



**ARP ESSER Set -Aside Fund for Afterschool Rapid Center
Development and Program Grants to Support Education Recovery
Application Planning Guide**

For FY 23 and FY 24

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Note on this Document

This document was updated on June 29th and is provided prior to the Grants Management System application release to assist districts in their writing and planning. Please note that the final application format will all occur within the AOE Grants Management System (GMS) this summer. There may be minor changes in the final GMS release to comply with ARP ESSER requirements.

I. Overview, Background and Policy Context

The Vermont Agency of Education (AOE) invites school districts and their schools and CTE centers, in partnership where possible with community-based organizations, to apply for ARP ESSER SEA Afterschool funding for the purpose of providing a variety of high-quality afterschool¹ learning opportunities for Vermont students for grades K-12.

Under ARP ESSER Section 2001(f)(3), the AOE must reserve \$2,852,234 of its total allocation, “to carry out, directly or through grants and contracts, the implementation of evidence-based comprehensive afterschool programs, and ensure such programs respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).”

Policy guidance advises for afterschool programs: “the interventions implemented through these reservations must be evidence-based...and may include such activities as summer learning or summer enrichment, extended day, comprehensive after-school programs, tutoring, extended school year programs, and innovative approaches to providing instruction to accelerate learning.”

In line with the statutory language above, competitive grants will be awarded to applicants that show the greatest promise of supporting the following overarching goal adopted by the Vermont State Board of Education, “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.”

Use of funds towards these objectives will be considered within [Vermont’s Education Recovery and Revitalization Framework](#), in concert with other local strategies, and aligned with these three recovery areas:

1. Social emotional functioning, mental health, and well-being
2. Student engagement, and reengagement
3. Academic achievement and success

Importantly, these strategies align explicitly with a number of federal and state afterschool and community school models and associated funding streams being used in Vermont that can be further leveraged where capacity exists during pandemic recovery. As such, intentional integration and/or expansion with local ARP ESSER funds, ESSA Title IVB (the Nita M. Lowey 21st Century Community Learning Centers Programs (21st CCLC)), and Act 67 (Vermont’s Community School legislation), among others, should be carefully considered. In addition, there is coherence between this initiative and these other funding streams and initiatives, as all can support a broad menu of expanded learning approaches using out of school time. See Appendix A to consider some of these options and definitions.

¹ Throughout this grant application, the broad 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.

II. Eligible Grantees

Eligible applicants include all local educational agencies (Supervisory Union/Supervisory Districts) in Vermont.

III. Award Amounts, Duration, and Options

Up to \$2,852,234 will be available for dispersal under this grant competition over a period of two years. Funds are currently set to expire on Sept. 30, 2024. Applicants can select one of two afterschool tracks; amounts below are for annual budgeting. Grant awards will be for two years. Districts may submit a separate application for Track A and Track B. (see requirements and allowable uses tab for more information)

- **Track A** is for program development, expanded learning opportunities, after school expansion, and/or capacity building activity to support existing comprehensive evidence-based afterschool centers(s). Annual amounts may range from \$15,000-\$60,000.
- **Track B** is to develop a comprehensive evidence-based afterschool center. Annual amounts are \$50,000-\$135,000.

Track B has been designed to provide an alternate pathway towards developing a high-quality school-based afterschool center, building off and leveraging knowledge from the 21st CCLC system over nearly twenty years, while streamlining access and readiness standards at the point of start-up. It is important to note that the standard 21st Century Community Learning Centers grant application will be released within the same grant year (FY 24) on Sept. 1, 2022. Strategically choosing the funding opportunity that best meets the needs of students in line with local capacity and planning is an essential calculation. The table below provides a high-level comparative summary of the AOE’s multi-year targeted competitive grants available to support afterschool in 2022. In addition, reference Appendix B for examples of which funding track may best match local context.

