

APPENDIX A : Budget Spreadsheet

APPENDIX C: 2022-2023 21st CCLC Proposed Budget

Program Information		
Agency Name:	Monadnock Regional School District	
Agency Address:	600 Old Homestead Hwy Swanzey, NH 03446	
Contract Dates:	July 2022-June 2027	
Project Manager:	Frances Ashworth	
Title:	Program Director	
Phone Number:	603 357-3044	
Email:	fashworth@mrsd.org	
Fiscal Contact:	Janel Morin	
Title:	SAU 93 Business Administrator	
Phone Number:	603 903-6956	
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Contact Person:	Monique Reith	
Phone Number:	603 903-6950	
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Program Sites:	Cutler, Troy, Mt. Caesar, Monadnock Middle School	
School Year Budget		
Expenditure/Category	Description of Expenses <i>(include formulas and break down of expenses)</i>	21st CCLC Total Cost
Staff Salaries		Cost per site = \$89,010
		\$ 356,040.00
<i>Program Director</i>	Full time overseeing school year and summer program (15% covered per site x 4 Sites = 60% of total salary of \$65,000)	\$ 39,000.00
<i>Mt. Caesar Site Coordinator</i>	Mount Caesar Site Coordinator (\$18.00/hr x 8 hrs/day x 260 days/yr)	\$ 37,440.00
<i>Cutler School Site Coordinator</i>	Cutler Site Coordinator (\$18.00/hr x 8 hrs/day x 260 days/yr)	\$ 37,440.00
<i>Troy School Site Coordinator</i>	Troy Site Coordinator (\$18.00/hr x 8 hrs/day x 260 days/yr)	\$ 37,440.00
<i>Monadnock MS Site Coordinator</i>	MRMS Site Coordinator (\$18.00/hr x 8 hrs/day x 260 days/yr)	\$ 37,440.00

<i>Afterschool Program Leaders</i>	3 Afterschool Program Leaders X 4 Sites (\$13.00/hr x 3.5 hrs/day x 180 days/yr)	\$ 98,280.00
<i>Afterschool Program Assistant</i>	3 Program Assistants X 4 Sites (\$10.00/hr x 180 days x 3 hrs/day)	\$ 64,800.00
<i>Stipend Teacher Led Clubs</i>	30 days of programming at \$35.00/day X 4 Sites - Lego Robotics, SeaPerch, Gardening and others	\$ 4,200.00
<i>Performance Measure:</i>	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance	
<i>Outcome:</i>	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance	
Payroll Taxes & Benefits		Cost per site = \$33,171.45
<i>Health</i>	Health insurance for full time Director (60% - 15% covered per site x 4 Sites)	\$ 15,201.68
	Health Insurance for Full Time Site Coordinators (Troy-2/person- Cutler-1/person MTC- 1/person MRMS-family)	\$ 64,899.19
<i>Dental</i>	Dental insurance for full time Director (60% - 15% covered per site x 4 Sites)	\$ 821.21
	Dental Insurance for Full Time Site Coordinators (Troy-2/person Cutler-1/person MTC- 1/person MRMS-2/person)	\$ 2,973.01
<i>FICA</i>	7.65% for Program Staff	\$ 24,253.56
	7.65% for Program Director	\$ 2,983.50
<i>Retirement</i>	Retirement for Full Employees 11.17%	\$ 17,197.33
	Retirement for Program Director	\$ 4,356.30
<i>Performance Measure:</i>	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance	
<i>Outcome:</i>	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance	
Subcontracts		Cost per site = \$2,000
<i>State Web-Based Data</i>	500.00 per site for Cayen Services	\$ 2,000.00
<i>Contracted Services Club Offerings</i>	Contracted Services such as gymnastics, karate, yoga, & other local services	\$ 6,000.00
<i>Performance Measure:</i>	Student academics, behavior, and SEL skills, student and family engagement, DOE data requirement	
<i>Outcome:</i>	Students show a strong sense of belonging and engagement in surveys and programming; Student academic and behavioral performance increase; families indicate the program supports their needs through surveys; teachers report student academic and behavioral increases, compliance with DOE data requirements.	
Professional Development		Cost per site = \$750
<i>Conference Fees</i>	Fees for required conferences (125.00/site x 4 Sites)	\$ 500.00

<i>Conference and Training Travel</i>	Travel to required conferences (625.00/site x 4 Sites)	\$ 2,500.00
<i>Performance Measurement:</i>	Staff Professional Development opportunities; Student academics, behaviors, and SEL skills; DOE technical assistance; Program Safety	
<i>Outcome:</i>	Staff are more developed in afterschool via staff surveys; Student academic and behavioral performance increase; student safety in afterschool maintained; Grant mandated PD fulfilled	
Supplies		Cost per site = \$3,600
<i>School Year Supplies</i>	Supplies for school year 120clubs/year x 30.00/club x 4 Sites)	\$ 14,400.00
<i>Performance Measurement:</i>	Student academic and behavioral performance; student and family engagement in learning	
<i>Outcome:</i>	Students show a strong sense of belonging and engagement in surveys and programming; Student academic and behavioral performance increase; families indicate the program supports their needs through surveys; teachers report student academic and behavioral increases	
Travel		Cost per site = \$375
<i>Mileage</i>	Mileage Reimbursement for travel between sites (375.00/site x 4 Sites)	\$ 1,500.00
<i>Performance Measurement:</i>	Quality of program and effective oversight/leadership/mentorship available at sights.	
<i>Outcome:</i>	Staff are more developed in afterschool and feed adequately supported by Afterschool leadership via staff surveys; Student academic and behavioral performance increase; student safety in afterschool maintained	
Academic/Enrichment Activities		Cost per site = \$375
<i>Dues & Fees</i>	Dues and Fees for academic/enrichment subscriptions and clubs (375.00/site x 4 Sites)	\$ 1,663.98
<i>Performance Measurement:</i>	Student academic and behavioral performance; student and family engagement in learning	
<i>Outcome:</i>	Students show a strong sense of belonging and engagement in surveys and programming; Student academic and behavioral performance increase; families indicate the program supports their needs through surveys; teachers report student academic and behavioral increases	
Total School Year for 4 Sites		\$ 517,289.76
Divided by 4 Sites		/ 4 Sites
Total School Year Cost Per Site		\$ 129,322.44
Summer Budget		
Expenditure/Category	Description of Expenses (include formulas and break down of expenses) Note that total costs are represented then divided equally among the four sites.	21CCLC
Staff Salaries		Cost per site = \$23,040
<i>Summer Program Leaders</i>	4 Program Leaders x 4/Sites x 14.00/hr x 40/hrs x 5/weeks	\$ 53,760.00

<i>Summer Program Assistants</i>	4 Assistants x 4/Sites x 10.00/hr x 40hrs/wk x 5/weeks	\$ 38,400.00
<i>Performance Measure:</i>	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance	
<i>Outcome:</i>	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance	
Payroll Taxes & Benefits		Cost per site = \$1,762.56
<i>FICA</i>	7.65% for Program Staff	\$7,050.24
<i>Performance Measure:</i>	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance	
<i>Outcome:</i>	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance	
Subcontracts		Cost per site = \$500
<i>Contracted Services for Summer Offerings</i>	Contracted Services such as gymnastics, karate, yoga, & other local services (\$500.00/site x 4 Sites)	\$ 2,000.00
<i>Performance Measure:</i>	Student academics, behavior, and SEL skills, student and family engagement, DOE data requirement	
<i>Outcome:</i>	Students show a strong sense of belonging and engagement in surveys and programming; Student academic and behavioral performance increase; families indicate the program supports their needs through surveys; teachers report student academic and behavioral increases, compliance with DOE data requirements.	
Professional Development		Cost per site = \$500
<i>Summer Professional Development</i>	Summer Professional Development including CPR/First Aid, Lifeguard, Responsive Classroom (\$500.00/site x 4 Sites)	\$ 2,000.00
<i>Performance Measurement:</i>	Staff Professional Development opportunities; Student academics, behaviors, and SEL skills; DOE technical assistance; Program Safety	
<i>Outcome:</i>	Staff are more developed in afterschool via staff surveys; Student academic and behavioral performance increase; student safety in afterschool maintained; Grant mandated PD fulfilled	
Supplies		Cost per site = \$4,000
<i>Summer Supplies</i>	Supplies for Summer (4 camps/wk x 5/wks x \$200.00/camp x 4 sites)	\$ 16,000.00
<i>Performance Measurement:</i>	Student academic and behavioral performance; student and family engagement in learning	
<i>Outcome:</i>	Students show a strong sense of belonging and engagement in surveys and programming; Student academic and behavioral performance increase; families indicate the program supports their needs through surveys; teachers report student academic and behavioral increases	
Field Trips		Cost per site = \$2,500
<i>Field Trip Dues & Fees</i>	Field Trip dues and fees for academic based field trips that tie to curriculum. (5 field trips x 50 students x 10.00/student x 4 Sites)	\$ 10,000.00
<i>Performance Measurement:</i>	Student academic and behavioral performance; student and family engagement in learning	

<i>Outcome:</i>	Students show a strong sense of belonging and engagement in surveys and programming; Student academic and behavioral performance increase; families indicate the program supports their needs through surveys; teachers report student academic and behavioral increases	
Transportation		Cost per site = \$3,375
		\$ 13,500.00
<i>Summer Transportation</i>	Bus cost summer programming (20 lake trips + 5 field trips x \$135 x 4 Sites)	\$ 13,500.00
<i>Performance Measurement:</i>	Student academic and behavioral performance; student and family engagement in learning	
<i>Outcome:</i>	Students show a strong sense of belonging and engagement in surveys and programming; Student academic and behavioral performance increase; families indicate the program supports their needs through surveys; teachers report student academic and behavioral increases	
	Total Summer	\$ 142,710.24
	Divided by 4 Sites	/ 4
	Total Summer Cost Per Site	\$ 35,677.56

Leveraged Funds and/or Other Funds		
Source	If applicable, describe these funds	Leveraged Funds
Title I	Title I leverages funds with our program to offer 1:1 tutoring to students in Afterschool and summer camp, partners with BTB for family events.	\$ 60,189.00
Title I McKinney-Vento	McKinney-Vento funds tutoring as well as transportation from our to homeless students who attend Beyond the Bell	\$ 17,751.00
School District Funds	School budget includes 29,522.00 in the general operating budget to offset 25% of Program Director salary and benefits as well as professional development. Leveraged district funds are also listed in each MOU with the SAU office as well as each school.	\$ 184,232.00
Other Grants	The McKerny Bridge Foundation grant for supplies (given directly as supplies and not funds)	\$ 4,000.00
MRAC Grant	Monadnock United Way awarded our Regional Afterschool Collaborative with funding for behavior coaches during the school year and summer, PD dollars for national conference, wellness programming, parent programs, as well 1 contracted service program per year. This grant runs through 2022 only.	\$ 21,480.00
	TOTAL Leveraged Funds	\$ 287,652.00
	Value per each site	\$ 71,913.00

Anticipated 21st CCLC Program Income Collected		
Source	Explanation of Program Income Received by 21st CCLC Program	Anticipated Total Collected
Fundraising	Fundraising efforts to offset any additional costs that may accrue throughout the year to ensure no parent fees are required.	\$ 7,000.00
	TOTAL Revenues	\$ 7,000.00
	Value per each site	\$1,750.00

21st CCLC Proposed Parent Fees/Schedule		
	Full/Reduced/Free Lunch	Anticipated Total Collected
1. Per Day (School day/summer)	No fees are charged any participant	\$ 0.00
Total Weeks of Program Operation (School Year and Summer)		
35 weeks school year, 5 weeks summer		
Discount(s) Offered (ex: Multiple Family Members):		
Not Applicable		

APPENDIX B : Schedule of Operations

School(s) Served: Cutler Elementary, Mt. Caesar Elementary, Troy Elementary
School Year: Typical Elementary Daily Schedule (hours in order)

Time	Activity	Description	M	T	W	T	F
3:00 - 3:30 pm	Welcome & Snack	Students are dismissed from homerooms, welcomed/signed into the program and offered a snack	x	x	x	x	x
3:30 - 4:00 pm	Discovery Through Play	Students engage in physical play outdoors, supporting the development of SEL skills	x	x	x	x	x
4:00 - 4:15 pm	Crew Time	Responsive classroom circle where we discuss the daily agenda and have a “question of the day” and reinforce targeted SEL skills	x	x	x	x	x
4:15 - 5:15 pm	Club Time	3-4 different clubs are offered each day at each site (15-20 different clubs per session). These clubs focus on SEL, STEM, Well-Rounded Education Activities, Health/Wellness, Community Service	x	x	x	x	x
5:15 - 6:00 pm	Homework & Enrichment	Homework support/academic enrichment activities which target specific identified academic skills	x	x	x	x	x
6:00 pm	Dismissal	Dismissal from the program after sign out with Site Coordinator	x	x	x	x	x

Schools Served: Monadnock Middle School **Typical Middle School Daily Schedule**

Time	Activity	Description	M	T	W	T	F
2:30 - 2:45 pm	Welcome & Snack	Students are dismissed from homerooms, welcomed/signed into the program and offered a snack	x	x	x	x	x
2:45- 3:45pm	Club Time	3-4 different clubs are offered each day at each site. These clubs focus on SEL, STEM, Well-Rounded Education Activities, Health/Wellness, Community Service, College & Career Readiness, Workforce Skill Development, Financial Literacy, and Life Skills	x	x	x	x	x
3:45- 4:45 pm	Homework & Tutoring	Homework support/academic tutoring activities which target specific identified academic skills	x	x	x	x	x
4:45 pm- 5:00 pm	Dismissal	Dismissal from program for late bus transportation after sign out with Site Coordinator	x	x	x	x	x

Summer Camp Schedule for Both Elementary and Middle School

Times	Activity	Description	M	T	W	T	F
7:30-9:00	Student Arrival, Morning Activities	Student Arrival Morning Table Activities /Group Games	X	X	X	X	X
7:30 – 3:30	Title I tutoring	Targeted students for tutoring are pulled out throughout the day for 1 hour 1 on 1 sessions with certified Teacher or Para.	X	X	X	X	
9:00-9:15	Breakfast	Breakfast served with Monadnock Nutrition Services (USDA program)	X	X	X	X	X
9:15-9:30	Camp Meeting	Whole Camp Meeting	X	X	X	X	
9:30-10:15	Mini Camp Activities	Mini Camp Activities based on grade level academic standards and competencies that include Well Rounded Activities, SEL, STEM, and Literacy.	X	X	X	X	
10:15-11:00	Mini Camp Activities	Mini Camp Activities based on grade level academic standards and competencies that include Well Rounded Activities, SEL, STEM, and Literacy.	X	X	X	X	
11:00-11:30	Lunch	Lunch served with Monadnock Nutrition Services (USDA program)	X	X	X	X	X
11:30-12:15	Discover Through Play	Discovery Through Play- a time for self-guided play and supporting the development of SEL skills.	X	X	X	X	
12:15-2:00	Swim	Swimming at town beaches supervised by trained lifeguards.	X	X	X	X	
2:00-3:00	Literacy Circle	Literacy Time- read aloud, silent reading, partner reading; dedicated time to the partnership with library reading summer program.	X	X	X	X	
3:00-3:30	Camp Closing Circle	Camp Closing Circle focusing on SEL	X	X	X	X	
3:30-4:30	Camp Pick Up & Free Play	Camp Pick Up & Free Play; Sign out with Site Coordinator	X	X	X	X	X
7:30 am - 4:30 pm	Field Trips	Academic-based field trips that align to topics learned throughout the week.					X

APPENDIX C: GPRA Measures

New Hampshire Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) State Goals for 2022-2023

Congress established a set of measures via the Government Performance Results Act (GPRA) in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The U.S. Department of Education (USED) analyzes this data to report on the GPRA's measures to Congress in the Annual Performance Report. In New Hampshire, the 21st CCLC, GPRA's are measured by improvements in; New Hampshire Statewide Assessment (NHSAS), Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Data will be collected during the school year of 2021-2022 and reported in the spring of 2022.

Subgrantees will be funded at 100 percent for the first three (3) years of funding. Subgrantees may have the opportunity to receive continued funding for an additional two (2) years based on funding availability and the Department's evaluation of successful progress towards meeting the Government Performance Results Act (GPRA) measures.

21st CCLC Grant Name (school district or CBO): **Monadnock Regional School District Beyond the Bell**

State Goals	Performance Indicators	How will you achieve this goal? Include process, planning, timeframe (month and year)	The NHDOE's expected outcomes Specific metrics and timeframes for how the NHDOE will measure the success of that outcome.
GPRA MEASURE #1: ACADEMIC ACHIEVEMENT IN NHSAS	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.	<ul style="list-style-type: none"> • For all students entering grades 4-8 in 2022-23, the program will review the Spring 2022 state assessment results for all enrolled students, looking for trends, and for each individual student looking at assessment results. • Beyond the Bell will identify at least 1 standard based learning target in ELA per grade to be emphasize in hands-on, engaging clubs through high quality lesson plans. • Beyond the Bell will identify at least 1 additional standard based learning target in ELA to emphasize that may differ for each individual student- focus on this will be done with engaging homework support, after school tutoring and academic enrichment. • Beyond the Bell will work with Title I to target students for after school and summer tutoring, utilize baseline assessment data and re-evaluate student progress throughout tutoring. • Beyond the Bell will use Fountas and Pinnell Benchmark Assessment to track progress in reading levels. 	<ul style="list-style-type: none"> • The NHDOE expects at least 20% of our students who are not already at the top level to improve one proficiency level between their 2020-21 ELA NH SAS (or DLM) assessment and their 2021-22 ELA NH SAS (or DLM) assessment. • The NHDOE expects at least 60% of our students to achieve a growth score at the end of 2021-22 on the NH SAS above the 50% mark.

