



**21st CENTURY COMMUNITY LEARNING CENTERS
COVER PAGE A**

APPLICANT: Wings Community Programs

(i.e. Supervisory Union, CBO, FBO, or School)

CONTACT

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List Partnership School(s) (circle designations that apply, i.e. schoolwide and list F/R lunch %):

Deerfield Valley Elementary School

<u>Schoolwide</u>	Identified	Free and Reduced Lunch	<u>42</u> %
Targeted Assistance	“Check-Mark”	Medicaid Rate	<u>53</u> %

Halifax School

<u>Schoolwide</u>	Identified	Free and Reduced Lunch	<u>22</u> %
Targeted Assistance	“Check-Mark”	Medicaid Rate	<u>51</u> %

Readsboro Central School

<u>Schoolwide</u>	Identified	Free and Reduced Lunch	<u>46</u> %
Targeted Assistance	“Check-Mark”	Medicaid Rate	<u>75</u> %

Stamford Elementary School

<u>Schoolwide</u>	Identified	Free and Reduced Lunch	<u>na</u> %
Targeted Assistance	“Check-Mark”	Medicaid Rate	<u>43</u> %

Whitingham Elementary School

<u>Schoolwide</u>	Identified	Free and Reduced Lunch	<u>29</u> %
Targeted Assistance	“Check-Mark”	Medicaid Rate	<u>47</u> %

Twin Valley Middle School

<u>Schoolwide</u>	Identified	Free and Reduced Lunch	<u>29</u> %
Targeted Assistance	“Check-Mark”	Medicaid Rate	<u>42</u> %

Other Poverty Indicators Used to Meet Eligibility: Medicaid Rates (see above and Attachment C for details)

Grant Amount Requested:

(X) 5 year grant request as first-time grantee
(Stamford School)

1 st Year request	\$57,466.00
2 nd Year request	\$57,466.00
3 rd Year request	\$57,466.00
4 th Year request (75%)	\$43,100.00
5 th Year request (65%)	\$37,353.00

(X) 5 year grant request as returning grantee
(D.V.E.S., Halifax, Readsboro, Whitingham, and T.V.M.S.)

1 st Year request	\$144,968.00
2 nd Year request	\$144,968.00
3 rd Year request	\$144,968.00
4 th Year request	\$144,968.00
5 th Year request	\$144,968.00

**21st CENTURY COMMUNITY LEARNING CENTERS
COVER PAGE B**

List Partners: Deerfield Valley Elementary School, Halifax School, Readsboro Central School,
Stamford Elementary School, Whitingham Elementary School, Twin Valley Middle
School, Windham Southwest Supervisory Union (WSSU)

Who will be the fiscal agent for this grant? Windham Southwest Supervisory Union
Contact Person: Ronda Lackey, Business Manager
Address: 211 Route 9 West
City: Wilmington State: Vermont ZIP: 05363
E-mail: rlackey@whitingham.k12.vt.us Phone: (802) 464-1300 Fax: (802) 464-1303

Who was the lead grant writer for this application? Lynne Feal-Staub
Email: lfeal-staub@verizon.net Telephone: (802) 368-0000

List planning meetings and writing sessions that occurred to create this application

Purpose	Participants	Hours Worked
9/18/08 Planning discussion	L. Feal-Staub, W. Anton, and L. Johnson	1 hr.
9/22/08 Research	L. Feal-Staub	2 hrs.
9/29/08 Planning discussion	L. Feal-Staub, Wings Advisory Board	.5 hr.
10/1/08 Planning discussion	L. Feal-Staub and B. Keplinger	1.5 hrs.
10/7/08 Planning discussion	L. Feal-Staub, P. Wright, and Administrative Council	.75 hr.
10/9/08 Planning discussion	L. Feal-Staub, P. Wright, B. Keplinger and Stamford School Board	1 hr.
10/14/08 Planning discussion	L. Feal-Staub and Site Coordinators	.5 hr.
11/3/08 Planning discussion	L. Feal-Staub and P. Wright	.5 hr.
11/4/08 Planning discussion	L. Feal-Staub and Site Coordinators	.5 hr.
11/5/08 Research	L. Feal-Staub	4 hrs.
11/6/08 Writing session	L. Feal-Staub	2 hrs.
11/10/08 Budget work	L. Feal-Staub	2 hrs.
11/12/08 Planning discussion	L. Feal-Staub and Stamford Planning Team	1.5 hrs.
11/13/08 Writing session	L. Feal-Staub	3 hrs.
11/13/08 Planning discussion	L. Feal-Staub, P. Wright, B. Keplinger, and Stamford School Board	1 hr.
11/24/08 Planning discussion	L. Feal-Staub and Wings Advisory Board	.75 hr.
11/25/08 Planning discussion	L. Feal-Staub, P. Wright, M. Cruz-Davis, and Wilm. School Board	.75 hr.
12/1/08 Writing session	L. Feal-Staub	2 hrs.
12/2/08 Planning discussion	L. Feal-Staub and Stamford Planning Team	1.5 hrs.
12/2/08 Planning discussion	L. Feal-Staub, P. Wright, W. Anton, and Twin Valley School Board	.5 hr.
12/3/08 Writing session	L. Feal-Staub	4 hrs.
12/4/08 Writing session	L. Feal-Staub	4 hrs.
12/9/08 DOE conference call	L. Feal-Staub	.75 hr.
12/9/08 Planning discussion	L. Feal-Staub, P. Wright, W. Anton, and Whitingham School Board	.75 hr.
12/10/08 Writing session	L. Feal-Staub	4 hrs.
12/11/08 Budget work	L. Feal-Staub	2 hrs.
12/15/08 Planning discussion	L. Feal-Staub, P. Wright, and R. Lackey	1 hr.
12/16/08 Planning discussion	L. Feal-Staub, P. Wright, W. Anton, and Whitingham School Board	.5 hr.
12/17/08 Writing session	L. Feal-Staub	4 hrs.
12/18/08 Writing session	L. Feal-Staub	4 hrs.
1/09 Proofreading	Planning Team members	approx. 10 hrs.
1/9/09 Writing session	L. Feal-Staub	2 hrs.
1/13/09 Planning discussion	L. Feal-Staub and Stamford Planning Team	1.5 hrs.
1/14/09 Writing session	L. Feal-Staub	5 hrs.
1/15/09 Writing session	L. Feal-Staub	4 hrs.
1/22/09 Writing session	L. Feal-Staub	4 hrs.
1/26/09 Writing session	L. Feal-Staub	2 hrs.
1/27/09 Discussion	L. Feal-Staub, P. Wright, and Administrative Council	.75 hr.
1/29/09 Writing session	L. Feal-Staub	2 hrs.

* Planning team included Wings staff, school administrators, teachers, school board members, and community members. A complete list of all those involved can be found in Attachment K.

Assurance and Signature Page

- ✓ The program will take place in a safe and easily accessible facility
- ✓ Transportation and program access will be addressed
- ✓ The program was developed and will be carried out in *active* collaboration by eligible schools, parents, and other entities such as community-based organizations, including faith-based organizations, institutions of higher education, or a consortium of such entities
- ✓ The program will primarily target students who attend schools with high poverty or that operate Title I school wide programs
- ✓ Funds under the program will be used to increase the level of State, local and other non-Federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds
- ✓ The community was given notice of the applicant’s intent to submit an application, and after the submission, the applicant will provide for public availability and review of the application and any waiver request
- ✓ The school district will share necessary student data with partners in compliance with FERPA regulations

By signing below you agree to honor the above assurances.

LEA SIGNATURES:

hard copy with signature sent via postal mail

M. Peter Wright, Windham Southwest Supervisory Union Superintendent _____
Date

hard copy with signature sent via postal mail

Mario Cruz-Davis, Deerfield Valley Elementary School Principal _____
Date

hard copy with signature sent via postal mail

Stephanie Aldrich, Halifax School Principal _____
Date

hard copy with signature sent via postal mail

Debra Vaughn, Readsboro Central School Principal _____
Date

hard copy with signature sent via postal mail

Beth Keplinger, Stamford Elementary School Principal _____
Date

hard copy with signature sent via postal mail

William Anton, Whitingham Elementary/T.V.M.S. Principal _____
Date

PARTNER SIGNATURES:

<i>Wings Community Programs</i>	<i>hard copy with signature sent via postal mail</i>	
Organization	Lynne Feal-Staub, Project Director	Date

Organization	Signature	Date
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**Wings Community Programs
21st Century Community Learning Centers Proposal – 2009**

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Planning

Wings Community Programs began in 2001 under federal 21st Century Community Learning Centers funding, and at that time provided afterschool programming to students at one school within the Windham Southwest Supervisory Union (WSSU). Wings currently operates afterschool programs in all but one WSSU school, and this proposal reflects continued funding at five current Wings sites and a final expansion to the only WSSU school currently without a Wings program – Stamford Elementary School. Funding of this proposal will allow Wings’ mission of serving *all* students within the supervisory union to be realized.

Wings’ Vision Statement

Wings will actively engage students in experiences to help them be successful in school and in life as they grow into productive adults.

Wings’ Mission Statement

Wings provides creative academic, enrichment, and physical/wellness programming to all children and their families within the Windham Southwest Supervisory Union.

Representation from a broad group of stakeholders came forward in the planning process for this proposal. As documented in Attachment K. Wings staff, teachers, principals, community members, and school boards discussed the plans laid out within this proposal and came to agreement around a common vision for the next five years. The themes that emerged during planning discussions, discussed in greater detail within this proposal, are:

- A wide-range of intentionally designed opportunities – Students will be given opportunities to explore areas that may not otherwise be available to them and develop interests and passions to carry with them in life.
- Deep learning opportunities – Students will have opportunities to explore areas of interest in a full and rich manner with ample time, support, and direction so as to result in deep learning.
- Relationship building – Students will develop new relationships with teachers and other school personnel, as well as community members, thereby feeling a stronger sense of connection to their school and community.

Program Need

Community Need

Wings Community Programs currently serves all but one school within the Windham Southwest Supervisory Union (WSSU) with a K-8 population – Deerfield Valley Elementary School (D.V.E.S.), Halifax School, Readsboro Central School, Whitingham Elementary, and Twin Valley Middle School (T.V.M.S.). The expansion outlined within this proposal to Stamford Elementary School will allow for comprehensive afterschool opportunities to become available to *all* students within the Windham Southwest Supervisory Union (the high school within the supervisory union, Twin Valley High School, is currently in its first year of a 21st CCLC afterschool program). The impact of providing afterschool programs to an entire supervisory union can not be overstated. The collaboration and pooling of resources that has been seen since 2005 when Wings undertook its first expansion has resulted in solid programming being delivered in an effective and efficient manner.

The need for afterschool programming at all schools within the WSSU is clear. The Deerfield Valley is a rural area encompassing the towns of Wilmington, Whitingham, Halifax, Readsboro, and Stamford. The area is characterized by its vast contrasts – a resort area plagued by rural poverty among locals. The need for high quality afterschool programming in these communities is compelling. Poverty indicators, coupled with geographic isolation, leaves students within these communities with few opportunities beyond those provided by the local school system. Wings programming has made a significant impact in reducing isolation and increasing opportunities for area youth. The economic indicators presented on the following page paint a picture of the financial barriers faced by families in the Deerfield Valley (see Attachment C for details).

Economic Indicators for WSSU Schools

School	Grade Levels Served by Wings	School Enrollment	Medicaid Rate*	% of households earning less than \$75,000**
Deerfield Valley Elementary School	K – 5	131	53%	77%
Halifax School	K – 8	57	51%	80%
Readsboro Central School	K – 8	64	75%	84%
Stamford Elementary School	K – 8	70	43%	69%
Whitingham Elementary School	K – 5	97	47%	77%
Twin Valley Middle School	6 – 8	107	42%	not available

* Vermont Department of Education, *Med Age-Town Report 9/8/08*

** Vermont Department of Education Center for Rural Studies

In addition to high poverty rates within the Deerfield Valley, schools within the Windham Southwest Supervisory Union tend to have high per pupil expenditures. The towns of Whitingham and Wilmington, in which three of the six Wings sites within this proposal are located, rank 1st and 4th respectively in budgets per equalized pupil throughout the state (VT-DOE, 2008). These facts reflect the high cost of maintaining small, rural schools. Residents of the Deerfield Valley combined area middle and high schools in 2004 in an attempt to maintain educational programs while controlling costs. The high cost of operating small rural schools is still, however, a reality of this area and one that is often coupled with students having very limited access to enrichment offerings. This translates to a need for quality academic, enrichment, and physical/wellness activities.

Family Needs and Student Learning

Two barriers to student participation in afterschool programs frequently cited are affordability and accessibility (Lauver, et al., 2004). Rural families, in particular, need afterschool programs that take place within their own community and are affordable. Wings’ structure addresses both of these needs and eliminates common barriers to participation. Since 2005, Wings has been acutely aware of the need to create programs within each school if high participation levels are to be realized. Ensuring that working families can access programs by eliminating the need to transport one’s children to a different location has been critical to Wings’ success.

Wings’ intentionally-designed, flexible fee structure has allowed for significant revenue to come from program fees, yet ensures that all families have access to programs regardless of their ability to pay. Wings suggests a contribution of \$20 per program, but leaves the decision up to the family to determine how much they can afford to pay and does not require documentation supporting an inability to pay. This policy directly supports Wings’ belief that no student be denied access to programs. The creation of affordable local programs directly supports the needs of families within the Deerfield Valley.