Table 1: Comparative Summary of Competitive Grants Available to Support Afterschool

	Track A	Track B	Standard 21C CCLC
Readiness/Capacity Level and Design Approach	For all levels of capacity and readiness	For alternative levels of capacity and readiness to start a center	For higher levels of capacity and readiness to start and sustain a center

	Track A	Track B	Standard 21C CCLC
Size and Scope	Supports expansions with many options	Centers in start-up years 1 and 2 may have smaller budgets	Supports full comprehensive centers from inception
Eligibility	All LEAs	All LEAs	SWP/Title I eligible communities
Focused Priorities	Low-income-High need communities High quality secondary proposals Focus on Recovery	Low-income-High need communities High quality secondary proposals Initial focus on Recovery	Low-income-High need communities High quality secondary proposals Focus on startup and on-going long-term support for expanded learning
Quality Expectations	Same for all	Same for all	Same for all
Partnerships between School/Community	Not required	Promoted but not required	Required and documented
Leadership Requirements	Most flexible and assured as part of evidence-based program check	Leader required, but more flexibility offered	Director 30 hours + on average required
Duration requirements	Flexible	100 days in year one with substantial growth annually	150-200+ days including a minimum of 5 weeks summer by year 2
Grant Process and Due Dates	Rolling, as funds are available	Rolling, as funds are available	Annual, as funds allow
Application completion time range (in hours and RFA open period)	3-10 hours 1-2 months	5-15 hours 1-2 months	30-100+hours 5 months
Letter of Intent	No	No	Yes
Grant Period	2 years	2 years	5 years if performance is met annually

	Track A	Track B	Standard 21C CCLC
Total Grant Amounts	\$30,000-\$120,000	\$100,000-\$300,000	\$50,000-\$500,000, no maximum (annual amounts)
Conditions for Funding if Accepted	Standard process	Standard process	Standard process
Technical Assistance and Support	Track A programs should be ready to be implemented quickly	Additional targeted supports for this pathway are under development	Standard process
Monitoring and Reporting	ARP ESSER required annual performance reporting	ARP ESSER required annual performance reporting	Federal and State 21C required reporting
Sustainability	Focus is on Recovery	21C standard funding option may be available after year 2 if Title 1/SWP eligibility is met	Standard processes-5-year grants with sustainability structure built in

IV. Evidence Base

For the purposes of ARP ESSER, the US Department of Education is using [ESSA Tiers of Evidence](#), which is embedded in the application design. A multi-part baseline evidence-based assurance check-box approach is required for each application answered within the Grants Management System tab, which will include:

- Vetted and appropriate Leadership structure is applied to the program
- High quality staffing is evident (school-based staff and/or licensed staff or equivalents)
- Continuous improvement systems used (data and school-based processes)
- Oversight team and accountability systems are in place
- Full or substantial use of school building(s) and school/district resources are applied
- School and 21C afterschool [safety standards](#) will be met and maintained afterschool
- Programming includes learning, movement and food options daily
- Comprehensive centers duration minimum is assured for Track B
- Continuous use of data using metrics see a [project collection](#) and a [site collection](#) sample

- Full participation in technical assistance and professional development activities for leaders, generally not to exceed 5 days per year for Track B

And/or

- Check box for existing 21C funded program, which meets the above tests OR
- Explanatory Text area box using ESSA Tiers of Evidence

IV. Program Requirements and Priorities

Competitive Priority 1: The Agency of Education will prioritize awards to eligible entities that serve students who primarily attend schools that serve a high percentage of students from low-income families, choose Track B, and score over an 85 on the application final score. This priority, if met, will be given 10 bonus points.

Competitive Priority 2: The Agency of Education will prioritize awards for applications where there is evidence that there are limited to no afterschool program options that address recovery needs currently available for youth in the proposed community(s). This priority, if met will be given 3 bonus points.

Competitive Priority 3: The Agency of Education will prioritize awards for applications serving a program focused on secondary youth that score above an 85 on the application final score. This priority, if met will be given 3 bonus points.

Competitive Priority 4: The Agency of Education will prioritize awards for applicants who were not funded (n=1) in the most recent Nita M. Lowey 21st Century Community Learning Centers competition. This priority, if met will be given 3 bonus points.

Multiple Applications from the same district: Districts may submit a separate application for Track A and Track B. If both are fundable, the Agency of Education at its discretion may elect only to fund one of the two applications to assure that funds are distributed equitably within the statewide applicant pool.

Costs: No costs related to the preparation of the application may be included as part of a proposal. Funds may not be used for capital construction, renovation or purchase of vehicles.

