

21C Competition Questions and Answers

October 23, 2019

Can we change anything in Letters of Intent after the November 15th required submission?

Yes. Applicants are not locked into information submitted as part of the letter of intent. The primary purpose of the letters of intent are to assist the Agency of Education (AOE) in managing the competition logistics. Changes can be made to letters of intent after November 15th. If there are any major changes please inform AOE. Letters of intent are emailed to [Emanuel Betz](mailto:Emanuel.Betz@education.vermont.gov) and use Appendix H available in the paper copy of the application.

Regarding plagiarism while writing the grant: Are the previous grant applications property of the Supervisory Union/Afterschool program?

Old grants are SU property so use of them by the same entity is not considered plagiarism.

I'm wondering for returning projects where Appendix I (listed in the paper application) comes into play in the online application? What section is that under?

This information is entered in the "Section 5-Evaluation" tab. Info may be entered as an attachment, or in one of the "text" boxes.

In year one, can a new program offer fewer weeks/days than listed under full comprehensive center numerical guidelines, but meet them in year two under the concept of starting smaller and growing over time?

Applicants should try to meet full comprehensive guidelines in each year of programming. There may be an acceptable rationale and argument in the startup year for the goals to be nominally different. This thinking is recognized in the grant application on page five, where five weeks of summer programming may be delayed by one year, and on page 43, where the year one budget may be smaller than subsequent budget years. In all cases, make sure page 43 participant costs fall within acceptable ranges. In addition, all proposed sites should be "ready" to meet full comprehensive center expectations.

Question: Could you provide some more guidance on research, evidence and evaluation of afterschool programs?

The following resources may be of assistance:

1. [Impacts Afterschool Alliance](#)

Twenty-nine studies come up between 2002-2018 when searching for experimental or quasi-experimental designs related to high quality afterschool programs.

2. [Flexible Pathways Research - Review of Flexible Pathways Opportunities](#)

Includes ESSA levels of evidence overview and expanding learning opportunity research links

3. [Afterschool Programs in the 21st Century - Their potential and what it takes to achieve it](#)

This paper remains an excellent 10 page comprehensive research brief on afterschool programs. Resource. One example would be the (Durlak and Weisberg p.8) comprehensive study that shows the need for sustained participation, well prepared staff, intentional programming and 4 essential components, all of which must be present to achieve outcomes: Sequenced/Active/Focused/Explicit (SAFE)

4. 21C evidence concise overviews

[What We know - 21st CCLC](#)

[What Does the Research say about 21st CCLC](#)

5. From A Review of Evidence under ESSA (Ruth Curran Neild)

[Afterschool Programs - A Review of evidence under the Every Student Succeeds Act](#)

Pages 35-37: Of the 124 programs with evidence meeting cause and effect requirements of ESSA Tiers I-III, half have at least one statistically significant improved outcome.

Almost all program types have one or more programs with evidence meeting cause and effect requirements for ESSA tiers 1-3 and at least one statistically significant improved outcome. The overview chart on page 37 shows that multicomponent has the highest ratio of statistically significant success.

Contact Information:

If you have questions about this document or would like additional information please contact: [Emanuel Betz](#), 21C State Coordinator, or 802-828-6977