	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	<ul style="list-style-type: none"> • For all students entering grades 4-8 in 2022-23, the program will review the Spring 2022 state assessment results for all enrolled students, looking for trends, and for each individual student looking at assessment results. • Beyond the Bell will identify at least 1 standard based learning target in Math per grade to be emphasize in hands-on, engaging clubs through high quality lesson plans. • Beyond the Bell will identify at least 1 additional standard based learning target in Math to emphasize that may differ for each individual student- focus on this will be done with engaging homework support, after school tutoring and academic enrichment. • Beyond the Bell will work with Title I to target students for after school and summer tutoring, utilize baseline assessment data and re-evaluate student progress throughout tutoring. 	See above for ELA. The NHDOE will follow a similar process for Math for all students entering grades 4-8 in 2022-23.
	[include local Assessment growth measures for other grades outside of 4-8, that you plan to track]	<ul style="list-style-type: none"> • Beyond the Bell will utilize the results from the IReady fall and winter assessments for all students K-3 to identify at least 1 additional standard based learning target in Math and ELA to emphasize that may differ for each individual student- focus on this will be done with engaging homework support, after school tutoring and academic enrichment. • Beyond the Bell will utilize the results from the IReady fall and winter assessments to identify at least 1 standard based learning target in Math and ELA per grade to be emphasize in hands-on, engaging clubs through high quality lesson plans. 	
GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)	Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	<p>For all students Beyond the Bell will target instruction as defined in GPRA measure 1.</p> <p>The program will reach out to each student’s ELA and/or Math teacher each session to identify specific academic learning targets for each student – this can vary from specific math/ELA lessons to executive functioning skills.</p> <p>Beyond the Bell will use the Cayen to house these learning plans and track progress</p>	For students in grades 7, 8 and 9. The NHDOE will use the state survey to have the guidance counselor (or appropriate educator) for each student in grades 7-9, identify each student’s academic learning as ‘significant growth’, ‘moderate growth’, ‘no growth’, ‘drop in achievement’, ‘at top no ability to grow’. The NHDOE will expect at least 60% of students not already at the top of the achievement, to have achieved at least moderate growth.

			<p>For students in grades 10-12, the NHDOE will expect the over-all GPA to improve from the cumulative value at the end of 2021 to the cumulative value at the end of 2022. The NHDOE will expect at least a .25 for students in grade 10; .15 for students in grade 11 and .1 for students in grade 12. The NHDOE will expect at least 60% of students not already at a top GPA, to have demonstrated this growth.</p> <p>Note: a rubric will be developed to help clarify the levels of growth for grades 7-9, to improve the validity of this measure.</p>
	[include local GPA growth measures for other grades outside of 4-8, that you plan to track]	Due to the school district report card system for grades K-8, we will track students' progress through monitoring their competencies based report cards and their trimester progress.	
GPRA MEASURE #3: SCHOOL DAY ATTENDANCE	<p>Percentage of youth in grades 1–12 participating in 21st CCLC during the school year:</p> <p>(a) Had a school-day attendance rate at or below 90% in the prior school year; and</p> <p>(b) Demonstrated an improved attendance rate in the current school year</p>	<p>Beyond the Bell will review the NHDOE i4see report of 2021-22 attendance for all our 2022-23 participants.</p> <p>Beyond the Bell will identify students with less than 92% school attendance and will target these students.</p> <p>Beyond the Bell will personally contact parents/students to provide programming opportunities that engage them while monitoring their daily attendance in the school day and after school.</p>	<p>For all students in grades 1-12, the NHDOE will use the state attendance report to identify student attendance progress.</p> <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show growth.</p> <p>Of 21st CCLC participating students had less than 90% of attendance in 2021, the NHDOE will expect at least 60% of those students will have attendance above 90% in 2022. Additionally the NHDOE expect 80% of those students will have improved attendance in 2022.</p> <p>Schools who have all students above 90%attendance will be expected to continue with that performance level.</p>
GPRA MEASURE #4: BEHAVIOR	Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a	<p>The program will review the NHDOE i4see report of 2021-22 suspension for all our 2022-23 participants.</p> <p>The program will work with principals and guidance counselors to identify students with 10 or more behavior referrals in 2021-22 and will target these students.</p>	<p>For all students in grades 1-12, the NHDOE will use the state suspension report to identify student suspension.</p> <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show change in suspension for a student.</p>

	decrease in in-school suspensions compared to the previous school year.	<p>Beyond the Bell will contact parents/students to determine what obstacles they are facing, provide programming opportunities, including community engagement, to engage them and monitor their daily behavior during the school day and after school.</p> <p>Beyond the Bell will work with case managers and guidance counselors to implement behavior plans that are utilized during the school day to ensure consistency in Afterschool.</p> <p>Beyond the Bell staff will intentionally embed practices to strengthen connectedness to staff, peers and school.</p>	<p>The NHDOE expects to see a reduction of at least 20% of students who were suspended more than 5 days in 2021-22. For example, if 10 students had 5 or more days of suspension in 2021-22 then the NHDOE expects at least 2 of those students to have less suspension days in 2022-23.</p> <p>Schools who have no students being suspended, will be expected to continue with that performance level.</p>
GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING	Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	<p>Beyond the Bell will reach out to each student’s primary teacher monthly to identify monthly academic topics that the program can expand on through hands-on, engaging clubs.</p> <p>Beyond the Bell will identify key SEL skills to focus on each month to increase student engagement in learning and working with their classmates.</p>	<p>The NHDOE will use the state survey to have the primary teacher for each student in grades 1-5, identify each student’s engagement in learning as ‘significant engagement’, ‘moderate engagement’, ‘limited engagement’, ‘poor engagement’.</p> <p>The NHDOE will expect at least 60% to have achieved at least moderate engagement.</p> <p>Note: a rubric will be developed to help clarify the levels of engagement, to improve the validity of this measure.</p>

APPENDIX D : Memorandums of Understanding

The following MOU's are provided:

Partner	Page
Monadnock Regional School District	D-2
Mt Caesar School	D-4
Cutler School	D-6
Troy School	D-8
Monadnock Regional Middle School	D-10
UNH Cooperative Extension	D-12
Across NH	D-13
Monadnock Region Afterschool Collective and Winchester Learning Center as fiscal agent	D-15
Cheshire County Afterschool Network	D-18
Mt Caesar Union Library	D-19
Gay-Kimball Library	D-20
Town of Swanzey Recreation Department	D-21
Town of Troy Recreation Department	D-22



SAU 93

603-352-6955

600 Old Homestead Highway, Swanzey NH 03446

www.mrsd.org

Memorandum of Understanding

School Administrative Unit 93, in partnership with the Monadnock Regional School District's 21st Century Community Learning Centers, agree to the following:

SAU 93 is committed to, and supports, the provision of all available space needed for the 21st Century Community Learning Centers in the Mt. Caesar, Cutler, Emerson, and Troy Schools located in Swanzey, Fitzwilliam, and Troy, NH, both for program and for administrative purposes. SAU 93 will contribute the necessary custodial and facility management support for the upkeep of this space as well. Time donated is calculated at 55 hours at \$25/hr. for a total of \$1,375.

A representative of SAU 93 will become a member of the Council on Out-of-School Time providing leadership guidance, and action toward sustaining out-of-school programming in SAU 93 as well as the Partnership Council and is committed to attending meetings. Time donated is calculated at 4 meetings x 2 hours x \$45/hr. for a total of \$360.

The Office of Assistant Superintendent of SAU 93 and Project Beyond the Bell will collaborate to ensure that students' specific academic, social and physical needs are met to the best of the program's ability. Access to assessment and other available data for the purposes of program evaluation will be provided.

SAU 93 will also support the Monadnock Regional School District's 21st Century Community Learning Centers by enabling teachers and professional staff who are required to earn recertification hours to obtain them through the training of the program staff, parents, volunteers, and community members as well as the research performed in connection with accomplishing the district goals as they relate to the goals of the proposal put forth. The value is calculated at 18 hours x \$45/hr. for a total of \$810.

SAU 93 will provide professional consulting support in the following areas: (amount includes benefits at 40% of salary)

Business Office, 25 hours at \$45/hr.	\$ 1,125.00
Curriculum Coordination, 20 hours at \$45/hr.	\$ 900.00
IT Support, 20 hours at \$42/hr.	\$ 840.00
Newsletter design and publicity, 5 hours at \$32/hr.	\$ 160.00
Use of School District owned vans for transport \$125 each for 10 trips	\$ 1,250.00

The total of our contribution is \$ 6,820.00

Lisa A. White, C.A.G.S.
Superintendent of Schools
lwhite@mrsd.org
ext. 6077

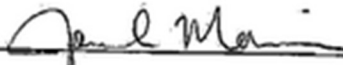
Jeremy Rathbun, M.Ed.
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Catherine Woods, C.A.G.S.
Director of Student Services
cwoods@mrsd.org

Janel Morin, M.B.A.
Business Administrator
jmorin@mrsd.org

SAU 93 sees its role as assisting the Monadnock Regional School District's 21st Century Community Learning Center in achieving its goals, and will be as flexible as possible to accommodate any special needs or changes. In turn, the MRSD-21CCLC will be flexible in accommodating the concerns of SAU 93.

Signed this 26th day of October, 2021.



Janel Morin
SAU #93 Business Administrator



District/Program Representative

**Memorandum of Understanding
Between
Project Beyond the Bell and Mt Caesar School
July 1, 2022 – June 30, 2023**

All Children Educated Safely in SAU #93 (Project Beyond the Bell) will partner with Mt Caesar School to provide high quality out-of-school time programming for students in PreK-2nd grade. Project Beyond the Bell and Mt Caesar School commit to do the following with:

1. Personnel

- a. Project Beyond the Bell will recruit, hire, train and supervise staff for the program.
- b. All program staff will meet the requirements of NH DHHS for the position they hold.
- c. All program staff will participate in at least 24 hours of professional development annually, including the NH DHHS required trainings and the trainings required by the school district.
- d. The program will ensure the staff to student ratio for school-aged programs does not exceed the following: Outdoors/Gross Motor Activity 1:15; Enrichment Activity 1:12; Snack 1:12; Homework Assistance 1:7. The program will ensure the staff to student ratio for preschool-aged programs does not exceed the NH DHHS ratios for 3-5 year old children.
- e. All staff who count as part of the staff to student ratio shall be certified in First Aid and CPR.
- f. Site Coordinators/Center Directors will supervise and evaluate their program staff with support from the Program Director and school principal.
- g. The principal will ensure teachers complete and return the annual 21CCLC surveys in a timely manner (\$35/Hour x 13 x 1.5 hours = \$682.50).
- h. The principal, or his/her designee, will meet at least monthly with the Site Coordinator/Center Director (\$30/Hour x 1 Hour x 10 meetings = \$300.00).
- i. The principal, or his/her designee will serve on the Project Beyond the Bell Advisory Council and attend 4 meetings annually (\$30/Hour x 1.5 Hours x 4 Meetings = \$180.00).
- j. The principal will complete the 21CCLC Evaluation Survey annually (\$30/Hour x 1.5 Hours = \$45.00).

2. Volunteers

- a. Project Beyond the Bell and Mt Caesar School will collaborate to recruit volunteers for the program. The principal will assist the Site Coordinator/Center Director in recruiting volunteers to facilitate enrichment clubs.
- b. Project Beyond the Bell will train and supervise program volunteers.
- c. Project Beyond the Bell will ensure volunteers complete the required criminal background procedures.

3. Supplies

- a. Mt Caesar School will provide up to \$4,400 (art supplies, copy paper, cleaning supplies, and paper products) of supplies annually.

- b. Project Beyond the Bell will provide all other supplies, including meals and snacks for programming.

4. Space

- a. Space will be provided from 6:30 AM through 8:15 AM and 3:00 PM through 6:00 PM. The school will provide adequate rooms for the program to run successfully.
- b. Storage space will be provided in Mt Caesar School for at least one week's worth of materials.
- c. The school will provide a desk, computer, phone, internet and printer from program staff.
- d. Custodial services will be provided during the school year.

In-Kind Calculations:

School-Age Program: 5.5 hours a day, 195 days, \$20/hr.= \$21,450.00

Pre-school Age Program: 12 hours a day, 195 days, \$20/hr.= \$46,800.00

Summer Program: 12 hours a day, 30 days, \$20/hr.= \$7,200.00

Office Space: \$85 a week, 52 weeks= \$4,420.00

5. Transportation

- a. The school district will provide transportation as follows:
 - i. Transportation between community pre-school programs and the preschool-age program at Mt Caesar School.
 - ii. Transportation as required by Special Education or McKinney-Vento.

6. Programming –Project Beyond the Bell will provide programming as follows:

- a. Mt Caesar School will house before school programming (6:30 AM – 8:15 AM) and after school programming (3:05 PM – 6:00 PM) during the school year. If summer programming is offered at this site the hours will be 7:30 AM – 4:30 PM.

7. Other Commitments

- a. Advertising for the program will be done collaboratively. Project Beyond the Bell will produce its own flyers and newsletters which will be distributed through the school's distribution system.
- b. Mt Caesar School will provide a bulletin board in a well-trafficked area from Project Beyond the Bell to promote its programming.
- c. Provide access to assessment and other available data for the purposes of program evaluation.

Mt Caesar School sees its role as assisting Project Beyond the Bell in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, Project Beyond the Bell will be flexible in accommodating the concerns of Mt Caesar School.

Signed this 7th day of January, 2022 by:


Program Director


Melissa Suarez, Principal

Memorandum of Understanding

Between

Project Beyond the Bell and Cutler School

July 1, 2022 – June 30, 2023

All Children Educated Safely in SAU #93 (Project Beyond the Bell) will partner with Cutler School to provide high quality out-of-school time programming for students in 3rd-6th grade. Project Beyond the Bell and Cutler School commit to do the following with:

1. Personnel

- a. Project Beyond the Bell will recruit, hire, train and supervise staff for the program.
- b. All program staff will participate in at least 24 hours of professional development annually, including the trainings required by the school district.
- c. The program will ensure the staff to student ratio for school-aged programs does not exceed the following: Outdoors/Gross Motor Activity 1:15; Enrichment Activity 1:12; Snack 1:12; Homework Assistance 1:7.
- d. All staff who count as part of the staff to student ratio shall be certified in First Aid and CPR.
- e. Site Coordinators will supervise and evaluate their program staff with support from the Program Director and school principal.
- f. The principal will ensure teachers complete and return the annual 21CCLC surveys in a timely manner (\$35/Hour x 13 x 1.5 hours = \$682.50).
- g. The principal, or his/her designee, will meet at least monthly with the Site Coordinator (\$30/Hour x 1 Hour x 10 meetings = \$300.00).
- h. The principal, or his/her designee will serve on the Project Beyond the Bell Advisory Council and attend 4 meetings annually (\$30/Hour x 1.5 Hours x 4 Meetings = \$180.00).
- i. The principal will complete the 21CCLC Evaluation Survey annually (\$30/Hour x 1.5 Hours = \$45.00).

2. Volunteers

- a. Project Beyond the Bell and Cutler School will collaborate to recruit volunteers for the program. The principal will assist the Site Coordinator in recruiting volunteers to facilitate enrichment clubs.
- b. Project Beyond the Bell will train and supervise program volunteers.
- c. Project Beyond the Bell will ensure volunteers complete the required criminal background procedures.

3. Supplies

- a. Cutler School will provide up to \$4,400 (art supplies, copy paper, cleaning supplies, and paper products) of supplies annually.
- b. Project Beyond the Bell will provide all other supplies, including meals and snacks for programming.

4. Space

- a. Programming space will be provided from 3:00 PM through 6:00 PM. The school will adequate room for the program to run successfully.
- b. Storage space will be provided in Cutler School for at least one week's worth of materials.
- c. The school will provide a desk, computer, phone, internet and printer from program staff.
- d. Custodial services will be provided during the school year.

In-Kind Calculations

School-Age Program: 5.5 hours a day, 195 days, \$20/hr.= \$21,450.00

Summer Program: 12 hours a day, 30 days, \$20/hr.= \$7,200.00

Office Space: \$85 a week, 52 weeks= \$4,420.00

5. Transportation

- a. The school district will provide transportation as follows:
 - i. Transportation as required by Special Education or McKinney-Vento.

6. Programming – Project Beyond the Bell will provide programming as follows:

- a. Mt Caesar School will house before school programming (6:30 AM – 8:15 AM) during the school year.
- b. Cutler School will house after school programming (3:05 PM – 6:00 PM) during the school year. If summer programming is offered at this site the hours will be from 7:30 AM – 4:30 PM.

7. Other Commitments


- a. Advertising for the program will be done collaboratively. Project Beyond the Bell will produce its own flyers and newsletters which will be distributed through the school's distribution system.
- b. Cutler School will provide a bulletin board in a well-trafficked area from Project Beyond the Bell to promote its programming.
- c. Provide access to assessment and other available data for the purposes of program evaluation.

Cutler School sees its role as assisting Project Beyond the Bell in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, Project Beyond the Bell will be flexible in accommodating the concerns of Cutler School.

Signed this 7th day of January, 2022 by:


Program Director


Audrey Salzmann, Principal

Memorandum of Understanding

Between

Project Beyond the Bell and Troy School

July 1, 2022 – June 30, 2023

All Children Educated Safely in SAU #93 (Project Beyond the Bell) will partner with Troy School to provide high quality out-of-school time programming for students in Kindergarten-6th grade. Project Beyond the Bell and Troy School commit to do the following with:

1. Personnel

- a. Project Beyond the Bell will recruit, hire, train and supervise staff for the program.
- b. All program staff will participate in at least 24 hours of professional development annually, including the trainings required by the school district.
- c. The program will ensure the staff to student ratio for school-aged programs does not exceed the following: Outdoors/Gross Motor Activity 1:15; Enrichment Activity 1:12; Snack 1:12; Homework Assistance 1:7.
- d. All staff who count as part of the staff to student ratio shall be certified in First Aid and CPR.
- e. Site Coordinators will supervise and evaluate their program staff with support from the Program Director and school principal.
- f. The principal will ensure teachers complete and return the annual 21CCLC surveys in a timely manner (\$35/Hour x 13 x 1.5 hours = \$682.50).
- g. The principal, or his/her designee, will meet at least monthly with the Site Coordinator (\$30/Hour x 1 Hour x 10 meetings = \$300.00).
- h. The principal, or his/her designee will serve on the Project Beyond the Bell Advisory Council and attend 4 meetings annually (\$30/Hour x 1.5 Hours x 4 Meetings = \$180.00).
- i. The principal will complete the 21CCLC Evaluation Survey annually (\$30/Hour x 1.5 Hours = \$45.00).

