

Application Checklist

To be submitted with application.

Applicant Name: Monadnock Regional School District Beyond the Bell Program

The following sections must be attached to this checklist to be deemed a “Completed Application Package:” (Please check each box as you attach the required document.)

- ☒ Application Checklist (Appendix A)
- ☒ Grant Application Cover Page (Appendix B)
- ☒ Table of Contents
- ☒ Application Abstract

Scope of Work/Narrative Includes:

- ☒ Planning Process
- ☒ Need for Project
- ☒ Program Design
- ☒ Adequacy of Resources
- ☒ Program Management Plan
- ☒ Project Evaluation
- ☒ Budget Narrative
- ☒ Collaboration, Partnerships, Advisory Board, Sustainability

Attachments Include:

- ☒ Proposed Budget Spreadsheet (Appendix C)
- ☒ Schedule of Operations (Appendix D)
- ☒ GPRA Measures Template (Appendix E)
- ☒ Memorandum of Understanding(s) (Appendix F)
- ☒ ESEA Equitable Services Affirmation (Appendix G)
- ☒ One Year Timelines
- NA School Board Policy for High School Extended Learning Opportunities, if applicable
- ☒ Job Descriptions and Credentials for Key Staff
- ☒ Letter of Support from Principal(s)
- ☒ Wallace Foundation Out-of-School Time Calculator (school year & summer programming)
- ☒ Advisory Board Members Roles and Responsibilities
- ☒ Organizational Chart
- ☒ Evaluation Studies of Current Program, if applicable

Grant Application Cover Page

STATE OF NEW HAMPSHIRE DEPARTMENT OF EDUCATION NITA M. LOWEY 21st CENTURY COMMUNITY LEARNING CENTER GRANT

Please indicate whether you are (check all that apply):

New Applicant ☒ Current Grantee (Reapplying) ☒

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees		Funds Requested
			Average Daily Attendance (ADA)	Regular Attendees	
CUTLER ELEMENTARY SCHOOL	272	3-6	50	50	165,000.00
MT. CAESAR ELEMENTARY SCHOOL	260	PK-2	50	50	165,000.00
MONADNOCK MIDDLE SCHOOL	241	7-8	50	50	165,000.00
TROY ELEMENTARY SCHOOL	135	PK-6	50	50	165,000.00
Total:	908	PK-8	200	200	660,000.00

Applicant (required): Project Beyond the Bell- Monadnock Regional School District

Partner(s) (required): UNH Cooperative Extension 4-H of Cheshire County

Fiscal Agent: Monadnock Regional School District DUNS #: 079799238

Grant Contact Person: Frances Ashworth

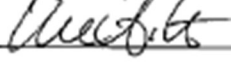
Address: 600 Old Homestead Hwy

Town, State & Zip Code: Swanzey, NH 03446

Telephone: 603 357-2044

Email Address: fashworth@mrsd.org

In submission of this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required (CBO/FBO signature required if applicant).

Superintendent's Signature:  **Date** 3/7/22

Name (typed): Lisa Witte **Email:** lwitte@mrsd.org

Principal(s) Signature(s):  **Date:** 3/7/22

Name (typed): Lisa Spencer, Monadnock Regional Middle School **Email:** lspencer@mrsd.org

Principal(s) Signature(s):  **Date** 3/7/22

Name (typed): Melissa Suarez, Mt. Caesar Elementary School **Email:** msuarez@mrsd.org

Principal(s) Signature(s):  **Date** 3/7/22

Name (typed): Audrey Salzmann, Cutler Elementary School **Email:** asalzmann@mrsd.org

Principal(s) Signature(s):  **Date** 3/4/22

Name (typed): Kevin Stone, Ed D., Troy Elementary School **Email:** kstone@mrsd.org

CBO's, FBO's Signature(s):  **Date** 3/4/22

Name (typed): Kimberly Bylancik, UNH Cooperative Extension **Email:** Kimberly.Bylancik@unh.edu

III. TABLE OF CONTENTS

I. Application Checklist.....	1
II. Grant Application Cover Page.....	2
III. Table of Contents.....	3
IV. Application Abstract	5
V. Narrative	6
A. Planning Process	6
B. Need for Project	8
C. Program Design	122
D. Adequacy of Resources.....	19
E. Program Management Plan	233
F. Project Evaluation.....	244
G. Budget Narrative.....	277
H. Collaboration, Partnerships, Advisory BOARD, AND Sustainability.....	300
VI. Priority Points	344
VII. Appendices	
A. Budget Spreadsheet.....	A-1
1. School Year.....	A-1
2. Summer	A-3
3. Leveraged and Other Funds.....	A-5
B. Schedule of Operations	B-1
C. GPRA Measures.....	C-1
D. Memorandums of Understanding	D-1
1. Monadnock Regional School District	D-2
2. Schools	D-4
3. University of New Hampshire Cooperative Extension.....	D-12
4. Across NH.....	D-13
5. Monadnock Region Afterschool Collective	D-15
6. Libraries.....	D-19
7. Recreation Departments.....	D-21
E. ESEA Affirmation	E-1
F. One Year Timeline	F-1

1. Timeline.....	F-1
2. Professional Development Training Topics	F-3
G. Staff Credentials and Job Descriptions	G-1
H. Letters of Support	H-1
I. Wallace Foundation Out of School Time Calculator	I-1
J. Advisory Board, Roles, and Responsibilities	J-1
K. Organizational Chart	K-1
L. Evaluation Studies	L-1
1. Programmatic Monitoring Report - December 2021	L-1
2. Site Visit Observation Form - September 2021	L-4
3. Checkpoint Report - October 2019	L-7
4. Teacher Survey -January 2022	L-9
5. Parent Needs Assessment - January 2022	L-12
6. Summer Parent Evaluation - July 2021	L-19
7. Elementary Participant Survey - January 2022	L-21
8. Primary Participant Survey - January 2022	L-24
M. Sustainability Plan	M-1
N. Middle School Youth Topic Interest Survey.....	N-1

IV. APPLICATION ABSTRACT

Beyond the Bell is the afterschool program for the Monadnock Regional School District. With 4 school-based sites at Mt. Caesar, Cutler, and Monadnock Regional Middle School in Swanzey and Troy Elementary, the program serves kindergarten through grade 8 Monday thru Friday of every school day (35 weeks). The elementary program starts at 3:00 and ends at 6:00 PM and the middle school program is offered from 2:30 to 5:00 PM, allowing students to take the late bus home. Our enrollment of 304 students are from the towns of Richmond, Roxbury, Swanzey, and Troy.

The elementary programs offer a daily healthy snack, social circle time, outdoor physical activity, social-emotional skills learning and practice, choice of enrichment clubs, homework support, and academic games. The middle school program offers a daily healthy snack, social circle time, choice of enrichment clubs focused on STEM, health/wellness, life or workforce skills, college and career readiness, and ends with homework support and tutoring.

A 5-week summer camp program is offered Monday thru Friday from 7:30 AM to 4:30 PM in close partnership with Title I and the recreation departments. This allows children to participate in day-long programming while also taking advantage of remedial tutoring to minimize summer learning loss and help with academic recovery. Town libraries help in literacy activities and a summer reading program.

BTB provides parent programming and engagement in close partnership with Title 1. Topics include Math, Language Arts, Reading, financial literacy, youth development and social-emotional learning. Community wide events are held to share student work and accomplishments and bring together families and the greater community like our recent Lantern Walk.

The Troy Principal sums the program up nicely. “The Beyond the Bell Program provides safety and security to the Troy Community. They inspire, enrich, and empower our students to take risks, meet challenges, form friendships, and persevere.”