Disabilities: Programs must meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004. Student with disabilities may not be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from federal financial assistance. More information, including legal foundations and best practices, is available in the [You For Youth // Inclusion in 21st CCLC Environments: Webinar series \(ed.gov\)](#).

The GMS Application will also include required assurances around the GEPA (General Education Provision Act).

Location of Programs: Typically, 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;
- The LEA, school district, and/or school(s) are in agreement on the modified site;
- A clearly defined plan of communication between the modified 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).

Leadership: Projects must employ and show evidence of a Project Director or equivalent position demonstrating that the project has the necessary leadership structure to implement the proposed project. Generally, for Track B, a minimum of 30 hours per week on average is recommended and needed to be successful to assure quality and safety.

Evaluation and data: The evaluation, reporting and data system structure will include ARP ESSER Annual Performance Reporting requirements, and any other associated data required by USDOE or AOE.

Duration: A 100-day minimum number of program days in the first year is required increasing at least by 25% annually for Track B if funded in the first round. For any future funding rounds, proportional dosage expectations will be applied based on actual starting dates.

ARP ESSER Rules: All programs must be free of charge. Other standard federal grant provisions and assurances will apply and will be listed in the GMS application assurances tab.

V. Vermont Agency of Education Expectations

The Vermont Agency of Education has identified multiple elements of high-quality afterschool and summertime programming. The following baseline expectations have been determined to be indispensable for quality.

Table: Elements of High-Quality Afterschool and Summertime Programming

Area	Successful Practice
Strong and Effective Program Leadership	Meaningful job structure, hours, hiring practices, and appropriate compensation at the project and site levels result in effective on-going leadership of the project

Area	Successful Practice
Linkages to the School: Buildings, Programs, and Staff	<p>School buildings and their physical resources are fully used and leveraged for learning outside of the school day</p> <p>Projects compliment, align to, and/or are unified with other programs and plans in the school and/or community</p> <p>Staffing includes significant licensed teachers and other school-based staff</p>
Effective Community Partnerships	The project includes multiple community partners and/or partnerships that will extend the breadth and depth of offerings
Safe and Appropriate Environments	<p>Safety standards are applied to all indoor and outdoor environments</p> <p>School-based emergency and other procedures are used or adapted</p>
High-Interest Programming	Programs are diverse, engaging, relevant, fun and rigorous. Multiple end-products, performances and celebrations result that demonstrate acquisition of content and <i>transferrable</i> skills
School Leadership Support	Principals (and other leaders) regularly provide support for the program as a key component of their educational vision
Attention to Serving Regular Attendees	Program participation/duration is robust enough to produce intended results. For Track B Full comprehensive centers will be built over time. See Appendix C
Strong Instructional Leadership	<p>A designed system of program planning, (intentionality) and staff development exists</p> <p>Effective content rich components are integrated into the overall program design</p>
Flexible Structures and Student Choice	<p>All programs are attended by choice</p> <p>Youth centered practices are evident and multi-faceted</p>
Data and Evaluation	Projects adopt common evaluation metrics, use additional locally generated measure(s) using a SMART framework, and have effective technical data systems in place

VI. Allowable Uses of Funds

Local grantees may expend funds within the following list. All funds may only be used to support programs that occur during non-school hours. All costs must be reasonable, necessary and allocable:

- Staffing and direct service programming for youth
- Administration and benefits
- Transportation
- Equipment and supplies related to programming including food for cooking programs
- Contracts to support programming
- Professional development
- Computers, software and technical services that support evidence-based programming
- Local evaluation, assessment, and data services
- Purchase of curricula
- Field trips, memberships, and entry fees

Considerations on a variety of allowable program types:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with the challenging State academic standards and any local standards; and local curricula that are designed to improve student achievement
- Well-rounded education activities
- Programs that build skills in science, technology, engineering and mathematics (referred to in this paragraph as 'STEM'), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that support youth leadership, agency and voice
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity program
- Services for individuals with disabilities
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Counseling programs
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness

skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

- Programs that support definitions in Appendix A

Additional ARP ESSER allowable uses may be added in the final GMS Application release.

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

Additional federal regulations are articulated in 2 CFR Part [200](#) or, in education agency regulations (34 CFR 76 & 80).