2. Volunteers

- a. Project Beyond the Bell and Troy School will collaborate to recruit volunteers for the program. The principal will assist the Site Coordinator in recruiting volunteers to facilitate enrichment clubs.
- b. Project Beyond the Bell will train and supervise program volunteers.
- c. Project Beyond the Bell will ensure volunteers complete the required criminal background procedures.

3. Supplies

- a. Troy School will provide up to \$4,400 (art supplies, copy paper, cleaning supplies, and paper products) of supplies annually.
- b. Project Beyond the Bell will provide all other supplies, including meals and snacks for programming.

4. Space

- a. Programming space will be provided from 6:30 AM through 8:15 AM and 3:00 PM through 6:00 PM. The school will provide adequate room for the program to run successfully.
- b. Storage space will be provided in Troy School for at least one week's worth of materials.
- c. The school will provide a desk, computer, phone, internet and printer from program staff.
- d. Custodial services will be provided during the school year.

In-Kind Calculations

School-Age Program: 5.5 hours a day, 195 days, \$20/hr.= \$21,450.00

Summer Program: 12 hours a day, 30 days, \$20/hr.= \$7,200.00

Office Space: \$85 a week, 52 weeks= \$4,420.00

5. Transportation

- a. The school district will provide transportation as follows:
 - i. Transportation between community pre-school programs and the preschool-age program at Mt Caesar School.
 - ii. Transportation as required by Special Education or McKinney-Vento.

6. Programming – Project Beyond the Bell will provide programming as follows:

- a. Troy School will house before school programming (6:30 AM – 8:15 AM) and after school (3:05 PM – 6:00 PM) during the school year. If summer programming is offered at this site the hours will be 7:30 AM – 4:30 PM.

7. Other Commitments

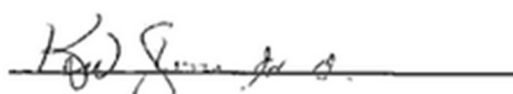
- a. Advertising for the program will be done collaboratively. Project Beyond the Bell will produce its own flyers and newsletters which will be distributed through the school's distribution system.
- b. Troy School will provide a bulletin board in a well-trafficked area from Project Beyond the Bell to promote its programming.
- c. Provide access to assessment and other available data for the purposes of program evaluation.

Troy School sees its role as assisting Project Beyond the Bell in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, Project Beyond the Bell will be flexible in accommodating the concerns of Troy School.

Signed this 7th day of January, 2022 by:


Program Director


Kevin Stone, Principal

Memorandum of Understanding
Between
Project Beyond the Bell and Monadnock Regional Middle School
July 1, 2022 – June 30, 2023

Project Beyond the Bell in SAU #93 will partner with Monadnock Regional Middle School to provide high quality out-of-school time programming for students in Grades 7 and 8. Project Beyond the Bell and Monadnock Regional Middle School commit to do the following with:

1. Personnel

- a. Project Beyond the Bell will recruit, hire, train and supervise staff for the program.
- b. All program staff will meet the requirements of NH DHHS for the position they hold.
- c. All program staff will participate in at least 24 hours of professional development annually, including the NH DHHS required trainings and the trainings required by the school district.
- d. The program will ensure the staff to student ratio for school-aged programs does not exceed the following: Outdoors/Gross Motor Activity 1:15; Enrichment Activity 1:12; Snack 1:12; Homework Assistance 1:7.
- e. All staff who count as part of the staff to student ratio shall be certified in First Aid and CPR.
- f. Site Coordinators will supervise and evaluate their program staff with support from the Program Director and school principal.
- g. The principal will ensure teachers complete and return the annual 21CCLC surveys in a timely manner ($\$35/\text{Hour} \times 13 \times 1.5 \text{ hours} = \682.50).
- h. The principal, or his/her designee, will meet at least monthly with the Site Coordinator ($\$30/\text{Hour} \times 1 \text{ Hour} \times 10 \text{ meetings} = \300.00).
- i. The principal, or his/her designee will serve on the Project Beyond the Bell Advisory Council and attend 4 meetings annually ($\$30/\text{Hour} \times 1.5 \text{ Hours} \times 4 \text{ Meetings} = \180.00).
- j. The principal will complete the 21CCLC Evaluation Survey annually ($\$30/\text{Hour} \times 1.5 \text{ Hours} = \45.00).

2. Volunteers

- a. Project Beyond the Bell and Monadnock Regional Middle School will collaborate to recruit volunteers for the program. The principal will assist the Site Coordinator in recruiting volunteers to facilitate enrichment clubs.
- b. Project Beyond the Bell will train and supervise program volunteers.
- c. Project Beyond the Bell will ensure volunteers complete the required criminal background procedures.

3. Supplies

- a. Monadnock Regional Middle School will provide up to \$4,400 (art supplies, copy paper, cleaning supplies, and paper products) of supplies annually.
- b. Project Beyond the Bell will provide all other supplies, including meals and snacks for programming.

4. Space

- a. Space will be provided from 2:30 PM through 6:00 PM. The school will provide adequate rooms for the program to run successfully.
- b. Storage space will be provided in Monadnock Regional Middle School for at least one week's worth of materials.
- c. The school will provide a desk, computer, phone, internet and printer from program staff.
- d. Custodial services will be provided during the school year.

In-Kind Calculations:

Middle School-Age Program: 5.5 hours a day, 195 days, \$20/hr.= \$21,450.00

Summer Program: 12 hours a day, 30 days, \$20/hr.= \$7,200.00

Office Space: \$85 a week, 52 weeks= \$4,420.00

5. Transportation

- a. The school district will provide transportation as follows:
 - i. Transportation as required by Special Education or McKinney-Vento.

6. Programming—Project Beyond the Bell will provide programming as follows:

- a. Monadnock Regional Middle School will house after school programming (2:30 PM – 6:00 PM) during the school year. If summer programming is offered at this site the hours will be 7:30 AM – 4:30 PM.

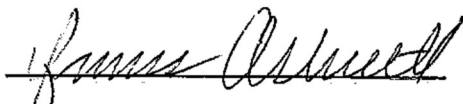
7. Other Commitments

- a. Advertising for the program will be done collaboratively. Project Beyond the Bell will produce its own flyers and newsletters which will be distributed through the school's distribution system.
- b. Monadnock Regional Middle School will provide a bulletin board in a well-trafficked area from Project Beyond the Bell to promote its programming.
- c. Provide access to assessment and other available data for the purposes of program evaluation.

Monadnock Regional Middle School sees its role as assisting Project Beyond the Bell in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, Project Beyond the Bell will be flexible in accommodating the concerns of Monadnock Regional Middle School.

Signed this 18th day of February, 2022 by:


Program Director


Lisa Spencer, Principal

Memorandum of Understanding

UNH Cooperative Extension, 4-H Youth Development (UNHCE-4-H) of Cheshire County will partner with Project Beyond the Bell (PBB) (*a program of the Monadnock Regional School District*) in their 21st Century Learning Center program, a comprehensive afterschool program, promoting academic achievement, enrichment, youth leadership, and community service-learning through experiential learning activities and an active youth voice in the program design.

UNHCE-4H commits to provide or arrange a variety of in-kind technical assistance, training and program supports, as requested by PBB, including, but not limited to:

- Training in positive youth development, experiential learning, life skills, service learning, family involvement, and youth voice, as requested by PBB Program Director.
- Access to 4-H group tools, including use of 4-H name and emblem, volunteer leader orientation/training, member supports, recognition, access to curriculum/materials and curriculum consultation.
- Support in the creation of College and Career Readiness opportunities in alignment with 4-H curriculum, activities, and events.
- Presence at PBB events offering information, hand-outs, and other available and appropriate materials to families.
- Access to 4-H membership tools, including timely communication of opportunities for participation in local, county, state, and national 4-H events.
- Serve on a community advisory board for PBB.

PBB commits to provide the following activities as part of an agreed upon partnership plan with UNHCE-4H Youth Development:


- All Site Coordinators and Staff Members directly delivering 4-H curriculum take all required steps to enroll as screened 4-H volunteers.
- With parental/guardian consent, collect registration information for all students participating in 4-H programming and to assist in their enrollment as 4-H members in 4-H Online.
- Collect and provide data on numbers of youth engaging in 4-H programming through PBB.
- Opportunities to directly interact and disseminate 4-H Program information to youth prior to delivering 4-H content and to families at PBB events

UNHCE-4H sees its role as partnering with PBB in reaching our mutual goals and will be as flexible as possible to accommodate any special needs or changes. PBB will be flexible in accommodating the concerns of UNHCE-4H, Cheshire County.

Signed this 17 day of February 2022.



Kate Guerdat, State 4-H Leader
UNH Cooperative Extension



Frannie Ashworth, Program Director
Project Beyond the Bell

MEMORANDUM OF UNDERSTANDING
Monadnock Regional School District –
Project Beyond the Bell
And
ACROSS NH

ACROSS NH will partner with Project Beyond the Bell, a comprehensive afterschool program, promoting academic achievement, enrichment, youth leadership, character building, and community service-learning through experiential learning activities and an active youth voice in the program design.

ACROSS NH commits to partnering with Project Beyond the Bell and will offer and support programming by:

- Provide free or low-cost Professional Development opportunities to Project Beyond the Bell staff and volunteers (as is available)
- Offer technical assistance that is appropriate, supportive, and meaningful to the betterment of the program and scheduled as is needed and available by Project Beyond the Bell and ACROSS NH
- Have a presence on the Advisory Board as is needed and available

Project Beyond the Bell commits to partnering with ACROSS NH and will utilize resources and supports to enhance and support staff and programming by:

- Promote attendance at both ACROSS NH Conferences typically at the beginning of the school year and before Summer programming begins (at the discretion of ACROSS NH)
- Host a minimum of four (4) ACROSS NH Professional Development and/or Technical Assistance workshops throughout the school year and summer
- Include ACROSS NH links and resources on the Project Beyond the Bell website and newsletters as an afterschool partner
- Utilize ACROSS NH links and resources in weekly staffing notes
- Participate in ACROSS NH surveys, leadership team meetings, and other integral components at the discretion and/or request of ACROSS NH administration

ACROSS NH sees its role as assisting Project Beyond the Bell in reaching its goals and will be as flexible as possible to accommodate any special needs or changes. Project Beyond the Bell will be flexible in accommodating the concerns of ACROSS NH.

Meetings:

All major administrative decisions concerning policy and programming of the afterschool program shall be brought to the Advisory Board. The Advisory Board will meet at least four times per year, or as needed, about key decisions and issues related to successful program implementation. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program.

Procedures for Modification and Termination:

- The MOU 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 MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to the MOU
- An individual partner's participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for termination.

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.

Duration: to be reviewed annually by ACROSS NH and Project Beyond the Bell.


This agreement is for a period of one year and may be renewed annually.

Susan Gimilaro

ACROSS NH, Project Director

January 21, 2022

Date



Program Director, Project Beyond the Bell

1/21/2022

Date

**Winchester Learning Center (WLC) MOU as Fiscal Agent for the Monadnock Region
Afterschool Collective, Including Facilitator and
Project Beyond the Bell as a Partner Program.**

I. Purpose: This MOU reflects the commitment of both organizations and the designated Facilitator to work together within the Monadnock Region Afterschool Collective (MRAC) in fostering the common goal of implementation of the MRAC 2020-2022 action plans. This document outlines the roles and responsibilities of Winchester Learning Center (WLC) (referred to as Fiscal Agent), the Facilitator, and Project Beyond the Bell (referred to as Partner Program) with respect to the Monadnock United Way (MUW) direct investment in the MRAC pilot project.

Each entity has agreed to implement the MRAC action plans in accordance with the partnership agreements between all parties as part of the larger collective. All agree that each has rights and responsibilities that are to be upheld, respected, and held accountable for. Each party will be obligated to their commitments as set forth in this MOU.

II. Fiscal Agent Role:

Winchester Learning Center is the fiscal agent for MRAC and provides the following supports:

- Fiscal grants management, including oversight of the budget, development and filing of annual financial reports as required, and accounting services.
- Filing a monthly financial statement with MRAC.
- Providing payments, including subcontract payments, in a timely and consistent manner.
- Submitting required fiscal reports to MUW as required, with copies of these reports provided to MRAC partners.
- WLC staff will promote the project in the community.

Responsibilities of the Fiscal Agent includes:

- Providing guidance, support, and advice to MRAC about grant opportunities and other potential resources, budgeting and fiscal management, working with parents and communities in need, and trends in early and school age child care.
- Communicating regularly with the Collective regarding fiscal agency policies that will impact the project goals and activities
- Assistance in fiscal matters relating to project planning, implementation, budget, grant writing
- Monitoring project outcomes by meeting at least quarterly with facilitator to review progress, challenges, proposed changes and successes.
- Segregation of fiscal sponsorship funds will be maintained in a separate bank account which are shown along with associated liabilities on the balance sheet of Winchester Learning Center.
- Implementation of internal controls to safeguard fiscal sponsorship assets.

III. Facilitator Role:

- Creation and oversight of the budget in collaboration with MRAC partner programs.
- Submit required program reports to MUW as required, with copies of these reports provided to MRAC partners.
- Overall execution and management of the Collective.

____Lauren Bressett____ (Facilitator) is a subcontractor for the MRAC and responsibilities include:

- Assisting the collective in promoting the project in the community.

- Providing assessment and other available data for the purposes of program evaluation.
- Providing research information and other resources to the collective relating to program quality.
- Providing guidance, support, and advice to partner programs about the scheduling and organizing of the meetings outlined for this collective
- Communicating regularly with the collective regarding resources and policies that will impact the project goals and activities
- Participating in project planning meetings involving action plan development, implementation, budget, grant writing, and establishment of all aspects of proposed projects

IV. Project Beyond the Bell (Partner Program) Role

Project Beyond the Bell is a subcontractor for MRAC and responsibilities include:

- Identifying one of its staff to serve as the designee to the MRAC Steering Committee and as the primary liaison between the Fiscal Agent designee and the Facilitator within the Collective.
- Ensuring that the designee attends all required and scheduled MRAC meetings.
- Communicating regularly with the facilitator regarding resources and policies that will impact the project goals and activities.
- Participating in project planning meetings involving action plan development, implementation, budget, grant writing, and establishment of all aspects of this project.
- Implementing the MRAC Action Plans.
- Communicating directly with the facilitator on any emerging information that requires input through email or other appropriate means of communication on all programmatic issues.
- Working with the facilitator and Collective to collect evaluation data and create and file required reports in a timely manner.
- Maintaining records documenting all project actions.
- Promoting the project in the community.
- Participating in fundraising for MRAC.
- Submitting requests to both Facilitator and Fiscal Agent for project costs in a timely manner.
- Informing facilitator about relevant fiscal matters, personnel issues, and programmatic matters related to MRAC.
- Identifying other possible funding resources for the Collective.
- Agreeing to collective discussions when making budgetary or line-item changes.

V. Termination of Funding

WLC, in collaboration with the Facilitator, reserves the right at any time during the fiscal year to reduce, suspend or terminate the funding of Project Beyond the Bell (Partner Program) if, in the judgment of the Collective, any of the following performance conditions occurs:

- Failure on the part of the Partner Program to perform as presented in the MUW grant and budget or agreed upon revision(s).
- Significant changes in conditions that result in WLC being unable to effectively fiscally manage this project including the occurrence of illegal or unethical conduct within the Partner Program.
- Partner Program's noncompliance with federal, state or local laws and regulations
- Failure on the part of the Partner Program to adhere to reporting requirements set forth in this MOU and the MUW grant.
- Failure to have representation at 80% of the Collective Meetings.
- Upon termination of this agreement a full accounting of the collective funds will be provided to MRAC and MUW; and the agreed upon remaining funds will be returned to MRAC.

VI. Duration of Agreement

- The term of this agreement shall commence November 1, 2021 and end on December 31, 2022.
- Either party has the right to terminate this agreement upon sixty days written notice to the other party.
- Either party has the right to terminate this agreement upon thirty days written notice to the other party in the event that the other party breaches this MOU or defaults in the performance of any of its obligations hereunder.

VII. Relationship of the Parties

- The relationship of the Fiscal Agency, Facilitator, and Project Beyond the Bell (Partner Program) shall be that of independent contractors. Each party herein shall be responsible for the means and manner of implementing its obligations under this agreement and shall maintain control over their agents, employees and volunteers. Each party shall be responsible for payment of all costs, including compensation, taxes and insurance relative to individuals performing the obligations set forth in this agreement. In no event shall any Partner Program agent, employee or volunteer be deemed an employee of WLC. Project Beyond the Bell (Partner Program) shall indemnify and hold WLC and the Facilitator harmless against all claims by its agents, employees, volunteers, or any third parties arising during the implementation of the obligations of this agreement.

VIII. This Agreement shall be interpreted according to the laws of the State of New Hampshire and the parties agree that any dispute or enforcement of this Agreement shall be resolved in a court of competent jurisdiction in Cheshire County, New Hampshire.

This MOU has an effective date of December 1, 2021.

Fiscal Agent

Roberta L. Fryce Date 12-07-2021

Name/Title

Partner Program -

Frances Ashworth Date 1/6/22
Frances Ashworth, Program Director

Name/Title

Facilitator - Lauren Bressett

Lauren Bressett Date 12/4/21
Lauren Bressett, MRAC Facilitator



Cheshire County
Afterschool Network

Mission: To empower, support, and sustain community collaborations that achieve positive social, health and education outcomes for afterschool youth in the Cheshire County region

The Cheshire County Afterschool Network (CCAN) is committed to partnering with the Monadnock School District's Beyond the Bell (BTB) program to fulfill the expectations of the 21st Century Community Learning Center grant.