V. NARRATIVE

Acronyms Used in Narrative

21CCLC - 21st Century Community Learning
Center Program
BTB - Beyond the Bell Afterschool Program
ELA - English language arts
MRAC - Monadnock Region Afterschool
Collective
MRMS - Monadnock Region Middle School
MRSD - Monadnock Region School District
NH - New Hampshire

PD - professional development
PTA - Parent Teacher Association
SC - Site coordinators
SEL - Social-emotional learning
STEM - science, technology, engineering and
mathematics
UNHCE - University of New Hampshire
Cooperative Extension
USDA - United States Department of
Agriculture

A. PLANNING PROCESS

1. Provide a brief summary of the planning process used to submit this application.

Dialogue has taken place with parents and community members and a parent survey went out district-wide with 183 responding. Beyond the Bell (BTB) held meetings with the school board, school administration, and staff to identify key components to keep and areas to improve. The Monadnock Regional School District (MRSD) extracurricular committee reviewed the results and made their recommendations of adjustments. The advisory board looked at this information, past data, accomplishments, lessons learned, and changing needs and framed the final design. Some major considerations were the increase in participation when the program was offered for no fees which will be continued. The curriculum committee and parent requests influenced adding a middle school program, especially focusing on career awareness and opportunities for the future.

2. Describe how the community was provided with notice of intent to submit an application. The intent to reapply was promoted throughout the district through mailings to all households in the school district. People were invited to submit feedback and ideas. This broad awareness paid off. Besides parents and school staff, feedback was received from 21 business owners and employees, 4 elected officials, 5 community organizations, 4 from religious or fraternal organizations, and 17 from the health and medical field. It was also announced online and at PTA, District Administration, School Board, and school staff meetings.

3. Describe the collaboration with LEA and community based partners. The Greater

Monadnock Public Health Network (GMPHN) and prevention coalitions partner with middle schools every few years to do the Teen Assessment Project. This is an assessment of risk behaviors and the related risk and protective factors. MRMS participated in 2019 and the results are compared with the regional results. As shown on the next page, there are several protective factors that are weaker than the rest of the region. The MRSD wellness and curriculum committees have identified focuses to improve these factors. BTB is considered an essential part of these plans, supporting families, enriching students' lives, and helping them become better learners. As shown in our parent

and student evaluations, connectedness to the program and staff, building and practicing social-emotional skills (SEL), helping students be ready to learn, and connecting them with a sense of future are things that we do well and address some of these identified needs.

Other partners have also been involved in planning. Ongoing dialogue with Title I helped with planning student support and family engagement. UNH Cooperative Extension

2019 Teen Assessment Project	MRMS %	GMPHN %
Worry about :		
having enough food to eat	55	24
where I will be sleeping	37	18
Don't get 7 or more hours sleep	32	24
Have had unwanted sexual contact	29	19
Main reason youth use drugs is to feel better when depressed	21	16
Where most often drink is at home without permission	7	4
Try to do their best work at school	87	91
Will probably drop out before graduate	4	1
Felt sad/hopeless for 2+ weeks	35	33
Purposely hurt themselves	32	24
If have problems have no one to go to	7	4
Can talk 1 on 1 with a school staff	69	82
Is an adult at school they would go to	57	73
Know someone hurt by cyberbullying	57	41
Results of Monadnock Regional Middle School & Greater Monadnock Public Health Network Region		

(UNHCE) will partner to provide 4-H experiences, staff training, and access to other opportunities.

The Keene Housing Kids Collaborative will be changing their partnership. Their students from subsidized housing will be in the priority registration group and they will fund some enrichment clubs done by outside agencies such as the YMCA. Recreation department meetings have resulted in plans for shared family and community events, access to facilities such as buildings for family events, grounds for fishing and ice skating, and use of related equipment such as skates, and beaches for

summer camp.

4. Describe how private schools were consulted while developing program design.

The Immaculate Heart of Mary School in Richmond is the only private school in our regional district with 45 students in grades K-8. Annually, the offer of a meeting to explore collaboration is made. The principal has declined to participate as indicated on the **forms in Appendix E**. However, BTB and upcoming clubs are promoted in the quarterly mailing to all households in the district clearly indicating all district youth are welcome. Private school youth have participated in the summer. Homeschool youth have participated in both school year and summer programs.

B. NEED FOR PROJECT

1. Provide a description of your community, explaining why the proposed project is appropriate, supported by a needs assessment for the 21 CCLC program in the community.

MRSD serves Cheshire County towns south of Keene-the county's only city-to the Massachusetts (MA) border. Swanzey is the largest town in the district with 7,220 residents and 813 youth ages 5-17 and serves as a bedroom community for neighboring Keene. The Ashuelot River meanders through the town and 4 covered bridges are a proud town feature. Swanzey is proud to have been the home of the nationally known playwright Denman Thompson. Residents restage Thompson's play, *The Old Homestead*, every summer in the town's natural outdoor amphitheater, the Potash Bowl. Now primarily residential, commercial entities are clustered close to the Keene border. The town also hosts the Keene airport. In addition to the town center, Swanzey includes the villages of East Swanzey, West Swanzey, North Swanzey, and Westport. West Swanzey hosts 3-6th grades at Cutler School with 284 students. Center Swanzey hosts Mt Caesar, with 266 students PreK-2, and Monadnock Regional Middle High School, with 254 middle and 442 high school students. Swanzey elementary schools also serve Richmond and Roxbury. Richmond, south of Swanzey and bordering MA, is extremely rural with 1,124 people including 131 youth ages 5-17. Roxbury is a tiny town of 220 people nestled in the hills east of Keene with 11 youth.

Troy sits at the base of Mount Monadnock on the southeast border of Swanzey. A former mill town, Troy has a population of 2105 including 341 youth ages 5-17. The long vacant, giant Troy

Mill is now being converted into apartments. The largest employer, besides the school, is the Inn at East Hill Farm. Troy is a bedroom community with most workers commuting to other NH and MA towns. The Troy School has 134 students in grades PreK-6, older students go to MRMHS.

2. Provide an evaluation of community needs and available resources for the program including needs of students and their families. Surveys and evaluations are in **Appendix L**. With most families having both parents working, the first need is a safe, engaging place for their children afterschool. This is evident in the parent survey (page L-12) with a positive engaging environment and having fun the top-ranked needs. In the summer parent (L-19) and school year student (L-21) evaluations, 82% of parents and 92% of youth report BTB is a safe, supportive environment.

77% of parents indicated their child would attend if the BTB continues to be free. 17% of parents indicated that an adult is at home all day. 91% say they are happy with their current afterschool arrangements. Only 4 parents indicated they do not get home until after 6 pm so our program hours meet the need of most families. MRSD does not feel programming should be offered later as our current schedule means children have been at school for 10+ hours. That is also why a before-school component is not offered. MRSD does not feel the school day should be extended over that time. While the survey shows 6 families would like before-school programming to be offered, MRSD has said that if the need for before-school is compelling enough, it is something the district will address and should not be a focus of Beyond the Bell.

Our new partnership with UNHCE will meet another need, that of post-secondary and career awareness. Our region is below the state in post-secondary graduates and our per capita income is lower. The parent survey showed 70% or more of elementary parents might or would like their child to participate in workforce awareness activities, it was 96% for middle school parents.