A parent survey administered in fall 2008 provides evidence of Wings’ success in meeting family needs around affordability and accessibility. 87 surveys were completed by parents at D.V.E.S., Halifax School, Readsboro Central School, Whitingham Elementary, and T.V.M.S. 91% of respondents indicated that they were satisfied or very satisfied with the hours of operation of Wings programming and 83% indicated being satisfied or very satisfied with the cost of the program. Quotes obtained from the parent survey directly tied to the affordability and accessibility follow and are only a sampling of the affirmations received around Wings’ successes:

- “I am glad the program exists for our students since we are so rural this allows them to interact with peers,” *D.V.E.S. parent*
- “[Wings] provides a unique and affordable opportunity for my child to experiment with new activities,” *Halifax parent*
- “Wonderful opportunity for the children while coordinating hours for working parents,” *D.V.E.S. parent*

In addition to meeting the basic needs of affordability and accessibility, responses to the parent survey indicate agreement that the objectives set forth by Wings, and monitored within Wings' evaluation plan, are being met. When parents were asked the benefits realized through participation in Wings programming:

- 42% of respondents stated improved relations between student and school.
- 16% indicated improved school attendance.
- 33% stated improved homework completion.
- 66% indicated improved social skills.

In a teacher and school-day staff survey administered in December 2008, even more striking findings were seen.

- 88% of respondents cited improved relations between students and school resulting from Wings participation.
- 44% stated improved school attendance.
- 52% saw improved homework completion.
- 76% indicated improved social skills.

Principles of Effectiveness

Wings' programming is based upon afterschool literature, and continual thinking around new research guides program development. In addition to broad afterschool research, Wings has looked towards state initiatives (such as the Vermont Department of Education's transformation initiative) for guidance in program growth.

Discussions around best practices have led to the following guiding principles, among others, impacting program development (Fairchild, 2008; Morehouse, 2009; Kraft, 2001; Pittman, et al., 2003; Vandell, et al., 2007; VT-DOE, 2008; Weiss, et al., 2005):

- A strong connection with the community leads to stronger afterschool programs.
- Afterschool programs must continuously look to embed critical thinking, problem-solving, creativity, and innovation into program offerings.
- Participation in afterschool programs alone is not enough. Student *engagement* must be present for outcomes to be realized.
- Emphasis on working individually with students on specific academic areas identified as areas of need, rather than focusing solely on homework completion.
- Afterschool programming, especially at the middle school level and higher, must focus on relationships, relevance, reinforcement, real-life projects, and rigor for success to be realized.
- Summer learning opportunities work to lessen academic losses that occur during summer months.

In addition to looking towards afterschool research for program development, Wings continually examines impacts on student learning through a comprehensive evaluation plan (see Attachment E) and utilizes the data gathered to identify the programs' strengths and weaknesses. Highlights seen over the years follow, and specifics around each of the following points can be found in the Evaluation Summary included as Attachment F:

- Over the past three years, Wings has seen students who attend programs on a regular basis exceed state averages in math and reading indicators in 63% of areas monitored (broken-out by school and subject area).
- Students who attend Wings on a regular basis are absent from school on average 33% less often than students who participate less frequently and those who do not participate at all (this figure is not adjusted for school population, but is merely an average over three years at all Wings sites, see Attachment F for details).
- Both of the trends above, attending school more regularly and improved standardized test scores, have held true over the years while the number of regular attendees has steadily increased.
- WSSU students report developmental assets related to afterschool programming (i.e. caring school climate, bonding to school, etc.) at higher rates than in years past.
- Deficits and risk-taking behaviors related to afterschool programming (for example, school truancy and the number of hours spent watching television) are decreasing among WSSU middle school youth.

The result of on-going efforts to review afterschool literature and analyze Wings-specific data is a set of performance measures aimed at ensuring high-quality academic enrichment opportunities for *all* students within the Windham Southwest Supervisory Union. Wings’ overarching objectives, monitored for progress on an annual basis, follow and greater detail can be found in the evaluation plan (Attachment E).

Objective 1:	Program Performance – To engage students in creative academic, enrichment, and physical/wellness afterschool experiences.
Outcome 1A:	At least 30% of each participating school’s enrollment will attend Wings programming on a regular basis (60 hours or more). This figure will be adjusted on an annually to reflect enrollment patterns.
Outcome 1B:	A 25% increase in enrollment will be seen within Wings’ Summer Program for students from surrounding communities, and maintenance of enrollment levels will be seen for Whitingham students, during summer 2009.
Outcome 1C:	75% of 1 st – 6 th grade students who participate in Wings’ Summer Program for more than 16 hours will attend Wings afterschool programs on a regular basis.
Objective 2:	Academic Achievement – To improve students’ academic achievement in mathematics and language arts.
Outcome 2A:	Wings regular attendees, grades 3 – 8, will match or exceed state averages on <i>all</i> math and reading indicators by 2014.
Outcome 2B:	75% of Wings regular attendees, grades 3 – 8, will show significant improvement in standardized test scores as evidenced by an increase of at least 10 points within an individual’s scaled score by 2012.
Outcome 2B:	Students who attend Wings on a regular basis will show a lower school absentee rate than those who attend less frequently and those who do not participate.
Objective 3:	Social/Emotional Development – To build students’ developmental assets and increase positive relations between students and their school.
Outcome 3A:	A minimum of 50% of school personnel will lead, or assist with, programs at each Wings site on an annual basis.
Outcome 3B:	A 10% increase in middle school youth reporting developmental assets related to afterschool programming, and a 10% reduction in middle school youth reporting deficits or risk-taking behavior related to afterschool programming, will be seen by fall 2013.

The literature around afterschool best practices helps to guide Wings’ growth. The data collected and analyzed by Wings is clear and suggest that gains are being realized. There is, of course, room for continued growth and the outcomes identified for the coming years speak to the vision for continual improvement Wings has set forth. Yet perhaps what best exemplifies how ingrained Wings has become into the fabric of the communities in which it operates, and the need being fulfilled, is a comment made by an elementary-aged student at an school open house in which Wings had an informational table. The student curiously asked, “Was there ever a time without Wings?”

Program Design

Program Description

Wings programming at all K-8 schools follows a general model that is then adjusted to meet the needs at individual sites. The general model Wings has instituted consists of three core components: break-out programs, homework assistance, and tutoring services. Stamford Elementary, the only site within this proposal that does not currently have Wings programming in place, will follow the same model outlined below. The schedule at each site varies, but follows a general pattern of students having some outdoor time at the end of the school day, enjoying a snack together, and then heading to the program for which they are enrolled that day.

Typical Wings Schedule:

- 2:45 – 3:00 Outdoor Recreation
- 3:00 – 3:15 Snack
- 3:15 – 4:45 Break-Out Program or Homework Club

Break-out programs

At all Wings sites within this proposal, a schedule of five six-week sessions per year is followed; 30 total weeks of programming being offered annually. Programs run Monday through Thursday and all programs meet a minimum of one time per week. This basic model for offering break-out programs allows flexibility for delving deeper into a particular content area when students' interests dictates such. For example, a program may run multiple sessions (or even throughout the entire year) if student interest is sustained. Running the same program, with a core group of students, allows for deeper exploration in one area without altering the structure by which programming is offered. Between 30 and 60 break-out programs are offered over the course of a year at any one Wings site (see Sample Enrollment Report, Attachment D for details).

Break-out programs fall into three general categories: academic, enrichment, and physical/wellness. Each Wings site strives to maintain a balance within these three areas that calls for 25% of all programs offered to be academic (such as: math and science clubs, creative writing, spelling and geography bees, robotics, etc.), 50% enrichment programs (art, music, drama, cooking, . . .), and the final 25% to be physical/wellness programs primarily focused on developing individual wellness and utilizing the natural resources available to us in rural Vermont (for example: hiking, snowshoeing, trail building, yoga, and dancing). A final category of break-out programs offered by Wings are those specifically designed to meet the needs of gifted and talented students. The criteria by which students are identified for gifted and talented afterschool programming was developed with consultation from the WSSU Differentiated Instruction Coordinator and follows the general principles set forth by the WSSU Gifted and Talented Program pilot initiative launched in 2008-09. All break-out programs maintain a 1:10-12 ratio.

Within all break-out programs offered by Wings, there is an expectation that program leaders will infuse academic components into the program. For example, a cooking program may include discussion around mathematical concepts or perhaps geography will be explored while cooking ethnic foods. In a hiking program, the program leader may take the opportunity to have students identify plants or measure distance traveled. Site coordinators work with program leaders to bring *all* programs to this level, but specific guidelines must be met in order for a Wings program to be deemed an academic program; the guidelines for academic programs follows:

- Focus on a core subject area: reading, writing, math, science, social studies, or foreign language.
- Led by a certified teacher, paraprofessional, or other with a related background.
- Aligned to a specific curriculum or be directly tied to the Vermont Standards or Grade Expectations.
- Includes a culminating event or product that allows students to demonstrate knowledge gained.

Stamford School has outlined yet another focus for academic programs to be offered at their site. The Stamford Planning Team has identified academic areas in need of improvement within their school (based upon NECAP scores) and is planning academic programs specifically targeted to address those needs. For example, creative writing and programs focusing on providing students with hands-on opportunities with science laboratories are currently being planned. Another approach to break-out programming being planned at Stamford School is off-site programming. Stamford will allocate two programs per session to be held off-site to meet needs not easily found within the Stamford community. Programs will be held at such venues as: the Windsor School of Music, Northern Berkshire Creative Arts, Massachusetts College of Liberal Arts, and McCann Technical School.

Break-out programs are led by teachers, paraeducators, and other school-day staff, as well as community members with expertise in the area in which they instruct. Program leaders are recruited on a continuous basis in an effort to keep programs fresh and interesting, yet a core group of program leaders has been identified at each Wings site which provides continuity and expertise around overarching program goals. Several program leaders teach at multiple Wings sites, an enormous benefit realized through the multi-site structure under which Wings operates. Potential program leaders submit a program proposal outlining the goals/objectives of the program, links to learning, and the Vermont standards or grade expectations to be addressed. Samples of Program Enrollment reports from 2007-08 can be found in Attachment D and are meant to illustrate the breadth of programs offered each session and the balance maintained between academic, enrichment, and physical/wellness offerings.

Tutoring Services

Wings provides tutoring services on an as-needed basis at all Wings sites. Wings Site Coordinators work with school-day teachers and paraeducators to identify students in need of additional academic support, and contract with individual teachers or paraeducators to provide the needed service. Tutoring is set-up by the classroom teacher and may take place before or after school. Guidelines for tutoring services follow:

- Tutoring services are provided one-on-one or to small groups (no more than four students).
- Tutoring can be provided as an on-going service and/or on an as-needed basis to meet individual student needs throughout the year.
- Tutors are certified teachers or paraeducators.
- Tutoring services can be utilized to meet both remedial and gifted and talented needs.
- Tutoring services provided must document the following using the Tutor Documentation form:
 - Student served
 - Dates met
 - Student need(s) being addressed
 - Work completed
 - Plans for linkage to school day

In spring 2009, Wings will launch a new initiative under the tutoring services currently being provided. Twin Valley High School (also a Wings site, but not included within this proposal) currently offers Virtual High School classes, an on-line learning opportunity that opens up over 200 additional class offerings to students. Three Virtual High School seats have been allocated to Twin Valley Middle School (T.V.M.S.) students for spring 2009. Wings has partnered with T.V.M.S. in making this experience successful by contracting teachers to tutor students after school to support their on-line learning. If successful, this model of meeting student needs at T.V.M.S. through Virtual High School and Wings tutoring support will be expanded in fall 2009. T.V.M.S. has budgeted for ten Virtual High School seats to be purchased for the 2009-10 school year. The pilot initiative, if successful, will be looked at for possible replication with the middle school populations at Halifax School and Readsboro Central School. Stamford School currently has three middle school students enrolled in high school level on-line courses, and the afterschool support, if proven successful at T.V.M.S. this spring, will become a part of the tutoring offerings at Stamford School next fall. The ability to pilot new initiatives, and roll out programs shown to be successful to other Wings sites, is an enormous benefit of the multi-site structure Wings has created.

Homework Assistance

All Wings Homework Clubs are staffed by either teachers or paraeducators and maintain a ratio of 1:10. Homework Clubs at the Deerfield Valley Elementary, Halifax School, and Readsboro Central School operate as stand-alone programs and are offered two days per week (Stamford Elementary will adopt the same approach). Students sign-up for homework club in lieu of attending a break-out program on that day. The homework clubs go by various names at the individual sites (for example, P.A.W.S. – Pro-Active Academic Wings Support and Boosters), but generally follow the same pattern. Students spend time completing homework assignments, reading independently, and playing problem-solving and skill-based games. Communication between the homework club leader and the school-day teacher allows for the homework club leader to hone in on individual student needs and provide skill-building activities once homework is completed. Wings has relied on informal communication between the homework club leader and school-day teacher, but is currently in the process of developing more formal means for tracking student needs and monitoring progress.

The homework club model described above holds true at all Wings sites *except* Twin Valley Middle School. The enormously successful homework club at T.V.M.S. (2470 student hours were logged in 2007-08!) allows for drop-in attendance, and has separate clubs for each grade level – 6th, 7th, and 8th. Each homework club is staffed by a paraeducator who works with that grade level during the school day, allowing for a seamless school to afterschool connection to be realized. Homework Club at T.V.M.S. meets 36 weeks a year (Monday through Thursday) and does not break during non-program weeks.

Summer Program

In addition to school-year afterschool programs, Wings runs a three-week summer program that brings together the “best of the best” programs from throughout the year. The summer program recruits program leaders who have proven to be successful during the afterschool program to lead one-week long sessions (four days per week) that replicate or expand upon the afterschool programs these program leaders have led. The summer program’s ability to recruit from all four towns involved in Wings’ afterschool programming allows for an especially dynamic and talented summer staff. Within Wings’ Summer Program, a benchmark of 50% academic programs, 25% enrichment, and 25% physical/wellness is utilized to guide program development. The shift from 25% academic programs, as targeted within the afterschool programs, to 50% for summer is intentional in that no other academic services are offered during Wings’ Summer Program and a primary goal of the program is to create learning experiences that minimize the learning regression that often occurs during summer months. Attachment D outlines one week of summer programming offered during summer 2008.

