



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

For September 27, 2023 - September 30, 2024

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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 Summer 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)(2), the AOE must reserve \$2,852,234 of its total allocation, “to carry out, directly or through grants or contracts, the implementation of **evidence-based summer enrichment programs**, and ensure such programs respond 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)) [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], students experiencing homelessness, and children and youth in foster care.”

Further federal policy guidance adds that “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 this legal framework, 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, or during school vacation days.

II. Eligible Grantees

Eligible applicants include all Supervisory Union/Supervisory Districts in Vermont.

III. Award Amounts and Duration

\$668,234 is available for dispersal under this grant competition over the period June 1, 2024, to September 30, 2024. Applicants may submit one application to develop a comprehensive evidence-based summer center. Award amounts are \$10,000-\$150,000

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

	Summer	Full Year 21C
Size and Scope	Supports the creation of a single, high quality summer program	Supports full comprehensive centers from inception
Eligibility	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 Focus on startup and on-going long-term support for expanded learning
Leadership Requirements	Program must have dedicated, on-site leadership.	Director 30 hours + on average required
Duration requirements	Quality programs should offer 20 days of program	150-200+ days including a minimum of 5 weeks summer by year 2
Application completion time range (in hours and RFA open period)	3-10 hours 1-2 months	30-100+hours 5 months
Letter of Intent	No	Yes
Grant Period	One year	5 years if performance is met annually
Grant Amounts	\$10,000 - \$150,000	\$50,000-\$500,000, no maximum
Monitoring and Reporting	ARP ESSER required annual performance reporting	Federal and State 21C required reporting

	Summer	Full Year 21C
Sustainability	Focus is on Recovery	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 used (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 use of school building(s) and school/district resources are applied
- School and 21C afterschool [safety standards](#) are met and maintained afterschool
- Programming includes learning, movement, and food options daily
- Comprehensive centers with 100 days duration minimum is assured for Afterschool Track B
- Comprehensive centers with 20 days duration minimum is assured for Summer
- 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, if available

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 applicants who articulate an academic component(s) such as evidence-based high-dosage tutoring as one part of proposed comprehensive program offerings. This priority, if met will be given 3 bonus points.

Competitive Priority 4: The Agency of Education will prioritize awards for summer applications that are full day and more than 25 days. This priority, if met will be given 3 bonus points.

Multiple Applications from the same district: Districts may submit one application. Districts who received ARP ESSER Summer funding in the previous round are eligible to submit an application in this round for a distinct program, but AOE reserves the right to prioritize new districts in the interest of equity.

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 or lease 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.

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 minimum of 20 days of program is required.

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
Linkages to the School: Buildings, Programs, and Staff	School buildings and their physical resources are fully used and leveraged for learning outside of the school day Projects compliment, align to, and/or are unified with other programs and plans in the school and/or community Staffing includes significant licensed teachers and other school-based staff
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	Safety standards are applied to all indoor and outdoor environments School-based emergency and other procedures are used or adapted
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

Area	Successful Practice
	comprehensive centers will be built over time. See Appendix E
Strong Instructional Leadership	A designed system of program planning, (intentionality) and staff development exists Effective content rich components are integrated into the overall program design
Flexible Structures and Student Choice	All programs are attended by choice Youth centered practices are evident and multi-faceted
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 (excepting vehicle purchase or lease)
- 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).

VII. Timeline

Grant Application Guide (Paper)	September 27, 2023
GMS Application Opens (Online)	September 27, 2023
Application Review and Training	Nov 9, 2023 (1:00-2:30pm)
Technical Assistance	Ongoing
Application Due Date	January 4, 2024, 4:30pm
Award Announcements	February 1, 2024
Programs Start	June 1, 2024

VIII. 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 [Johannes Haensch](#) (802) 828 7135

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

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](#)

IX. 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 January 4, 2024.

X. 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)

To supplement the information provided on the Overview Tab, input up to five data points articulating the specific impacts of COVID-19 on students and their families in your district. In the Explanation field, explain how your proposal will mitigate the impact of that data point.