The school staff survey (L-9) showed that staff overwhelmingly feel that SEL skills need focus, it rated as the highest need by 96%, higher than any academic skills. When asked what gains were noted in BTB students, SEL skills again rated the highest. As SEL skills have a positive impact on academic skills, things such as participating in class, being attentive and ready to learn were reported as improved in all students who needed improvement. Most staff also felt BTB offered a

variety of enrichment options that enhanced school day learning and 77% report communicating with BTB staff weekly or more often.

3. Cite the needs factors that place students at risk of educational failure. Cutler & Mt Caesar are Additional Target Schools for students with disabilities and individual educational plans. Cutler, Troy, and MRMS are school-wide Title I schools. Mt. Caesar was but due to lower free/reduced lunch (FRL) numbers, it lost its designation. We anticipate this returning when more accurate FRL numbers are collected. The NH Dept. of Education website shows MRSD falls in the bottom third for both ELA (37%) and Math (25%) proficiency and all measures in college and career readiness. MRSD has 40.06% economically disadvantaged students (NH 27.09%). The 5-year graduation rate is 87.5% (NH 90.5%). The dropout rate is 3% (NH 1.3%). The 2020 post-secondary enrollment is 48% (NH's 55%). The

teen birth rate for the county is 15.2 per 1000 which is lower than NH's 16.6 rate. The 21-22 Free/ Reduced Lunch Rates are: Cutler 34.51, Mt C 25.56, MRMS 36.22 and Troy 41.79. Swanze was the 3rd highest town

Demographic Characteristics		Source: US Census, NH.gov				
Indicator	Richmond	Roxbury	Swanzy	Troy	NH	
Population with no HS diploma	9.2%	2.9%	5.5%	6.2%	6.7%	
Population with Bachelor's or higher	21.5%	33.8%	27.3%	24.6%	37.6%	
Population other than white	0.2	0	2.2%	6.2%	7.1%	
English not spoken at home	1.9	2.4	2.4	2%	8.4%	
Median household income	\$69,648	\$95,000	\$65,019	\$58,021	\$76,768	
Per capita income	\$30,416	\$50,058	\$32,618	\$29,900	\$40,003	
Median age	48.8	46.4	50.0	43.2	42.9	
% population age 5-19	11.7%	7.2%	12.9%	17%	17.4%	
Children 5-17 below poverty rate	3.6%	0	7.1%	7.8%	7.0%	
Population <18 yrs with a disability	20.0%	0	2.9%	7.4%	4.7%	
Population with no health insurance	6.3%	3.3%	6.2%	7.1%	5.9%	
Licensed child care facilities/slots	1 / 9	0	3 / 61	0	NA	
Full value tax rate per \$1000 value	\$22.22	\$22.80	\$24.85	\$23.61	\$23.07	
Residence in same house 1 yr ago	85.9%	93.2%	85.5%	87.5%	86.1%	
Mean travel time to work (minutes)	33.8	18.9	19.4	26.4	28	

in the number of direct services from Southwestern Community Services, Troy was 8th.¹ Other measures are noted in the chart above.

The stress that the pandemic has put upon students and staff has definite impacts on the school community, academics, and morale and will take a few years of targeted effort to address. MRSD considers us a close partner in some of the strategies. For example, the middle school

¹ *Southwestern Community Services January 2022 Economic Impact Report* on services to the 38 towns in Cheshire and Sullivan Counties in the past year.

program will be key in helping prepare younger students for transitioning to middle school and older students for high school transition. This summer, one camp will have this as their major focus.

4. Describe how the proposed program will address the needs of students and their families. To better connect students to learning, our homework time is closely related to the school day. Assistance is always available as well as tutoring for children struggling with any subject. Students finished with homework play games selected to reinforce in a fun way two academic competencies selected for each grade level as identified by iReady school testing. Enrichment activities are chosen based upon child interest, parent and school suggestions, and topics suggested by the curriculum coordinator and teachers to support current lesson topics. We work hard to make our environment safe, fun, & enriching, with physically active components and intentionally taught social-emotional skills (SEL), all priority items on the parent survey and identified as needs. Our success is shown by our participant survey where students report that the strongest elements are related to their sense of safety and belonging, positive staff relationships, and fun. They note the program has helped them with learning new things, gaining new friends, respect and empathy for others, self-regulation, self-esteem, problem-solving, and communication. One child wrote, “I like how the adults are very nice to me and I feel SUPER comfortable here plus the clubs help me see what I’m good at and not.”

The middle school program will strengthen connections for students by focusing on life and workforce skills, career awareness, and creating junior clubs based around high-interest topics to mirror the extra-curricular high school clubs that middle school students are eligible for but don’t join as they are intimidated by the regional school and older students. 4-H clubs will open up opportunities county and state-wide, expanding students’ perspectives. All are designed to build a sense of belonging that will carry them through their high school years and better prepare them for their future.

5. Describe other afterschool programs currently serving the targeted population and explain why their services are insufficient to meet identified needs. There are only 4 licensed child care facilities in three of the towns in our service area with a total capacity of 70 children,

clearly insufficient to serve the more than 1000 school-age children. There are limited recreation programs, usually focused on seasonal sports. The Swanzey and Troy libraries offer occasional family programs but nothing daily. There is a scout group that meets twice a month. There are two residential summer camps in Richmond. Camp Wiyaka serves 72 children and costs \$470 or more per week and Camp Takodah serves 350 youth from throughout New England at \$1000 a week. None of these programs meet the daily needs of working families.

C. PROGRAM DESIGN

1. Describe how the program aligns and links to the school day for academic enrichment and well-rounded education activities (data sharing, shared staff, space, training, policies, etc.) The director and site coordinators (SCs) participate in the district curriculum committees and have access to student data including test scores, report cards, and attendance records. This data influenced our GRPA measures. iReady is used to identify two competencies per grade to focus on for the year and these are intentionally embedded in club programming as well as games available during homework and free time. Teachers identify upcoming topics that we then connect to enrichment opportunities. SCs meet with caseworkers and guidance to ensure consistency in practices such as IEPs or behavioral plans. The SCs and director are active members of the school curriculum committees including math, social studies, science, ELA, and guidance. Staff feel this is a great help in making better connections between the school day and BTB programming such as being able to connect science and social studies topics into club offerings. The director meets with each principal at least monthly and discusses any adjustments needed to keep the alignment active and responsive.

Programs at all sites take place within the schools so students are already familiar with the space and have supervised access to the library, technology, and other school resources. Each site shares cafeteria, playground and recreation space, and classrooms for programming. In addition, we are given one or two classrooms dedicated specifically for BTB, along with office and storage space and a bulletin board in a high-traffic area. Teachers and paras work in BTB, administrative support is shared, and the district business office manages our fiscal accounts. BTB staff are invited to

participate in all district training. BTB follows all district policies and posts them on our website. The district Nutrition Services prepares snacks during the school year and breakfasts and lunches during summer camp.

2. Indicate how academic needs will be identified and supported through the program. Title I determines weekly which students they will work with 1 on 1 during homework time. Title I will provide two one-hour sessions per week. Tutoring will be opened up to other students once targeted students' needs are met. iReady assessments, the MRSD adopted local assessment tool, are reviewed and two academic skills per grade level are selected for practice during enrichment and homework activities. Teachers and counselors help identify one topic in math and one in ELA for each targeted student to formulate homework time activity. During summer camp, teachers will identify students that most need credit recovery and these students will receive priority registration. Families are offered events throughout the year to ensure they understand the current academic focus and how to best support their child. We also provide parent tips on home support of competencies on social media. The middle school program is developed specifically to meet MRSD improvement plans around connecting younger MRMS students to the school and school opportunities more strongly, leading to better high school academic success.