VIII. Timeline Round One*

Grant Application Guide (Paper)	June 15, 2022
GMS Application Opens (Online)	July 6, 2022
Application Review+ Training	July 13, 2022 (1:00-2:30pm)
Summer Technical Assistance	Ongoing
Application Due Date	August 15, 2022
Award Announcements	Sept. 1, 2022
Programs Start	Fall 2022

VIII. Timeline Round Two (if needed)

Grant Application Reopens	Sept. 19, 2022
Application Review+ Training	Oct. 6, 2022 (1:00-2:30pm)
Application Due Date	Nov. 16, 2022
Award Announcement	Dec. 9, 2022
Awards Begin	Jan. 1, 2023

IX. Technical Assistance

All applicant questions, responses, and resources will be forwarded to potential applicants via a group email list on an on-going basis. To get on this list and to facilitate on-going communication, all interested applicants or prospective applicants should complete this non-binding simple [Contact Form](#).

For general questions about this grant application, submit them via email or phone to [Emanuel Betz](#), (802) 828-6977

This guide and additional resources related to this competition will be hosted on the AOE [Afterschool and Summer Programs website](#).

Funded applicants will have a director and/or leader(s) that will participate in regular implementation trainings and other standard system expectations as part of AOE supports for those that choose and are funded under Track B

Prospective applicants are strongly encouraged to review the following websites.

Vermont Resources

[Vermont Agency of Education 21st CCLC Webpage](#)
[Vermont Afterschool Wiki](#)
[Vermont Agency of Education Proficiency-Based Learning](#)
[Vermont Agency of Education PBL Transferable Skills](#)
[Vermont Agency of Education Flexible Pathways](#)
[Vermont Afterschool Inc.](#)

National Resources

[U.S. Department of Education 21st CCLC Program](#)
[National Institute on Out-Of-School Time](#)
[National Summer Learning Association](#)
[Afterschool Alliance](#)

X. Online Grants Management System (GMS) and Due Date

The online application may only be submitted within the Agency of Education's [Grants Management System](#). The completed e-submission must be submitted no later than 4:30 p.m. on August 15, 2022.

XI. Narrative Guidelines for Applicants

Submit information within the required tabs and instructions within the GMS system. The narrative section text boxes will have text box character limits that cannot be exceeded.

Structure your answers by addressing the following:

1. Core Team Capacity and Commitments (15 points)

Who are the key team member(s) or staff that will support this project and ensure its success? List who are the leaders in the district and community that are committed to the project success and what their specific role and commitments will be. List the associated systems and initiatives in place in the school or district that will support this initiative. List other resources or funds that are available support the goals of the project.

2. Program Need (15 Points)

Enter the required data in the overview tab. In addition, in the chart and associated text box, input up to five data points articulating how the proposed programs will address the needs of students and their families during the Recovery period responding to COVID-19. Consider and

include how the program responds to students' academic, social and emotional needs and address the disproportionate impact of the coronavirus on the student populations described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), including students experiencing homelessness, and children and youth in foster care.

3. Programming (40 Points)

A. Program Description (20 points)

In the site tab as part of this section, enter the required details of programs by site within each field. For the program schedule fields, include all program schedules from start to finish including time blocks with brief component descriptions.

As part of the text-box narrative section, describe the programs to be offered. Describe the types of programming within the schedule that will be offered for each age level. Describe strategies that will be made to ensure that programming is student-centered and that every participant has a high level of engagement.

B. Program Components (20 points)

1. Equity: How will the program serve all youth including youth with disabilities and others with particular needs that may need specific additional supports or accommodations?
2. Transportation: Describe the request and need for transportation from the afterschool program, if applicable.
3. Space and Resources: In the text area box, include additional detailed commitments and explanations of available spaces and associated resources used to support the program.
4. Leadership: Each application must include appropriate leadership to implement the program. Describe the leadership structure(s) of the project and qualifications needed, and role and hours they will devote to the project.
5. Staffing: In the text area box, List the staff types, qualifications, and their roles in implementing the project.

4. Partnerships (5 Points)

List potential or actual partners in the chart including the partner's name and a brief description of the available or proposed partnership.

5. Outputs and Outcomes (10 Points)

In a chart, list up to five outputs (what you will produce annually) and one to three intermediate (short-term) outcomes following a SMART framework to be achieved by Sept. 30, 2024.