Consider and include how the program responds to students' academic, social, and emotional needs, and addresses the disproportionate impact of the coronavirus on students from each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender nonconforming students, migrant students, students experiencing homelessness, and children and youth in foster care.

3. Programming (40 Points)

A. Program Description and details? (20 points)

Building off the schedule summary provided on the Overview Tab, please provide a detailed schedule for each program and site covered by this proposal. Detailed schedules should include the time blocks for each component as well as a thorough description of what will be done during that time. As part of that description, include the types of programming that will be offered for each age level and the strategies that will be used to ensure that programming is student-centered and that every participant has a high level of engagement. Be sure your answer references all schedule components, days, offerings, sites, ratios, curriculum, and reasoning. Information provided in this field should be thorough enough to explain the design of your proposed program and highlight its connection to your district's stated outcomes.

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: 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, qualifications needed, and role and hours they will devote to the project.

5. Staffing: List the staff types, qualifications, and their roles in implementing the project.

4. Partnerships (5 Points)

List potential or actual partners you intend to have involved in your project. In the indicated spaces below, write the partner's name and a brief description of how the available or proposed partnership will support progress towards the goals of your project. You may add additional spaces as needed.

5. Outputs and Outcomes (10 Points)

A. Outputs

In the space below, list up to five outputs you will produce annually. Outputs should be specific, measurable targets that will help you demonstrate progress towards your larger goals. (e.g., Number of unique students participating in programs, as measured at the end of each year)

B. Outcomes

In the space below, list between one and three intermediate outcomes you will achieve by Sept. 30, 2024. Outcomes should be the strategic goals your project intends to accomplish and should be SMART (Specific, Measurable, Achievable, Realistic, and Time-bound) goals. (e.g., By Sept. 30, 2024, 80% of the students in our district will have attended at least one afterschool activity.)

6. Braided Budget and Budget Narrative (15 Points)

A. Braided Budget

Complete the budget requirements for the selected track. In addition, provide a detailed aligned budget filling out the annual budget including 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. If your district will be braiding other funding sources into your project (e.g., 21C or local ESSER funds) please include them in the rightmost column. While additional outside funds are not required, including them will give readers a better sense of project feasibility.

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.)

XI. 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 independently and then

reviewed as a panel 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.)

XII. 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.

XIII. 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:

6. Participating in statewide evaluation activities conducted by the Vermont Agency of Education.
7. Participating in any site review monitoring and associated technical assistance processes.
8. 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.

XIV. 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.

XV. 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: Overview Tab Guide

For reference only, all information must be input in GMS.

1. Enter served school name(s) and free/reduced lunch rates for each
2. Grades Served:
3. Total days of proposed service:
4. Program schedule summary: Each schedule component must have the time block and a short description of what takes place during each block of time at a minimum. Schedule details and component descriptions should be placed in the program narrative.
5. How many youth will be served annually:
6. What is the total grant request? (Details will be entered in a budget chart)
7. Provide a brief summary of the proposal.
8. List names of other afterschool programs in your service area, if any, that are responding to students' academic, social, and emotional needs and addressing the impact of COVID-19.

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 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. Schedule duration and components may lack clarity and the needed variety.	Program detail includes and numbers of students served, schedules, days, offerings, sites, ratios, curriculum, rationale, configurations. Summer programs are for around a half day.	All program details and schedules are clearly presented and support other assertions throughout the proposal. Offerings are robust with a wide variety of needed components. Summer programs are for the full day.
	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 E 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. • Make sure answers are clear and thorough.
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"> • Half day schedule must include a minimum of three hours and include one meal. • Full day schedule must include a minimum of five hours and include one meal and one snack. • 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. • Consider alternative models and approaches that can complement and extend a “traditionally designed” afterschool program.

Area	Details
	<ul style="list-style-type: none"> • 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"> • Include clear formulas that match the numbers and any narrative such as $\\$28 \times 2 \text{ hours} \times 25 \text{ 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. • 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.

Area	Details
	<ul style="list-style-type: none"> • 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