Wings works closely with Whitingham Elementary (the host site) in developing summer programs specifically aimed at improving areas of need as identified by school administrators and personnel. A teacher within the school is recruited as a program leader for all three weeks of the summer program, and works with the summer site coordinator to develop specific programs to meet school-identified needs. In summer 2008 those programs were: Math Games and Reader’s Theater. In summer 2008, 56% of the summer programs offered were led by certified teachers, and an additional 17% were led by paraeducators.

A collaborative relationship has been established between Wings and the Whitingham Free Library to provide additional summer programming. In an effort to expand the summer program to five days per week, Wings established an arrangement with the local library in 2005 to provide Friday programming to students enrolled in Wings’ Summer Program. This arrangement allows students to explore their local library and become involved with the state-wide summer reading program coordinated by the library.

The following chart outlines programs at existing Wings sites in 2007-08.

2007-08 Program Summary

School Enrollment	Grade Levels Served	Number of Programs Offered	Total Student Hours	School Personnel Leading Programs ¹		Students Served by Wings		Regular Attendees (60 hrs. or more)		% Low-Income Attendees (f&r lunch)	
				Number	% total school personnel	Number	% total school enrollment	Number	% total school enrollment	Number	% total school enrollment
Deerfield Valley Elementary School (D.V.E.S.)											
131	K – 5 th	69	6522	17	59%	116	89%	43	33%	38	29%
Halifax School											
61	K – 8 th	45	4980	10	67%	57	93%	34	56%	22	36%
Readsboro Central School											
81	PK – 8 th	39	2968	6	40%	72	89%	20	25%	30	37%
Whitingham Elementary School											
100	K – 5 th	58	5150	16	94%	95	95%	37	37%	32	32%
Twin Valley Middle School											
109	6 th – 8 th	32	4822	13	46%	100	92%	29	27%	33	30%
Wings’ Summer Program											
na ²	K – 6 th	33	2127	8	na ²	66	na	na	na	19	na ²

1 Refers to teachers, paraeducators, administrators, and other school-day staff working within the school in which programs are being offered.

2 Wings’ Summer Program serves all K-6 students within the supervisory union and is not limited to one school

Elements of High-Quality Programming.

Wings has utilized the Elements of High-Quality Programming as a framework to discuss with various stakeholders ways in which afterschool programs are thriving, and where improvements could be realized. In 2007-08 each area was discussed with site coordinators and specific strategies for improvement connected to the various areas were developed. The Elements of High-Quality Programming also guided discussions with the planning committees formed for Wings expansions both at Twin Valley High School last year, and at Stamford Elementary this year. The points below are a compilation from these various discussions and focus on areas in which Wings has seen clear success.

1) Linkages to the School Day

Wings utilizes school-day faculty and staff in many roles within the afterschool programs.

- Site Coordinators at four of the five *current* Wings sites within this proposal are teachers or school staff members within the school in which they oversee afterschool programming.
- Stamford School will be overseen by a partnering team of a two school-day teachers.
- Between 40% and 94%, depending upon the individual site, of the school-day staff are involved in Wings programming at the school in which they are employed; Wings has identified a minimum target rate of 50%.
- Homework Clubs and tutoring services at all Wings sites are staffed by teachers or paraeducators.

Wings nurtures connections to the school-day and school personnel seek out connections with afterschool.

- Wings Program Leaders work to tie afterschool program content to the school-day and vice versa (examples include a Digital Photography Program Leader who used the afterschool group to become “photojournalists” for in-school events, and the Halifax teacher who routinely structures in-school writing assignments around the happenings within afterschool).
- Homework assistance and tutoring services are directly tied to school-day academics.
- Wings’ Project Director and Site Coordinators attend school faculty meetings, inservices, and other school team meetings and regularly bring afterschool into the conversation at these forums.
- Wings’ Site Coordinators meet regularly with the school principal.
- Wings’ Project Director meets regularly with the WSSU Superintendent, at least yearly with the WSSU Administrative Council, and reports annually to each school board.

Wings and the school system share resources, policies, and information.

- Wings programming takes place within all areas of the school; including classrooms, cafeterias, gymnasiums, libraries, and computer labs. All Wings schools have opened up nearly the entire school for afterschool programming and support from office and custodial staff exists at all Wings sites.
- Wings Site Coordinators regularly communicate with school-day personnel about issues and opportunities within the afterschool program.
- Wings’ policies, whenever possible, mimic (or are embedded within) the school policy in order to provide consistency between school-day and afterschool programming.
- Wings is linked to the schoolwide Title I plans at D.V.E.S. and Whitingham Elementary/ T.V.M.S.
- Wings utilizes school communication systems (i.e. newsletters and websites) to disseminate Wings-related information.

Wings receives support from the schools in which it operates.

- The Whitingham Elementary/Twin Valley Middle School Principal sits on the Wings Advisory Board and acts as a liaison between the Wings Advisory Board and the WSSU Administrative Council.
- Wings receives financial support from the school budget at every school with Wings programming.
- Wings has partnered with two schools in developing joint programming aimed at transitioning students from elementary to middle school.

2) **High-Quality Staff**

Wings actively seeks out highly qualified staff to work within afterschool programs.

- Wings' Project Director holds a masters degree and attends professional development opportunities on a regular basis. Wings' Project Director has led many state-wide afterschool trainings.
- Wings' site coordinators are teachers or staff from within the school, or community members with strong ties to the school community. School principals are active participants in the process of hiring site coordinators.
- Wings actively recruits teachers and paraeducators from within the school system, balanced with community members with significant expertise in the area in which they propose programming, to lead afterschool programs.

Wings provides support and oversight for all staff members.

- Wings' Policies and Procedures manual outlines information needed for site coordinators.
- A Program Leader Packet, outlining clear expectations, is distributed to all potential program leaders and tutors. (Both the Policies and Procedures Manual, and Program Leader Packet, are available for viewing on-line at the VT-DOE wiki: <http://vermontafterschool.pbwiki.com/Wings-Community-Programs-Resources>.)
- Written job descriptions exist for all Wings positions and are reviewed annually (see Attachment J).
- Monthly site coordinator meetings allows site coordinators to exchange resources.
- Wings supports site coordinators, and program leaders who work with Wings in an on-going manner, to attend professional development opportunities.
- Wings offers local trainings, delivered by exemplary program leaders, in an effort to train others to replicate high-quality programs.

Wings actively works towards retaining qualified staff.

- Wings encourages afterschool staff to "teach their passion" in an effort to match staff with their interest area.
- Wings' salary schedule provides competitive compensation for afterschool employment.
- Wings publicly recognizes staff in an effort to show appreciation and recruit new program leaders.
- Wings' efforts towards supporting and retaining high-quality staff has resulted in little turn-over within the site coordinator positions and a high rate of return for program leaders.

3) **Safe and Appropriate Environment**

Wings has clear safety procedures in place.

- Wings aligns afterschool safety procedures with the school-day procedures whenever possible in an effort to have a consistent environment that is both physically and emotionally safe for all students.
- Wings develops safety procedures for areas that can not be aligned to school-day procedures (i.e. check-in/check-out procedure, after-school field trip procedure, etc.).
- Discipline policies for afterschool focus on maintaining a safe and respectful environment for all students and help ensure that Wings is a place with high expectations and a positive atmosphere.
- First aid kits are available at all sites in the event that the nurse's office can not be accessed quickly. First aid kits are re-supplied on an as-needed basis, and completely re-stocked annually.
- In 2007, Wings hired a safety consultant to work towards ensuring that all VT DOE safety guidelines were being followed at each Wings site.
- Wings' Safety Consultant meets regularly with site coordinators and school principals to trouble-shoot safety related issues.

Wings ensures that all staff meet basic safety expectations.

- Wings utilizes the WSSU criminal background check protocol for screening potential employees.
- Wings mandates that all site coordinators acquire first aid and CPR certification and provides financial support for certification to program leaders who work for Wings on a regular basis.

4) **High-Interest Programming**

Wings' model for programming is intentionally designed to engage students.

- Students sign up for programs based on individual interests.
- Program leaders are recruited based upon their passion or interest in leading a particular program resulting in dynamic program offerings.
- A wide-variety of programs are offered at each site throughout the year allowing each student to explore new things and find their own passion.
- Programs with sustained student interest will often be continued into the next program session so as to allow students to continue exploration at a deeper level.
- Critical thinking, problem-solving, creativity, and innovation are stressed in program development.

Evaluation results speak to the success Wings has seen in developing high-interest programming.

- Student participation at Wings sites ranges from 89 – 95% of the entire student body participating in at least one Wings program!
- Participation rates for specific programs often point to the increased interest level among students as programs become ingrained into what they have come to expect on an annual basis (i.e. the Iron Chef program at T.V.M.S. has grown from 20 participants in 2007-08 to 45 this year).
- Wings, in collaboration with VTDOE, developed an engagement tool to measure student engagement within its summer program. 71% of summer program attendees displayed medium to high levels of engagement.

5) **Regular Attendees**

Wings' program model encourages regular attendance.

- Students sign-up for six weeks of programming, drop-in participation is not permissible in any program other than homework club at Twin Valley Middle School. This system creates student commitment and buy-in from parents.
- Students sign up for programs based upon individual interests and choose programs connected to their passions and aspirations.
- Programs that prove particularly successful in capturing student interest are continued to allow deeper exploration of the program's content to occur.
- Programs are typically split by grade levels (K-2, 3-5, 6-8) to create developmentally-appropriate learning environments.
- Program offerings have increased at schools in which regular attendance was being hampered by program space constraints; waiting lists occur much less often than when Wings began offering break-out programs.
- Wings fee structure allows families to contribute what they can afford and encourages regular attendance regardless of ability to pay.
- Wings serves between 25% and 56% of students on a regular basis, depending upon the individual site.

Wings utilizes various recruitment efforts to ensure that all students are encouraged to attend.

- School-day personnel leading programs often recruit students based upon known interest or ability in the program offering.
- Tutoring services are set up by the school-day teacher, and parents are contacted directly by the teacher to set up tutoring opportunities.
- Program demonstrations during all-school assemblies are used as a recruitment tool for new programs that students may not be familiar with (the most recent example was a Tai Chi demonstration that took place at Twin Valley Middle School to introduce students to this offering).

6) **Instructional Leadership**

Wings requires all programs to be intentionally designed.

- Program proposals outlining the scope of the program are required for all Wings programs.
- Wings' program proposal requires potential program leaders to identify the goals and objectives, links to learning, and Vermont standards or grade expectations addressed.

Wings provides support to program leaders.

- Site coordinators work with program leaders to embed academic content into all programs.
- Program leaders who offer programs throughout the year, and/or offer programs in multiple site, are supported in professional development opportunities.
- Local trainings are organized to bring program curricula to program leaders who need additional support.

7) **Flexible Structures and Student Choice**

Wings offers a wide-variety of programs to ensure there is something for everyone and supports all students in accessing programs.

- Programs are balanced between academic, enrichment, and physical/wellness at all Wings sites.
- Programs are open to, and well utilized by, home schooled students within the community which speaks directly to the appealing choices available at all sites.
- Students with special needs are supported in afterschool through various means, including one-on-one support when appropriate.
- Homework assistance at Twin Valley Middle School is provided on a drop-in basis to allow middle school students flexibility around when they need academic assistance.

Efforts are continuously made to incorporate programs generated by student interest.

- All site coordinators hold informal meetings with students on a regular basis to solicit ideas for potential programs and/or program leaders.
- Wings is currently working to incorporate the student advisory model developed at Twin Valley High School into Twin Valley Middle School's operation to ensure that student voice is a key component in program development.

Program Management

Program Leadership

Wings will continue to utilize the same organizational structure that has proven successful since 2005 (an organizational chart can be found in Attachment H). Wings employs a project director (Lynne Feal-Staub) who is responsible for oversight of all sites and supervises site coordinators. Lynne has been employed by Wings since 2001 as the program evaluator, and since 2005 as the project director. Lynne holds a master's degree in social work and has been recognized by the Vermont Department of Education for exceptional leadership in afterschool programming. The Project Director will be contracted at 32 hours per week. Please see resume for more details, Attachment I.

Site coordinators are recruited from within the school community, and three of the five current site coordinators are teachers within the school; Wings programming at Deerfield Valley Elementary School, Halifax School, and Twin Valley Middle School are overseen by a teacher from within the school. At Whitingham Elementary, the position of site coordinator is filled by a school staff member (the school secretary with 23 years of experience working within the school) who works in partnership with the Twin Valley Middle School Site Coordinator (a school-day teacher) as both schools are housed within the same facility. Readsboro Central School is overseen by a community member with strong ties to the school community and a co-site coordinator, a teacher within the supervisory union with ties to the Readsboro community, assists with the oversight of the Readsboro Wings site. At Stamford Elementary two teachers have come forward and will co-coordinate the Stamford Wings site.

Roles and responsibilities of the project director and site coordinators are clear and non-duplicative. Site coordinators manage the day-to-day operation at each site, work with program staff to develop high-quality programs, and oversee the individual sites budget and expenditures. All administrative tasks that are not directly tied to individual sites' programs (i.e. management of the overall Wings budget, sustainability development, evaluation monitoring, etc.) are handled by the project director with the support of an office manager. Job descriptions for the project director and site coordinators can be found in Attachment J.

Leadership from Wings also comes from the Wings Advisory Board. Wings has an active Advisory Board with representation from various community sectors and at least one representative from each town served by Wings. Wings' Advisory Board includes a principal, two teachers, a state school board member, and five community members. The Advisory Board is charged with guiding Wings' vision and mission, advising and supporting the project director, assisting in sustainability planning, overseeing the development of policies and the budget, and promoting Wings' image throughout the community. A listing of all Advisory Board members can be found in Attachment K.

School Leadership Support

Wings has a history of successfully partnering with the schools in which Wings operates and steps have been taken to ensure the same at Stamford Elementary School. The WSSU Superintendent, Dr. Peter Wright, directly supervises Wings' Project Director. A positive working relationship between the superintendent and project director has been established, and Dr. Wright has publicly supported Wings repeatedly throughout the years. Wings' Project Director meets with the superintendent several times per year, and an "open-door" has always been extended when challenges arise for which support from the superintendent is necessary.