6. Budget and Budget Narrative (15 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 project priorities and the focus for funding. Note that for this section you will focus on an annual repeatable budget and budget narrative. There is also a budget tab with function and object codes that will be for two years for a full two-year grant award and will need to be created as well, aligned to your annual budget with any structural differences explained in the narrative section.

A. Budget Items

Complete the budget requirements within the GMS tab(s) for both tracks. In addition, provide a detailed aligned budget filling out the annual budget tab based on Attachment E including up to categories such as: project director, site coordinator, instructors, benefits, retirement contributions, contracted services, professional development, supplies, equipment, transportation, travel/mileage, purchased services, professional services, and food. Note: Full budget coding and options inclusive of all ARP ESSER allowable uses will be included in the GMS application.

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 types, amount, rationale).

XII. Selection Process

All applications will receive an initial eligibility review by AOE staff to ensure that the application was received on time and meets all expected requirements. If an application does not meet the requirements, the AOE reserves the right to remove the application from consideration. All applications will then be read, reviewed and scored by readers with extensive experience in education and/or afterschool programs. Each question can receive points up to the maximum that is indicated. There are 119 total potential points. (100 for the questions and 19 in potential bonus points.)

XIII. Grant Award Decisions and Disposition of Applications

The AOE 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 AOE reserves the right not to award all grants, to negotiate specific grant amounts and set conditions, 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 AOE reserves the right to change the dollar amount of grant awards.

All awards are subject to availability of federal funds.

XIV. Other requirements

Each year, grantees are required to submit data and/or Annual Performance Reports (APR) that describe 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.

A funded applicant must commit to:

1. Participating in statewide evaluation activities conducted by the Vermont Agency of Education.
2. Participating in any site review monitoring and associated technical assistance processes.
3. For Track B, if available, sending a project director to Agency of Education professional development activities not to exceed five days per year.
4. Applicants may be asked to clarify certain aspects of their applications or meet specific conditions. 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.

XV. 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, 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. Grievance Procedure

Applicants have the right to appeal the funding decision, as outlined in section 76.401(c) of EDGAR. A request for a hearing must be made within 30 days of notification. The Vermont Agency of Education will schedule the hearing within 30 days of receiving the request. Prior to the hearing the applicant must provide a detailed statement of facts and circumstances which gave rise to the appeal. After the hearing, the applicant will receive a written notification of the results of the hearing, including findings of fact and reasons for the ruling, within 10 days from the hearing.

Appendix A: Student Centered Approaches to Learning

AFTERSCHOOL

A generic term denoting a period of time when a structured program for youth occurs anytime outside of the school day. This can include activities and programs that may occur before school, afterschool, during the summer, and on weekends, evenings, and school vacations periods.

BLENDED LEARNING

An education program in which content and instruction are delivered both in a traditional classroom setting and through virtual learning that allows for student choice around time, place, path, and/or pace.

COMMUNITY BASED LEARNING (SERVICE LEARNING)

A program that combines meaningful service to the community with a student's learning goals. Students improve their academic and transferable skills and personal development by applying what they learn in school to a valuable, significant, and necessary service which has real consequences to the community; they then reflect on their experience to reinforce the link between their service and their learning.

EXPANDED LEARNING OPPORTUNITIES

High quality programs within communities and schools designed to serve learners on a regular basis by providing unique opportunities for academic growth, hands-on learning, and personal development. Often these programs are provided by schools in collaboration with non-profit organizations, museums, and other local entities. These opportunities can occur beyond traditional school hours and outside of the school building.

FLEXIBLE PATHWAYS

Any combination of high-quality expanded learning opportunities, including academic and experiential components, which build and assess attainment of identified proficiencies and lead to secondary school completion, civic engagement and postsecondary readiness. Flexible pathways allow students to apply their knowledge and skills to tasks of personal interest as part of the personalized learning planning process.

INDIVIDUALIZATION

Learning outcomes, instructional and assessment strategies and educational experiences customized to meet the needs of individual students.