In keeping with our purpose to support out of school time programs by creating access to and engagement with robust, active local, regional, statewide and national networks and identifying and filling gaps that are needs in our region but not priorities for the state, CCAN will:

- Facilitate effective regional advocacy, fund raising, and awareness
- Connect with statewide and county resources
- Review standards to ensure high quality programming
- Foster networking between afterschool programs in the region
- Offer a forum for program stakeholders to communicate their opinions, share their expertise, and coordinate services
- Build broad partnerships with community leaders to ensure positive environments for successful youth development

As part of our regional effort to serve afterschool programs in our region, CCAN will:

- Collaborate with the Monadnock Region Afterschool Collective to offer one or two staff development conferences as desired by programs in the region, in collaboration with ACROSS NH and UNH Cooperative Extension.
- Facilitate regular networking meetings for programs in the region.
- Share resources and support efforts of the Beyond the Bell program.

In order to ensure that our role for Beyond the Bell is effective, BTB agrees to provide a representative to the CCAN Advisory Team and to participate in the networking meetings.

January 10, 2022

Lauren Bressett, CCAN Facilitator

Date

Frances Ashworth, Director, BTB

Date

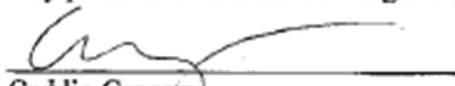
Memorandum of Understanding
Project Beyond the Bell & Mt. Caesar Union Library
2022-2023

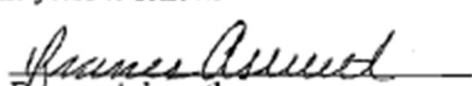
This Memorandum of Understanding (MOU) sets forth the terms and understanding between Project Beyond the Bell and the Mt Caesar Union Library in their collaboration.

The Mt Caesar Union Library and Project Beyond the Bell are very excited to build and strengthen a partnership that will directly benefit the students and families of the Monadnock Regional School District. As Beyond the Bell continues to develop and grow their programs, both throughout the school year and summer, the Mt Caesar Union Library will be happy to partner in the following ways:

- Beyond the Bell will promote their attendees to fully participate in the Summer Reading Program. Mt Caesar Union Library will welcome participants and provided access to the Library Summer Reading Program which may consist of *drop-in activities, story time, and reading incentive parties.*
- Library Staff will work with Beyond the Bell staff to choose books that correlate to the camp themes, which also entice students to read, books will be available at the camp to allow all students access.
- In addition to the *Summer Reading Program, The Afterschool program will work with Mt Caesar Union Library* to provide additional library access by bringing Summer Camp participants to the library throughout the week.
- Each Afterschool participant will register for and be given a library card upon parents' approval and signature.
- Each Afterschool participant will be given time and access to the library throughout club sessions to check out, read & discuss books Library Staffing
- Beyond the Bell and the Mt Caesar Union Library will work together to ensure program have all materials and supplies needed.
- Exploring the implementation of family literacy programming
- Creating and implementing additional library programming when feasible
- Assisting and participating with the annual *Lights on Afterschool* event, to promote both Afterschool and literacy.
- A member of the Mt. Caesar Union Library will serve on the Advisory Board for Project Beyond the Bell.

Project Beyond the Bell and the Mt. Caesar Union Library understands the importance of high quality Afterschool programming, as well as the importance of students having adequate access to books and library services. We will work to strengthen this partnership in whatever way possible as it continues to grow and change in the years to follow.


Caddie Gregory
Director
Mt. Caesar Union Library


Frances Ashworth
Program Director
Project Beyond the Bell

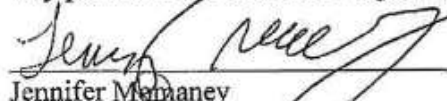
Memorandum of Understanding
Project Beyond the Bell & Gay-Kimball Library
2022-2023

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Project Beyond the Bell and the Gay Kimball Library in their collaboration.

The Gay-Kimball Library and Project Beyond the Bell are very excited to build and strengthen a partnership that will directly benefit the students and families of the Monadnock Regional School District. As Beyond the Bell continues to develop and grow their programs, both throughout the school year and summer, the Gay-Kimball Library will be happy to partner in the following ways:

- Beyond the Bell will promote its attendees to fully participate in the Summer Reading Program. Gay-Kimball Library will welcome participants and provide access to the Library Summer Reading Program which may consist of *drop-in activities, storytime, and reading incentive parties.*
- Library Staff will work with Beyond the Bell staff to choose books that correlate to the camp themes, which also entice students to read, books will be available at the camp to allow all students access.
- In addition to the *Summer Reading Program*, *The Afterschool program will work with Gay-Kimball Library* to provide additional library access by bringing Summer Camp participants to the library throughout the week.
- Each Afterschool participant will register for and be given a library card upon parents' approval and signature.
- Each Afterschool participant will be given time and access to the library throughout club sessions to check out, read & discuss books Library Staffing
- Beyond the Bell and the Gay-Kimball Library will work together to ensure programs have all materials and supplies needed.
- Exploring the implementation of family literacy programming
- Creating and implementing additional library programming when feasible
- Assisting and participating with the annual Lights on Afterschool event, to promote both Afterschool and literacy.
- A member of the Gay-Kimball Library will serve on the Advisory Board for Project Beyond the Bell.

Project Beyond the Bell and the Gay-Kimball Library understands the importance of high-quality Afterschool programming, as well as the importance of students having adequate access to books and library services. We will work to strengthen this partnership in whatever way possible as it continues to grow and change in the years to follow.


Jennifer Mamaney
Director
Gay Kimball Union Library


Frances Ashworth
Program Director
Project Beyond the Bell

Memorandum of Understanding
Between
Project Beyond the Bell and the Town of Swanze Recreation Department

Project Beyond the Bell (PBTB) in SAU # 93 will partner with the Town of Swanze Recreation Department (TSRD) to provide Afterschool Programming throughout the school year as well as summer programming to ensure all children in our community have access to high-quality, engaging learning experiences outside of the school day.

As part of this partnership, the TSRD and PBTB agree to deliver quality services for youth and families year-round by:

- Collaborate on use of town owned properties, including fields, for school year and summer program.
- Collaborate the use of the town beach for swimming daily during summer program.
- Collaborate together to expand our offerings to the community, including recreational sports, Afterschool clubs, as well as family and community nights.
- Collaborate together to ensure adequate resources and funding are available for both programs through additional grants, fundraising, and events.
- Support each other by making information available regarding the programs to youth and parents through program newsletters, mailings, and bulletins.
- Advocate and promote each other's programs to ensure sustainability.
- Collaborate to secure life guard services at the beach times during the 5 week summer program.
- The Town of Swanze Recreation Director will serve as an advisory board member for Project Beyond the Bell.


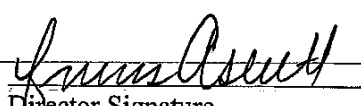
Beyond the Bell and the Swanze Recreational Department will have an open line of communication in order to strengthen the areas where the two organizations can support each other's efforts, including programming, fundraising, and financial sustainability.

As our partnership continues to grow over the years, we look forward to collaborating in many more ways to bring the absolute best programs to the residents of Swanze.

Term: The term of this Agreement shall be for 1 year.

Termination: The terms outlined by this agreement will be conducted from July 1, 2022 to June 30, 2023. Both parties agree to work together in good faith on any differences that may arise.

The parties have caused this Memorandum of Understanding to be executed as of July 1, 2022.

 _____ Director Signature Swanze Recreation Department	3/24/22 _____ Date	 _____ Director Signature Project Beyond the Bell	3/4/22 _____ Date
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Memorandum of Understanding
Between
Project Beyond the Bell and the Town of Troy Recreation Department

Project Beyond the Bell (PBTB) in SAU # 93 will partner with the Town of Troy Recreation Department (TTRD) to provide Afterschool Programming throughout the school year as well as summer programming to ensure all children in our community have access to high-quality, engaging learning experiences outside of the school day.

As part of this partnership, the TTRD and PBTB agree to deliver quality services for youth and families year-round by:

- Collaborate on use of town owned properties, including fields, beach, playground, and recreation hall, for school year and summer program.
- Collaborate the use of the town beach for swimming daily during summer program.
- Collaborate together to expand our offerings to the community, including recreational sports, Afterschool clubs, as well as family and community nights.
- Collaborate together to ensure adequate resources and funding are available for both programs through additional grants, fundraising, and events.
- Support each other by making information available regarding the programs to youth and parents through program newsletters, mailings, and bulletins.
- Advocate and promote each other's programs to ensure sustainability.
- Collaborate to secure life guard services at the beach times during the summer program.
- The Town of Troy Recreation Director will serve as an advisory board member for Project Beyond the Bell.

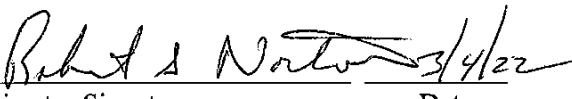
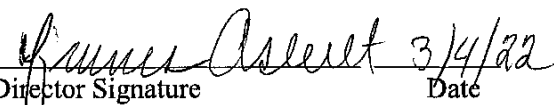
Beyond the Bell and the Troy Recreational Department will have an open line of communication in order to strengthen the areas where the two organizations can support each other's efforts, including programming, fundraising, and financial sustainability.

As our partnership continues to grow over the years, we look forward to collaborating in many more ways to bring the absolute best programs to the residents of Troy.

Term: The term of this Agreement shall be for 1 year.

Termination: The terms outlined by this agreement will be conducted from July 1, 2022 to June 30, 2023. Both parties agree to work together in good faith on any differences that may arise.

The parties have caused this Memorandum of Understanding to be executed as of July 1, 2022.

 _____ Director Signature Troy Recreation Department	3/4/22 _____ Date	 _____ Director Signature Project Beyond the Bell	3/4/22 _____ Date
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APPENDIX E : ESEA Equitable Services Affirmation



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

PART B Equitable Services for Private School Students

The LEA must engage in ongoing consultation with each private school about all federal programs listed in the chart below. For Title I, Part A – each designated private school (either for profit or non-profit) is to complete and return this form to the LEA. Any private school that has students from other LEAs and wants to participate in Title programming for these students should contact all LEAs involved.

Program	Participating	Not participating
Title I, Part A (Improving Basic Programs Operated by LEAs)		X
Title I, Part C (Education of Migratory Children)		X
Title II, Part A (Supporting Effective Instruction state grants)		X
Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act)		✓
Title IV, Part A (Student Support and Academic Enrichment Grants)		X
Title IV, Part B (21 st Century Community Learning Centers)		X

Private Schools Identified for Equitable services:

*LEA may duplicate this form for each of its private schools

Immaculate Heart of Mary School

Private School Name

95 Martin Road

Address

Richmond

City

603-239-6495

Telephone

ihmschool@catholicism.org

Email Address

NH

State

n/a

Fax Number

03470

Zip

7020 0090 0001 5575 2744

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only	
For delivery information, visit our website at www.usps.com ®.	
Winchester, NH 03470	
Certified Mail Fee	\$3.60
Extra Services & Fees (check box, add fee)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.75
Total Postage and Fees	\$4.35
Sent To	
Street and Apt. No., or PO Box No.	
City, State, ZIP+4®	
PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions	



SWANZEY
486 OLD HOMESTEAD HWY
SWANZEY, NH 03446-9998
(800)275-8777

05/14/2021 12:20 PM

Product	Qty	Unit Price	Price
First-Class Mail® Letter	1		\$0.75
Winchester, NH 03470 Weight: 0 lb 1.20 oz Estimated Delivery Date Mon 05/17/2021			
Certified Mail®			\$3.60
Tracking #:	70200090000155752744		
Total			\$4.35

Grand Total: \$4.35

Cash \$20.00
Change -\$15.65

USPS is experiencing unprecedented volume increases and limited employee availability due to the impacts of COVID-19. We appreciate your patience.

Text your tracking number to 28777 (2USPS) to get the latest status. Standard Message and Data rates may apply. You may also visit www.usps.com USPS Tracking or call 1-800-222-1811.

Preview your Mail
Track your Packages
Sign up for FREE @
<https://informedelivery.usps.com>

All sales final on stamps and postage.
Refunds for guaranteed services only.
Thank you for your business.

Tell us about your experience.
Go to: <https://postalexperience.com/Pos>
or scan this code with your mobile device.





603-352-6955

SAU 93
600 Old Homestead Highway, Swanzey NH 03446

www.mrsd.org

May 14, 2021

Dear Sister Mary Perpetua,

If you do not wish to attend the information meeting or receive grant funds for the 2021-2022 school year, please sign below.

I have read the attached letter and forms and do not wish to attend the information meeting or receive grant funds for the 2021-2022 school year.


Signature of Private School Representative

Sincerely,



Jeremy Rathbun
Title I Project Manager

Appendix F One Year Timeline

	2022						2023					
Personnel / Prof Development	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Recruit & Hire Staff - teachers, tutors, mentors & volunteers	X	X	X		X		X	X		X		
Recruit & Hire Summer Staff- teachers, tutors, community members									X	X	X	X
Professional Development for Admin Team		X		X			X		X		X	
21CCLC Professional Development (National, Regional, & State)		X		X		X		X		X		X
Monthly CCAN meetings			X	X	X	X	X	X	X	X	X	X
Monthly MRAC meetings			X	X	X	X	X	X	X	X	X	X
Weekly Site Coordinator meetings	X	X	X	X	X	X	X					
Monthly staff meetings	X	X	X	X	X	X	X	X	X	X	X	X
Regional Trainings					X				X		X	
MRAC Conference		X										
Orientations for core site staff* (ongoing afterward)		X					X					
Site Staff training* - intentionally infusing Academic Skills/GRPA measures		X		X				X				
Site Staff training* - intentionally infusing Wellness		X			X				X			
Site Staff training* - intentionally infusing Developmental Assets		X				X				X		
Site Staff training* - intentionally infusing Technology		X					X				X	
Summer Staff Training- Orientation, CPR/First Aid, Lifeguard/Water Safety											X	X
Program Director & Site Coordinators Goal Setting in Professional Learning Plan	X											
Director's Self & Formal Evaluation					X					X		
Site Coordinator Self & Formal Evaluations					X					X		
Core Site Staff Self & Formal Evaluations						X					X	
Programming	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Planning for next club session		X		X		X		X		X		X
Program newsletters go out to every child in the school		X		X		X		X		X	X	
Program registration	X	X	X	X	X	X	X	X	X	X	X	X
School year program & activities including		X	X	X	X	X	X	X	X	X	X	X
Summer Camp Planning					X	X	X	X	X	X		
Summer Camp Registration							X	X	X	X	X	
Summer Camp	X	X										X
Evaluation	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Program & club/activity level data collected			X	X	X	X	X	X	X	X	X	X
Summer activity level data collected	X	X										X

Data Analysis & Reporting		X			X	X		X		X	X	X
MRAC Evaluations	X						X					
21st CCLC Teacher Surveys									X	X		
21st CCLC Student Surveys									X	X		
21st CCLC Principal/Director/Site Coordinator Surveys										X		
Annual Performance Report for 21st CCLC											X	X
Cayen Data System Certification	X					X					X	
Parent & Partner Summer Surveys		X										
Parent & Partner School Year Surveys						X					X	
Youth Voice & Interest Surveys		X		X			X			X		
Publicity / Communication	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Award notice to community & stakeholders of Award	←											
Facebook updates	X	X	X	X	X	X	X	X	X	X	X	X
Director attends School Faculty & Staff Meetings	X	X	X	X	X	X	X	X	X	X	X	X
Coordinate efforts with District PR for Media Marketing (Newspaper or Radio)	X		X			X			X			X
Distribute info to each school's staff & faculty		X	X	X	X	X	X	X	X	X	X	X
Monadnock Matters Community newsletter to all residences in every district town			X				X		X			X
Update Website	X	X	X	X	X	X	X	X	X	X	X	X
Monthly update to participants' families	X	X	X	X	X	X	X	X	X	X	X	X
Quarterly Update to Partners/Stakeholders			X			X			X			X
Partnership/Capacity Building	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Advisory Board Meeting			X			X			X			X
Community Outreach & Partnerships Subcommittee		X		X				X		X		X
Sustainability Subcommittee		X		X				X		X		X
Programming & Outcomes Subcommittee		X		X				X		X		X
MRSD Title I Partnership Meeting/Coordination		X			X		X		X			X
MRSD Administration Team Meeting		X		X		X		X		X		X
MRSD Educational Opportunities District Meeting			X		X		X		X		X	
MRSD Extracurricular Meeting			X	X	X	X	X	X	X	X	X	X
MRSD Curriculum Committee Meeting			X	X	X	X	X	X	X	X	X	X
Monadnock Region Afterschool Collective (MRAC)		X	X	X	X	X	X	X	X	X	X	X
Beyond the Bell Youth Leadership Team Meetings					X		X		X		X	
Site Specific Youth Leadership Team Meetings			X	X	X	X	X	X	X	X	X	X
Family Literacy/Engagement	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Parent/Adult & Community workshops/classes			X	X						X	X	
Community & Family Nights		X			X		X		X		X	
Regional MRAC Parent Night				X					X			
Service Learning Projects	X	X	X	X	X	X	X	X	X	X	X	X

Professional Development Training Topics

Required Trainings

Director

Orientation including: communication tools, managing paid & volunteer staff,
Situational Leadership
21st CCLC Conferences
Employee Handbook, policies and procedures, payroll/timesheets
Sexual Harassment and Crisis Prevention Intervention

Required Site Coordinator Trainings

Orientation including: specific Site Coordinator roles/responsibilities
21st CCLC Conferences
21st CCLC Technical Assistance/Professional Development
District Professional Development Opportunities
Human resources: applications, hiring, supervision, attendance, reporting, volunteer management, staff discipline procedures

Site Coordinators and Key Staff

Orientation including: employee handbook, general policies and procedures, payroll/timesheets, behavior management, lesson planning, program norms
Communication with/across departments
FERPA and managing student data
Family engagement

Required All Staff Trainings

Orientation including: communication & learning styles, policies & procedures, reporting, child safety, incident & accident forms, behavior Policy/Practice, staff handbook, parent handbook, activity planning forms, budgeting for activities.
Bullying and Child Abuse
Positive Behavior Management, Responsive Classroom
Accept-Identify-Move Behavior Management
Blood Borne Pathogens
Playground Safety
Intentional inclusion of key components in enrichment activities
CPR/1st Aid
Coordinated Approach to Childhood Health

Other Training Topics Offered

Child growth and development
Service learning
Youth voice
Project Based Learning
Lesson Planning
Engaged Homework Tutoring

Appendix G Staff Credentials and Job Descriptions

Job Description Beyond the Bell Program Director



Purpose: The Beyond the Bell Program Director's primary purpose is to ensure high quality, engaging programming is offered beyond school hours, linking the program to the school day and community, as well as creating a sustainable model for the continuation of the program.