Principals at all Wings sites have actively supported Wings over the years, both administratively and programmatically. Principals at various sites have led Wings programs over the years, have delivered local trainings to bring successful programs to other Wings sites, have taken leadership roles within Wings' Advisory Board, have acted as a liaison between Wings' Advisory Board and the WSSU Administrative Council, and have advocated for funding with the local school boards. In addition to a current principal sitting on the Wings

Advisory Board, a retired principal (and current Vermont School Board member) also sits on the Advisory Board and has taken an active role as Wings' Safety Consultant. Perhaps most importantly, principals at all Wings sites meet regularly with site coordinators and take an active interest in guiding Wings' development at each school. The Stamford Elementary School principal has expressed the same type of interest seen by other principals and was the driving force behind bringing Wings programming to Stamford. Wings fully expects that the same level of engagement seen at other sites from the school principals will be realized at Stamford Elementary School.

Information Dissemination

The fact that the Wings Advisory Board is made up of a cross-section of the community allows the group to function as a vehicle for disseminating information about Wings' programming effectively and efficiently. In addition to informal interactions advisory board members have in which they share information about Wings, the board has begun making formal presentations to local groups (such as Rotary Club and Lions Club) as a means for spreading information about Wings further than it may otherwise reach.

Wings' Project Director reports to the school boards of each school in which Wings operates on an annual basis. These annual reports consist of programming updates, key evaluation findings, and funding needs. School board meetings are covered in the local newspaper thereby providing the entire community with an annual update. Wings' Project Director also meets with the selectboards of Wilmington and Whitingham on an annual basis to provide program updates.

In addition to formal presentations, Wings prepares information tables for the open houses at each school and at Town Meeting in each community served by Wings. Wings keeps parents and the school community informed through regular newsletters and school publications. Press releases are submitted to the local newspapers on a regular basis and annual letters are submitted for inclusion in the town reports of all four towns in which Wings operates to ensure that the entire community is kept abreast of Wings happenings.

In spring 2008, Wings launched a solicitation campaign and mailed over 1000 letters to area residents. The primary goal of this campaign was to raise funds, but a secondary benefit realized was the ability to reach a large number of individuals and provide them with an overview of Wings programming and the successes seen to date. Plans are being made to replicate this initiative every other year.

Transportation

Wings has not provided transportation for any of its programs to date. The cost of providing transportation, coupled with the fact that the only bus service in the area has not been responsive to Wings' transportation needs, has made it necessary for Wings to find creative solutions to transportation issues. Parent pick-ups from afterschool programs have proven, by and large, to be successful in meeting the transportation needs of students. Currently Wings site coordinators make car-pooling arrangements when possible and the use of the public bus system allows for Twin Valley Middle School students to be transported from the town of Whitingham to Wilmington after Wings programs have ended. Stamford School will provide transportation to off-site programs and the local bus provider has committed to providing this service.

Volunteers

The use of volunteers has been almost exclusively high school students working to fulfill their community service requirement. Wings will continue this practice, and will also explore the possibility of utilizing senior citizens from the Retired Seniors Volunteer Program (R.S.V.P.) for office work and other administrative tasks. Wings successfully utilized R.S.V.P. volunteers for assistance with a large solicitation campaign in spring 2008 and intends to continue the relationship with R.S.V.P. for future administrative needs along these same lines.

Program Evaluation

Program Goals and Objectives.

Wings' evaluation plan address three key areas:

- 1) Program Performance
- 2) Academic Achievement
- 3) Social/Emotional Development

Within each of the areas assessed on an annual basis by Wings' Project Director, several guiding questions drive the evaluation process and allow for continuous analysis of strengths and weaknesses. These questions are:

- What are the overall participation rates at each site?
- Are the number of students who attend on a regular basis (i.e. 60 hours or more) increasing, or has the site hit saturation point and is maintenance of the number of regular attendees being realized?
- Are students from *all* communities served by Wings accessing the summer program?
- Are participants fully engaged in programs in which they are enrolled?
- Do students who attend Wings on a regular basis perform at or above state averages on standardized tests?
- Are individual standardized test scores for regular attendees improving?
- Do students who attend Wings on a regular basis have better school attendance rates than non-participants?
- Are teachers, and other school personnel, leading a significant number of programs?
- Are the number of developmental assets students within the supervisory union are reporting increasing?

Each of the guiding questions above corresponds to specific outcome measures within Wings' evaluation plan and results from past years show improvement in all areas, with the potential for more growth. Wings utilizes participation rates as the primary measure of program performance. In addition to overall participation rates, Wings also looks at participation rates within each individual program as a means of gauging student interest (see Enrollment Report, Attachment D, for details). The breadth of opportunities available to students is further examined through on-going analysis of enrollment reports so as to ensure a balance between academic, enrichment, and physical/wellness offerings.

Academic achievement is primarily monitored through standardized test scores, yet the analysis of school absentee records has provided Wings with an interesting lens by which to look at the impact of afterschool. The bridge between students attending afterschool programs, thereby becoming more committed to attending school, has been confirmed with three years of absentee data. A new component within Wings' current evaluation plan is to look at individual standardized test scores for regular attendees and examine whether gains are being realized even if those gains do not move the student from one level to another (i.e. from "partially proficient" to "proficient"). Analysis around the impact of student engagement in afterschool programs and its impact on student achievement has become a focus Wings has been exploring for two years with mixed findings. Academic achievement and student engagement measures speak to Wings' goal of providing students with deep learning experiences.

The final area addressed within Wings' evaluation plan, social/emotional development, is primarily assessed through the *Search Institute Profiles of Student Life: Attitudes and Behavior* survey. This survey is administered to middle school age students approximately every five years, and gains related to afterschool programming assessed. The impact of connecting students with teachers, and other school personnel, in meaningful ways that ultimately lead to gains in developmental assets as seen through the Search Institute survey, is also monitored by continual evaluation of the number of school personnel involved in leading programs.

Please see Attachment E for Wings' evaluation plan and Attachment F for evaluation results from past years.

Capacity for Success and Sustainability

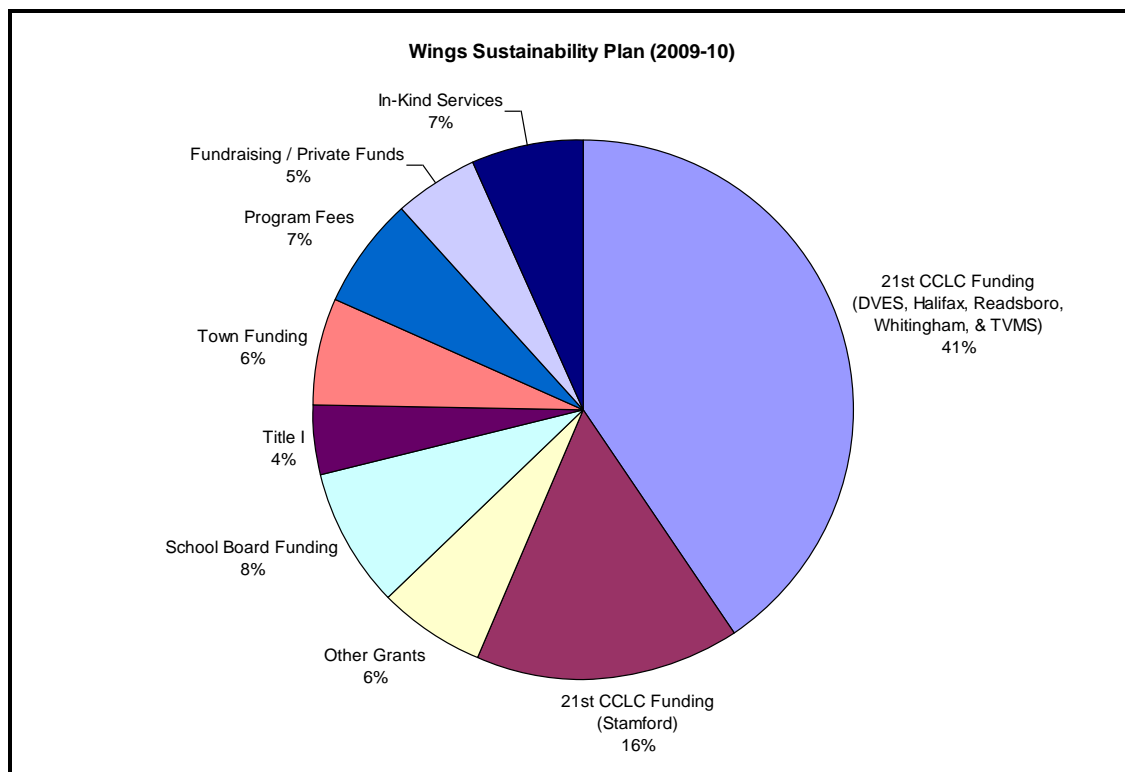
Memorandum of Agreement between Key Partners

Wings has been connected to the WSSU since 2001 and a strong relationship exists. The WSSU Superintendent supervises Wings' Project Director, the supervisory union acts as the fiscal agent for Wings, and countless support is provided to Wings through the WSSU. A strong relationship between Wings and each of the schools in which Wings operates also exists and will be a framework upon which the relationship between Wings and Stamford Elementary is based. The combination of positive energy around new programming being planned, and a history of strong working relationships between existing partners, leads to expectations for success. A Memorandum of Agreement can be found in Attachment L.

Sustainability Plan

Wings' Advisory Board has worked diligently over the last five years in developing, and continually revising, a comprehensive sustainability plan aimed at ensuring the financial stability of Wings. The model for developing sustainability efforts created by Wings (and presented at various Vermont Department of Education trainings) will be brought to Stamford Elementary to ensure the stability of this new program within the larger project. In addition to the various sustainability routes Wings has explored, an overarching plan for fully integrating Wings into the fabric of the community exists. It is by having *all* community members directly or indirectly affected by Wings (i.e. knowing a student who attends programs, working as a program leader, talking with Advisory Board members on a regular basis, etc.) that full local support will be realized.

The areas below represent the current focus of Wings' sustainability efforts. New funding avenues are explored on an on-going basis. An abridged version of Wings' sustainability plan can be found in Attachment G.



Budget Narrative

Wings is requesting \$202,434 of funding for 2009-12, and a reduction to \$188,068 for 2012-13 with a further reduction to \$182,321 in the final year of the grant period. These figures represent 54% of the operating costs at existing Wings sites – Deerfield Valley Elementary School, Halifax School, Readsboro Central School, Whitingham Elementary, and Twin Valley Middle School – and slightly less than the full operating costs at Stamford Elementary, the new site within this proposal, for the first three years of the grant period. The reduction in the fourth and fifth year of the grant period reflect reductions of 25% and 35% in the amount allocated to Stamford Elementary during the fourth and fifth year of the award.

Wings’ budget (see Attachment B) outlines a fiscally responsible approach to offering high-quality afterschool programs in an impoverished area that has limited local resources for sustaining programs. Wings has been incredibly successful in leveraging local funds (see sustainability section and Attachment G for details), yet has found it necessary to build a program with low administrative overhead in order to maximize program dollars. The expansions into all WSSU schools, with one centralized Wings office, has been a critical component in keeping administrative costs low. The second crucial element allowing for low administrative costs has been Wings commitment to hiring site coordinators who are teachers within the school, or have pre-existing strong connections with the school. These school-site coordinator relationships allow for the bridge between school and afterschool to be fluid and cost-efficient.

- Total salaries: \$256,282
- Total Administrative: \$86,792 (34% of total salaries)
- Total Direct Services: \$169,490 (66% of total salaries)

The costs associated with programming at each site within this proposal are well within the guidelines set forth by the Vermont Department of Education, and in most cases at the low end of the range seen across the state. The cost per participant falls well below VT-DOE guidelines because Wings serves such a large percentage of students within each school (between 89-95% of the total school population at each site). The cost per regular attendee is more closely aligned with state recommendations. Estimated per student costs at each site are based upon attendee rates for 2007-08 and the 2009-10 budget within this proposal. Per student costs at Stamford Elementary are expected to fall within the same range outlined below.

	Total Site Budget	2007-08 Number of Participants	Cost per Participant	2007-08 Number of Regular Attendees	Cost per Regular Attendee
Deerfield Valley Elementary School	\$63,109	116	\$544	43	\$1468
Halifax School	\$48,886	57	\$858	34	\$1438
Readsboro Central School	\$46,633	72	\$648	20	\$2332
Whitingham Elementary School	\$51,391	95	\$541	37	\$1389
Twin Valley Middle School	\$57,748	100	\$577	29	\$1991

Stamford School will be the only Wings site within this proposal contracting with outside organizations for services. Stamford’s program plan calls for two programs per session (at a cost of \$75 per day) contracted to outside organizations, such as: Windsor School of Music, Northern Berkshire Creative Arts, Massachusetts College of Liberal Arts, and McCann Technical School. In addition to contracted services, transportation specific to Stamford’s program exists in order to transport students from the school to the outside organization. The transportation portion of the line item is calculated at \$75 per trip x 10 programs/year at 6 sessions per program.