3. Describe how the program will accommodate students with Individualized Education Programs (IEPs), and/or 504 plans, including how the program ensures the specific requirements of each student's IEP/504 plans are implemented in the program. MRSD partners with us to provide necessary support within our group programming. We focus on the academic and SEL support each child needs, including such things as additional transition time or behavior management practices. Site Coordinators participate in IEP meetings when appropriate and follow the school day accommodations during afterschool.

4. Describe how the program will accommodate students and families whom English is a second language (ESL). The district has an ESL teacher that works with us when we have a student in need, helping plan for family support and individual assistance including appropriate programming to expand language skills. Support is designed specifically for the child & family.

5. How does the LEA ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs? BTB programs are open to all children tuition-free. The district sends a mailing quarterly to all residences in the district. Programs and registration information, written at a 7th -grade level, is included in those mailings. Our materials make it clear that public school enrollment is not required to participate. With no tuition fee, all families can participate to the extent that there are openings available. School administration ensures that we are compliant with the district's accessibility requirements and is committed to assisting BTB with addressing any future accessibility needs. A stipend is offered to teachers from any private or public school to run interest-based clubs.

6. Describe how the target group will be identified. School assessments and attendance records are reviewed and Title I staff, guidance counselors, and teachers identify the students most in need of academic support, SEL, or enrichment opportunities and provide the information to BTB. The McKinney-Vento Homeless Assistance coordinator also refers all her students. SAS and attendance records will also be used to identify participants that align with above named support needs. Keene Housing Kids Collaborative will be referring students living in their subsidized housing.

7. Describe how the selection will occur and how invitations will be extended. Students named to the target group receive priority registration which will open before general registration. Written invitations are personally given to parents during teacher conferences. The McKinney-Vento coordinator personally contacts those families. Keene Housing Kids Collaborative mails invitations and promotes us on their social media private group. For middle school, students at risk of suspension, with a lower GPA or at risk of dropping out are identified and a written invitation extended. The only limitation is that, due to the intentional programming focus, full-time participants receive priority, and elementary participants are encouraged to remain in the program until at least 5 PM to allow time for both academic and enrichment programming and adhere to state 21CCLC program attendee guidelines. Middle school students must stay until at least 4 PM.

8. Describe the safety (including physical and/or social-emotional) practices and

protocols that will be followed for afterschool programming. Attendance lists are generated daily, cross-checked with the school absentee list, and Site Coordinators (SC) check students in as they arrive. At sign out, each pick-up door has a doorbell that intercoms the SC. Only authorized adults may do pick up and written permission and a photo ID are required if staff are unfamiliar with the adult picking up. District policies are followed in student interactions, we implement the district's Responsive Classroom techniques and have added Choose Love SEL practices. Students are signed out by parents or a pre-approved adult. Our safety plan is posted at all sites. There is always at least 2 CPR/First Aid trained staff present. If a child is hurt, parents are notified and help determine if immediate pick-up is necessary. The Monadnock Region Afterschool Collective (MRAC), of which BTB is a member, provides a behavior coach who helps manage behavioral issues, working with both staff and students to mentor responsive practices.

9. Describe plans to monitor attendance. The SC monitors attendance rates of individual students as well as total participation at each site. If a child has an extended absence, parents are contacted to determine if there are conditions that can be addressed to have the child return to BTB. If an attendance problem is noticed at a particular site, the SC and director gather information from staff, parents, and participants, and work together to identify underlying causes and establish a plan of action. Implementation of the plan is monitored by the SC. Parent views are collected both anecdotally through daily conversations and biannual parent surveys and reviewed by the advisory board to ensure that we are meeting the needs and priorities of families. Full-time attendees are given preference during registration to ensure students get the full benefit of the program.

10. Current subgrantees
include the numbers of youth
and families that were served for
each year of the original five (5)
year grant. The current director

2017 Original Grant Award: Swanzey \$97,875, Troy \$93,709.49						
	2017 RFA Target	Year 1 2017- 18	Year 2 2018- 19	Year 3 2019- 20	Year 4 2020- 21	Year 5 2021- 22
Regular Attendees	120	94	93	112	77	226
Average Daily Attendance	120	59	51	75	45	119
Youth Served Per Year	220	185	133	184	193	304

started in year 3. Rebranding of the program and expanding enrichment opportunities drove that growth. Year 4 reflects the shutdown

required by Covid protocols until alternate plans were put in place. Throughout the pandemic we instituted measures to increase participation, closely listening to parents and adjusting programming to best meet their and the school's needs. This year, we have exceeded the 50 participant level for our 3 existing sites and anticipate this to continue to grow. Strategies such as going fee-free and providing high-interest clubs have been successful. We will continue to grow by adding career awareness options and other topics as indicated by parents and students and addressing MRSD priority focuses. Finally, weekly themes during summer have been very popular and continue to build excitement.

11. Describe specific program activities in your proposal; how they link to the needs identified in the Need for Project section and how they contribute to academic achievement and youth development including how they fit within your Schedule of Operations.

Our schedule is **Appendix B**. All segments of our schedule are provided 5 days a week, and intentionally address the needs of daily academic reinforcement, practicing positive SEL skills, and opportunities to explore interests and career aspirations. They are designed to positively impact youth development and academic achievement.² The program begins with Welcome & Snack which provides participants with healthy nourishment while staff check-in, allowing students to reflect on their day and go over afternoon plans. Next is Discovery Through Play which provides practice in SEL skills while supporting healthy development and critical thinking skills. Our play-time is held primarily outdoors. Students return indoors for Crew Time which is based upon Responsive Classroom and focuses on social skills development and practice and supports intentional SEL practice and connectedness to staff and peers. We then transition to Clubs which give students choice in their day while learning new things. There are 3-4 clubs offered daily at each site (15-20 different clubs per session). Each club runs one day per week for a 5 to 7-week session. Clubs are designed to have students practice the skills they have been taught throughout the school day in a hands-on, innovative way. Clubs also help students learn new skills, assist students in finding

² Gina Kunz, Frances Chumney, Mariel Sparr, Susan Sheridan (2008). *Elements of Quality in After-School Programs*, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln.

undiscovered interests, and contribute to their development of employability skills. Clubs scaffold the skills and core concepts that are being taught, which help our activities to carry over week to week. Students are then grouped by grade level for Homework/Enrichment. If a student does not have homework they practice academic concepts, identified by iReady school-wide assessments, in a hands-on, fun, and engaging manner using games and other skill-enhancing activities which improve achievement. Sign out does not begin until 5 pm. Afterschool closes promptly each evening at 6:00 pm.

The middle school program is similar. Homework and academic assistance is still provided. Enrichment will be more focused on college and career readiness skills and a deeper dive into high-interest topics and activities. Topics were identified through a student survey (N-1) and will be monitored by the site and program youth leadership teams. We will also implement youth leadership development through such things as Peer Mediation, student council, and project-based community service learning. Youth can also become a part of the county 4-H Youth Leadership Team and participate in NH 4-H Teen Conference at UNH. With increased homework and shorter total time, there is no free play so students can make the late bus. The intentional SEL efforts and enrichment along with leadership development will improve connectedness and personal skills. The focus on personal development will strengthen students' abilities to self-advocate, helping them become successful during their high school years while preparing them for future schooling and careers.

Summer camp has table activities during arrival time followed by a healthy breakfast. We then have a whole camp meeting to center the participants, layout the options and schedule, and an activity to reinforce sense-of-belonging. Students transition to two sessions of mini-camp activities based on grade-level competencies embedded into SEL, STEM, and Literacy topics related to the theme of the week. A healthy lunch is served followed by Discovery Through Play. Students then have swim time to cool off and transition to Literacy Time with activities enhancing reading skills. Camp finishes with a Closing Circle reinforcing the SEL skill of the day and then has free play until pick up. Fridays are devoted to educational field trips relating to the theme of the week.