PERSONALIZATION

A learning process in which schools help students assess their own talents and aspirations, plan a pathway toward their own purposes, work cooperatively with others in challenging tasks, maintain a record of explorations, and demonstrate their learning against clear standards in a wide variety of media, all with the close support of adult mentors and guides. – *National Association of Secondary School Principals*

PERSONALIZED LEARNING

Systems and approaches that deepen student learning by incorporating each student's interests, strengths and needs - including student voice and choice in what, how, when and where they learn - to achieve the goals of active engagement, academic success, and preparation for post-secondary opportunities. While often less formalized, personalized learning and personalized instructional approaches are critical to students in kindergarten through grade 6 as well.

PROJECT-BASED LEARNING

An approach to education in which learners explore real-world problems and challenges to address learning targets.

VIRTUAL LEARNING

Learning delivered through a Web-based platform that employs a variety of digital tools, content, and supports and allows for student choice around time, place, path, and/or pace. Virtual learning can facilitate both individual and collective learning and can occur synchronously and asynchronously.

WORK-BASED LEARNING

An educational program or experience involving student interactions with industry or community professionals in real, virtual, online, or simulated work environments that exposes learners to postsecondary options, provides opportunities for skill development and proficiency attainment, and allows students to reinforce and deepen their school-based learning.

Appendix B: Funding Options Questions and Examples

Why might I choose the Track A?

- We would like to expand a successful school initiative into out of school time.
- We would like to initiate a specific innovative program such as student led-student run program initiative that support youth leadership, agency and voice.
- We would like to initiate or expand a work-based learning program for high school students.
- We have an existing center in our building that is open for more than 100 days, but we want to add a strong enrichment program and/or a tutoring option in schedule blocks following food and recess that is tied into our MTSS system.
- We have a large existing program in multiple sites, and we would like to enhance our data, evaluation or professional development options to meet the current needs of our students and available staff.
- Our afterschool offerings are very limited to non-existent, and we would like to start some high-quality high impact single type enrichment or tutoring offerings that may also include movement and food across 10-20 weeks. We would like to eventually grow this into a full comprehensive center over time.

Why might I choose Track B?

- We need an appropriate alternative path during the start-up year(s) building out from a smaller afterschool center up to a bigger one over time.
- We have wanted to start a comprehensive program for years but have not had a funding stream. This pathway can get us started.
- We are a single small school and/or community and this track and application makes sense for us.
- Our organization(s) has capacity but may need a modified timeline to get to a full comprehensive center.

Why might I choose the 21st CCLC standard pathway that will come out September 1?

- We have an existing 21CCLC program and want to be refunded for five years with ongoing enhancements and/or expansions.
- We are ready to build large full comprehensive and sustainable centers at one or more sites for summer and afterschool.
- We have been thinking about 21C for a while and want to use the 21CCLC application process to try for a five-year comprehensive investment.
- We have started quality programs at new schools using local ESSER funds and want to grow and sustain our initiative.

- We have seen or know 21C funded programs in other communities and want to try the same approach and have five years of funding.

Appendix C Assurance and Signature Page

For reference only, all assurances will be entered within GMS

- The program will take place in a safe and easily accessible facility
- Program fees may not be charged
- All required ARP ESSER Requirements will be listed in the GMS system

Appendix D Full Comprehensive Centers

The term “full comprehensive center” denotes a project that is large in scope and in impact. Full comprehensive centers can be built or expanded over time starting with Track B and eventually using a variety of funds and strategies.

Table 1: A Full and Comprehensive Center

Area	Larger school example (n>80 students) school year and summer combined	Small school example (n<80 students) school year and summer combined	Summer Programs
# Of programming days	150-200	150-200	25+
Number of daily programming hours	2-3	2-3	4-8
# Of weeks	32+ school year 5+ for summer	32+ school year 5+ for summer	5-10
# Regular attendees	32%-50% of program attendees	32%-50% of program but should be higher	varies
# Attendees in the program	50% of total school population	50%-100%	varies
% Free and reduced lunch and IEP/504 attendees served	Same or higher than the school average	Same or higher than the school average	Same or higher than the school average
Suggested annual start-up cost range	\$50,000-\$150,000	\$35,000-\$80,000 and likely teamed with other sites to form a multi-site project	--

Appendix E Overall Budget for Track B

(Entered in a GMS Tab)

	Grand Total (All funds)	Total Grant request	Total (Other funds)
Project Director			
Site Coordinator			
Instruction			
Benefits			
Retirement Contributions			
Contracted Services			
Professional Development			
Supplies			
Equipment			
Transportation			
Travel/Mileage			
Purchased Services			
Professional Services			
Food			
Other			
Total			