Supervisor: Assistant Superintendent

Skills, Knowledge and Abilities

Skills

- Proven organizational management skills
- Strong leadership skills supporting diverse stakeholders; staff, teachers, educational leaders and community/business professionals
- Effective oral and written communication skills
- Technology proficient
- Coaching skills and administrative experience providing school or community related programming for youth and to effectively develop and supervise staff.

Knowledge

- Child/youth development and atypical child/youth development characteristics
- Grant development and management
- General knowledge of school culture and best practices for school district business
- Thorough understanding of national and state curriculum and assessment standards and competencies for grant requirements

Abilities

- Advocacy and public speaking skills
- Media relations
- Ability to foster team collaboration and positive-community relationships, create a safe and positive professional environment with a clear commitment to meeting the needs of all students, families and staff
- Ability to work with wide array of constituencies

Essential Functions

- Oversee all Beyond the Bell programming in the Monadnock School District to ensure a safe, nurturing learning environment for students, families and staff
- Hire and supervise staff to work in Beyond the Bell programs, including: Site Coordinators at each school; Assistant Director, Summer Program Coordinator and staff; afterschool staff and summer program staff (in conjunction with Site Coordinators)
- Ensure lesson plans and programming of Beyond the Bell reinforce and align with statewide and district policy, initiatives, and expectations

- Oversee the internal and external evaluations methods to support Beyond the Bell continuous improvement
- Develop and manage annual budget in coordination with district business administrator to include research funding and feasibility and expansion of programs
- Develop program policies and guidelines to ensure the integrity of the program
- Oversee written and verbal communications with school-day staff, administrators, and families
- Develop and implement effective marketing/media practices to publicize Beyond the Bell programs
- Expand and strengthen community partnerships to promote and strengthen Beyond the Bell programs and youth outcomes to include contracting the services of local organizations and local higher education institutions
- Provide professional development opportunities for Site Coordinators, Assistant Director, and staff
- Network with other Program Directors at the state level under direction of NHDOE 21st CCLC Program Managers to include attending recommended state, regional, national training sessions
- Facilitate Advisory Committee and staff meetings
- Prepare and disseminate all required state reports listed on 21st CCLC program calendar with the NHDOE
- Ensure state mandated CAYEN Management Information System is correct, accurate and meets the NHDOE deadlines
- Ensures all requirements of NHDOE 21st CCLC funding are met or exceeded
- Serve as a member of the Monadnock Regional School District administrative team
- Coordinate 21st CCLC grants and other grant opportunities
- Fulfill other requirements as may be determined by federal and state guidelines

Working Environment:

The usual methods of performing the job of Program Director may require the following physical demands

- Minimal amount of: lifting, carrying, pushing and/or pulling
- Moderate amount of: fine finger dexterity, repetitive motions, walking, bending/squatting
- Significant amount of: mental attention/focus, speaking, listening

Certification:

By signing below, I acknowledge that I have received a copy of this job description and that I understand its contents and requirements

Employee Name _____ Date _____

Employee Signature _____

Director Resume

Frances Ashworth

1127 County Road, Walpole, NH 03608

603.903.7880

fashworth@mrsd.org

Education

Granite State College
Concord, New Hampshire
College Coursework - no degree

Major: Education

Attended January 2007 to May 2007

Johnson & Wales University
Providence, Rhode Island

College Coursework degree – no degree

Major: Advertising & Marketing

Attended September 2005 to January 2006

Relevant Professional Development

2022 ACROSS NH Leadership Institute III

2021 ACROSS NH Leadership Institute II

2020 ACROSS NH Leadership Institute I

2015, 2019, 2020 Foundations Inc. Beyond School Hours National Education Conference

2016, 2017 National Afterschool Alliance Convention

2015, 2014, 2013, 2012 NH 21st CCLC Summer Conferences

Experience

Monadnock Regional School District

July 2019 –Present

Project Beyond the Bell

21st Century Afterschool Program Director

Swansey, NH

Marlborough School District

August 2010 - June 2019

21st Century Afterschool Program Director

Marlborough, NH

Harrisville School District

August 2010 - June 2017

21st Century Afterschool Program Director

Harrisville, NH

Activities & Honors

New Hampshire Afterschool Network Standing Leadership Team Board Member

- Assist with grant writing and assisted with budget
- Serve on Community Outreach and Communication subcommittee
- Designed and produced marketing materials, including brochure, newsletters, fliers, webpage and logo
- Created advocacy visuals that appeal to stakeholders, partners and the community
- Implemented social media approach to communication

- Collaborated with stakeholders to plan and implement mayoral summit, two annual meetings
- Led Twitter campaign at annual meeting

21st CCLC Professional Development Team Member

- Collaborated in the planning and execution of three 21st CCLC summer conferences with over 250 attendees and three annual program director retreats.
- Researched and sourced keynote speakers and presenters
- Developed themes and logos, AV support
- Utilized past year's surveys and feedback to guide decisions

2015/2016 National Afterschool Alliance Next Generation of Afterschool Leaders Award

Relevant Skills & Knowledge

- Staff recruitment, management, supervision, retention, evaluation, and development
- Marketing including branding and development of print, webpage, visuals, & social media applications
- Program planning, development, implementation, and evaluation
- Facilitating development of policies & procedures
- Fiscal and grant management including budgeting, tracking, reporting
- Implementation of Community Partnerships, Outreach & Advocacy

SAU 93 - Monadnock Regional School District
Job Description

Beyond the Bell Program Site Coordinator



Purpose: The Site Coordinator is responsible for the daily management of the Afterschool Program located at either Cutler, Mt. Caesar, Troy, Emerson, or Monadnock Regional Middle School.

Supervisor: Beyond the Bell Program Director

Skills, Knowledge, and Abilities

Skills

- Proven organizational management skills
- Strong leadership skills supporting; staff and families
- Effective oral and written communication skills
- Technology proficient
- Coaching skills and leadership experience providing school or community-related programming for youth and effectively developing and supervising staff.

Knowledge

- Child/youth development and atypical child/youth development characteristics
- Community partnership development
- General knowledge of school culture and best practices for school-based programming
- Knowledge of accounting and payroll procedures
- Understanding and knowledge of academic competencies and the development of lesson plans

Abilities

- Collaborate and work as part of a team
- Problem-solving and conflict resolution
- Ability to foster team collaboration and positive community relationships, create a safe and positive professional environment with a clear commitment to meeting the needs of all students, families, and staff
- Ability to work with a wide array of constituencies
- Ability to mentor, inspire and supervise staff

Essential Functions

- Site management of daily operations, schedules, and needs
- Development and oversee the implementation of high quality, standard-based lesson plans for clubs
- Ensures individualized academic goals are set and closely monitored
- Works with youth and staff to design and implement a broad range of program activities to support
- student's social, emotional, physical, intellectual growth.
- Prepare and disseminate program newsletters and other promotional material

- Develop and implement orientation training in the vision of the program with afterschool staff in coordination with the Director of Afterschool Programs.
- Maintain a safe environment for students both physically and psychologically.
- Recruits, hire, and orient qualified staff, including activity leaders and volunteers.
- Provides ongoing meetings, training, and supervision for staff.
- Provides linkages to the school day through communication with the principal, guidance and teachers to identify and set goals for supporting individual students and to explore curriculum connections.
- Increases linkages with the community that will result in increased program resources and sustainability.
- (e.g. funding, program opportunities, and people)
- Coordinates administrative details including payroll, ordering supplies, invoices, and data collection for
- state and federal reporting.
- Fills substitute positions in the program when needed
- Maintain visual awareness of the program within the school by postings and bulletin boards. Works with
- Director of Afterschool Programs to oversee site's budget.
- Assist the Director with other tasks as needed.
- Inputs and maintains all program information in the database.
- Enter and maintain all participant records, class schedules, and transportation needs.
- Works with Director in data collection and evaluation for reporting requirements.
- Research and ensure implementation of best practices in youth development
- Work with Program Director to coordinate and implement staff training and development program for Beyond the Bell staff
- Assist Program Director with planning, implementation, and oversight of school year and summer programs
- Attend state-level training and workshops to share with Beyond the Bell staff

Working Environment:

The usual methods of performing the job of Site Coordinator may require the following physical demands

- A minimal amount of lifting, carrying, pushing, and/or pulling
- A moderate amount of fine finger dexterity, repetitive motions, walking, bending/squatting
- A significant amount of mental attention/focus, speaking, listening

Certification:

By signing below, I acknowledge that I have received a copy of this job description and that I understand its contents and requirements

Employee Name	Date
---------------	------

**Job Description
Afterschool Program Leader**



Description of Overall Responsibilities and Skills/Traits Required

A Program Leader is responsible for the planning and implementation of clubs in the Before & Afterschool program as well as other aspects of the program. The Program Leader should have familiarity and understanding of the club content they are leading and knowledge of the developmental needs of students. A Program Leader is responsible for daily interactions with students, families and teachers. Program Leaders are responsible for the safety and wellbeing of all students who attend Afterschool.

Specific Responsibilities:

- ❖ Takes attendance daily in a timely manner
- ❖ Snack preparation and cleanup
- ❖ Communicates all needs including supplies, student, or staffing conflicts with site coordinator
- ❖ Creates a fun and inviting atmosphere for both students, and their families
- ❖ Develops and designs engaging club lesson plans that reflect the interests of the students and complement key academic concepts through project-based learning.
- ❖ Completes club descriptions, lesson plans, and all other required documentation in a timely manner
- ❖ Supplies Site Coordinator order request form for all necessary supplies and equipment in a timely manner.
- ❖ Responds to the individual needs, interests and pace of task completion of students.
- ❖ Allows students to work out their problems with each other, assisting when needed.
- ❖ Works to motivate students that are having difficulties in the program to be successful.
- ❖ Solicits feedback from the students in order to improve the way clubs are being offered.
- ❖ Responsible for clean-up of classroom space at end of activity/day.
- ❖ Arrives to program on time and prepared for daily responsibilities
- ❖ Inspire students to improve and maintain grades through a homework lab. Works with students one-on-one or in small groups as needed. Provides students with assistance as needed in completing assignments. Reviews completed assignments for accuracy.
- ❖ Interacts with students in a warm and respectful manner, building motivation and a sense of community within the program. Acts as a positive role model at all times.
- ❖ Plans and prepares a variety of alternative educational activities during homework time.

“Enhancing Education Beyond the School Day Through Creativity, Discovery, & Play”

Monadnock Regional Afterschool, & Summer Program
633 Old Homestead Hwy
Swansey, NH 03608
fashworth@mrsd.org (603) 357-2044



Summer Camp Program
of the Monadnock Regional School District
Leader in Training Application Packet

Dear Future Leader,

Our summer camp program is a fun-filled five week program located at Emerson and Mount Caesar School. Each day is filled with theme based activities, group games, daily swimming at the beach and weekly field trips! We are looking for energetic, focused, self-driven, and ambitious young adults to join our Leader in Training Program to assist with the implementation of our camp as they grow and develop into future leaders! If you will be between the ages of 13-16 you're eligible to apply for our Leader-in-Training (LIT) program.

The LIT program gives older students the opportunity to develop their leadership skills and learn how to work effectively with children in this fun, five-week immersion program in leadership development—a hands-on, resume-worthy learning experience that will give you real world life and job skills. This experience is a demanding and rewarding one. Practical leadership experiences, extra responsibilities around camp, and training in water safety and First Aid/CPR are all part of this program.

The LIT Program is competitive—with only 10 spots per session. Preference will be given to applicants who have the drive to bring their absolute best to the camp, are a self-starter, and have a positive, outgoing attitude! Please submit your application and reference forms right away.

Qualifications

- Must be between the ages of 13-16
- Ability to attend the at least 3 weeks of camp
- Must submit all application paperwork
- Demonstrate good character, a positive attitude, positive social/team skills, and a strong work ethic
- Agree to comply with the Beyond the Bell policies and cooperate with Beyond the Bell staff at all times

Commitment

- | | | |
|----------------|-------------------|------------------------------------|
| • LIT Training | June 24 – 25 | (optional—but strongly encouraged) |
| • Summer Camp | July 6 – August 6 | (at either Emerson or MTC) |

Application Process

1. Submit the LIT Application Form.
2. Ask your parent/guardian to submit the Parent Recommendation Form.
3. Ask two adults (non-relatives)—who can attest to your character and work ethic—to submit Reference Forms.

Please email all forms to Frannie Ashworth, Program Director at fashworth@mrdsd.org
or drop them off at Beyond the Bell Office 633 Old Homestead Hwy. Swanzey, NH 03446

Since LIT is a leadership development program, and the application is a learning and growth opportunity, our expectation is that applicants (instead of their parents) will fill out their own applications and communicate directly with us regarding any questions or concerns. We look forward to hearing from you at 603-357-2044 or fashworth@mrdsd.org

Respectfully,
Beyond the Bell Leadership Team



Summer Camp Program of the Monadnock Regional School District Leader in Training Application Packet

What is our Leader in Training Program?

The purpose of our LIT program is to help foster a sense of community and assist young adults in gaining real world experience in a fun, high-paced environment where they will be learning by doing. Our regular staff will work directly with the LIT group to mentor, guide and support them with the following in mind:

Goals of the LIT Program

Develop positive interpersonal skills

- Active listening
- Teamwork
- Patience
- Dependability

Teach new skills

- Daily leadership seminars/experiences
- Camp-related skill instructions
- Guided teaching opportunities with younger children

Cultivate leadership potential

- Through all the above social interactions
- Positioned as a leader yet given guidance
- Instruction combined with opportunities for practical experience

Foster individual growth and self-discipline

- High expectations of behavior, ethical code, standards
- Participants entrusted with tasks that carry responsibility
- Well-structured daily schedule
- Ongoing positive and constructive feedback

Encourage independence and self-confidence

- Opportunity to be "one's own leader"
- Challenge with the opportunity to succeed
- Gaining real-life work experience

Develop an appreciation for nature & community

- Outdoor, natural settings for activities
- Off campus adventures weekly
- Fishing, hiking, and biking
- Daily swimming

Program Content

Pre-Camp LIT Training:

- Orientation to the LIT program
- Expectations of LIT participants
- Discussions on leadership topics
- Group games, ice-breakers, activities, skits

LIT Summer Camp Experience:

- Daily opportunities to plan for/lead/teach younger children
- Thematic camps that promote hands on, inquiry based learning
- Outdoor adventure and hiking experiences
- Lead group games and activities with support
- Mentor and support children of all ages
- Assisting with execution of all aspects of camp
- Daily trips to the beach
- Build and develop the top 7 soft skills future employers are seeking

Leader in Training Leadership

The Leaders-in-Training are under the direct supervision of the Program Director, Assistant Director and Summer Coordinators. All Beyond the Bell key staff members take a special, personal interest in this group, spending much time and effort to make sure that their experience is of the highest quality. We understand and appreciate the special element our Leaders in Training bring to our camp!



Summer Camp Program
of the Monadnock Regional School District
Leader in Training Application Packet

Program Outcomes

Leaders-In-Training Learn and Gain:

- Traits of positive leadership
- Practical leadership skills
- **How to address and influence a group**
- Principles of teamwork, communication, and problem-solving
- How to manage camper behavior and deal with discipline problems
- To develop their professionalism
- Resources and ideas for group activities for all ages
- Self-confidence and good work habits
- Leadership experience with younger children
- Admiration and respect from the community
- Work experience and a source for future references
- Skill training
- Development toward responsible use of abilities for leadership in group, business, and community life

Commitment Expectations

- LIT's must be available at least 3 out of 5 weeks
- LIT's are expected for a minimum of 5 hours per day
- Each week consists of Monday-Friday
- Schedules are flexible depending on individual needs and schedules

Does this sound like something you are interested in? Are you ready to have a summer you will never forget?
Apply today for the Beyond the Bell Leader in Training Program!

Appendix H - Letters of Support from Principals

Mt. Caesar Elementary School
585 Old Homestead Highway
Swansey, New Hampshire 03446
Telephone: (603) 352-4797 eFax: 1-603-719-1180

Mrs. Melissa Suarez, Principal msuarez@mrdsd.org

Mrs. Becky Fisk and Mrs. Kim Tomer, Lead Teachers

Mrs. Amy Fisk, Administrative Assistant

Mrs. Laura Weiderman, Counselor

Ms. Carrie Frederiksen, Nurse



March 2, 2022

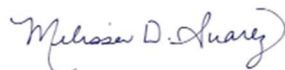
To Whom it May Concern,

Please accept this letter of support for the Mt. Caesar School Beyond the Bell Program. Our school is fortunate to have a partnership with such a quality program that provides a vital service to our school community. More than ever, our students need to be connected to caring and stable adults. The staff in our Beyond the Bell Program are an outstanding group of individuals who serve as mentors and role models to our students. They are dedicated to the students and to supporting the community as a whole. Families of our students are supported by Beyond the Bell in that it provides the option for them to work hours outside of the school day, while being confident that their children are being provided with a safe environment that is enriching academics and their character.

Students who access the program have the opportunity to work with supportive adults on their homework or to receive extra help on classwork, to engage in reading and mathematics activities, to sign up for clubs that extend what is learned throughout the day. Clubs vary from academic support, to cooking, sewing, crafts, and other life skills.

