



Vermont’s Sustainability Self-Assessment for Afterschool

The 21st Century Community Learning Centers (21st CCLC) program in Vermont created a self-assessment tool to help afterschool programs consider key strategies that explicitly support sustainability. Vermont defines sustainability as “building and maintaining high-quality programs.” Vermont’s state coordinator, Mr. Emanuel Betz, shared this tool with Y4Y so that programs in other states can use or adapt it to fit their needs. Adapted, with permission, from the tool provided by Vermont’s 21st CCLC program in 2019.

Strategy	Key Consideration	Rating 1: Not doing 2: Considering 3: Starting 4: Using 5: Relying	Team Brainstorm/Notes • Who? • What? • How? • Timeline?
Partner organizations and individuals	Consider educational and other youth-serving partners versus contractors.		
Federal snack and meal programs (afterschool and summer)	This is a way to leverage existing systems outside of the afterschool budget.		
Sliding scale fee scale donation or other program income approach	Equity and access must be assured. No youth may be turned away due to the inability to pay.		
School district and/or supervisory union budgets	Committed district/school leaders and staff who commit is a must.		
Other local funds or grants, including local foundations	These are usually relational and initiative specific.		
Fundraising/donations	This is good for community and family connections as much as for the money raised.		
Title I funding Title III (ESL) Title IV too (STEM)	Title I can’t have a fee; consider resources for tutoring and alignment with academic summer programming.		



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Child care licensing and subsidy	The idea is to assure an education focus in a different framework.		
Other state funds	Do they exist in your state? Find out.		
Other federal grants	Look for possible tie-ins (e.g., safety grants).		
Youth leadership development activities	Youth-centered approaches and programming develop young peoples’ abilities.		
Principal buy-in and support	Make sure the principal “gets it” (e.g., understands how your program supports the school’s goals).		
Quality professional development initiatives	These initiatives should be team based, embedded and sustained (e.g., the Youth Program Quality Assessment is a tool for assessing quality).		
Communication and outreach, including events and celebrations of knowledge	<ul style="list-style-type: none"> • Paper • Digital • Face to face 		
Data and evaluation systems	You need both stories and numbers, based on SMART goals — goals that are specific, measurable, achievable, relevant, and time bound.		





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Business partnerships and support	High school career connections work well.		
Parent involvement	This can be a hard one: Any level of work is good.		
Other			
<i>Write commitment(s):</i>			