Wings Community Programs 2009-10 Budget	TOTAL COST	21st CCLC Grant 1 (Whit./TVMS and DVES, Hal. Reads.)	21st CCLC Grant 1A (Stamford)	Other Funding
PERSONNEL				
Administrative Personnel (Project Director and Office Manager)	\$72,051.00	\$38,277.00	\$15,761.00	\$18,013.00
D.V.E.S. Personnel (Site Coordinator, Program Leaders, and Academic Services)	\$35,304.00	\$17,045.00	\$0	\$18,259.00
Halifax Personnel (Site Coordinator, Program Leaders, and Academic Services)	\$25,524.00	\$20,524.00	\$0	\$5,000.00
Readsboro Personnel (Site Coordinator, Program Leaders, and Academic Services)	\$23,970.00	\$17,970.00	\$0	\$6,000.00
Stamford Personnel (Site Coordinator, Program Leaders, and Academic Services)	\$24,900.00	\$0	\$23,975.00	\$925.00
Whitingham Personnel (Site Coordinator, Program Leaders, and Academic Services)	\$26,988.00	\$9,654.00	\$0	\$17,334.00
T.V.M.S. Personnel (Site Coordinator, Program Leaders, and Academic Services)	\$35,400.00	\$18,544.00	\$0	\$16,856.00
Summer Personnel (Site Coordinator, Program Leaders, and Academic Services)	\$11,545.00	\$5,773.00	\$0	\$5,773
Evaluation Services	\$600.00	\$300.00	\$0	\$300.00
TOTAL PERSONNEL	\$256,282.00	\$128,087.00	\$39,736.00	\$88,459.00
FRINGE BENEFITS				
FICA (wages x .0765)	\$22,597.00	\$9,799.00	\$3,040.00	\$9,759.00
Unemployment and Compensation (wages x .005)	\$1,477.00	\$640.00	\$199.00	\$638.00
Retirement Benefits (Project Director - 4%)	\$1,979.00	\$660.00	\$660.00	\$660.00
Fees and Dues	\$700.00	\$175.00	\$175.00	\$350.00
TOTAL BENEFITS	\$26,753.00	\$11,274.00	\$4,073.00	\$11,406.00
TOTAL PERSONNEL AND BENEFITS	\$283,036.00	\$139,361.00	\$43,810.00	\$99,866.00
ADMINISTRATIVE COSTS				
Annual Audit	\$650.00	\$0	\$325.00	\$325.00
Catamount Health	\$1,440.00	\$0	\$720.00	\$720.00
Cleaning	\$400.00	\$0	\$200.00	\$200.00
TOTAL ADMINISTRATIVE COSTS	\$2,490.00	\$0	\$1,245.00	\$1,245.00
SUPPLIES, EQUIPMENT, AND OTHER PROGRAM COSTS				
Supplies, Equipment, and Curricula - D.V.E.S.	\$3,000.00	\$372.00	\$0	\$2,628.00
Supplies, Equipment, and Curricula - Halifax	\$2,450.00	\$387.00	\$0	\$2,063.00
Supplies, Equipment, and Curricula - Readsboro	\$2,000.00	\$718.00	\$0	\$1,282.00
Supplies, Equipment, and Curricula - Stamford	\$2,000.00	\$0	\$2,000.00	\$0
Supplies, Equipment, and Curricula - Whitingham	\$2,250.00	\$387.00	\$0	\$1,863.00
Supplies, Equipment, and Curricula - T.V.M.S.	\$2,000.00	\$441.00	\$0	\$1,559.00
Supplies, Equipment, and Curricula - Summer	\$900.00	\$450.00	\$0	\$450.00
Supplies and Equipment - Administration	\$2,000.00	\$500.00	\$500.00	\$1,000.00
Food and Beverages - D.V.E.S.	\$2,818.00	\$500.00	\$0	\$2,318.00
Food and Beverages - Halifax	\$1,972.00	\$172.00	\$0.00	\$1,800.00
Food and Beverages - Readsboro	\$1,850.00	\$500.00	\$0.00	\$1,350.00
Food and Beverages - Stamford	\$1,911.00	\$0	\$911.00	\$1,000.00
Food and Beverages - Whitingham	\$1,836.00	\$500.00	\$0.00	\$1,336.00
Food and Beverages - T.V.M.S.	\$1,595.00	\$500.00	\$0	\$1,095.00
Food and Beverages - Summer	\$360.00	\$180.00	\$0	\$180.00
Food and Beverages - Administration	\$500.00	\$0	\$0	\$500.00
Program Pagers	\$523.00	\$0	\$0	\$523.00
Technology Support	\$500.00	\$0	\$0	\$500.00
Advertising and PR Events	\$500.00	\$0	\$0	\$500.00
Contracted Services and Transportation (Stamford)	\$9,000.00	\$0	\$9,000.00	\$0
Program Related Expenses (TVMS Transition Programs)	\$4,500.00	\$0	\$0	\$4,500.00
TOTAL SUPPLIES	\$44,465.00	\$5,607.00	\$12,411.00	\$26,447.00

Wings Community Programs 2009-10 Budget	TOTAL COST	21st CCLC Grant 1 (Whit./TVMS and DVES, Hal. Reads.)	21st CCLC Grant 1A (Stamford)	Other Funding
OFFICE SPACE AND BUILDING USE				
Office Space - Rent (\$500.00/month x 12 months)	\$6,000.00	\$0	\$0	\$6,000.00
Telephone and Internet Service	\$1,000.00	\$0	\$0	\$1,000.00
TOTAL OFFICE SPACE	\$7,000.00	\$0	\$0	\$7,000.00
PROFESSIONAL DEVELOPMENT				
Professional Development and Travel Expenses	\$2,250.00	\$0	\$0	\$2,250.00
TOTAL PROFESSIONAL DEVELOPMENT	\$2,250.00	\$0	\$0	\$2,250.00
IN-KIND SERVICES				
WSSU Business Manager	\$931.00	\$0	\$0	\$931.00
WSSU Assistant Business Manager	\$1,214.00	\$0	\$0	\$1,214.00
WSSU Accounts Clerk	\$850.00	\$0	\$0	\$850.00
WSSU Superintendent	\$600.00	\$0	\$0	\$600.00
School Secretaries	\$3,500.00	\$0	\$0	\$3,500.00
School Custodians	\$8,400.00	\$0	\$0	\$8,400.00
Wings Advisory Board and Steering Committee	\$2,638.00	\$0	\$0	\$2,638.00
Summer Library Program Expenses (Personnel and Supplies) (School-year and Summer)	\$2,000.00	\$0	\$0	\$2,000.00
Deerfield Valley Community Partnership (Trainings and Evaluation Services)	\$1,000.00	\$0	\$0	\$1,000.00
Photocopying	\$540.00	\$0	\$0	\$540.00
TOTAL IN-KIND SERVICES	\$21,673.00	\$0	\$0	\$21,673.00
TOTAL PROGRAM EXPENSES	\$360,914.00	\$144,968.00	\$57,466.00	\$158,480.00

**Windham Southwest Supervisory Union
Low-Income Indicators**

School	Grades	Total School Enrollment (2008 – 2009)¹	Free and Reduced Lunch Rate (2007 – 2008)²	PATH Medicaid Recipient Rate (September 2008)³	
Deerfield Valley Elementary School	K – 5	131	42%	70 (5 – 11 yrs.)	53%
Halifax School	K – 8	57	22%	29 (5 – 14 yrs.)	51%
Readsboro Central School	K – 8	64	46%	48 (5 – 14 yrs.)	75%
Stamford School	K – 8	70	not available	30 (5 – 14 yrs.)	43%
Whitingham Elementary School	K – 5	97	29% ⁴	46 (5 – 11 yrs.)	47%
Twin Valley Middle School	6 – 8	107 ⁵	29% ⁴	45 (12 – 14 yrs.)	42%

1 source: Individual school records, September 2008

2 source: Vermont Department of Education Child Nutrition Programs, *Annual Statistical Report*, available at: http://education.vermont.gov/new/pdfdoc/pgm_nutrition/school_nutrition/pubs_resources/free_reduced_report_08.pdf

3 source: Vermont Department of Education, *Med Age-Town Report 9/8/08* (contact: David Baroudi – David.Baroudi@state.vt.us)

4 Free and Reduced Lunch Rate reported by the Vermont Department of Education is one composite rate for both Whitingham Elementary and Twin Valley Middle School.

5 Twin Valley Middle School enrollment from Whitingham and Wilmington totals 87% of the entire student body (38 Whitingham students and 69 Wilmington students). Students from surrounding communities (Dover, East Dover, Halifax, and Searsburg) also attend T.V.M.S. but are not accounted for as the total middle school age population in these towns is unknown and outlying towns make up no more than 7% of the student body.

**Wings Community Programs
Sample Enrollment Reports
Excerpts from 2007-08 Enrollment Reports**

Program Name	Descriptive Narrative	Cost	Grade Levels Served	Total Enrollment	Avg. Daily Attend.	No. Days No. Hrs.
2007-08 Session I - Readsboro Central School						
Adventures in Nature	Academic program (science)	\$300	2 – 6	6	6	6 days 1.75 hrs.
Arts and Crafts	Enrichment program	\$300	K – 5	7	6	6 days 1.75 hrs.
Arts and Crafts: Paper Cutting	Enrichment program	\$200	4 – 8	7	4	4 days 1.75 hrs.
Exploring Books through the Eyes of Jan Brett	Academic program (language arts)	\$300	K – 4	12	8	6 days 1.75 hrs.
Hiking	Physical / Wellness program	\$300	2 – 8	11	8	6 days 1.75 hrs.
Soccer	Physical / Wellness program	\$270	K – 8	27	21	4 days 1.75 hrs.
Spelling Bee	Academic program (language arts)	\$100	5 – 8	8	5	2 days 1.75 hrs.
2007-08 Session II - Twin Valley Middle School						
Community Garden	Enrichment program	\$300	6 – 7	2	2	6 days 1.75 hrs.
Fantasy Football	Enrichment program	\$550	6 – 8	7	5	11 days 1.75 hrs.
Fit for Life	Physical / Wellness program	\$350	6	5	3	7 days 1.75 hrs.
Graphic Arts and Digital Photography	Enrichment program	\$400	6 – 7	8	6	8 days 1.75 hrs.
Man vs. Wild	Enrichment program	\$610	6 – 8	11	8	10 days 1.75 hrs.
Power Up with Solar Cells	Academic program (science)	\$300	6 – 8	5	4	6 days 1.75 hrs.
Spelling Bee	Academic program (language arts)	\$150	6	8	6	6 days 1.75 hrs.
Basketball	Physical / Wellness program	\$650	6 – 8	40	16	13 days 1.75 hrs.
Drumming	Enrichment program	\$485	6 – 8	6	5	6 days 1.75 hrs.
Knifty Knitters	Enrichment program	\$300	7	4	3	6 days 1.75 hrs.
2007-08 Session III - Deerfield Valley Elementary School						
Arts and Crafts: Buttons and Beads	Enrichment program	\$150	1 – 5	7	6	3 days 1.75 hrs.
Basketball Basics	Physical / Wellness program	\$250	2 – 3	4	3	5 days 1.75 hrs.
Creative Writing	Academic program (language arts)	\$350	4 – 5	3	3	7 days 1.75 hrs.
Games, Games, Games	Enrichment program	\$240	1 – 3	14	13	3 days 1.75 hrs.
Kindergarten Fun	Enrichment program	\$250	K	6	6	5 days 1.75 hrs.
Knifty Knitters	Enrichment program	\$150	2 – 5	11	11	3 days 1.75 hrs.
Line and String Art	Enrichment program	\$300	4 – 5	6	5	6 days 1.75 hrs.
Math for Smarties	Academic program (mathematics)	\$150	3 – 4	3	2	3 days 1.75 hrs.
Reader's Theater	Academic program (language arts)	\$300	2 – 3	5	5	6 days 1.75 hrs.
Wildlife Study	Academic program (science)	\$450	2 – 5	11	9	6 days 1.75 hrs.

**Wings Community Programs
Sample Enrollment Reports
Excerpts from 2007-08 Enrollment Reports Continued**

Program Name	Descriptive Narrative	Cost	Grade Levels Served	Total Enrollment	Avg. Daily Attend.	No. Days No. Hrs.
2007-08 Session IV - Whitingham Elementary School						
Arts and Crafts: Beading (combined with m.s. program)	Enrichment program	\$0	4	1	1	6 days 1.75 hrs.
Arts and Crafts: Blanket Making	Enrichment program	\$600	1 – 5	9	8	6 days 1.75 hrs.
Arts and Crafts: Vermonster	Enrichment program	\$300	2 – 5	6	4	6 days 1.75 hrs.
Board Games	Enrichment program	\$300	K – 5	19	15	6 days 1.75 hrs.
Boys on the Run (combined with m.s. program)	Physical / Wellness program	\$250	K – 5	16	14	5 days 1.75 hrs.
Cooking with Kids	Enrichment program	\$300	3 – 4	9	6	6 days 1.75 hrs.
Geography Bee	Academic program (geography)	\$400	1 – 4	10	7	8 days 1.75 hrs.
Girls on the Run	Physical / Wellness program	\$697	3 – 5	13	11	6 days 1.75 hrs.
Jump In	Physical / Wellness program	\$300	1 – 4	7	5	6 days 1.75 hrs.
Library Book Club	Academic program (language arts)	no cost	K – 3	10	8	6 days 1.75 hrs.
Mondays at the Movies	Enrichment program	\$300	2 – 4	10	8	6 days 1.75 hrs.
Scrapbooking	Enrichment program	\$300	1 – 5	7	6	6 days 1.75 hrs.
Walking Club	Physical / Wellness program	\$300	K – 2	6	6	6 days 1.75 hrs.
Yoga	Physical / Wellness program	\$250	K – 1	5	5	5 days 1.75 hrs.
2007-08 Session V - Halifax School						
Carpentry Club	Enrichment program	\$200	6 – 8	5	5	4 days 2 hrs.
Chorus	Enrichment program	\$250	1 – 8	11	7	5 days 2 hrs.
Fitness Fun	Physical / Wellness program	\$250	2 – 5	12	12	5 days 2 hrs.
Fitness Fun for Boys	Physical / Wellness program	\$200	3 – 6	9	8	4 days 2 hrs.
Lego Robotics	Academic program (technology)	\$250	5 – 7	4	4	5 days 2 hrs.
Jump In	Physical / Wellness program	\$250	K – 8	17	16	5 days 2 hrs.
Pictures and Poetry	Academic program (language arts)	\$200	4 – 8	7	7	4 days 2 hrs.
Softball	Physical / Wellness program	\$250	5 – 8	16	13	5 days 2 hrs.

