



After School Grant

PROGRAM FUNDING OPPORTUNITIES
Information Session

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What's New for FY 25-27

- Set aside for smaller communities
- New attendance requirements - must be met or exceeded to be eligible for year 2 funding
- Child care licensing and accessibility for persons with disabilities
- Letter needed re: safety plan for each site
- Youth voice and youth choice
- Play-based learning for elementary programs
- Upload daily schedule & monthly activity calendar



The purpose is...

- to create programs that provide students with academic, enrichment and recreational opportunities designed to complement their regular school day.
- to provide opportunities for the families of these students to participate in educational programs.



Organizations eligible to apply for after school state funds

- Local education agencies (LEAs) or Regional Education Service Centers on behalf of LEAs.
- Municipalities.
- Nonprofit community-based organizations (CBOs) including faith-based organizations.
- A consortium of two or more agencies/organizations, or entities.
- **Partnerships strongly encouraged** - one or more.
- **Signatures are required and very important.**

After School Funding Allocation

- Awaiting state budget – \$5.8 million for **each** of the two years but will not be awarded until state budget is finalized.
- Grants range from **\$25,000 to a maximum of \$200,000** each year.
- Parent fees are allowed using a sliding fee scale.

Two Options

- A: Elementary Schools
- B: Middle and High Schools

Hours of Operation- Minimums

- Elementary School: 9 hours per week, 4 days a week.
- Middle School: 8 hours per week, 4 days a week, can be two two-day sessions (e.g. M/W & T/Th).
- High School: 5 hours per week, at least 2 days per week.
- No “**drop in**” programs.
- Must explain how the hours and schedule will meet the needs of your students and families.



Weeks per school year and maximum per student grant request:

- Less than 25 weeks, grant is ineligible for funding
- 26-29 weeks, +5 points
 - Max. funding: \$2,200 / \$1,700 HS
- 30-34 weeks +10 points
 - Max. funding \$2,800 / \$2,100 HS
- 35-38 weeks +15 points
 - Max. funding: \$3,500 / \$2,500 HS



Attendance requirements

- Elementary School students: 60 days per school year
- Middle School students: 45 days per school year
- High School students: 30 days per school year
- These are the minimum for the student attendance to count towards the program's target number of students



Attendance requirements

- Example: Elementary site with target participation of 200 students is open 4 days per week for 30 weeks = 120 days.
- Minimum number of students that must attend at least 60 days of programming in order to get year two funding?
- Answer: 200 must attend 60 days of programming to receive year two funding.



Supplement not Supplant

- Grantees must use program funds to supplement and not supplant other Federal (21st CCLC), State, and local funds.

Checklist for Success

- Targeted vision, clear goals and measurable objectives—realistic/practical.
- Identify the services to be provided, the days/hours of operation and who will participate (parents).
- Identify partners—roles/responsibilities/timelines.
- Link program to a community need — students — measurable terms.



Budgeting

- The average program ranges from \$150,000 to \$200,000 per year, serving two sites with a total of 150 students. Smallest grant size is \$25,000 per year.
- Transportation cannot exceed 20% of total budget.
- Budget form shows both grant budget and other funding sources/in-kind.
- Budgets must align with described scope and services.



Fiscal Health of Organization

- Schools and LEAs: letter of support from superintendent attesting to program capacity to start on-time.
- Others: Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies.



Nonprofits -- Evidence of Fiscal Health

- Copy of IRS determination letter.
- Organization chart.
- List of Board of Directors with names and affiliations.
- Organization's most recent financial statements and management letter (audited, if available).
- Organization's annual operating budget and actual income and expenses for the current fiscal year.



Requirements:

- **5%** of annual budget for family engagement.
- **5%** of annual budget for statewide evaluation & data collection (you will be invoiced each year).
- **Grantee meetings:** virtual, in-person & conference calls and **Quality Improvement:** continuous quality improvement process participation.
- **Professional Learning:** on-site, in-state trainings, and out-of-state conferences are allowable expenses.
- **Data entry staff** to enter student attendance.
- **Evaluation:** End of year survey & other as needed.
- Assurance that **Safety Plan in place for each Site.**



Grant Details and Deadline

- Grant deadline: **June 24, 2025 11:59 p.m.**
[https://connecticut.egrantsmanagement.com/](https://connecticut.egrantsmanagement.com/After School Grant (New))
After School Grant (New)
- Contact April Swain at April.swain@ct.gov if you do not have a vendor code
- You can request eGMS sign-on credentials on the website using “Request Help” button on the menu
- **Must move grant through to LEA Superintendent/ Authorized Rep Approved Status by the deadline. NO EXTENSIONS**

A. NEED FOR PROJECT

- Provides a description of the applicant community and the needs of the target population. Include data that describes the need including: % students free or reduced-price lunch, are Multilingual Learners (MLs), etc. (5 pts.)
- Provides a description of how the proposed project will remedy the risk factors for each target population, and how the program will supplement not duplicate existing services (10 pts.)