12. Describe how youth voice will be included in the ongoing development of the

project. Youth ownership has been developed through daily circle time, which includes things learned or enjoyed, discussion of topics of interest, summer options and theme weeks, and other components. Twice a year the student survey assesses student satisfaction, sense of belonging, skills gains, and interests. We will be starting Youth Leadership Teams. The site-based teams will meet monthly and they will discuss the current enrichment activities, what is liked/not liked, and brainstorm ideas and future offerings. The program-wide team will have youth representatives from each site. They will be transported to the BTB conference room quarterly to discuss strengths of the program, areas to improve, and future desires. They will also have opportunity to advocate for the program locally and regionally. These are noted in the timeline – **Appendix F.**

13. Describe how families will be engaged to support the students being served to include ongoing regular communication and opportunities for literacy and related educational activities. Each SC greets parents by name and asks appropriate questions to encourage conversation. This daily parent contact develops rapport while providing regular feedback and ideas. In addition, parents who arrive early are allowed to observe the last minutes of their child's club time as activities are wrapped up which helps connect them to their child's enrichment experiences. The BTB bulletin board is kept up to date including any messages for parents or upcoming opportunities. BTB uses the school messenger service, our Facebook page, and newsletters to share successes, upcoming opportunities, and parent tips. Parent workshops are offered four times a year and five community/family nights are planned. BTB with Title I follows best practices for engaging parents including scheduling events at the end of the day, providing refreshments, and offering performances and exhibits of students' work. We provide parents the opportunity to connect with their peers while teaching about topics selected from school-identified needs, parent surveys, and daily parent conversations. This year some examples include board and math games and picture and ELA skills nights and a lantern community walk for SEL. This year BTB, with the extracurricular committee, has designed a community resource and extracurricular fair to showcase opportunities available to families. BTB works with Kids Collaborative, guidance counselors, the McKenney-Vento coordinator, and other community partners to ensure families

have access to counseling, financial, and family support, as needed.

14. Complete a “Schedule of Operations” form for each site. Found in **Appendix B.**

15. Describe the fees being charged, if any. The February 2021 trial of free programming resulted in a significant increase in total as well as targeted student participation. The parent survey also shows that more will participate in a free program. As a result, BTB is offered tuition-free to all.

D. ADEQUACY OF RESOURCES

1. Describe staffing for proposed programs and services, including student-to-staff ratios. Our **Organizational Chart** is **Appendix K.** Frannie Ashworth is the full-time director with over 10 years of 21 CCLC experience. She serves on the NH Afterschool Network leadership team and was a 2016 National Afterschool Association Emerging Leader recipient. Her key focus is on partnerships, linkages, school day communication, and program quality. There are 3 full-time Site Coordinators (SCs), one at each existing site, and we will be hiring one for the new MRMS program. Current SCs have degrees in communications, social work, and education. They have 16 years of combined experience as site coordinators and additional years in afterschool programming. SCs oversee daily program details, lesson planning to ensure alignment with academic standards and staff management. They also oversee recruitment and attendance, collaborate with school-day staff, ensure compliance with program and district policies, and oversee the collection of site data. Program leaders and assistants, manage snack time with a ratio of 1 to 12, recreation time with a 1 to 15 ratio, and club programs with a 1 to 12 ratio. Each site has certified teachers and para - professionals assisting with both clubs and homework time. With other staff assisting with homework, the ratio is 1 to 6. Title I staff provide 1 on 1 tutoring to academically challenged and homeless students. Behavior coaches are present one or two days a week to assist staff with responsive practices for students struggling with behaviors.

Fiscal management is handled by the Business Administrator and all grant reporting is done by the Federal Funds Bookkeeper including annual auditing, Time and Effort, and all other fiscal compliance. All records are kept on the MRSD web-based Infinite Visions which has auto back up and paper copies are stored with the fiscal office. All records are kept for 3 years after grant closure.

2. Include job descriptions and credentials of key staff in an appendix. See Appendix

G. 3. Not applicable-No high school program.

4. Describe how staff will be selected, trained and supervised. Recruitment is done using Indeed, university job postings, School Spring, and on our Facebook and webpage. BTB worked with Across NH, the state-designated organization that provides afterschool technical support, professional development, and credentialing, to create more engaging job postings. MRAC created a webpage for all programs to advertise positions and radio spots to drive job seekers to the site. Club leader candidates interview with the director, with SC input. The Assistant Superintendent makes selections for the director with final approval from the Superintendent.

All hires must first go through district required orientation and specific training as required by the district insurance company, Primex, to ensure all required topics are covered including cyber safety, FERPA, child protection, and reporting, suicide training, etc. This includes acknowledging that the district staff manual was read. Upon satisfactory completion of these components, staff then complete a BTB orientation including youth development and behaviors, lesson and program planning, SEL, etc. After orientation, they are assigned another staff member as mentor. SCs supervise site staff; the director is their direct supervisor for larger issues. An annual written evaluation is done by the director, based upon formal observations and SC feedback. The assistant superintendent evaluates the director.

Volunteers must also complete screening and required orientation before joining the program. Outside agency credentials and training are verified before contracts are signed.

5. If volunteers are used, describe how the organization will encourage and use appropriately qualified persons to support proposed activities, including how senior citizens will be used to support activities, if applicable. The advisory board is developing a new plan to recruit and use volunteers once Covid protocols allow it. This includes using the information from our parent surveys that ask folks to indicate interests they would be willing to share. For the middle school, we want to link career awareness activities to the companies and agencies where parents work – instead of “bring a child to work” have ‘bring parent work to afterschool’. We partner with

the Keene State College education sororities whose members volunteer in our programs throughout the year to meet their volunteer requirements. We will also be working with UNHCE to identify screened, qualified volunteers to implement curriculums and clubs. There is also a summer Leadership in Training program. Selection is by teacher recommendation and application quality.

6. Before starting to work in the 21st CCLC program, all staff working with students must have relevant clearances as required under federal and state statute. All staff and volunteers are prescreened following MRSD requirements, including fingerprinting and a formal background check done by the MRSD Human Resources Department. The director does a check of the 3 required references. The HR department maintains a file with the results of the process.

7. Explain how specific organizational leadership support the organization and partnerships to assure project success. Our **Organizational Chart** is **Appendix K**. The director is considered a member of the MRSD Administrative Team which includes the Superintendent and Assistant Superintendent, Business Administrator, and directors of Maintenance, Student Services, Nutrition Services, IT, and Principals. An update is given at every monthly meeting and feedback is received. The SCs work closely with their site Principal, Counselor, Title I, and Curriculum Coordinator and also serve on the district Extracurricular Committee. These linkages ensure close collaboration and linkage to the school day and district needs and direction. The two-way communication provides regular assessment of program direction and quality and is conducive to early addressing of any issues or responses to needs. The SC works with site staff to ensure that required club planning and lesson plans integrate identified topics and skills into clubs and activities. The director and SCs work to ensure that student and partner needs are both met by partnerships.