In closing, the Beyond the Bell Program provides safety and security to our school community. They inspire, enrich, and empower our students to take risks, meet challenges, form friendships and persevere. Mt. Caesar School is in full support of continuing our flourishing partnership with Beyond the Bell. I would be happy to further discuss the benefits this organization provides to our community. Please feel free to contact me if you desire.

Sincerely,



Melissa D. Suarez, Principal



Troy Elementary School

44 School Street
Troy, New Hampshire 03465
(603) 242-7741 (telephone)
(603) 719-0862 (efax)
www.mrsd.org

Kevin W. Stone, Ed. D., Principal - kstone@mrsd.org

Mrs. Pat Wielosinski, Administrative Assistant

Kindergarten Teacher
Ms. Shona Bell

Grade 1 Teacher
Ms. Danielle Perkins

Grade 1/2
Mrs. Christa Hill

Grade 2 Teacher
Mrs. Kelly Wichland

Grade 3 Teacher
Ms. Rebecca LaRiviere

Grade 4 Teacher
Ms. Carol Schroeder

Grade 3/4 - Lead Teacher
Ms. Molly Linn-Wulff

Grade 5 Teacher
Mr. Nick Raymond

Grade 6 Teacher
Mrs. Leslie Markowski

Grade 5/6
Ms. Megan Alberts

School Counselor
Mrs. Mary Frazier

School Nurse
Mrs. Shannon Tarbox, BSN, RN

Inclusion Facilitator K-6
Mr. Todd Thompson

Special Education Coordinator
Ms. Deb Young

Literacy Specialist
Mrs. Bethany Rafail

Title I Teacher
Mr. Kevin Royce
Ms. MaryPat Szep

Music Teacher
Mr. Alexander Judge

Art Teacher
Mrs. Nancy Greene

Physical Education Teacher
Mrs. Maureen Lord

School Psychologist

Social Worker
Mrs. Melissa Johnson

Speech/Language Pathologist
Mrs. Rachelle Hall

Occupational Therapist
Ms. Maureen McCarthy

Beyond the Bell Program
Coordinator
Mrs. Maggie Tremblay

February 24, 2022

I am pleased to write a letter of support for the Troy Beyond the Bell Program. Our school is fortunate to have a partnership with such a quality program that provides a vital service to the Troy Community. More than ever, the children in Troy need to be connected to caring and stable adults. The Troy Beyond the Bell Program employs an outstanding group of individuals who serve as mentors and role models to our students on a daily basis. They are dedicated to the children in Troy and to supporting the community as a whole. Families of our students are supported by Beyond the Bell in that it provides the option for them to work hours outside of the school day, while being confident that their children are being provided with a safe environment that is enriching academics and their character.

Beyond the Bell Students have opportunity to work with professionals on their homework or to receive extra help on classwork, to engage in reading and mathematics activities, to sign up for clubs that extend what is learned throughout the day. Clubs vary from academic support, to cooking, sewing, crafts, and other life skills.

The Beyond the Bell Site Coordinator, Maggie Tremblay, connect often to collaborate on any necessary problem or future planning. Currently, we are collaborating to discuss ways to integrate school day curriculum into Beyond the Bell Programs.

In sum, the Troy 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. Troy School is in full support of continuing our flourishing partnership with Beyond the Bell. I would be happy to further discuss the benefits this organization provides to our community. Please feel free to contact me if you so desire.

Best~

Kevin W. Stone, Ed. D., Principal



Cutler School

31 South Winchester Street
Swansey, NH, 30446
603.352-3383

Audrey Salzmann, Principal
Lisa Fisk, Administrative Assistant
Cheryl Costa, School Counselor
Carol Mitchell-Boudreau, School Nurse
Alyssa Collyer, Lead Teacher
Megan Neurock, Lead Teacher

March 2, 2022

To Whom it may Concern,

I am writing to advocate for the Beyond the Bell program at Cutler School. As the principal, I would like to express my gratitude for the support and service the program provides for our students.

Through the Beyond the Bell program, our students have access to support for their classroom work as well as opportunities that extend and enrich.

We are fortunate to have Gina Bogan, Site Director at Beyond the Bell. Gina is a classroom teacher at Cutler during the school day and transitions to Beyond the Bell. Having her in our school building all day, provides the staff with direct contact to the program.

I have witnessed many students grow from their time at Beyond the Bell. They are able to complete their homework, which leads to more self-confidence in class the next day. Students are expanding their vocabularies and developing better social and communication skills.

The larger community also greatly benefits from the program. Our rural community lacks quality afterschool programs that keep students engaged and safe after school. Beyond the Bell provides this for our families.

Again, I want to share my gratitude and appreciation for this important program. I am so hopeful that we will be able to continue to receive funding to provide this free opportunity to our students and community.

Respectfully,

Audrey Salzmann
Principal



Monadnock Regional Middle High School
580 Old Homestead Highway, Swanzey, NH 03446
Telephone: (603) 352-6575 Fax: (603) 355-1209 www.mrsd.org

Lisa Spencer
Principal 7—12

Kelsey Kilburn
Assistant Principal 7–8

Tom Cote
Athletic Director

Rebecca Russell
Assistant Principal 9–12

Kathryn Schnare
Special Services Coordinator

February 28, 2022

I am pleased to write a letter of support for Project Beyond the Bell. Our district is fortunate to have a partnership with such a quality program which provides a vital service to our community. As Assistant Principal of Monadnock Regional Middle High school, I am fully committed to implementing this 21st Century Community Learning Center program that provides meaningful, academically based before and after school activities and extended learning opportunities in the summer months for children in the district and their families.

The students who participate in Project Beyond the Bell have the opportunity to receive support with their homework and engage in reading and math activities. The families of our students are provided the option to work hours outside of school hours, while knowing their children are being provided with a safe, enriching environment. As an integral part of the programming, the Program Director and her staff consistently work towards the mission of reaching the emotional and social needs of students.

Project Beyond the Bell has made significant contributions to the community over the years. I feel grateful that we have had the 21st Century Grant available and hope to continue as partners as we work to promote academic growth and provide meaningful after school and summer enrichment. Please feel free to contact me if you have any questions.

Thank you,



Kelsey Kilburn
Assistant Principal

To whom it may concern,

I am writing this letter in support of the Beyond the Bell program that our school may potentially have a partnership with. As the Principal of Monadnock Regional Middle High School I highly support his program in my building.

The students who participate in Project Beyond the Bell have the opportunity to receive support with their homework and engage in reading and math activities. The families of our students are provided the option to work hours outside of school hours, while knowing their children are being provided with a safe, enriching environment. As an integral part of the programming, the Program Director and her staff consistently work towards the mission of reaching the emotional and social needs of students.

I have personally seen how much this program is a positive influence on students. My own two children are part of Project Beyond the Bell in the Monadnock School District. It has helped them become more social as well as helped them academically. This program has done wonders for my own personal children.

If you need any further information or have any questions please do not hesitate to contact me.

Lisa Spencer

Principal
Monadnock Regional Middle High School
lspencer@mrstd.org

Your Program Parameters

Elementary and Middle

A school year program

A School

In a School

NH - Manchester

Multiple

50

Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			15
Costs Per Slot	\$61.65	\$125.12	\$171.41
Total Program Cost	\$3,082.50	\$6,255.94	\$8,570.64
ANNUAL Costs			
Weeks per Year (projected)			35
Costs Per Slot	\$2,157.75	\$4,379.16	\$5,999.45
Total Program Cost	\$107,887.50	\$218,957.86	\$299,972.27
HOURLY Costs			
Costs Per Slot	\$4.11	\$8.34	\$11.43
Total Program Cost	\$205.50	\$417.06	\$571.38
DAILY Costs			
Days per Week (projected)			1
Costs Per Slot	\$61.65	\$125.12	\$171.41
Total Program Cost	\$3,082.50	\$6,255.94	\$8,570.64
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	\$266.94	\$541.76	\$742.22
Total Program Cost	\$13,347.23	\$27,088.22	\$37,110.86

Your Program Parameters

Elementary and Middle

The summer portion of a year round program

A School

In a School

NH - Manchester

Multiple

50

Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			45
Costs Per Slot	\$191.80	\$262.76	\$359.98
Total Program Cost	\$9,589.80	\$13,138.03	\$17,999.10
ANNUAL Costs			
Weeks per Year (projected)			5
Costs Per Slot	\$958.98	\$1,313.80	\$1,799.91
Total Program Cost	\$47,949.01	\$65,690.14	\$89,995.49
HOURLY Costs			
Costs Per Slot	\$4.26	\$5.84	\$8.00
Total Program Cost	\$213.11	\$291.96	\$399.98
DAILY Costs			
Days per Week (projected)			1
Costs Per Slot	\$191.80	\$262.76	\$359.98
Total Program Cost	\$9,589.80	\$13,138.03	\$17,999.10
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	\$830.48	\$1,137.75	\$1,558.72
Total Program Cost	\$41,523.84	\$56,887.66	\$77,936.09

Appendix J - Advisory Board Roles and Responsibilities

Project Beyond the Bell- A Program of Monadnock Regional School District Advisory Board

Purpose

The primary purpose of the Project Beyond the Bell Advisory Board is to help the Program Director and Site Coordinators develop, implement and evaluate a high-quality out-of-school time program. Advisory Board members will assist in assessing community needs, developing programming, advocating and marketing the program, recruiting volunteers and community partners, and evaluating the effectiveness of the overall program. The board serves in an advisory capacity only, has no legal powers to put recommendations into action nor does it have any liability that may result from consequences of actions taken by Project Beyond the Bell. Its effectiveness and influence are the counsel it provides rather than through legal authority.

Members

- Kim Bylancik, UNH Cooperative Extension
- Caddie Gregory, Director of Mt Caesar Union Library, Swanzey
- Bob Norton, Troy Recreation Director
- Ashley Crosby, Swanzey Recreation Director
- Janel Morin, SAU 93 Business Administrator & Non-Profit Board Member
- Eric Stanley, Local Business Owner, Chair of Extra-Curricular Committee of Monadnock Regional School District School Board
- Jeremy Rathbun, MRSD Assistant Superintendent
- Kelsy Kilburn, MRMS Associate Principal
- Melissa Suarez, Mt Caesar School Principal
- Lori Stevens, Emerson School Principal, Parent of Emerson participant
- Audrey Salzmann, Cutler Elementary School Principal
- Kevin Stone, Troy Elementary School Principal
- Lisa Spencer, Monadnock Regional Middle High School Principal, Parent of Mt. Caesar participants
- Anna Crosby, Keene Housing Kids Collaborative
- Ashley Cavolo, Mt. Caesar Parent
- Kristen Tilton, Troy Parent
- Jennifer Fritz, Emerson (Fitzwilliam) Parent, Keene State College

Members Roles and Responsibilities

- Understand the purpose and vision of Project Beyond the Bell
- Understand that the programs throughout the district are based on the needs of each community, current research and technical information, statewide needs and priorities, and national initiatives
- Serve on an Advisory Committee
- Attend scheduled meetings and actively participate to:
 - o Identify priorities for programming
 - o Create a plan of action

- o Review the year's program
- o Assess successes and future needs
- o Share information regarding the benefits of out-of-school time programming throughout their personal networks
- Help program administrators put programming into action.
- Help program administrators review data and evaluations and provide advice that will help improve programming
- Help build and maintain cooperation and involvement of community organizations
- Serve as mentors and role models for the program and respect the confidentiality of matters shared with the Board.

Advisory Board Meetings

The Advisory Board will meet a minimum of 4 times per year. Meeting dates will be set by the Program Director and members notified at least 4 weeks in advance and provided with meeting materials.

Advisory Committee Meetings

The Advisory Board will focus on specific program elements while serving on a committee. Committee work will be identified each year based on the needs of the program and community.

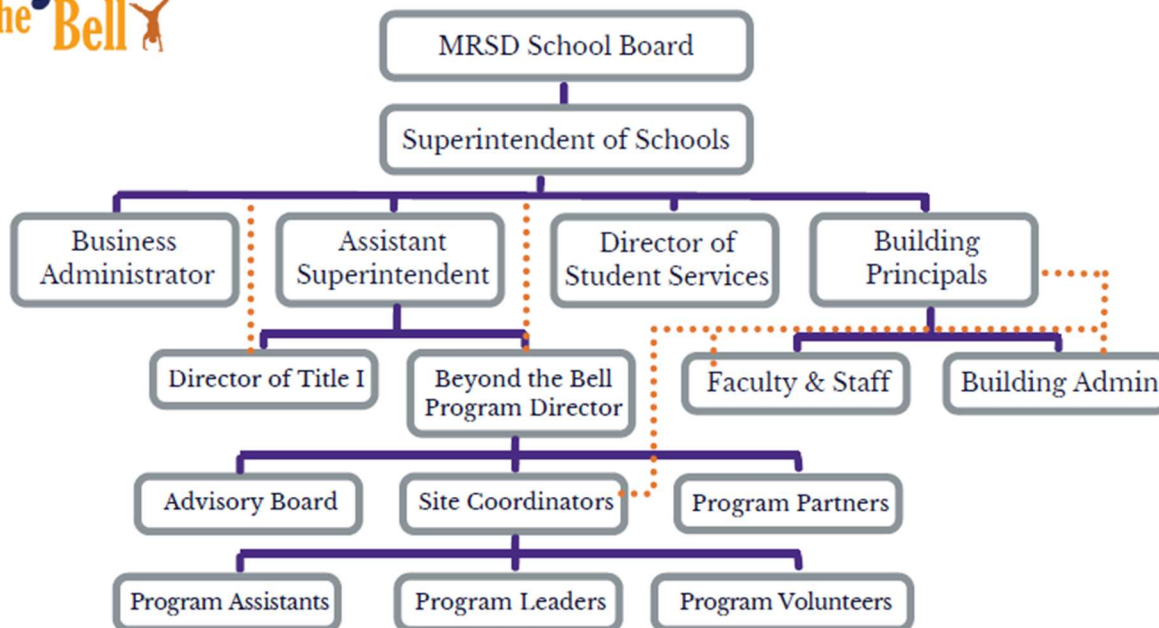
The Advisory Committees consist of the following subcommittees:

- Sustainability
 - o This committee will focus on the sustainability of the program.
- Community Outreach & Partnerships
 - o This committee will focus on community outreach including family literacy events. They will also assist with building and expanding partnerships.
- Programming & Outcomes
 - o This committee will focus on program structure and programs offered by utilizing data to ensure the program is reaching the GRPA outcomes required by 21st CCLC.

Appendix K Organizational Chart



Organizational & Communication Chart



MRSD School Board

Grantee/Fiscal Sponsor for the MRSD 21st CCLC Grant.

Superintendent of Schools

Oversees all activities and operations of MRSD.

Business Administrator

Responsible for fund tracking and reporting, Accounts Payable & Receivable, oversees grant reporting in GMS, meets with Director monthly to review reports and financial state of the program, assists with creation of annual budget, serves on Advisory Board.

Assistant Superintendent

Oversees curriculum development throughout district, key contact & supervisor of Beyond the Bell Program Director, assists Director with program expansion, sustainability, and vision, key contact & supervisor of Director of Title I.

Director of Student Services

Oversees all special education services in MRSD.

Building Principals

Building-level administration that meets frequently with Site Coordinators and Program Director for program updates, assists with program connection to the school day and provides feedback; assists

program with identifying students who meet the target population criteria; serves on the Advisory Board.

Director of Title I

Works with Program Director and Afterschool Programs to offer after school tutoring and summer tutoring to participants, collaborates with Beyond the Bell for Family Literacy Events, collaborates with Beyond the Bell to ensure students with greatest needs have access to both programs, collaborates with Program Director to ensure students who are identified as McKinney-Vento have access to the program.

Beyond the Bell Program Director

Project development, oversight, & management of all aspects of Beyond the Bell including school year and summer program, serves as a member of the District Administration Team.

Advisory Board

Provides support to the director in the areas of community engagement, sustainability, program design, and partnerships.

Site Coordinators (SC's)

Ensures quality programming, local community support, site development, creates lesson plans that align to curriculum and standards, works with school day staff and teachers to align school day goals, oversees daily operations of Afterschool and Summer programs.

Program Partners

Community organizations and entities that partner with the Afterschool program to offer additional programs, sustainability, community connections and advocacy, serves on the Advisory Board.

Program Leaders & Assistants

Provides support and direct service to the students, executes lesson plans, offers academic support and homework help.

Program Volunteers

Support Beyond the Bell by offering programs and support to students.

Appendix L - Evaluation Studies and Needs Assessments

Evaluations

Programmatic Monitoring Report

New Hampshire Department of Education

Office of Title IV Part B, Nita M. Lowey 21st Community Learning Centers Program (21st CCLC)

Monitoring Report for the 2020-2021 Grant Year

December 3, 2021

In response to findings in the desk-top monitoring report, for each finding, please indicate how you plan to make the necessary corrections. Please use the template below to list and attach evidence provided to substantiate each corrective action proposed. You may add additional corrective actions and evidence descriptions to this form, as needed. Return your signed corrective action plan to the State's 21st CCLC Office within 30 days of receiving this report. Districts will have up to six (6) months to demonstrate compliance in any areas that were found to be in violation of State or Federal requirements.

Introduction

The programmatic monitoring report provides evidence that Federal programs must focus on improving student academic achievement, and ensures Lead Education Agencies (LEAs) and Community Based Organizations (CBOs) are operating in accordance with statutory and regulatory requirements. In addition, the report is a means of ensuring LEAs and CBOs are using resources as they are intended. Finally, by informing the NHDOE of local activities and needs, the program monitoring report allows the state to identify both effective delivery models and technical assistance needs, and to share promising practices across the state.

This monitoring report includes five (5) areas of potential risk; where NHDOE provides each with a description of applicable requirements of the subrecipients, a summary and analysis of the documentation provided to the NHDOE, as well as findings by the State's 21st CCLC Office during the conduction of the desk-top monitoring process. In addition, subrecipients are asked to provide corrective action plans for each category of risk addressed, if applicable.

In addition to findings and corrective actions, some sections of the report may include recommendations. Recommendations are generally rooted in best practices and are offered for your consideration, but you are not required to address them in response to this report.