**Wings Community Programs
Summer Enrollment Report – July 2008**

Program Name	Descriptive Narrative	Grade Level	Total Enrollment	Average Daily Attend.	No. Days No. Hrs.
Adventures in Nature	Academic Program (Science)	K – 1	9	9	4 days 1.3 hrs.
Arts and Crafts	Enrichment Program	K – 1	4	4	4 days 1.3 hrs.
Balancing Act	Physical / Wellness Program	K – 1	4	3	4 days 1.3 hrs.
Bubble-ology (G.E.M.S. Program)	Academic Program (Science)	K – 1	9	8	4 days 1.3 hrs.
Cooking with the Co-Op	Enrichment Program	K – 1	8	8	4 days 1.3 hrs.
Dance and Rhythm	Physical / Wellness Program	K – 1	5	5	4 days 1.3 hrs.
Favorite Places	Academic Program (Geography)	K – 1	9	8	4 days 1.3 hrs.
Fitness Fun	Physical / Wellness Program	K – 1	5	5	4 days 1.3 hrs.
Flight Science	Academic Program (Science)	K – 1	5	5	4 days 1.3 hrs.
Hands-On Nature	Academic Program (Science)	K – 1	10	9	4 days 1.3 hrs.
Math Games Around the World (G.E.M.S. Program)	Academic Program (Mathematics)	K – 1	4	4	4 days 1.3 hrs.
Reader's Theater	Academic Program (Language Arts)	K – 1	5	5	4 days 1.3 hrs.
Adventures in Nature	Academic Program (Science)	2 – 4	11	11	4 days 1.3 hrs.
Arts and Crafts	Enrichment Program	2 – 4	13	11	4 days 1.3 hrs.
Balancing Act	Physical / Wellness Program	2 – 4	11	11	4 days 1.3 hrs.
Bubble-ology (G.E.M.S. Program)	Academic Program (Science)	2 – 4	13	11	4 days 1.3 hrs.
Cooking with the Co-Op	Enrichment Program	2 – 4	12	12	4 days 1.3 hrs.
Exploring the Woods	Academic Program (Science and Technology)	2 – 4	11	11	4 days 1.3 hrs.
Fitness Fun	Physical / Wellness Program	2 – 4	13	11	4 days 1.3 hrs.
Flight Science	Academic Program (Science)	2 – 4	7	6	4 days 1.3 hrs.
Jump In	Physical / Wellness Program	2 – 4	11	11	4 days 1.3 hrs.
Math Games Around the World (G.E.M.S. Program)	Academic Program (Mathematics)	2 – 4	11	10	4 days 1.3 hrs.
Reader's Theater	Academic Program (Language Arts)	2 – 4	10	10	4 days 1.3 hrs.
Where in the World are You?	Academic Program (Geography)	2 – 4	12	12	4 days 1.3 hrs.
Ceramics (double session)	Enrichment Program	5 – 6	9	9	4 days 2.6 hrs.
Digital Photography (double session)	Enrichment Program	5 – 6	8	8	4 days 2.6 hrs.
Iron Chef (double session)	Enrichment Program	5 – 6	6	6	4 days 2.6 hrs.
Line and String Art	Academic Program (Mathematics)	5 – 6	3	3	4 days 1.3 hrs.
Pictures and Poetry	Academic Program (Language Arts)	5 – 6	6	6	4 days 1.3 hrs.
Summer Olympics (double session)	Physical / Wellness Program	5 – 6	6	6	4 days 2.6 hrs.
Tessellations	Academic Program (Mathematics)	5 – 6	7	7	4 days 1.3 hrs.

**Wings Community Programs Evaluation Plan
(September 2009 – June 2010)**

Objective	Outcome	Measure	Timeline	Person Responsible
<p>1) Program Performance: To engage students in creative academic, enrichment, and physical/wellness afterschool experiences.</p>	<p>1A) 30% of each participating school’s enrollment will attend Wings programming on a regular basis (i.e. 60 hours or more). This figure will be adjusted on an annual basis to reflect current enrollment patterns, with a minimum of a 10% increase in regular attendees at schools with a rate of less than 30%.</p>	Wings Attendance Records	<p>Collected after each program session</p> <p>Compiled annually</p>	<p>Lynne Feal-Staub, Project Director (analyze attendance)</p> <p>Stephanie Powers, Office Manager (enter attendance)</p>
	<p>1B) A 25% increase in enrollment will be seen within Wings’ Summer Program for students from surrounding communities, and maintenance of enrollment levels will be seen for Whitingham students, during summer 2009.</p>	Wings Attendance Records	Collected and compiled August 2009	<p>Site Coordinators (collect attendance)</p> <p>Program Leaders (complete attendance)</p>
	<p>1C) 75% of 1st – 6th grade students who participate in Wings’ Summer Program for more than 16 hours will attend Wings afterschool programs on a regular basis (i.e. 60 hours or more throughout the year).</p>	Wings Attendance Records	Analysis June 2010	
<p>2) Academic Achievement: To improve students’ academic achievement in mathematics and language arts.</p>	<p>2A) Wings regular attendees, grades 3-8, will match or exceed state averages on all math and reading indicators by June 2012.</p>	New England Common Assessment Program (NECAP)	Collected and compiled annually	Lynne Feal-Staub
	<p>2B) 75% of Wings regular attendees, grades 3-8, will show significant improvement in standardized test scores as evidenced by an increase of at least 10 points within an individual’s scaled score by June 2012.</p>	New England Common Assessment Program (NECAP)	Collected and compiled annually	Lynne Feal-Staub
	<p>2B) Students who attend Wings on a regular basis (i.e. 60 hours or more) will show a lower school absentee rate than those who attend less frequently and those who do not participate.</p>	School Attendance Records	Collected and compiled annually	Lynne Feal-Staub

**Wings Community Programs Evaluation Plan
(September 2009 – June 2010) continued**

Objective	Outcome	Measure	Timeline	Person Responsible
3) Social/Emotional Development: To build students' developmental assets and increase positive relations between students and their school.	3A) A minimum of 50% of school personnel will lead, or assist with, programs at each Wings site on an annual basis.	Wings records	Annually	Lynne Feal-Staub
	3B) A 10% increase in middle school youth reporting developmental assets related to after-school programming, and a 10% reduction in middle school youth reporting deficits or risk-taking behavior related to afterschool programming, will be seen by fall 2013.	Search Institute Profiles of Student Life Specific Asset Indicators: - Other Adult Relationships - Caring School Climate - Community values youth - Youth as resources - Adult Role Models - High expectations - Creative Activities - Youth programs - Homework - Bonding to School Specific Deficit Indicators: - Alone at Home - TV Overexposure - School Truancy - School Problems	Baseline data collected March 2000 pre-Wings December 2004 Year 1: TVMS pre-Wings (Halifax and Readsboro) October 2008 Year 5: TVMS Year 4: Halifax and Readsboro October 2013	Lynne Feal-Staub Cindy Hayford, DVCP Coordinator

**Wings Community Programs
Evaluation Summary 2004-2008**

Academic Achievement Results

Objective: To improve students' academic achievement in mathematics and language arts.

Outcome: Wings regular attendees, grades 3 – 8, will match or exceed state averages on all math and reading indicators by June 2012.

New England Common Assessment Program (NECAP) Results						
	2005 – 2006		2006 – 2007		2007 – 2008	
	Level 3 and 4		Level 3 and 4		Level 3 and 4	
State of Vermont (Grades 3 – 8)						
Reading Results	67%		68%		70%	
Math Results	63%		63%		63%	
Deerfield Valley Elementary School	regular attendees = 21		regular attendees = 31		regular attendees = 28	
Reading Results	17	81%	26	84%	22	79%
Math Results	15	71%	26	84%	22	79%
Halifax School	regular attendees = 27		regular attendees = 24		regular attendees = 32	
Reading Results	17	63%	16	67%	23	72%
Math Results	19	70%	16	67%	21	66%
Readsboro Central School	regular attendees = 19		regular attendees = 14		regular attendees = 22	
Reading Results	13	68%	10	71%	17	77%
Math Results	8	42%	10	71%	11	50%
Whitingham Elementary School	regular attendees = 12-13*		regular attendees = 12		regular attendees = 25	
Reading Results	4	31%	7	58%	13	52%
Math Results	5	42%	6	50%	14	56%
Twin Valley Middle School	regular attendees = 13		regular attendees = 26		regular attendees = 29	
Reading Results	9	69%	22	85%	21	72%
Math Results	11	85%	22	85%	16	55%

Level 4 – Proficient with Distinction / Level 3 – Proficient / Level 2 – Partially Proficient / Level 1 – Substantially Below Proficient

* Fluctuation between the number of regular attendees for whom data is available in reading and mathematics

**Wings Community Programs
Evaluation Summary 2004-2008 continued**

Student Absenteeism Summary

Goal: To improve students' academic achievement in mathematics and language arts.

Outcome: Students who attend Wings on a regular basis (i.e. 60 hours or more) will show a lower school absentee rate than those who attend less frequently and those who do not participate.

	Regular Attendees		Non-Regular Attendees		Percent Change in Days Absent ²
	Average Number of Days Absent	Absentee Rate ¹	Average Number of Days Absent	Absentee Rate ¹	
2007 – 2008					
Deerfield Valley Elementary School	7.15 n = 41	4.1%	10.59 n = 93	6.0%	+ 33%
Halifax School	6.29 n = 34	3.6%	8.23 n = 26	4.7%	+ 24%
Readsboro Central School	4.11 n = 18	2.3%	8.44 n = 54	4.8%	+ 51%
Whitingham Elementary School	4.16 n = 37	2.4%	4.05 n = 57	2.3%	- 3 %
Twin Valley Middle School	6.15 n = 27	3.5%	9.95 n = 76	5.7%	+ 38%
2006 – 2007					
Deerfield Valley Elementary School	6.21 n = 57	3.5%	9.01 n = 75	5.1%	+ 31%
Halifax School	7.34 n = 41	4.2%	9.29 n = 17	5.3%	+ 21%
Readsboro Central School	2.3 n = 23	1.3%	7.48 n = 40	4.3%	+ 69%
Whitingham Elementary School	4.89 n = 28	2.8%	6.26 n = 62	3.6%	+ 22%
Twin Valley Middle School	8.04 n = 27	4.6%	8.89 n = 83	5.1%	+ 10%
2005 – 2006					
Deerfield Valley Elementary School	7.1 n = 31	4%	8.95 n = 108	5.1%	+ 21%
Halifax School	6.26 n = 43	3.6%	13.07 n = 15	7.5%	+ 52%
Readsboro Central School	3.63 n = 24	2.1%	7.24 n = 37	4.1%	+ 50%
Whitingham Elementary School	4.92 n = 25	2.8%	8.83 n = 77	5%	+ 44%
Twin Valley Middle School	6.87 n = 15	3.9%	9.7 n = 129	5.5%	+ 29%

1 Absentee Rate obtained through following calculation:
(Average Number of Days Absent / Total School Days) x 100
Note: Total School Days varies between schools

2 Percent Change in Days Absent obtained through the following calculation:

$$\text{Percent Change in Days Absent} = \frac{\text{Avg. No. of Days Absent (Non-Regular Attendees)} - \text{Avg. No. of Days Absent (Regular Attendees)}}{\text{Avg. No. Days Absent (Non-Regular Attendees)}} \times 100$$

**Wings Community Programs
Evaluation Summary 2004-2008 continued**

Asset Development Survey Results

Goal: To build students' developmental assets and increase positive relations between students and their school.
Outcome: A 10% increase in middle school youth reporting developmental assets related to after school programming, and a 10% reduction in middle school youth reporting deficits or risk-taking behavior related to afterschool programming, will be seen by September 2013.

Asset Type	Asset Name	Definition	Percent of Youth Reporting					
			2004			2008		
			6 th n=56	7 th n=64	8 th n=74	6 th n=58	7 th n=59	8 th n=44
Support	Other adult relationships	Young person receives support from three or more non-parent adults.	35%	41%	59%	38%	38%	52%
Support	Caring school climate	School provides a caring, encouraging environment.	40%	27%	46%	33%	34%	28%
Empowerment	Community values youth	Young person perceives that adults in the community value youth.	32%	20%	30%	33%	28%	25%
Empowerment	Youth as resources	Young people are given useful roles in the community.	30%	23%	30%	28%	31%	18%
Boundaries and Expectations	Adult role models	Parent(s) and other adults model positive, responsible behavior.	39%	35%	30%	33%	29%	27%
Boundaries and Expectations	High expectations	Both parent(s) and teachers encourage the young person to do well.	71%	63%	72%	69%	71%	64%
Constructive Use of Time	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	20%	17%	19%	14%	14%	5%
Constructive Use of Time	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	52%	57%	72%	47%	58%	47%
Commitment to Learning	Homework	Young person reports doing at least one hour of homework every school day.	55%	60%	64%	43%	57%	38%
Commitment to Learning	Bonding to school	Young person cares about his or her school.	57%	49%	61%	64%	58%	30%

Percent of Youth Reporting Each Deficit or Risk-Taking Behavior by Grade							
Deficit	Definition	Percent of Youth Reporting					
		2004			2008		
		6 th n=56	7 th n=64	8 th n=74	6 th n=58	7 th n=59	8 th n=44
Alone at Home	Two hours or more per school day	29%	26%	47%	30%	31%	40%
TV Overexposure	Watches TV or videos three or more hours per school day	27%	29%	24%	17%	21%	24%
School Truancy	Skipped school once or more in the last four weeks	16%	25%	18%	12%	20%	23%
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	9%	19%	10%	4%	19%	16%

Wings Sustainability Plan (2009-10)