B. PARTNERSHIPS AND COLLABORATION

- Provides a detailed description of the partnership between the LEA(s) or school(s) and community-based organization(s) or other public or private organizations and how identified partners will address the specific needs of the target population. (4 pts.)
- Clearly delineates roles of partners, including:
 - a. specific responsibilities of designated staff (3 pts.);
 - b. supervision, evaluation and supports for staff (3 pts.);
 - c. plans for ongoing communication (3 pts.); and
 - d. allocation of resources (3 pts.).



B. PARTNERSHIPS AND COLLABORATION

- Provides a letter from Superintendent that they will share students' SASIDs (3 pts.)
- Describes how program staff will collaborate with school day teachers and disseminate information about program goals, offerings, openings, and registration processes. (3 pts.)
- Describes how professional learning and training opportunities will be shared between partner organizations. (3 pts.)
- Includes letters of commitment from the lead applicant that programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding (3 pts.), **and that there is a safety plan for each site.** (3 pts.)



C. QUALITY OF PROJECT DESIGN

- Identifies target population, including number of students to be served and addresses needs of target population. (10 pts.)
- Documents logical and realistic project goals, objectives, activities and timeline. Attach example of a typical daily schedule and a monthly activity calendar. (15 pts.)
- Offers students a broad array of enrichment activities, clubs, and programs that complement the regular academic program of participating students. (5 pts.)
- **Outlines plans to incorporate Youth Voice and Youth Choice in daily programming and program design (5 pts.)**



C. QUALITY OF PROJECT DESIGN

- Youth Choice is allowing students to actively select which activities they want to participate in, giving them a sense of agency and control over their after-school experience
 - Youth Voice is actively incorporating the opinions, ideas, and perspectives of the students into the program's design, activities, and decision-making processes
- Outlines plans to incorporate cultural competency practices and DEI practices into activity offerings and overall program environment. (5 pts.)
 - Describe how the program will provide family engagement activities, staff training, and/or creates a welcoming program environment for families. (10 pts.)



C. QUALITY OF PROJECT DESIGN

- Describes how children will travel safely to and from the program and home. Clearly indicates whether transportation will be provided and how this will be funded. Descriptions must align with budget allocations. (5 pts.)
- Describe how snack and/or supper will be provided for program participants following the USDA Afterschool Meals Program. (5 pts.)
- Provides a calendar that identifies the program's start date, end date, days of operation including any vacation and summer programming. (15 pts.)



Program Priorities

■ Options A and B

Literacy (15 pts.)

STEAM: Science, Technology, Engineering, **Arts** and Math
(15 pts.)

Physical Activity and Wellness (10 pts.)

Social and Emotional Learning Component (10 pts.)

Option A – Elementary ONLY

Play-Based Learning (5 pts.)

Option B - Middle and High School ONLY

College and Career Readiness (5 pts.)



D. ADEQUACY OF RESOURCES

- Includes an organizational chart of key staff, outlining identified roles (must designate a program director, program coordinator and data person) and amount of time staff will be dedicated to the project. (5 pts.)
- Provides a description of the adequacy of support, including facilities, equipment, supplies and other resources, from the lead applicant organization and it's partnering organizations. Demonstrate that these resources are adequate to achieve the stated goals and that all facilities are safe and accessible. (10 pts.)
- Provide a description of the adequacy of supervision and training for all staff that have contact with children. (10 pts.)



D. ADEQUACY OF RESOURCES

- Demonstrates that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (10 pts.)
- Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies. (5 pts.)



E. QUALITY OF MANAGEMENT PLAN

- Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible and includes translation services as applicable. Describe recruiting strategies (5 pts.)
- Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks. (10 pts.)
- Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program design with the school day. (10 pts.)



Required Documentation

- **All documents that need to be added are uploaded in the “Related Documents” section after the budget.**
- Applicants will be asked to identify the physical location where all programming will be held and describe how the facility is safe and accessible. Each site must create and maintain a site safety plan, and the letter of support from the lead applicant, either the School Superintendent, Town Chief Elected Officer, or nonprofit CEO or Executive Director, must include a statement to this effect.
- After School Grant Partner(s) Applicant Commitment Letters - Upload one letter signed by the district superintendent and each school principal. Also upload at least one letter from the primary partner applicant.



Required Documentation

- After School Grant Signature Page [Upload at least 1 document(s)]
- Standard Statement of Assurances for Grant Programs, signed and dated
- Affirmative Action Assurance, either:
 - Municipalities or municipal school districts with an Affirmative Action Plan on file must certify by signing and uploading the “Affirmative Action Certificate” under the Related Documents section above.
 - Applicants that are not Municipalities or Municipal School Districts must complete the Bidder Contract Compliance Monitoring Report under the Related Documents section above and email it to Attorney Louis Todisco, Connecticut State Department of Education, at louis.todisco@ct.gov.

CONTACT INFORMATION

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