8. Describe the types of professional development (PD) that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation. Our professional development details are in **Appendix F**. Besides required orientation, staff receive mini-training at monthly staff meetings, participate in district offered training, online training from Across NH including cohorts or leadership seminars, regional collaborative training such as the MRAC annual conference, and contracted training such as First

Aid/CPR. Across NH also does requested local training upon request. The director attends a national level conference every 3 years. At least two SCs are also invited to attend. The director pays careful attention to data and evaluations and identifies training to strengthen any areas that need improvement or that MRSD indicates is a new or changing focus. Across NH has two conferences annually that the SCs and direct program staff attend which focuses on high-quality program implementation. The director and SCs attend all required and suggested 21CCLC training and technical assistance offered throughout the year.

9. Describe your staffing professional development (PD) plans. The director worked with Across NH to develop a PD process and they assist with reviewing current staff needs and professional gaps and creating an annual plan. This includes staff evaluations and a staff survey to identify areas to improve as well as topics that would be of interest. The plan includes a variety of training based upon the identified topics such as intentional programming, supporting language arts or math, STEM, or science. BTB does annual CPR/First Aid training and sends specific staff to become certified lifeguards. MRSD allows staff to take advantage of any district offered training which has included Lynn Lyons on working with anxious children, Choose Love, suicide awareness, and using Google Classroom among others. MRAC and the Cheshire County Afterschool Network provide training selected by members which have included Responsive Classroom and STEM. UNHCE will provide training for strengthening STEM and youth development knowledge.

10. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project. As noted above, staff must first complete orientation before beginning. Once they have started with the program, their mentor and SC closely monitor progress to identify topics that need additional support. This along with staff evaluations and self-identified topics becomes part of their individual PD plan. The annual BTB plan takes into consideration identified needs as noted above and provides opportunities for training either in-house, with the district, with Across NH, or through other opportunities. The pandemic has made it much easier for staff to access training with many online opportunities that can be pursued on an

individual basis or as part of an online group training. Staff must provide documentation of training received, which is added to their file. PD is critical for staff satisfaction and our program quality.³

E. PROGRAM MANAGEMENT PLAN

1. Include a one-year timeline for program implementation and continued planning as an attachment. Our timeline is **Appendix F**.

2. Describe the structure and process that includes clear, ongoing communication and linkage with all stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.). BTB has a public Facebook page and private groups for each site that are updated almost daily. We have a page on the school website, and news and updates are included in the district's Monadnock Education Matters newsletter that is mailed out quarterly to all residences in the district. The 21st CCLC logo is provided on the online sites and included in print materials. Lights On events open and advertised to the public are held annually and have included a community Halloween party and a CLIF Author reading. These events are promoted through the school messenger system, social media, and paper flyers. The director does regular presentations at school board and PTA meetings and attends every school board and curriculum committee meeting. She attends the administration team meetings as well as meeting individually with each principal informally at least weekly and with community partners at least quarterly. The director also put together a short slideshow about afterschool in the region and its value for the Monadnock United Way board as a thank you for their pandemic financial support that was so successful it has become part of their funder presentations.

3. Describe the plan to disseminate information about your program including its; explanation of what 21st CCLC is, 21st CCLC logo, name, location, etc. to the community in an ongoing manner that is understandable and accessible. News articles included in the quarterly newsletter are written at a seventh-grade level and sent to every residence in the towns. We

³ Bradshaw, L. Daneiele. Planning Considerations for Afterschool Professional Development, *Afterschool Matters*, Spring 2015. <https://www.niost.org/Afterschool-Matters-Spring-2015/planning-considerations-for-afterschool-professional-development>

put news on our page on the school website, on our Facebook page which is updated several times a week, and dispense bi-monthly newsletters that promote the program. The BTB and 21C logos are used in all applications (print, online, social media) along with a stock paragraph about our funding, our location, and links to the state 21CCLC website. There is a BTB designated bulletin board in a high traffic area at each school which is updated regularly.

School year programming is held at the schools which meet all accessibility requirements and give students supervised access to the library, technology, cafeteria, classrooms, and playgrounds. Summer camp is at school or town facilities that are also ADA accessible. At all sites, a binder with emergency plans and procedures and all contact information is easily accessible by staff.

F. PROJECT EVALUATION

1. Complete GPRA Measures template. Our GPRA measures are **Appendix C.**

2. Identify who will be responsible for data compilation and analysis. There are 4 main sources of evaluation data: student school data, parent/participant/staff surveys, 21CCLC evaluations, and anecdotal information from conversations and/or feedback from participants, parents, BTB staff, school staff, and administration. The SCs manage site-specific data collection including anecdotal as well as attendance, lesson plans, and student surveys. They work with the director to look at student data and identify needs and identify research and best practices for continuous program improvement. The director gathers data from parents, staff, teachers, partners, and the district, using assessment scores, attendance records, and surveys. All the results are used to measure GRPA success and submitted with the NH Annual Performance reports. The director shares this information with the SCs, MRSD administrative team, advisory board, and stakeholders for their review and feedback. When an area for improvement has been identified, the director and SCs work together to develop an improvement plan for the coming year. The improvement plan is shared with the extracurricular committee and school board. This continuous improvement has resulted in the program regularly meeting or exceeding expectations.

BOTH: 3. Describe how the project will use best practices, including research or evidence-based practices, to provide educational and related activities complementing and

enhance academic performance. AND 4. Describe how these best practices will positively influence student outcomes in your program. Our intentional focus on sense-of-belonging and connection will reduce behavior issues and positively impact emotional wellbeing and improve school attendance.⁴ (GRPA#3,4) SEL skill development and practice build critical skills shown to influence academic achievement.⁵ This will have a positive effect on classroom performance, proficiency, and GPA. (GRPA#1,2) We offer a variety of enrichment opportunities, carefully selected to enhance school day concepts, STEM, wellness, college, and career skills. These creative, hands-on clubs help students learn new skills, foster the development of competent, self-directed contributing community members, assist students in finding undiscovered interests, and contribute to the development of employability skills.⁶ As a result, BTB students will be more engaged in learning. (GRPA#5) Providing playtime provides practice in social skills while supporting healthy development and critical thinking skills.⁷ While homework assistance and completion have not been shown to have an impact on academic achievement,⁸ school day staff find it helpful in assessing student understanding of taught concepts. By also providing carefully selected educational games related to competencies identified by iReady school-wide assessments, students are enhancing academic skills in a hands-on, fun, and engaging manner which can improve achievement as well as build excitement in learning.⁹ (GRPA#1,5).

Our Middle School program will follow best practices for middle school programming.¹⁰ We

⁴ Seppala, Emma, (2014). *Connectedness & Health: The Science of Social Connection*. The Center for Compassion and Altruism Research and Education, Stanford University.

⁵ Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). A meta analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309.

⁶ Shernoff, D. J., & Vandell, D.L. (2008). Youth engagement and quality of experience in afterschool programs. *Afterschool Matters, Occasional Papers Series*, (9), 1-11.

⁷ Kenneth R. Ginsburg, MD, MEd, and the Committee on Psychosocial Aspects of Child and Family Health, (2007). The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *Pediatrics* 119 (1): 182–191. <https://doi.org/10.1542/peds.2006-2697>

⁸ Allison R. Black, Marie-Andrée Somers, Fred Doolittle, and Rebecca Unterman, *The Evaluation of Academic Instruction in After-School Programs: Final Report*, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, Washington, D.C. 2009.

⁹ IBID.