Appendix F Application Quality Guide (Used for Scoring)

Application Section	Basic Response	Better Response	Best Response
Overall	Poor Confusing Limited Unconvincing Vague Unrealistic Underwhelming Disjointed Untested	Average Clear Complete Representative Resonant Realistic Acceptable Structured Tested	Exemplary Convincing Achievable Robust Comprehensive Performing Innovative Elegant Proven
1. Core Capacity and Commitment (15 points maximum)	Team is limited and isolated It is not clear how the school leadership supports the program Resources, funds, systems and initiatives are not evident	A team exists to support the project There is evidence that the school leadership is invested in the project There are a number of associated resources, funds, systems and initiatives that can support the project	A cohesive project team exists including a variety of stakeholders and partners There is ample evidence that the school leadership team not only supports, but will use the project to implement its educational vision Resources, funds, systems and initiatives are multi-faceted and will strengthen the project's chance for success

Application Section	Basic Response	Better Response	Best Response
1. Program Need (15 points maximum)	Poverty data averages under 30% Additional data points related to the pandemic don't add much value to the case	Poverty data averages between 30-45% Additional data points related to the pandemic make clear high need exists	Poverty data indicates the greatest need versus other applications. Additional data points related to the pandemic demonstrate the highest level of need
2. Program Description and Components (40 points maximum)	Available space and resources are not fully leveraged or missing	Available space and resources can clearly support a quality afterschool center	There are a great variety of resources available including appropriate and varied school spaces available to the afterschool program
	It is not clear that the program can effectively serve youth with disabilities	Specific strategies are articulated that give the reader confidence that youth with a variety of needs will be effectively served	Both strategies and systems exist and are in place to support all youth including those who may need individual accommodations
	Program strategies are unclear or not fully developed	A variety of program strategies are proposed and well-designed including effective academic component(s)	Programming is intentional, well-designed, and purposeful, including opportunities for personalization including a rich variety of explicit strategies and approaches

Application Section	Basic Response	Better Response	Best Response
	Program descriptions lack detail	Program detail includes and numbers of students served, schedules, days, offerings, sites, ratios, curriculum, rationale, staffing configurations	All program details are clearly presented and support other assertions throughout the proposal
	The staffing plan relies on lower skilled workers	The staffing plan relies on a variety of quality staff	The staffing plan revolves around highly skilled workers and advanced training including a number of school day teachers and professionals
	The proposal lacks a variety of opportunities. Student choice and appeal seems limited.	Many programs would appeal to children and youth and engage them regularly	Programming or proposal is exciting and engaging. There are ample opportunities for students or organizations to learn, explore, and develop and improve. Progress will occur.
	The leader or director's position is not well-designed, and it is unclear who might fill this need or what their qualifications will be	The leader or director's position is fairly well-defined, but it may not be clear how the position fits into the overall school, district, or organizational structure	A well-qualified and experienced leader or project director (role) has been identified or a solid and thorough plan is in place to recruit and retain one within a functional and supportive organization

Application Section	Basic Response	Better Response	Best Response
	Transportation need is not addressed without any reference to data	Transportation is addressed but without a lot of compelling detail	Transportation is proven as essential and needed to assure access and equity
4. Partnerships (5 points maximum)	There is limited partner information relative to other applications	The partner agreements and contributions are clear and in line with what might be expected/leveraged from the community	The partner potential is robust, and partners most or all contribute substantially to the success of the program
5. Outputs and Outcomes (10 points maximum)	Items may be missing, unrealistic, vague, and/or not follow a SMART format.	There is enough precision in the numbers to guide and understand what the proposal is meant to achieve.	Items are clear, tied to the program, and follow a SMART framework.
6. Budget (15 Points)	Some costs may not be reasonable or necessary	Some detail may be missing from the budget to understand how funds will be expended, but the information is clear on the whole	Costs are reasonable and necessary. Administration and direct instruction are balanced, and the budget has compelling specificity and logic for each part
	The narrative is missing essential information to make a full assessment	Costs are well designed, but a few items may need more information and are not explicitly explained in the narrative	The budget narrative is clear and convincing and has a high level of detail giving the reader a high degree of confidence in the proposal