Corrective Action Plan

RISK AREA #1: Total Amount of FY19-20 Federal Award: 2 CFR 200.331

Applicable Requirements: As written in the grant application, the minimum grant award is \$50,000 per year with the maximum grant award is \$165,000 per year per eligible school site. An average cost per center servicing at the minimum of 50 students (including family members) per day, and summer vacation, is \$165,000.

Summary and Analysis: No evidence required.

Findings: No evidence required.

Corrective Action Plan: N/A

RISK AREA #2: Was the LEA or CBO Monitored by Compliance in FY21? 2 CFR 200.313

Applicable Requirements: As part of the NHDOE's annual Federal Compliance Monitoring program, staff from the NHDOE's Bureau of Federal Compliance (BFC) may review inventory records and overall the management of equipment purchased with Federal funds. The BFC will use the requirements of 2 CFR 200.313 when completing such reviews.

Summary and Analysis: No evidence required.

Findings: No evidence required.

Corrective Action Plan: N/A

RISK AREA #3: Superintendent or Business Administrator Turnover in the Past Year: 2 CFR 200.303

Applicable Requirements: Based on the results of the last three years of fiscal monitoring completed by the BFC, it is evident that turnover of key staff in leadership positions can have a significant impact on compliance with Federal grant funds. The risk to proper Federal fund management is due primarily to a loss "institutional knowledge" as well as continuity and an understanding of local initiatives. The risk due to key staff turnover in many Districts is further exacerbated by the absence of written internal control documents. 2 CFR 200.303 Internal controls.

Summary and Analysis: No evidence required.

Findings: No evidence required.

Corrective Action Plan: N/A

RISK AREA #4: Program Director Turnover in the Last Two Years: 2 CFR 200.331

Applicable Requirements: 2 CFR § 200.331 - Subrecipient and contractor determinations.

(a) Subrecipients. A subaward is for the purpose of carrying out a portion of a Federal award and creates a Federal assistance relationship with the subrecipient. See definition for Subaward in § 200.1 of this part. Characteristics which support the classification of the non-Federal entity as a subrecipient include when the non-Federal entity:

- (1) Determines who is eligible to receive what Federal assistance;
- (2) Has its performance measured in relation to whether objectives of a Federal program were met;
- (3) Has responsibility for programmatic decision-making;
- (4) Is responsible for adherence to applicable Federal program requirements specified in the Federal award; and
- (5) In accordance with its agreement, uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity.

Summary and Analysis: No evidence required.

Findings: No evidence required.

Corrective Action Plan: N/A

RISK AREA #5: Does the LEA or CBO Have a Data Sharing Component within their MOU with the School District? ESSA Sec. 4204(b)(2)(D)

Applicable Requirements: In accordance with ESSA Sec. 4204(b)(2)(D), 21st CCLC program must be designed and carried out in collaboration with the regular school day attended by the students participating in the 21st CCLC activities, including through the sharing of relevant data among the schools.

All 21st CCLC programs must be developed in active collaboration with the schools participating students. Collaboration means that both the applicant and the target school will work together to reach the program's goals and objectives. To achieve active collaboration, funded programs are required to maintain constant communication with the school(s) the participating students attend to ensure that program activities support the learning that occurs during the regular school day.

Summary and Analysis: Program director worked with their school district to comprise a data showing component within their MOU with the school district.

Findings: N/A

Corrective Action Plan: N/A

Corrective Action Plan acknowledged by:

_____ Date _____

21st CCLC State Director Signature

_____ Date _____

21st CCLC Program Specialist Signature

_____ Date _____

LEA or CBO Program Director Signature

Please contact the 21st CCLC Office with any questions:

Kathleen Vestal	NH State Director	271-3853	Kathleen.A.Vestal@doe.nh.gov
Emily Fabian	Program Specialist IV	271-3646	Emily.A.Fabian@doe.nh.gov

Evaluations



Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Programs

Site Visit Observation Form

Grant Name: Monadnock – Mt. Caesar – Pre-2

Date of Site Visit: 9/15/2021

Grant Director: Frannie Ashworth

Name of Reviewer/s: Kathleen Vestal & Emily Fabian

SECTION 1. Progress / Interview with Grantee

# of Students enrolled in program:	Average Daily Attendance per grant:	Actual Attendance of day of visit:
64	14.47 During Covid-19	48

A. Program Management Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
1. The leadership, school staff, and community/business organizations promote the out-of-school time program with families, teachers, and other members of the school and community. The advisory board members and other partners are involved in the efforts of program improvement and sustainability. High school and middle school sites have at least one student member on the board. Recommended one parent for elementary sites.			X	Sustainability plan is housed in many documents. School district supports the Monadnock afterschool program and the sustainability plan shows evidence that they could possibly sustain the program in the future. Program would like some technical assistance on advisory boards. Advisory board is comprised of a strong diverse group of members. Strong advisory board meeting agenda. Action Items: State recommends you share your yearly data with all stakeholders including your advisory board for feedback on program improvement in working towards achieving goals. Advisory board agenda does not show that data is collected, summarized, and shared with constituents for improvement and sustainability. Timeline of data collection is not available and how it is shared with stakeholders. September 20, 2021 meeting postponed. When completed provide evidence of minutes and sign in sheets.
2. The grant and handbooks are located in a place where staff, families and community members can obtain the information. Ongoing communication plan to disseminate information about the program is demonstrated. If materials need to be translated, describe how this is accomplished.		X		Parent Handbook and registration form is posted on website. There is updated information regarding program specific information posted. Schedules are posted on website. All fiscal policies are posted on the website. All documents have the Nita M. Lowey 21 st CCLC Logo. No need to translate materials. Action Items: Grant was not found available for the public to see or posted on the website.
3. Receipts of all program income expenditures are available and match the documented expenses on the 2021-2022 Program Income Document. All program income expenses are 21 st CCLC allowable costs.				N/A
4. Professional development is offered to staff on a regular basis.	X			Excellent Professional Development offerings. Program uses Primex for professional development trainings which is a requirement of the school district. Staff also attend ACROSS attend trainings and participate in the leadership training. Program is working on developing upcoming stronger staff orientation sessions.

SECTION 2. PROGRAM OBSERVATION

Site Location:

C. Safe Environment	Yes	No	Not Observed	Evidence & Comments
1. Youth adequately monitored and offered engaging activities by staff.	X			1:6 for tutoring, 1:12 for academic & enrichment; 1:18 for recreation ratios are good. Academic assistance classes are instructed by certified teachers or para-professionals. Students appeared to be engaged in activities. More staffing is needed. Very difficult due to Covid-19. Program Director and Assistant Director needed to fill in due to lack of staffing. They are bringing on more staff in the next few weeks.
2. Safety practices & protocols specific to community learning center needs are in place. The physical environment is safe and free from health hazards.	X			Clear and safe pick up and drop off procedure. Written safety plan developed and posted. Program space is clean, well-lit, and a comfortable temperature. All staff are CPR certified/first aid.
3. Appropriate emergency procedures and supplies are present.	X			1 st aid kit, fire extinguisher inspections, safety procedures and fire exits posted, etc.
4. Adequate space is provided for program and staff.	X			The program provides space that is accessible. The facility has sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating facility, safe recreational area and study area. Adults and youth can move freely, doorways are not blocked, ample space for activities. Program Director has an office of sufficient size located in a building close by.
5. Access to indoor and outdoor program space is supervised during program hours.	X			Students have an opportunity to be indoors and outdoors and with plenty of supervision.
6. Healthy food and drink are provided and meet USDA requirements. Does program participate in the USDA program?	X			Program does participate in the USDA program. Choice of healthy snacks. Healthy protocols, handwashing, gloves, etc. Food staff track the students that have food allergies and provide an alternative snack if needed.
7. Attendance is taken in a timely manner and all youth scheduled for the day are accounted for. Program addresses student absences & early dismissal.	X			Attendance is done in an orderly and efficient manner. List of student's absence or left school early provided by the office. Attendance is taken by the program director in an orderly and efficient manner. Parent's ring the doorbell to pick up their children. Students are escorted out of building by staff member and door is locked behind them.
D. Supportive Environment	Yes	No	Not Observed	Evidence & Comments
1. Staff provide a welcoming atmosphere.	X			Staff actively engage with youth, smile at youth, make eye contact, speak respectfully, and offer encouragement, etc.
2. Staff responds to and helps youth address conflict safely and respectfully.	X			Staff stop hurtful actions, acknowledge feelings, and apply appropriate consequences.
3. Program pace is relaxed and flexible. Program day flows smoothly and is organized.	X			Pace: Youth have time to get involved; environment is relaxed, and not rushed. Program Day: Has transitions, clear routines and/or ritual, youth understand what is expected.
4. Clear communication with parents/guardians is in place.	X			Staff are interacting with parents during pickup and drop off times.
5. Program day offers youth a balance of instructional approaches.	X			Balance of adult-directed time, independent time, peer-directed time, cooperative learning time and has a balance of group sizes.
E. Youth Engagement	Yes	No	Not Observed	Evidence & Comments
1. Youth have structured opportunities to get to know each other.	X			There are team-building activities, introductions, personal updates, etc.
2. Youth follow established program rules and behavioral expectations.	X			Youth understand the rules and behavior expectations.
3. Youth are engaged, appear relaxed and in control of themselves.	X			Youth are well behaved, understand personal space appear to be relaxed and enjoying activities.
4. Youth have a voice and choice.			X	
F. Staff / Youth Interaction	Yes	No	Not Observed	Evidence & Comments
1. Staff are actively engaged in activities with youth.	X			Staff are interacting with groups, or individual youth; providing ongoing facilitation, and participating with youth.
2. Staff encourages youth to share control/responsibility for activity.			X	
3. When providing assistance to youth, staff helps youth think through problems themselves rather than offering answers.	X			Asking inquiring questions allowing youth to respond in a thoughtful manner. Training staff to ask prompting questions to help youth think through problems would be beneficial.
4. Staff engages youth in structured time for reflection on how the activity went, what they learned, and on next steps.	X			Asking inquiring questions allowing youth to respond in a thoughtful manner.

B. Program Design and Structure Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
1. Students are recruited (targeted) and provided continuous services based on grant requirements. Students have the opportunity to engage in both academic and enrichment opportunities. Classes are designed to meet the needs of all students.		X		Acceptable targeting procedures.
2. Operating schedule meets the needs of the students. Activities and Schedules are posted for students and families. Programming is offered a minimum of 15 hours per week, 5 days per week.		X		Schedule posted on 21 st CCLC website. Program hours meet the minimum.
3. Program activities align with the school day. Academic & Enrichment opportunities are offered to engage high academic standards preparing youth to succeed in college & careers. HS programs offer opportunities for credit bearing expanded learning opportunities.		X		Standards, curriculum, school wide focus, activities in program (schedule & programs), Menu, calendars, events, surveys (interest)-communication tools with school day. Silent reading during Academic Enrichment if student do not have homework. Afterschool program follows the school curriculum guides, examples of academic activities are: wright name on shaving cream, buddy reading, karate reading one minute time, and foundation worksheets. Having a school day teacher as a site coordinator provides for a strong link to the school day. Teachers communicate with the program with specific tasks students need help with, program has good communication with school day teachers. Teachers provide the program director with information about what they are working on in classrooms. The program reinforces those skills. Program targets students in academic need. 39 students attending the program were personally invited for a specific reason. Program Director has access to Power School. If a student needs additional academic assistance, the parents sign an agreement to have their child attend the full academic piece.
4. Families of participating students have the opportunity to actively engage in their child's education.	X			Newsletters, social media, emails, school messenger system, and through swift reach. Staff communicates with parents during drop off and pick up times and through emails. Action Items: Encourage more parent and volunteers to assist the program. No volunteers are utilized on a regular basis. Parents participate once in a while.

Overall Comments: We enjoyed visiting your programs at Mt Caesar and Cutlers Preschool, and K through 6th grade.

The Preschool program has a very well organized schedule and run efficiently. There were 2 ½ staff for 11 children during the activity - outdoor discovery. Children were enjoying the activity and collecting nature items, were exhibiting lots of enthusiasm and asking questions.

Action plan:

25 field trips were taken in the summer, the state would like to see a few lesson plans and outcomes for these.

Please submit and/or address action items by October 26, 2021.

Evaluations

From: **Chappelow, Sarah** <Sarah.Chappelow@doe.nh.gov>

Date: Tue, Dec 3, 2019 at 11:36 AM

Subject: Monadnock October CheckPoint Analysis

To: Frannie Ashworth <fashworth@mrds.org>, Linda Heath <lheath@mrds.org>

Cc: Vestal, Kathleen <Kathleen.Vestal@doe.nh.gov>

Good morning Frannie and Linda,

The analysis for Monadnock's October CheckPoint reporting is attached. Your program scored **33**, which falls in the Exceptional range. Nice work!! Below is information about what action is needed and guidance for submitting any needed follow-up documentation. Please let me know if you have any questions about this.

- Your program has been assigned a score based on the supporting evidence you submitted for your October CheckPoint. Scores for each question ranged from 1 (sufficient evidence) to 4 (no evidence). Scores were tallied for all questions.
 - Cumulative score ranges are as follows:
 - 25-33 Exceptional
 - 34-52 Average
 - 53-76 Needs Improvement
 - 77-100 Poor
- **Action Steps:** Follow-up documentation on stated Action Step items must be submitted to me by February 14, 2020.
- **Suggestions:** If you scored a 1 or 2 in a category there may be a suggestion for further information or clarification that may be useful as supporting evidence. In some cases there are recommendations for you to improve your score from a 2 to a 1 (yet it is not considered an action step.)
- Many of the questions are considered to be ongoing. This means that information will again need to be submitted for the February CheckPoint event if you scored a 1 on this report. Plan to submit this documentation again unless otherwise noted on your report.
- If you satisfied the requirements for questions 3, 5, 8, 9, 10, 12, 23, or 24, you will not need to submit documentation again unless updates or changes have been made in your program that reflects the answers to the questions. (If applicable, this has been noted in your analysis.)
- For your convenience, an Advisory Board Sign-In Sheet template is attached. I am sharing this with all programs.

Dos and Don'ts for submitting follow-up documentation and planning for February's CheckPoint:

DOs:

- DO Scan forms in correct direction
- DO save and email all documents in ZIP file format
- DO clearly label all attachments (reference the attachments to the questions)
- DO include data regarding enrollment numbers (need to include current date numbers)
- DO include budget information (current working budget, include all funding sources)
- DO ensure that the 21st Century Community Learning Center logo is prominently featured on all of your program's promotional materials. (Logo is attached to this email for your convenience)

DO NOTs:

- DO NOT PDF Monthly or Check-Point forms
- DO NOT put Cayen forms into Excel; PDF the fields
- DO NOT include student information

Thank you for all your continued hard work,
Sarah

Sarah Chappelow

Program Specialist IV
21st Century Community Learning Center Program
NH Department of Education
101 Pleasant Street, Concord NH 03301
Phone: 603-271-3646



Suggestions:

- Attach sample data analysis reports and how the data was used.
- Attach training agendas, details, Cayen PD Reports. Provide evidence on how staff input is gained.
- Include Advisory Board roles, agendas and minutes.
- Indicate how you monitor MOU information annually.
- Provide % of FRL students attending.
- Attach Cayen Activity Report. Describe ways you are addressing the needs of students.
- Provide evidence of on-going opportunities to meet needs of families.
- Great narrative. Provide examples of school day communication log, emails or other supporting documents.
- Attach Cauemn Funding and Partner Contribution Partners.

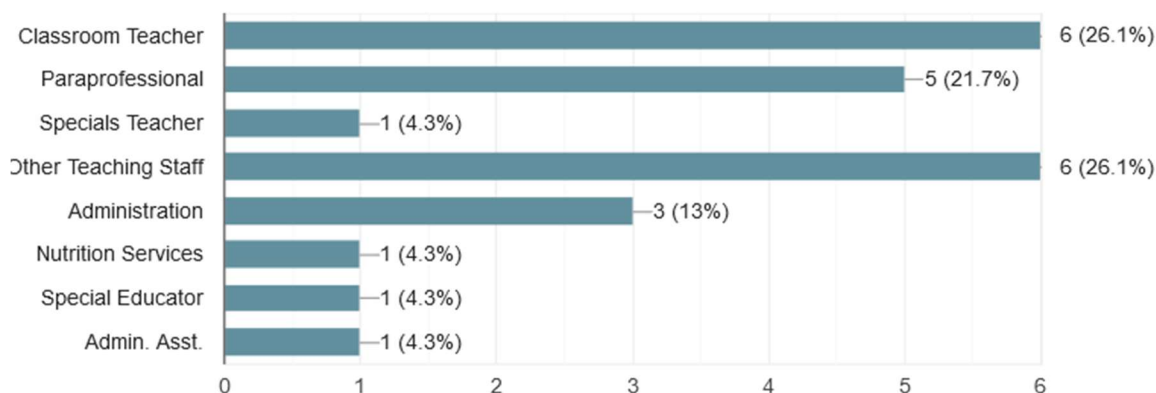
Needs Assessments

21st CCLC Teacher Survey

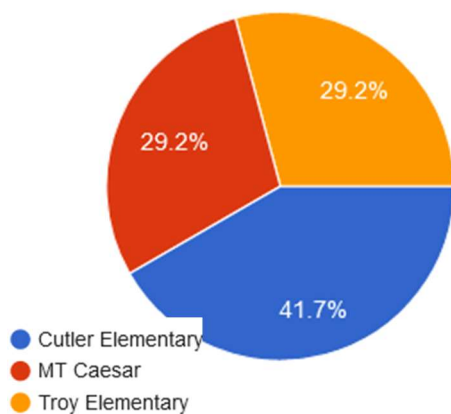
January 2022 23 responses

We are currently re-applying for the 21st CCLC grant. This is a highly competitive grant through the Department of Education that currently funds our Afterschool Program- Project Beyond the Bell. Collecting feedback from the community and teachers is a requirement of the grant proposal. Please complete this very important survey no later than January 31st. If you have any questions or concerns, please do not hesitate to reach out to Frannie Ashworth, Program Director, at fashworth@mrds.org. Thank you very much for your time and efforts!