Goal	Information	Financial Implication	Timeline	Person Responsible	Contact	Status
Fees Implement consistent fee structure at all five schools Financial Goal: 5-10% total budget	<ul style="list-style-type: none"> 2009-10: Estimated \$1000 increase (Stamford) 2013-14: Estimated 10% increase based on trends since 2005 	2007-08: \$23,387 D.V.E.S. \$6112 – 10% Halifax \$4560 – 9% Readsboro \$1484 – 3% Whitingham \$4006 – 8% T.V.M.S. \$1220 – 2% Summer \$6005 – 41%	review annually – May	Lynne Feal-Staub Site Coordinators Wings Advisory Board	na	On-going
Local Funding Establish Wings within the school budgets Financial Goal: <i>Minimum</i> of 20% of each school’s Wings budget contributed through the school budget (or 25-30% through a combination of school and town budget)	<ul style="list-style-type: none"> Halifax School Board Goal – approximately \$10,000 by 2014 (21% of current budget) Readsboro School Board Goal – approximately \$10,000 by 2014 (22% of current budget) Whitingham School Board Goal – approximately \$10,000 by 2014 (21% of current budget) Wilmington School Board Goal – approximately \$10,000 by 2014 (18% of current budget) Twin Valley School Board Goal – approximately \$15,000 by 2014 for TVMS & TVHS (13% of current budgets) Stamford School Board Goal – approximately \$10,000 by 2014 	2006-07: \$1000 – 2% 2007-08: \$2250 – 5% 2008-09: \$4500 – 9% 2009-10: \$5500 2005-06: \$1500 – 3% 2006-07: \$2000 – 4% 2007-08: \$2250 – 5% 2008-09: \$4500 – 10% 2009-10: \$5500 2005-06: \$18,000 – 33% 2006-07: \$13,000 – 24% 2007-08: \$4628 – 9% 2008-09: \$5000 – 11% 2009-10: \$6000 2005-06: \$7000 – 15% 2006-07: \$7000 – 13% 2007-08: \$500 – <1% 2008-09: \$2000 – 4% 2009-10: \$5000 2005-06: \$5000 – 8% 2006-07: \$5000 – 9% 2007-08: \$5000 – 9% 2008-09: \$5000 – 10% 2009-10: \$7500 2009-10: \$1000	review with Advisory Board annually – September request funding for next year – October	Lynne Feal-Staub Halifax Adv. Bd. representative Holly Fox Readsboro Adv. Bd. representative Helyn Strom-Henriksen Whitingham Adv. Bd. representative Gretchen Havreluk Wilmington Adv. Bd. representative Kathy Larsen Stamford Adv. Bd. representative Ken Sullivan-Bol	Peter Wright, Superintendent Halifax Board Homer Sumner Readsboro Board Charlotte Clark Whitingham Board Seth Boyd Wilmington Board Tom Manton Twin Valley Board Ed Metcalf Stamford Board Cynthia Lamore	On-going

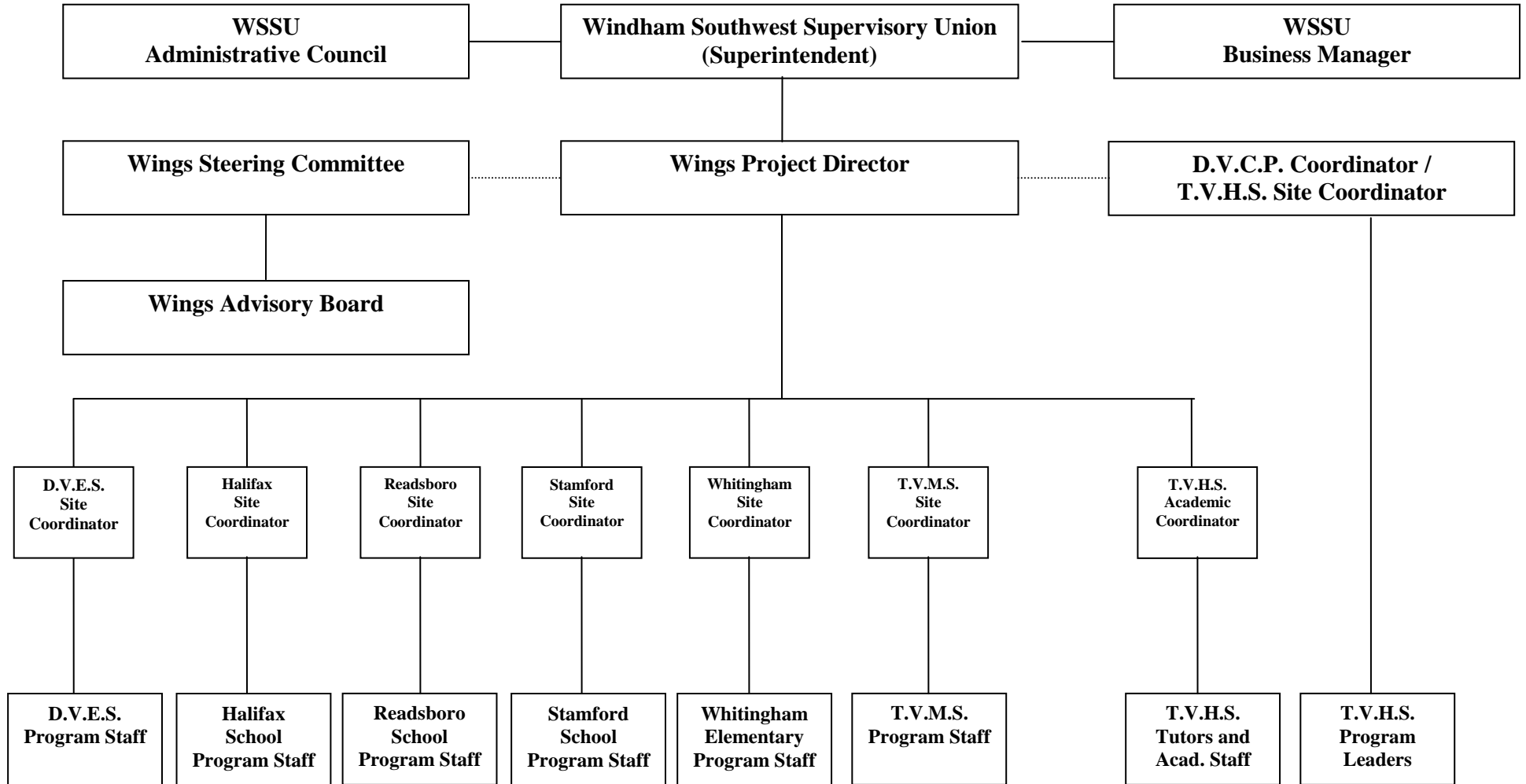
Wings Sustainability Plan (2009-10) continued

Goal	Information	Financial Implication	Timeline	Person Responsible	Contact	Status
Local Funding Request funds from town budgets Financial Goal: Minimum of 5-10% of each school's Wings budget contributed through town budget (or minimum of 25-30% through a combination of school and town budget)	<ul style="list-style-type: none"> Town of Halifax 	2006-07: \$550 2007-08: \$800 2008-09: \$1500 2009-10: \$1500	annually – petitions due January	Lynne Feal-Staub Wings Advisory Board representatives (see above)	Town of Halifax Laura Sumner	On-going
	<ul style="list-style-type: none"> Town of Readsboro 	2007-08: \$800 2008-09: \$1500 2009-10: \$1500	letter for Town Report due December		Town of Readsboro Karen Boisvert	
	<ul style="list-style-type: none"> Town of Whitingham Commitment of \$10,000 annually for three years (2008-11) 	2005-06: \$750 2006-07: \$750 2007-08: \$9872 2008-11: \$10,000			Town of Whitingham Bonnie Jo Radasch	
	<ul style="list-style-type: none"> Town of Wilmington 	2006-07: \$750 2007-08: \$8000 2008-09: \$8000 2009-10: \$10,000			Town of Wilmington Mary Towne	
Local Funding Establish Wings as on-going recipient of WSSU Title I funds Financial Goal: \$5000 per school	<ul style="list-style-type: none"> Wings written into Whitingham Elementary / T.V.M.S. and D.V.E.S. schoolwide plans Position Wings to be written into schoolwide plans should Halifax, Readsboro, and Stamford pursue 	2004-05: \$11,000 2005-06: \$11,000 2006-07: \$11,000 2007-08: \$11,000 2008-09: \$15,000 2009-10: \$20,000	on-going	Lynne Feal-Staub	Peter Wright, Superintendent Ronda Lackey, WSSU Business Manager School Principals	On-going
Grants Apply for 21st Century Community Learning Center (21st CCLC) funds	<ul style="list-style-type: none"> Apply for continued funding for Whitingham Elementary and Twin Valley Middle School <i>and</i> DVES, Halifax, Readsboro <i>and</i> Stamford expansion (VT DOE request to consolidate grants) 	Whitingham/TVMS 2004-05: \$73,382 2005-06: \$204,677 2006-07: \$217,263 2007-08: \$210,231 2008-09: \$172,371 2009-14: 50% budget (+\$45,000 – Stamford)	February 2, 2009	Lynne Feal-Staub	VT Dept. of Ed. 21st CCLC Holly Morehouse	Completed 2004-05 \$73,382 2005-06 \$204,677 2006-07 \$217,263 2007-08 \$210,231 2008-09 \$172,371
Grants Apply for grant funding through other organizations	<ul style="list-style-type: none"> Apply for 21st CCLC Promising Practices Grant - Virtual High School 	Middle School – \$10,000	TBD	Lynne Feal-Staub	VT Dept. of Ed. 21st CCLC Holly Morehouse	
	<ul style="list-style-type: none"> Continual revision of potential funding sources and possible areas to fund 	unknown	on-going	Lynne Feal-Staub		On-going

Wings Sustainability Plan (2009-10) continued

Goal	Information	Financial Implication	Timeline	Person Responsible	Contact	Status
Local Funding Explore funding through local organizations	<ul style="list-style-type: none"> Halifax – Whitingham Lions Club 	\$500 – \$1000	annually	Advisory Board member	David Lawrence	On-going 2005: \$750 2006: \$750 2007: \$1000 2008: \$500
	<ul style="list-style-type: none"> Wilmington Lions Club 	approx. \$1000	TBD		Jerry Gorman	
	<ul style="list-style-type: none"> Rotary Club 	approx. \$1500	TBD		Cindy Hayford	In progress
Local Funding Develop fundraising efforts	<ul style="list-style-type: none"> Implement solicitation letter campaign during 2007-08 and every other year thereafter Send annual postcards with highlighted Wings updates to all donors 	as of 9/08: \$12,515	spring 2008	Wings Advisory Board		Completed May 2008
	<ul style="list-style-type: none"> Annual campaign to large donors (\$500 and over) 	approximately \$5000	spring 2009	Lynne Feal-Staub		
	<ul style="list-style-type: none"> Solicitation letter to Vermont Foundations with a stated priority around education 	unknown	spring 2009	Lynne Feal-Staub	A.D. Henderson Foundation The Agnes M. Lindsay Trust The Rowland Foundation Thomas Thompson Trust	In progress
Partnerships Develop collaborative relationships with organizations that provide programming and/or program-specific funding	<ul style="list-style-type: none"> Deerfield Valley Community Partnership (DVCP) 	TVHS partnership	Proposal due January 31, 2008	Lynne Feal-Staub	Cindy Hayford	On-going
	<ul style="list-style-type: none"> Whitingham Free Library 	Paid staff – summer	revisit annually (April)	Lynne Feal-Staub	Kristine Sweeter	On-going
	<ul style="list-style-type: none"> Retired and Seniors Volunteer Program (R.S.V.P.) 	Volunteer staff	none	Lynne Feal-Staub	Harry Upton	On-going
	<ul style="list-style-type: none"> Friends of Halifax School 	\$250		Joel Howes		
	<ul style="list-style-type: none"> Halifax Athletic Support Funds 	\$200		Joel Howes		
	<ul style="list-style-type: none"> Valley Youth Sports (VYS) 			Joel Howes Karen Boisvert		
	<ul style="list-style-type: none"> Readsboro Arts 			Karen Boisvert		
<ul style="list-style-type: none"> Readsboro 4-H 			Karen Boisvert			

Wings Community Programs Organizational Chart



Lynne A. Feal-Staub

404 Reed Hill Road
Jacksonville, Vermont 05342
(802) 368-7315
lfeal-staub@verizon.net

EDUCATION

University of Wisconsin – Madison

M.S.S.W. – May 1996

B.A. Social Work and Psychology – May 1995

EMPLOYMENT

Project Director and Grants Manager

Wings Community Programs

Jacksonville, Vermont

October 2005 to Present – Project Director

September 2001 to October 2005 – Grants Manager

- Oversee out-of-school time programs in six schools with an annual budget of \$325,000.
- Research and write all grant proposals for the organization.
- Provide comprehensive evaluation services necessary for the compilation and completion of federally and state mandated annual reports.
- Develop and lead the implementation of a comprehensive sustainability plan aimed at continuing all programs initiated under the original federal grant.

Program Evaluator

Deerfield Valley Community Partnership

Wilmington, Vermont

October 1998 to May 2004

- Designed local evaluation tools used in monitoring the effectiveness of programs aimed at reducing the use of alcohol, tobacco, and other drugs among youth.
- Managed all data collection, and produced bi-monthly reports, for grant-funded programming.

CONTRACTUAL WORK

Vermont Agency of Human Services

Waterbury, Vermont

May 2007 – February 2008

- Survey development, data collection, analysis and synthesis for the Career Pathways Project.
- Report available at: http://northernlights.vsc.edu/vt_ahs_afterreport.pdf

New Hampshire Department of Education

Concord, New Hampshire

May 2007 and March 2008

- Grant reviewer for 21st Century Community Learning Centers proposals.

Currier Memorial School – Kid Zone After School Program

Danby, Vermont

June 2006

- Budget development and grant editing services provided on a contractual basis.

Deerfield Valley Community Partnership

Wilmington, Vermont

May 2004 to Present

- Evaluation analysis and grant editing services provided on a contractual basis.

PRESENTATIONS

Vermont Afterschool Conference

Sponsored by: Vermont Department of Education, Vermont Out-of-School Time Network, and Vermont School Age Care Network, October 2008

- Presented two break-out sessions: Sustaining Afterschool Projects and Developing a Fundraising Campaign.