Appendix G Application Tips

Area	Details
First Steps and General Presentation	<ul style="list-style-type: none"> • Read the Guide thoroughly • Review the GMS application when it is released thoroughly • Determine when and if to apply (attend trainings) • Use plain English in text area boxes. If you can't make a point in less than 35 words, the point needs to be rethought. • Check and test GMS formatting including cutting and pasting from web based or other platforms well in advance.
Section 1 Team Capacity	<ul style="list-style-type: none"> • Leader membership on the school administrative or other related teams is recommended. • Make explicit connections to school or district-based teams or initiatives that will impact program quality.
Section 2: Program Need	<ul style="list-style-type: none"> • Bullet data points with very concise narratives. Paragraphs are not desired, just facts.
Section 3: Program Description Program Components	<ul style="list-style-type: none"> • For Track B Include a schedule in the site tab with at least 2-2.5 hours including: school dismissal time, snack and outdoor time, circle time, program blocks, program end time, pick up/transportation schedules, differentiated choices. • Include a variety of program components and include wages that will attract high quality staff. • Visit an existing program if possible. • Take the time to analyze and think about the importance of design in the following areas: programs, schedules, transitions, space, meals, staff, end products, celebrations and performances, outcomes • Use at least short program descriptions, not single words or very short phrases to describe programs.

Area	Details
	<ul style="list-style-type: none"> • Consider alternative models and approaches that can complement and extend a “traditionally designed” afterschool program. • Make sure the job, hours and salary are clearly articulated. Include management tasks and instructional leadership as an integral part of the leader’s job • Consider innovative new approaches
Section 4. Partnerships	<ul style="list-style-type: none"> • Partnerships that include money will need to be delivered via contract. Districts maintain control and expend all funds (They may not act as a “pass through”).
Section 5. (Outputs and Outcomes)	<ul style="list-style-type: none"> • Given that the maximum grant period is two years, focus on simple achievable outputs and realistic related intermediate outcomes versus proposing more complex and unrealistic long-term effects.
Section 6: Budget and Budget narrative	<ul style="list-style-type: none"> • Complete your annual budget and double it for the grant award and required budget tab • Include clear formulas that match the numbers and any narrative such as \$28 x 2 hours x 25 days= \$1400 • Do request what is needed to achieve goals. The appropriate amount within the listed ranges on page is largely a function of program size and scope. • Do make sure all costs are <i>reasonable, necessary, and allocable</i> to carry out your project. Be specific about how the funds will be used and check all of your budget to make sure each item is linked somewhere to your program narrative. • Do submit budgets in even dollars; never use cents. • Do include significant detail in the budget narrative including a brief explanation and a calculation for each item. • Do have a third party check the math and assumptions carefully. • Do include FICA (.0765) for all staff.

Area	Details
	<ul style="list-style-type: none"> • Do make sure costs for administration and direct instruction are balanced with not more than 30-40% of the budget for start-up projects allocated toward administration. • Do propose funds to support licensed teacher and equivalent staff. • Up to 2% for staff development is recommended, in addition to paid time for trainings. • Up to 5% for supplies is suggested. • One time equipment purchases should be limited to only items related directly to program needs. • Transportation is allowable and should be carefully considered. • Provide appropriate wages for leadership. • Include wages for licensed teacher (and equivalent) component(s) and include the retirement contribution of ~18%. • Do not request funds for "miscellaneous" or other purposes using vague language. • Do not request funds for anything that is not directly related to the project described in the narrative. • Do not request funds for construction, vehicles, or capital projects.
Last Steps	<ul style="list-style-type: none"> • Check the budget figures for consistency and accuracy • Become familiar with the GMS well in advance of the deadline and submit before the deadline to avoid any technical pitfalls, which can happen. The process for GMS submission includes: <ul style="list-style-type: none"> ○ Grant coordinator completes the application and clicks Consistency Check on the Submit tab; if no errors found, it goes to business manager; you MUST manually notify the business manager ○ Business manager completes their review of application and submits; ○ Superintendent or CEO agrees to assurances in the application and inputs data on <u>two</u> different tabs ○ Superintendent or CEO clicks Entity; agrees on the assurance's summary page • Superintendent or CEO clicks Submit to AOE on the Submit tab