¹⁰ Harvard Family Research Project, Research Update Issue Brief #7. May 2011. *Out-of-School Time Programs for Older Youth*. <https://archive.globalfrp.org/publications-resources/publications-series/research-updates-highlights-from-the-out-of-school-time-database/research-update-7-out-of-school-time-programs-for-older-youth>

will use topics suggested by the youth themselves to increase interest and participation in the program. We will integrate the same practices used during the school day, such as Responsive Classroom or Developmental Designs to carry over school day practices and will link current curriculum concepts into the offerings. We will connect enrichment to future careers and resources in the community. We will promote youth voice, service learning, and leadership opportunities to support their development, reduce poor decision-making and risk-taking behavior, and better prepare them for the future. Finally, we will staff the program with individuals skilled at communicating with and encouraging the early teenage group so important to developing connections. UNHCE will be a critical partner in this effort as their program is built upon research-based practices from land grant universities nationwide.

5. Describe how evaluation information will be used to provide feedback to project staff and stakeholders, and inform future project direction. When an area for improvement has been identified, the director and SCs work together to draft an improvement plan to address programmatic, student, or family needs. Evaluation information and the draft plan are reviewed by the director, program staff, MRSD administrative team, and advisory board for adjustment, and the plan is then implemented. Recent changes driven by evaluation analysis include free programming, extended summer camp hours, and more high-interest club offerings.

6. Describe the system being developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to the Family Educational Rights and Privacy Act (FERPA). The MRSD and school MOUs reflect that student data for assessment and evaluation will be shared. This data is accessible to the director and Site Coordinators, is accessed via password-protected files, and has been successfully used to plan targeted academic support for individuals and participants in general. For agencies, data will be compiled to provide pertinent information while protecting student confidentiality. As an example, for Keene Housing we would note the % of their total participants

that showed improved ELA or Math scores. Survey and data sharing permission forms are included on our registration form. All district policies surrounding data sharing are followed and all staff is trained in FERPA.

7. Current subgrantees include a summary of any evaluation studies, reports or research from your program or partners documenting evidence of previous success, promise of success and effectiveness of the proposed activities/services. Evaluation reports and surveys are found in **Appendix L**. BTB submits NH Performance Reports annually. Our most recent review was a site visit in September 2021 and the program scored exemplary. There were 3 recommendations: provide minutes showing the advisory board discusses data and has developed a data plan, that more volunteers be involved in the program, and provide a few of our lesson plans for summer field trips. The lesson plans were provided to the state. The data plan is complete and is reflected in our Timeline (F-1). There is a subcommittee of the advisory board working on a volunteer involvement plan to be implemented when Covid restrictions end. This continuous improvement has resulted in the program regularly meeting or exceeding expectations. Our parent and participant surveys show strong satisfaction with the program and validate the intentional efforts made to strengthen student connectedness, SEL skills, and engagement in learning.

G. BUDGET NARRATIVE

1. Attach detailed budget spreadsheets; one for summer and one for the school year itemizing how the grant funds will be used per site. Our budget spreadsheets are **Appendix A**.

2. Provide a detailed budget narrative, including but not limited to, each allowable 21st CCLC category listed below if applicable, including a breakdown for each site to include purpose of expenditures and linkage to activities:

(a) Staffing/Benefits: Full-time staff includes the shared director and a Site Coordinator for each site who provide management, oversee data, collaborate, and ensure program quality. (Emerson, our 5th site with a separate 21CCLC grant pays 15% of the director's salary and benefits, and MRSD covers 25%.) These 5 staff receive retirement, health, and dental benefits. There are 3 part-time program leaders and 3 program assistants for each site (24 total) which include certified teachers and

paras. These, combined with stipended, teacher-led clubs provide SEL skills and support, academic support, and enrichment. Total is \$122,181.45 per site.

(b) Subcontracts: Fees for the required Cayen system help monitor implementation and program quality. Contracts for enrichment clubs from outside agencies such as the Y enhances student skill development, learning, and engagement in the program. Total is \$2,000 per site.

(c) Professional Development: Fees and travel to a national level conference done every 3 years by the director to enhance knowledge, gather best practices, and build awareness of resources which totals \$750 per site.

(d) Supplies/Materials: Consumable supplies used in enrichments clubs for hands-on learning cost \$3,600 per site.

(e) Equipment: None requested.

(f) Travel: Mileage reimbursement for staff travel between sites and attendance at meetings gives staff a sense of value and support. Total is \$375 per site.

(g) Other Expenses: Subscriptions or fees are required for some clubs, the expense allows expanded enrichment opportunities linked to programs with proven impact costing \$375 per site.

The **school year cost** for each of our 4 sites comes to \$129,322.44 and the total for the program is \$517,289.76. **Summer costs** include:

(a) Staffing/Benefits: Full-time staff paid under the school year budget continue to provide overall management, oversee data, collaborate, and ensure program quality. There are 2 part-time program leaders and 2 program assistants for each site (16 total) which include certified teachers and paras. These, combined with volunteers and Leaders in Training, provide SEL skills and support, academic support, and enrichment. FICA is paid for all paid staff. Total is \$24,802.56 per site.

(b) Subcontracts: Contracts for enrichment clubs from outside agencies such as the Y enhances student skill development, learning, and engagement in the program. Total is \$500 per site.

(c) Professional Development: Contracted training for necessary training for summer staff such as CPR/First Aid and Lifeguard/Water safety to ensure safety for our camp participants costing \$500.

(d) Supplies/Materials: Consumable supplies used in camp activities for hands-on learning thus

enhancing engagement in learning. Total is \$4,000 per site.

(e) Field Trips: Dues or fees are required for some trips such as museums, the trips enhance the summer learning and help with recruitment. Total is \$2,500 per site.

(f) Transportation: Bus costs for field trips to excite students and enhance learning cost \$3,375.

The summer cost for each of our 4 sites comes to \$35,677.56 and the program summer total is \$145,210.24. The yearly cost per site comes to \$165,000 which falls between the low and median costs on our Wallace Foundation Calculator.

3. Provide evidence there is a commitment of adequate resources for all participants that includes a variety of needs. As shown in our MOU's-Appendix D, BTB braids together funds from 21CCLC, MRSD, town departments, grants, and community partners along with fundraising to support program costs and services.

4. Provide evidence there is a commitment of adequate resources for transportation. MRSD owns several small vans which are used for transporting Special Education students during school hours. If a need for transportation arises, these vehicles and their drivers would be available to transport children home. A written request for transportation would be submitted to the school district's transportation coordinator. The district provides a late bus for middle school students 3 days a week and our programming will consider the scheduling to maximize programming access. This will be assessed annually and will be reflected in the district busing contract. For summer, transportation will be provided from our Troy site to the middle school program in Swanze. \$16,000 is used for weekly summer field trips to cap off the enrichment theme of the week. This enhances student learning and also is a positive factor for summer recruitment. MRAC will fund a few enrichment field trips for either the school year or summer.

5. Provide a detailed narrative explaining the anticipated revenues from other sources to be collected throughout the school year identifying and describing each type of program income. MRSD will continue to budget direct funds, which was \$29, 522 this year. We will continue fundraising efforts annually, this resulted in \$7,000 this year. While the current Monadnock United Way grant ends, MRAC will consider other collaborative funding opportunities to address joint

member needs such as behavior support. BTB will continue to seek community-based grants for specific needs, this amounted to \$4,000 this year.

6. Identify federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources. Title I will provide afterschool and summer 1 on 1 tutoring services, group tutoring, and joint parent programs.

Monadnock Nutrition Services will use USDA Foods for our snacks and summer breakfast and lunch. MRSD will pay 25% of the director's salary and benefits, provide \$1000 for BTB identified PD, and maximize funding opportunities such as ESSER. UNHCE will provide training, curriculum, and career development programming and opportunities. The libraries will provide books for programming and the summer reading program. The Recreation departments are providing fields and facilities. Keene Housing will fund some enrichment programs.

