

Program Information

SUB Tab 1-General Information

A companion paper version and planning guide of the entire RFA can be downloaded here: TBD

Due Date: Dec 22, 2023

Fall Timeline – One-time fall application round to begin this grant program as quickly as possible. The first of the three years of this award will end June 30, 2024, subsequent years will match the fiscal year. The award amount will be modified to reflect the shortened first year.

Grant Application and Guide (Paper)	October 25, 2023
GMS Application Opens (Online)	October 25, 2023
Application Review+ Training	Nov 15, 2023
Technical Assistance	Ongoing
Application Due Date	Dec 22, 2023
Award Announcements	Jan 30, 2024
Funding Start	Feb 15, 2024

Spring Timeline – For use in winter/spring 2024 and again annually moving forward.

Grant Application and Guide (Paper)	Jan 3, 2024
GMS Application Opens (Online)	Jan 3, 2024
Application Review+ Training	Jan 24, 2023
Technical Assistance	Ongoing
Application Due Date	March 3, 2024
Award Announcements	April 26, 2024
Funding Start	July 1, 2024

Program: Act 78 (2023) 16 V.S.A. § 4018. Afterschool and Summer Learning Programs

Funding Period: July 1-June 30 for 3-year cycle (except for hurry-up round which will be Feb 15-June 30.)

Funding Source: Education Fund – Act 78 2023

Statutory Language:

Sec. E.500.1 16 V.S.A. § 4018 (a) authorizes the AOE to develop and implement “...*grant programs for the expansion of summer and afterschool programs with an emphasis on increasing access in underserved areas of the State.*”

Sec. E.500.1 16 V.S.A. § 4018 (b) establishes that this grant program shall, “(1)...*support a mixed delivery system for afterschool and summer programming...*” and may, “(2)... *be used for technical assistance, program implementation, program expansion, program sustainability, and related costs.*” This subsection further emphasizes the charge above to, “(3)... *directly target communities with low existing capacity to serve youth in afterschool and summer settings.*”

Eligible Applicants:

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

Award Amounts and Duration:

Up to \$2M will be available for dispersal of three-year awards under this grant competition. Applicants may select one of two tracks; amounts below are for annual budgeting. Districts may not submit a separate application for Track A and Track B.

- **Track A** is for initiation, development, and/or expansion of afterschool and summer programs. Annual amounts may range from \$15,000- \$120,000.
- **Track B** is to support growth and development of a comprehensive afterschool and summer center. Annual amounts are \$50,000-\$150,000.

Requirements and Priorities

Absolute Priorities

Listed below are the Absolute Priority areas identified by the Agency to meet the goals of Act 78 and the State as outlined above. Applicants must demonstrate meeting:

- *Absolute Priority 1* **and**
- At least one priority area under *Absolute Priority 2* (2A, 2B, and/or 2C)

Absolute Priority 1: The Agency of Education **will prioritize awards for applications that utilize mixed delivery methods and/or community partnerships** to deliver programming.

Absolute Priority 2:

- *Absolute Priority 2A:* The Agency of Education **will prioritize awards for applications where there is evidence of no or limited afterschool program options currently available** for children and youth in the applicant community(s).
- *Absolute Priority 2B:* The Agency of Education **will prioritize awards to applicants proposing to increase access or expand participation of other historically marginalized student groups and/or with a greater than 40% Free and Reduced Lunch participation rate (and/or Schoolwide Plan Eligible).**
- *Absolute Priority 2C:* The Agency of Education **will prioritize awards that will allow existing programs that require fees for participation to transition to a feeless structure for all participants.**

Location of Programs: Typically, programs and activities are assumed to be carried out at school sites. However, we encourage applicants to consider partnering with other entities and facilities to extend their reach to children and youth in their community. These partner facilities should meet the following criteria:

- The site is at least as available and accessible to participants as the school site;
- 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).

Leadership: Applicants 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 programming. For Track B, a minimum of 30 dedicated hours per week is required and necessary to successfully assure quality and safety. These hours can be shared between up to two co-directors.

Duration: For track A, there is no minimum number of program days required. For Track B, the minimum number of program days is required in the first year is 100, increasing by at least 25% annually. For either track, award amounts must reflect a reasonable and necessary cost for days of program proposed.

Partners: A partner is an entity from your community that shares responsibility for delivery of programming and its intended results. For communities without formal, structured organizations in reasonable geographic proximity or of sufficient quality, an individual or organized group can also be a partner.

Historically marginalized groups: As defined in the [ESSA Vermont State Plan](#), Historically Marginalized Students are, "...those students who have been historically underserved by educational institutions for any one, or more than one, characteristic including ethnic and racial minorities, English Learners, students with Free and Reduced Lunch, students with disabilities, and students who are migrant, foster, or homeless."

Mixed Delivery System: This is a term we are adapting from our colleagues in the childcare space, where it denotes collaboration between partners, providers, and spaces. As used in this RFA, a Mixed Delivery System can be internal to the SU/SD, collaborative between SU/SDs, and/or be inclusive of a community partner or partners, as defined above.

Allowable Use 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:

- 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
- 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
- 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.)