

21st Century Community Learning Centers (21st CCLC) Questions and Answers

What is a partner?

A partner is an organization that shares ownership of the application and its intended results. Partners may assume responsibility, manage, contribute, or create activity that supports the application. For communities without organizations in reasonable geographic proximity or of sufficient quality, an individual or organized group may also act as a partner.

Please explain the expectations of partnerships in the various areas of the application and the relationship to advisory board members including signatures.

Narrative question 6: Include any partnership regardless of level or type. These may or may not include partners who are on your advisory board. Partners may be included here that are not in the MOU.

Memorandum of Understanding: Include any partner including those for whom you would like to formalize a partnership. The MOU could also include any type of partnership as desired as language to the template can be adapted to the project's needs. These may or may not include partners who are on or might be on your advisory board. Be mindful to make sure there is not a conflict or perceived conflict of interest with funding and any advisory board responsibilities. The MOU must have non-school partners. In addition, a school district or Supervisory Union and their representative(s) must sign the MOU as the law requires participation of the public education system. All principals from schools served must sign the MOU.

I am supposed to track all the planning meetings in the "planning & writing" section, as well as provide that detail in "program narrative" planning and process section? Is that right? Just wondering if there is a preference about the specificity of the planning sessions. Right now, I'm listing participants by position. Should I also include names?

Generally, the chart rows are for detail, and the narrative section can be more of an overview summary of the planning process. In the planning chart tab, it is suggested as a tip to start with summary data in the first row to provide a numerical overview of planning activity for readers. Applicants may choose any level of detail provided in columns. Titles and organizations should be provided at a minimum. See the quality guide on page 36 for this section for additional information.

I am wondering if there is information available on average, range, median, etc. of Director, Assistant Director, Program Assistant salaries for 21C Programs?

There is data available. Request this from the state 21c Coordinator at Emanuel.Betz@vermont.gov

What is being asked for in the budget template column titled: Project Office 21C funds?

This is a centralized cost center option for the project and may include items that apply to all sites in a project such as (e.g.) director costs, transportation, and professional development.

So, the budget items in the application and the budget template should only include my cash costs? Can I indicate with the budget items, which is supported through other funds as well as in the narrative to explain details?

Yes. You could also add the in-kind support details within the budget narrative or sustainability question(s) or within an attachment. At its core, the Appendix J budget fields are only inputted on a committed and reliable cash basis to understand the scope of what is being spent on the program.

Should the sustainability chart appendix be for a particular year?

Information for three to five years out is strongly recommended. Sample or exemplar plans can be requested as well.

I understand the expectation for a full comprehensive program would run 150-200+ days (or more). I assume that number includes summer, right?

Yes, the number is inclusive of summer. See page 33 in the application.

Are the expectations for a 5-week summer program, the same for middle school (6-8) programs?

Yes

Does the supplement not supplant provision apply to the 21st CCLC program?

Yes

Can 21C serve pre-K students?

In accordance with United States Department of Education [non-regulatory guidance](#) the answer is yes (see G-3: *Although “students” are designated in statute as the intended beneficiaries of the program, the Department believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school*). In Vermont, 21C Applications that request funding for PreK services must implement the requirements of Act 166 - Universal Pre-Kindergarten Education Law (UPK). Applicants must be an approved prequalified UPK program and/or intend to actively pursue prequalification status. If awarded 21C funding, PreK services must follow all 21C and UPK requirements and expectations and be a full participant in all required trainings. Please note that the 21C application and system is designed at its core to support K-12 students and as such any pre-K component should be aligned with and support local afterschool 21C funded program objectives.

Application requirements are located here:

<https://education.vermont.gov/student-support/early-education/universal-prekindergarten-act-166/applications-and-renewals>

Act 166/UPK requirements are located here:

<https://education.vermont.gov/student-support/early-education/universal-prekindergarten-act-166/program-requirements>

Under the objective measurements, Appendix F, school attendance data (absence, tardiness, truancy) How might we monitor this (daily, monthly, annually)?

Recall from training #2, slide #41 that all 21C projects by center will be required to report to five federal “GPRA” including #3, in-school attendance, within a certain calculation, comparing two years of data for analysis and reporting. Thus, by definition, grantees will be using this data each year and reporting it in five “hour-band” groupings: 15-44 hours, 45-89, 90-179, 180-269, 270+. You may consider setting specific targets using this GPRA or adding additional or related metrics as desired but be mindful that this requirement exists.