21st Century Community Learning Centers State-Wide Training

Sponsored by: Vermont Department of Education, April 2007

- Co-presented a full-day training focusing on assisting 21st CCLC directors in developing and/or expanding sustainability efforts.

21st Century Community Learning Centers Fall Institute

Sponsored by: Vermont Department of Education, September 2004

- Co-presented a workshop focusing on developing a sustainability plan.

BOARD MEMBERSHIP

Healthy Children of Windham County

Founding Member / Board Member

Wilmington, Vermont

January 2002 to March 2003

Families First

Board Member / Board Secretary

Wilmington, Vermont

September 2000 to December 2003

INTERNSHIPS AND OTHER WORK EXPERIENCE

Madison AIDS Support Network

Madison, Wisconsin

June 1996 to December 1997

- Provided case management services to forty persons with HIV disease.
- Assumed sole responsibility for providing both case management and intake services to the Spanish-speaking population served by the agency.

Edgewood College Career and Counseling Center

Madison, Wisconsin

September 1995 to May 1996

- Provided both short and long-term counseling to college students.
- Created campus-wide programs focusing on personal, academic, and career issues.

Waisman Center

Madison, Wisconsin

September 1994 to May 1995

- Provided situational counseling to people with developmental disabilities.
- Assumed primary responsibility for the planning, facilitation, and evaluation of a skill building group for seven adults with developmental disabilities.

HONORS AND AWARDS

Vermont Department of Education program leadership award – 2006

Daniel Siler Memorial scholarship recipient – 1996

University of Wisconsin-Madison Graduated with Distinction – 1995

Evjue Foundation scholarship recipient – 1992

FOREIGN LANGUAGES

Fluent in French and proficient in Spanish

REFERENCES

Available Upon Request



Position Title: Project Director
Report to: WSSU Superintendent
Date: October 2005

Supervise Programs

- Hire, train, and evaluate all site coordinators.
- Facilitate monthly site coordinator meetings to determine program needs and provide necessary support.
- Ensure that all operational policies are being followed.
- Authorize all program spending – payroll, reimbursements, and expenses.

Budget Work

- Prepare master budget on an annual basis.
- Prepare monthly expenditure reports for Site Coordinators and Advisory Board members.

Evaluation Reports

- Compile data necessary for evaluation purposes.
- Prepare all evaluation reports.
- Submit evaluation reports to funding sources and make information available locally to WSSU, school administrators, Wings Advisory Board, and Wings staff.

Sustainability Work

- Lead in the continued development and implementation of the organization's sustainability plan.
- Monitor the progress of all sustainability efforts. Sustainability efforts include work in the following areas: program fees, grant writing, child care subsidy, partnerships, fundraising, local tax base, efficiency gains, advocacy, and governance.
- Lead in specific sustainability efforts as designated within the sustainability plan.

Outreach Efforts

- Work as a community liaison in all aspects of the organization – i.e. disseminate information about Wings, link site coordinators with available resources, assist the Advisory Board and School Advisories to raise funds on a local level.
- Work collaboratively with state-wide groups to bring resources to the organization.



Position Title: Site Coordinator
Report to: Project Director
Date: June 2006

Supervise Programs

- Incorporate Wings' vision, mission, and goals into the activities of the site.
- Design and manage program sessions, on-going site activities, and special events.
- Hire, train, and evaluate all program leaders and academic services staff.
- Ensure that all operational policies and procedures are being followed.
- Maintain the safety of students, perform routine first aid, and seek assistance for serious illness/injury.

Paperwork

- Sign off on all program spending – stipend requests, academic services payment requests, and expense reimbursements.
- Review monthly expenditure report to assist in the management of individual site's working budget.
- Complete and/or collect paperwork needed to track program participation and effectiveness; including, but not limited to: attendance documentation, student evaluations, and parent evaluations.
- Create program flyers, public relations displays, and other paperwork to communicate the program to students, parents, school personnel, and the community.

Organizational and Outreach Efforts

- Develop and lead the School Advisory Committee, a team that includes administrators, teachers, parents, and community members and helps guide programming at the individual site.
- Keep the school community informed about Wings through regular newsletters, press releases, and other communication outlets.
- Report to the Advisory Board on the individual site's programs a minimum of one to two times per year.
- Attend Site Coordinator meetings on a monthly basis and work collaboratively to bring resources to other sites within the supervisory union.
- Work as a community liaison in all aspects of the organization – i.e. disseminate information about Wings, link program leaders with available resources, assist the Advisory Board and School Advisory Committee to raise funds on a local level.

Planning Team

The following individuals were involved in the planning of the proposal.

Lynne Feal-Staub, Wings Project Director
M Peter Wright, Windham Southwest Supervisory Union Superintendent
Ronda Lackey, Windham Southwest Supervisory Union Business Manager
Mario Cruz-Davis, Deerfield Valley Elementary School Principal
Stephanie Aldrich, Halifax School Principal
Debra Vaughn, Readsboro Central School Principal
Beth Keplinger, Stamford Elementary Principal
William Anton, Whitingham Elementary / Twin Valley Middle School Principal
Lucy Johnson, Whitingham Elementary / Twin Valley Middle School Assistant Principal
Trisha Carlson, Stamford Community Member
Tracey Gamache, Stamford Teacher
Ann Sulzmann, Stamford Teacher
Ken Sullivan-Bol, Stamford Community Representative

Wings Advisory Board Members:

William Anton, Administrative Council Liaison
Jessica Gibb-Buursma, Home-Schooling Representative
Holly Fox, Halifax Community Representative
Gretchen Havreluk, Whitingham Community Representative
Kathryn Larsen, Wilmington Community Representative
Helyn Strom-Henriksen, Readsboro Community Representative
Angela Yakovleff, Teacher Representative

Wings Site Coordinators:

Patricia Mehlhop, Deerfield Valley Elementary School Site Coordinator
Joel Howes, Halifax Site Coordinator
Karen Boisvert, Readsboro Co-Site Coordinator
Melissa Jutras, Readsboro Co-Site Coordinator
Sandy Crowningshield, Whitingham Site Coordinator
Anthony Daniels, Twin Valley Middle School Site Coordinator



Memorandum of Agreement (MOA) between Key Partners

I. Parties of the Memorandum of Agreement

Wings Community Program
Windham Southwest Supervisory Union
Deerfield Valley Elementary School (D.V.E.S.)
Halifax School
Readsboro Central School
Stamford Elementary School
Whitingham Elementary School
Twin Valley Middle School (T.V.M.S.)

II. Purpose

The purpose of this MOA is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) Grant from the Vermont Department of Education.

This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, before school, weekends, evenings, inservice days, vacation breaks, etc.) programs for students, family engagement activities, staff development, supervision, and program evaluation.

III. Duration of the Agreement

July 1, 2009 – June 20, 2014

IV. 21st Century Community Learning Centers Vision and Overview

Wings' Vision Statement

Wings will actively engage students in experiences to help them be successful in school and in life as they grow into productive adults.

Wings' Mission Statement

Wings provides creative academic, enrichment, and physical/wellness activities to all children and their families within the Windham Southwest Supervisory Union.

Wings' Goals

- 1) To engage students in creative academic, enrichment, and physical/wellness afterschool experiences.
- 2) To improve students' academic achievement in mathematics and language arts.
- 3) To build students' developmental assets and increase positive relations between students and their school.

V. Duties of Parties

Wings Community Programs will assume the following responsibilities:

- Hire, supervise, and evaluate Site Coordinators at each Wings site. Wings Site Coordinators will in turn hire, supervise, and evaluate all program staff at each Wings site.
- Assume budgeting responsibilities and monitoring of expenditures for afterschool program.
- Complete paperwork related to and association with the program; including but not limited to the Annual Performance Report, Continuation Application, and all other 21st CCLC requirements.
- Lead in the evaluation of the afterschool program at the local, state, and federal levels.
- Lead in developing, implementing, and making progress on the project's sustainability plan.
- The Project Director will participate in statewide meetings, workshops, and conferences.
- Facilitate Advisory Board and Site Coordinator meetings and ensure that all interested parties receive pertinent information.
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.
- Communicate and collaborate with all partners.

The Windham Southwest Supervisory Union will assume the following responsibilities:

- Serve as the fiscal agent for the grant.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Dispense funds from the 21st CCLC grant to partner agencies, as indicated in the budget.
- Hire, supervise, and evaluate the position of the project director.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan; i.e. school board funding, town funding, and Title funds.
- Provide use of office supplies, photocopying, and fax machines to afterschool staff.
- Communicate and collaborate with all partners.

Deerfield Valley Elementary School, Halifax School, Readsboro Central School, Stamford Elementary School, Whitingham Elementary School, and Twin Valley Middle School will assume the following responsibilities within their respective schools:

- Assist in recruiting and referring students to the afterschool program.
- Support in recruiting teachers and school-day staff to work within the afterschool program.
- Assist in establishing a collaborative relationship between school day staff and afterschool staff.
- Provide needed support including office space, telephone use, and computer use, and audio visual equipment for afterschool staff.
- Provide classroom space or other appropriate space to accommodate the afterschool program.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.
- Support the afterschool program in developing appropriate curricula, running an effective homework or tutoring program, and establishing linkages with the school day.
- Support the Wings Site Coordinator in integrating into the school community if that person is not already employed by the school. Provide access to faculty meetings and/or in-service trainings on an as-needed basis.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan; i.e. school board funding, town funds, and Title funds.
- Communicate and collaborate with all partners.
- In the case of D.V.E.S., Whitingham Elementary, and T.V.M.S., support (both programmatically and financially) the Broadway Study Program, a fifth grade transition program, keeping within the guidelines and responsibilities outlined with the program description.

VI. Decision Making Process

- All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Wings Advisory Board. The Advisory Board consists of the individuals listed within Attachment K and the Project Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Board will meet at least five times per year or as needed, if necessary. The Project Director will oversee and make all day-to-day decisions, in consultation with the direct service team, when appropriate for the operations of the program. If partners cannot come to a mutual agreement, Wings Project Director will have final decision-making authority.
- The Project Director will bring issues from the direct service team to the Advisory Board. He/she will be responsible for clarifying policies and program goals with the direct service team. The Project Director will supervise all site coordinators in their role with the afterschool program.
- Hiring and firing of the appropriate staff will be the responsibility of the agency for which they will. The Project Director will assist partners in interviewing and hiring staff that will be working in the afterschool program through their respective agencies. In addition, the Project Director will provide input into the performance evaluation of all partner agency staff working with the afterschool program.

VII. Meetings

- The Wings Advisory Board will meet at least five times per year about key decisions and issues related to successful program implementation.
- Wings site coordinators will meet monthly to discuss program issues and planning, participate in professional development opportunities, or other.

VIII. Funding

Funding will be provided through the Vermont Department of Education 21st CCLC grant and will be allocated to partners as noted on the attached budget. In addition, key partners will provide significant levels of funding and allowable match to support program sustainability. An established goal of a *minimum* of 20% of each school's Wings budget contributed through the school budget (or 25-30% through a combination of school and town budget) has been identified by the Wings Advisory Board.

IX. Procedures for Modification and Termination

- The MOA may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOA does not necessarily require a modification to the local plan.
- Any party of the MOA may terminate their participation in this MOA by giving not less than (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOA does not alter the terms or obligations of the other parties to this MOA.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOA provided the other parties provide 30 days' written notice clearly outlining the reasons for the termination. The termination letter shall be sent to all parties certified mail. The partner to be terminated may appeal this decision by responding in writing to the termination notice within 14 days of receipt. The partners shall then convene a meeting, prior to the 30-day termination date, to discuss the appeal. If the partners cannot come to a mutual agreement to terminate the partner or alter their responsibilities so they can adequately participate in the MOA, the Wings Project Director shall make the final determination.

X. Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

XI. Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

hard copy with signature sent via postal mail

Lynne Feal-Staub, Project Director
Wings Community Programs

Date

hard copy with signature sent via postal mail

M. Peter Wright, Superintendent
Windham Southwest Supervisory Union

Date

hard copy with signature sent via postal mail

Mario Cruz-Davis, Principal
Deerfield Valley Elementary School

Date

hard copy with signature sent via postal mail

Stephanie Aldrich, Principal
Halifax School

Date

hard copy with signature sent via postal mail

Debra Vaughn, Principal
Readsboro Central School

Date

hard copy with signature sent via postal mail

Beth Keplinger, Principal
Stamford Elementary School

Date

hard copy with signature sent via postal mail

William Anton, Principal
Whitingham Elementary and T.V.M.S.

Date

Resources

- Fairchild, R. (2008). *Afterschool Alert Issue Brief #33: Summer: A Season When Learning is Essential*. Afterschool Alliance. Available at: http://www.afterschoolalliance.org/issue_33_summer.cfm
- Morehouse, H. (2009). *Making the Most of the Middle: A Strategic Model for Middle School Afterschool Programming*. Available spring 2009 at: <http://www.robertbownefoundation.org/journal.php>
- Lauver, S., Little, P., & Weiss, H. (2004). *Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs*. Harvard Family Research Project, The Evaluation Exchange. Available at: <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief6.html>
- Kraft, N. (2001). *Critical Characteristics of Successful After-School Programs: An Evaluation of the 21st Century Initiative*. [ERIC ED464385]. Available at: http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/03/33.pdf
- Partnership for 21st Century Skills. (2007). *Framework for 21st Century Learning*. Available at: http://www.21stcenturyskills.org/documents/frameworkflyer_072307.pdf
- Pittman, K., Yohalem, N., Wilson-Ahlstrom, A., & Ferber, T. (2003). *Out-Of-School Time Policy Commentary #2: High School After-School: What Is It? What Might It Be? Why Is It Important?* The Forum for Youth Investment. Available at: <http://www.forumfyi.org/files/OSTPC10.pdf>
- Search Institute. (2007). *The 40 Developmental Assets for Adolescents*. Available at: <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>
- Vandell, D.L., Reisner, E., Pierce, K. (2007). *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs*. [ERIC 499113]. Policy Studies Associates, Inc. Available at: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/38/e3/1f.pdf
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