming with an eye to prioritizing dollars for summer based on need. Investigate the need to address ‘summer learning loss,’ while analyzing current programs that address summer learning

3A. Program Description (15 Points)

- Take the time to analyze and think about the importance of design in the following areas: programs, schedules, transitions, space, food and water, staff, end products, celebrations and performances
- Begin the whole proposal or this section with a short, concise ‘overview’ introduction. Include program locations, numerical information, and programming highlights that will meet identified needs
- Include the following data in a table for each site where programs will take place: total school population, numbers served, regular attendees (30 days or more served), grade levels served, total program days, % low income served, number programs offered per year by type
- Include a schedule with at least: school dismissal time, snack and ‘recess’ time, program blocks, program end time, pick up/transportation schedules, differentiated choices or tracks

- Include program components that have 4:1 staffing or better. Include wages that will attract high quality staff
- Addenda can be used for site specific schedules and programming info for multi-site projects
- Use at least short program descriptions, not single words or short phrases to describe programs

3B Elements of High-Quality Programming (25 points)

- Visit an existing program
- Read the document listing historical examples of these elements from actual 21c funded projects
- Never use extensive bullet lists for this section of the application

4. Program Management (10 Points)

- A. Program Leadership (3 points)
- B. School Leadership Support (3 points)
- C. Information Dissemination (2 points)
- D. Transportation (1 points)
- E. Volunteers (1 point)

- Make sure the job, hours and salary are clearly articulated. Include sustainability tasks and instructional leadership as an integral part of the Project Director job
- Outline a clear governance structure or advisory team and a schedule for meetings and oversight
- Include strategies to communicate directly with students and parents as well as more general communication strategies
- Transportation “must be addressed” by law. Explore the opportunities of car-pooling and minivans as well as extra school bus runs or adapting existing bus schedules

5A. Program Evaluation (5 points)

- Limit the number of goals/objectives. Choose a combination of quantitative and qualitative assessments. Include short and longer-term objectives
- Utilize, affirm, and add additional indicators to the 21c statewide evaluation plan
- Use [“SMART” Goals](#) (Specific, Measurable, Attainable, Realistic, Timely)
- Only use evaluation indicators that can be measured annually
- Use the evaluation templates and resources provided by VTAOE

6. Budget and Budget Narrative (10 Points)

A. Budget Items (5 points)

B. Budget Narrative (5 points)

- Use the budget template provided by VTAOE; additional sub-categories may be added to the 16 required rows
- Submit budgets in even dollars; never use cents
- Have the first year start-up year budget be less than the second year budget to account for the start-up phase if needed
- Request enough for supplies: up to 5% of the total budget may be needed
- Include significant detail in the budget narrative including a brief explanation and a calculation for each item
- Have a third party check the math and assumptions carefully
- Include FICA (.0765) for all staff
- Budget for licensed teachers in the statewide retirement system who teach afterschool; retirement contributions (12.84%)
- Many school districts do not take an indirect. Rent is a rare expenditure

7. Capacity for Success and Sustainability (20 Points)

A. Partnerships (10 points)

B. Sustainability Plan (10 points)

- Only complete one Memorandum of Agreement per application and edit and cut down the provided template as needed; less is more
- Attach a sustainability chart as an appendix
- Consider implementing fees or a donation option at the opening of programs for elementary students while allowing all to come regardless of ability to pay
- For program expansions: Include program name, program site, numbers served and other outcome data for both “pre and post application. Provide new projected numbers served and/or the explanation of the nature of a program expansion
- List past sustainability and partnership successes
- Review existing sustainability plans and the 21c statewide funding spreadsheet

Full Comprehensive Centers Expectation

The term ‘full comprehensive center’ denotes a project that is large in scope and in impact. Full comprehensive centers can be thought of in terms of size and scope of building “schools within schools.” 21c funds support full comprehensive centers. Be sure that your community is ready and able to build and maintain a “full comprehensive center.”

A Full Comprehensive Center

Area	Larger school example (>80 students) school year and summer combined	Small school example (<80 students) school year and summer combined	Summer Programs
# of programming days	150-200	150-200	25+
# of program choices offered as part of a program session	20-40	8-20	8-40
# of weeks	32+ school year 5+ for summer	32+ school year 5+ for summer	5+
Minimum # of student hours offered per year per site	5,000-10,000	3000-5000	--
# regular attendees	32%-50% of program attendees	32%-50% of program but should be higher	At least 25% of school population
# student attendees in the program	50% of total school population	50%-100%	At least 25% of school population
% free and reduced lunch served	Same or higher than the school average	Same or higher than the school average	Same or higher than the school average
Number of daily programming hours	2+	2+	4-8
Suggested start-up cost range	\$50,000-\$125,000	\$35,000-\$80,000 and likely teamed with other sites to form a multi-site project	NA