H. COLLABORATION, PARTNERSHIPS, ADVISORY BOARD, AND SUSTAINABILITY

1. Attach a letter of support from the principal(s). Found in Appendix H.

2. Describe extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population.

UNHCE will provide training in youth development, experiential learning, life skills, service learning, and family involvement, and will assist with community connections and developing career pathways. Site coordinators will become official 4-H leaders and all youth will have the opportunity to become 4-H members which will gain them access to other 4-H opportunities at the county or state level, including UNH scholarship dollars for each year a student completes a year of membership. We will expand our library partnership. They will provide books relating to enrichment topics, camp themes, and for homework time and will run clubs at the library. They will collaborate in family literacy programming and be involved in our Lights On event. BTB youth will participate in their summer reading program. Due to our change in fees, Keene Housing Kids Collaborative will no longer provide scholarship dollars but will cover the costs of 7 enrichment clubs per site.

3. List established partner(s) and the role and capacity of each organization.

Partner	Role/Capacity
MRSD & schools	Access to facilities, administration support, supervision, finances, IT, professional development, planning assistance, data, evaluation, academic collaborations, shared staffing, programs.
Title I	1 on 1 tutoring for targeted students, group tutoring for other students, parent programming.
Monadnock Nutrition Services	USDA funded snacks for school-year program and breakfast, lunch, and snacks for summer program.
Across NH	Professional development, cohorts, certification, technical assistance.
Recreation Departments	Access to facilities, beaches, equipment, family and community events, fundraising.
MRAC	Behavior support, PD, research & evaluation, collaborative fundraising, networking, resource sharing, advisory board representation.
CCAN	Cheshire County Afterschool Network provides networking, shared knowledge & resources.
Camp Takodah	Access to their beach and other outdoor activities.

4. Include a signed MOU for each partner, signed by the principal of the school being served and/or the subgrantee administrator. MOUs are found in **Appendix D**.

5. Describe the roles and responsibilities of the advisory board. The board looks at evaluations and reports, feedback from parents, staff, and stakeholders, and other information along with planned programming and attendance rates. They make recommendations to the director for adjustments that should be made to programming to make it more responsive to student and family needs or better support school day learning. They look at financial statements to assess the day-to-day functions and expenses as well as review sustainability plans to ensure continued financial success. They help address any deficiencies noted in reviews, for example, they currently are looking at how to involve more volunteers, parents, and community members in the program. They help make connections with community partners and other resources to help the breadth of the program as well as its future sustainability. They also help promote the program helping develop an annual marketing plan and promoting BTB throughout the region, sharing program successes and the value it brings to the region.

6. Describe how advisory board meetings will take place a minimum of three times each school year. The BTB advisory board meets quarterly (September, December, March, June) at the BTB office conference room as noted in our timeline (**Appendix F**). Remote participation via

Zoom is always an option for any member and there is a screen and speaker in the conference room. The director sends updates and information via email to members between meetings. Members or the director can call an emergency meeting as needed.

7. Include a list of advisory members and roles including sustainability planning and frequency of meetings. The advisory board list and its roles and responsibilities are **Appendix J.**

8. Describe how the advisory board members represent the diverse needs of community. The advisory board has representation from educators, principals, businesses, nonprofits, youth organizations, recreation, libraries, higher education, low-income housing, and parents from towns throughout our district as well as some surrounding areas. This gives us expertise from educators helping us link our programming to youth's educational needs now and into the future. We also have financial expertise from the business, non-profit, and low-income perspective combined with the district's business administrator which helps us manage our finances and sustainability as well as understand family financial situations. We have parents from every school in the district, as well as the community perspective from recreation departments and libraries. This helps us consider aspects of life from different towns and leisure time activities, thus covering all aspects of life from a work, learn, and play perspective.

9. Include sustainability plan and describe how the plan offers viable opportunities for continued sustainability (diverse resources & funding). Our detailed plan is **Appendix M.**

Ongoing actions include:

- Board review of vision/mission and data to ensure it reflects the community and program.
- Director/SCs identify potential sources for in-kind services, volunteers, enrichment programming, and work with the board on recruitment.
- Advocacy for and marketing of program continuously carried out by board, partners, school, director, and site coordinators.
- Director and site coordinators maintain positive, collaborative relationships with MRSD, schools, and staff members.
- Director, MRSD, and board review all data sources and identify actions needed for continuous improvement.
- Director/school administration review and maximize all monetary resources within MRSD.
- Director to broadly announce program successes and achievements, and funding sources when received.

Year 1 additional actions will include: adding community service learning for visibility; adding 2 sponsored clubs per year; identifying and applying for 1 additional literacy grant; and planning a community fundraiser. Year 2 additional actions will include: adding a business representative to the board; adding an additional partner sponsor for clubs and one contributing programs or resources; adding a community event and increasing service projects for visibility; adding an additional grant; and implementing an annual fundraiser. Year 3 additional actions will include: adding a health/wellness representative to the board; adding 2 community partners, especially supporting college and career readiness; having 4 club sponsors; and increasing service projects and community events. Year 4 additional actions will include: adding a community representative to the board; adding 2 community partners, especially supporting college and career readiness; having 15% of clubs done by volunteers and 5 club sponsors; and increasing service projects and grants. Year 5 additional actions will include: review and adjustment of the sustainability plan, mission/vision, and partnerships; 20% of programming with volunteers; and 25% of costs covered by grants and fundraising.

10. Current subgrantees discuss what steps for sustainability have been initiated for each year of the last 5 years; show evidence of partnerships/collaboration that has been made and show documentation (reflected in budget) of support and funding, if applicable.

MRSD supports the program with \$29,522 each year that is embedded into the school budget to support the cost of the program director and professional development, as reflected in the Budget Spreadsheet. The district also supports BTB by providing adequate resources needed for programming, space, transportation, and administrative collaboration. We have strengthened our partnership with Title I to provide tutors during the school year and summer. Our partnership with Monadnock Nutrition Services provides and prepares snacks and free breakfast and lunch during the summer. BTB has been very successful with fundraising efforts. For example, over \$5,000 was made this year with our no-cost “Locally Grown, Raised, and Made Thanksgiving Raffle”- a raffle that supports our program but also highlights the amazing local businesses in our community. We also did some collaborative fund-raising with MRAC to the benefit of all MRAC member programs.

BTB has created strong partnerships with agencies with similar missions to ensure all available resources are used to the fullest extent. BTB continually researches and applies for community-based grants. This year we received \$4,000 from the McKern Bridge Foundation to purchase materials for clubs and enrichment. Children's Literacy Foundation grants support literacy and guest storytellers, free book giveaways, and family resources. Advocates for Healthy Youth grants support equipment for wellness activities such as snowshoes. In 2019, BTB, as part of MRAC was the recipient of a 4 year Monadnock United Way Grant to expand staffing competencies and skills through paid professional development, use of a behavioral specialist in our program, transportation for enrichment trips, and expanding our ability to focus on vital SEL skills with our youth. Monadnock United Way supported our program through the COVID-19 pandemic, ensuring BTB had adequate additional funding for pandemic-related needs including sanitation supplies, staffing wages, activity boxes during remote programming, and other programming supplies. MRSD also assisted during the pandemic with over \$200,000 of ESSER funding which closed the gap of 21CCLC funding, parent fees, and additional staffing. One key to sustainability is strengthening, maintaining, and expanding collaboration and community partnerships, something BTB works tirelessly to continue.

VI. PRIORITY POINTS

Our program qualifies for priority points for a Middle School program, a new site, and career exploratory activities.