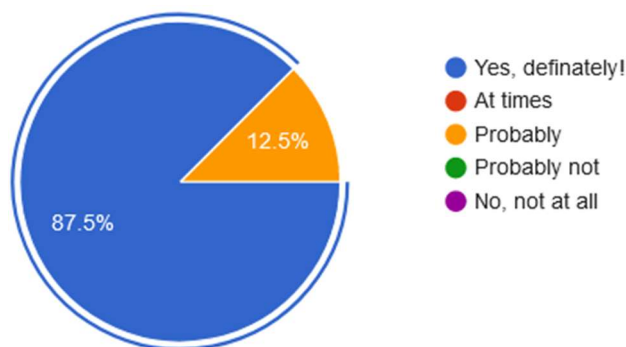
1. My role/position in the school is (check all that apply)



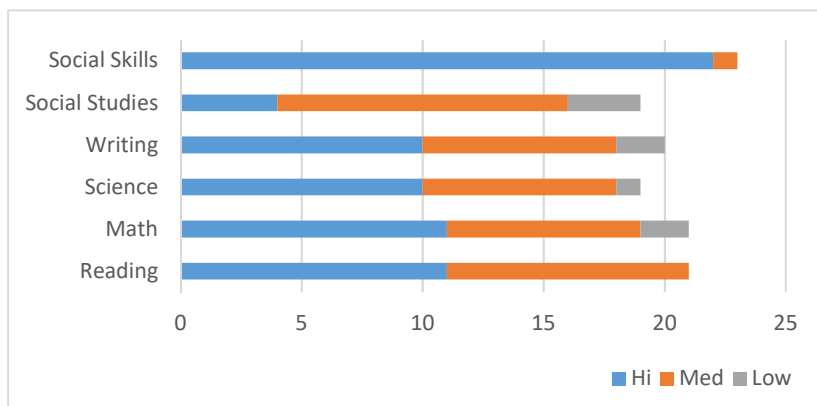
2. I work at:



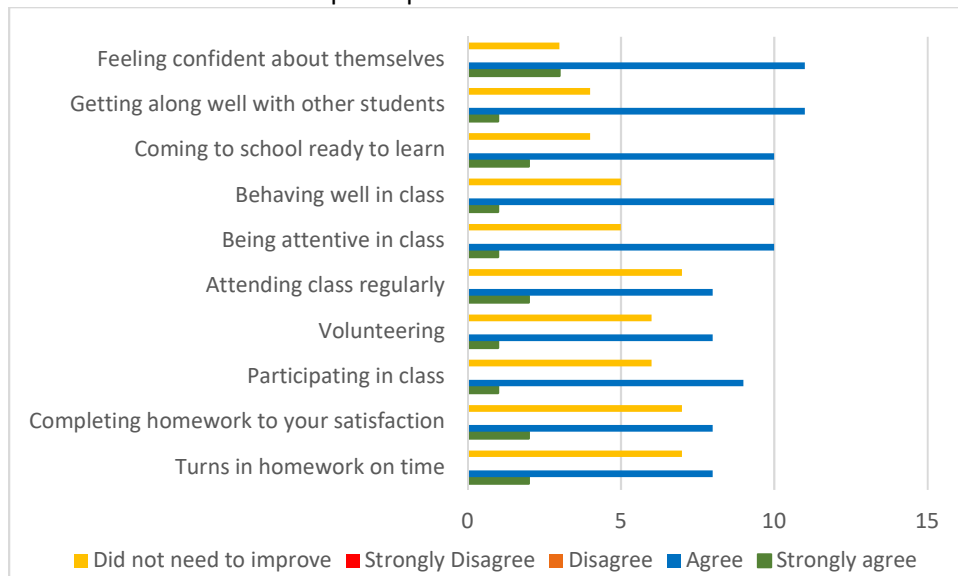
3. Overall, do you think students have benefited from participating in the Afterschool program?



4. Which subjects/topics would you like for us to prioritize when designing our program offerings and clubs?

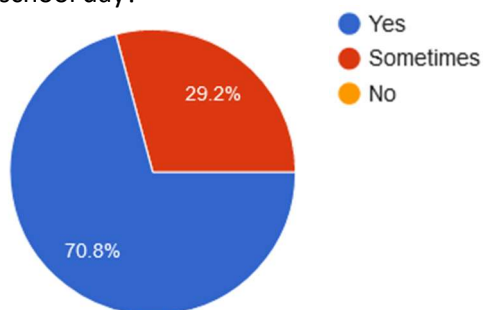


5. Since participating in the Afterschool program, the students that do attend have improved in...
 (please note that if a student did not need to improve, that is an option)
 If you disagreed or strongly disagreed with any of the above statements, what was the reason?
 -I don't have students that participate

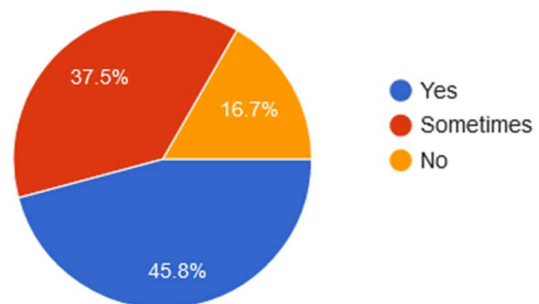


Note – there was no disagreement in any of the improvement measures.

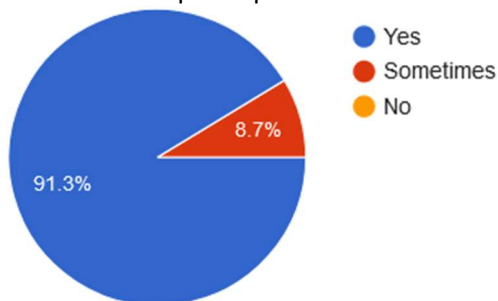
6. Do you feel that the Afterschool offerings of homework assistance and daily clubs relate to and enrich what is being taught during the school day?



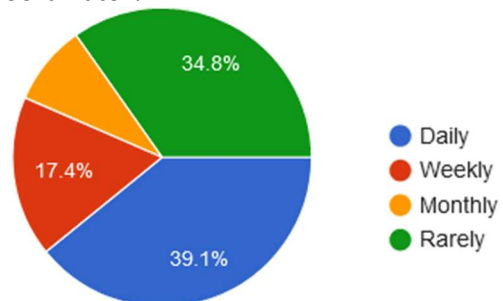
8. Do you feel that you are well informed about the Afterschool program and what happens there?



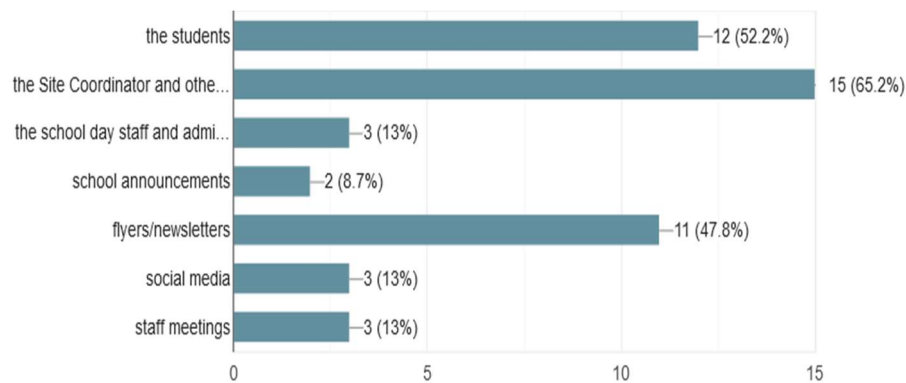
7. Do you feel that the Afterschool program offers a variety of enrichment clubs and activities to the participants?



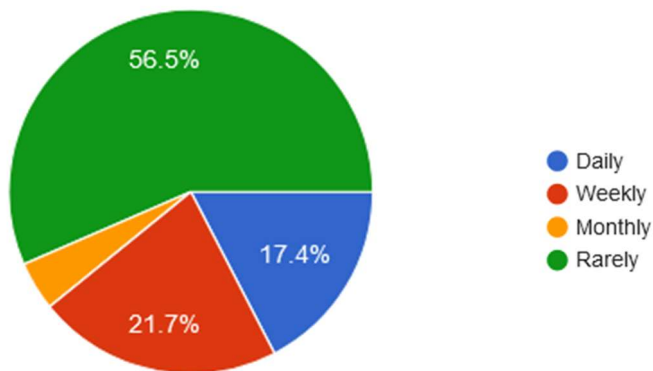
10. How often do you interact with the Afterschool staff, including the Site Coordinator?



9. I stay informed about the program through... (please check all that apply)



11. How often do you communicate with the Afterschool program about particular students or curriculum?



12. Do you have any other comments or suggestions for our program?

The fact the program has been offered for free this year has truly opened up so many opportunities for students to be a part of Beyond the Bell. Thank you. Maggie has done a great job organizing and supporting her staff and students in the program.

I am not aware of who goes to the program or any specific things that happen.

Extra help for special needs students.

Needs Assessments

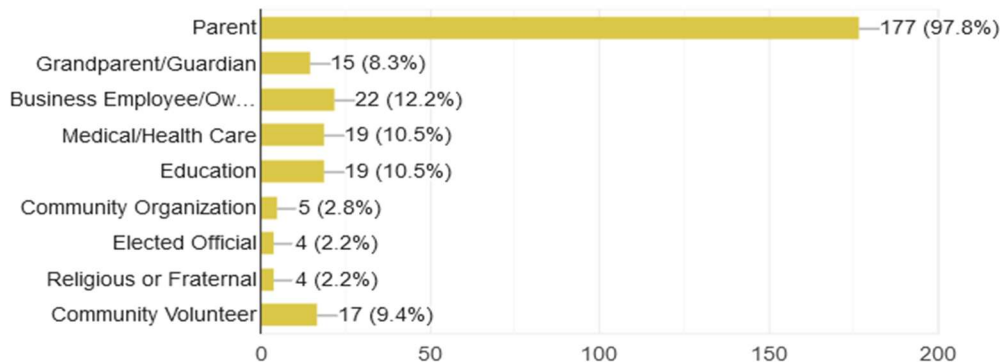
21st CCLC Afterschool Parent Survey Sent to parents in the MRSD January 2022 183 responses

Dear Parents,

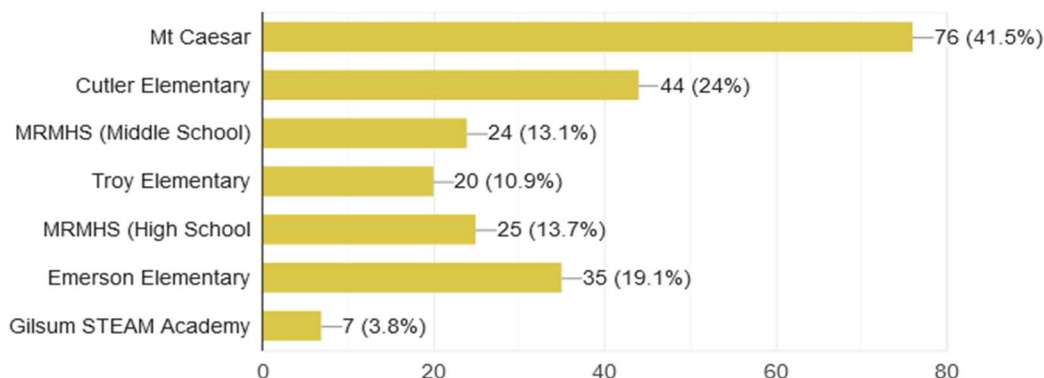
We are re-applying for a 21C grant to continue our Summer and Afterschool program in some of our schools. We are also asking families who do not currently have a program at their school to fill out the survey so we may better understand the specific needs of such programs. In order to apply we must collect feedback and comments from parents in the district – both those who have used the program and those who haven't. This will help us ensure the programs offered best meets the needs of our families. Please take a few minutes to complete this survey. If you would like to know more about this process or have additional thoughts to share please Frannie Ashworth, Program Director at fashworth@mrdsd.org. Please be sure to complete this survey by January 21.

* Responses required

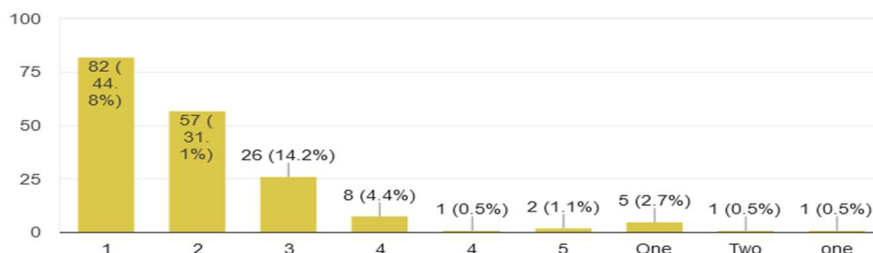
1. Please check ALL that apply for your household. 181 responses



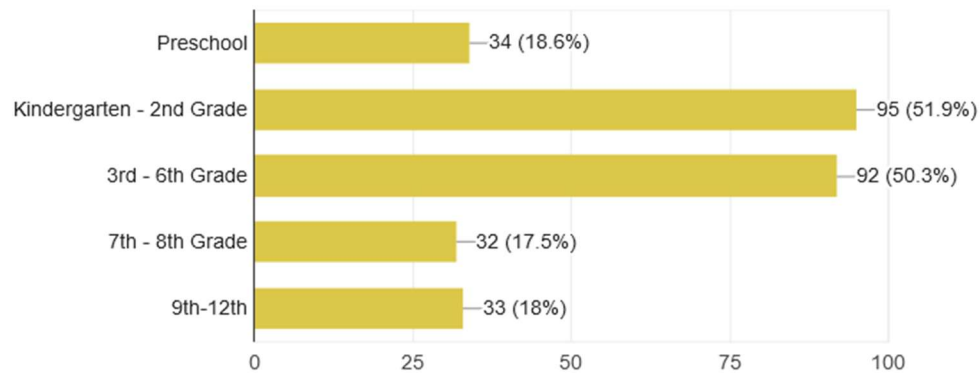
2. Which school does your child(ren) attend? * Check all that apply. 183 responses



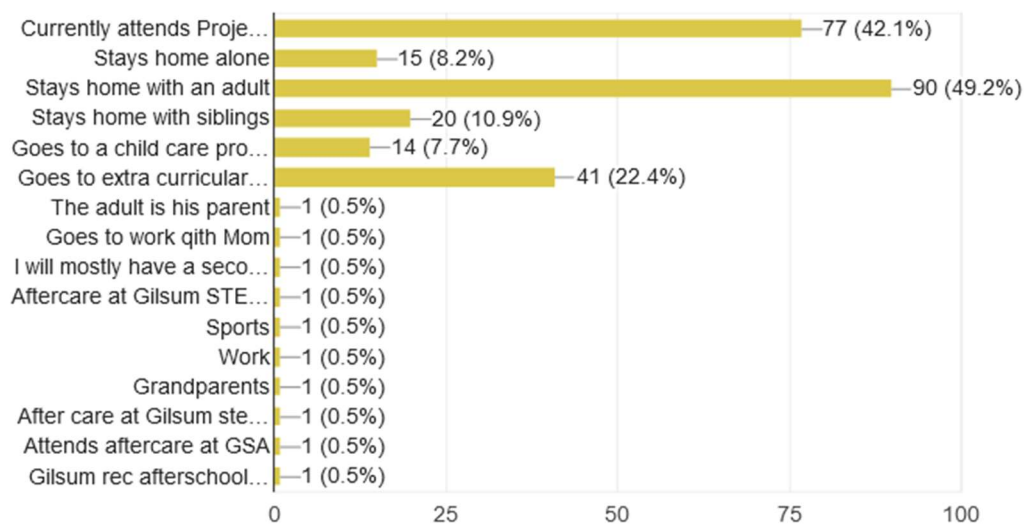
3. How many school age children do you have? 183 responses



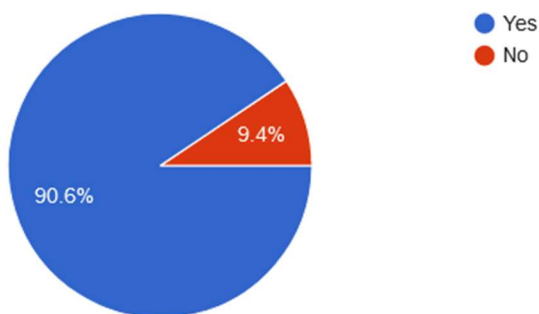
4. What grade is your child(ren) in? * Check all that apply. 183 responses



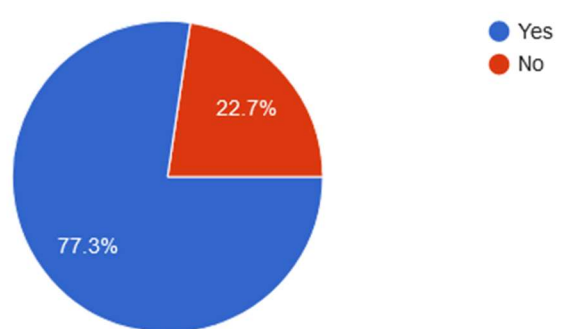
5. What do your school age child(ren) currently do after school? Check all that apply. 183 responses



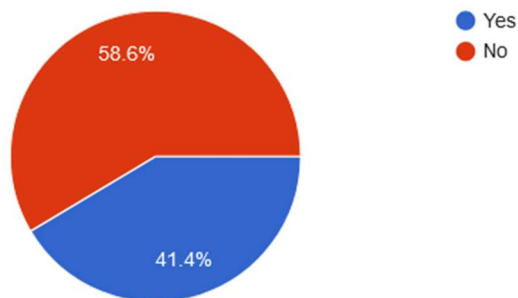
6. Are you happy with your current arrangements for your child(ren) after school? Mark only one. 181 responses



7. Would your child(ren) attend Project Beyond the Bell Afterschool program next year, if it were free? Mark only one. 181 responses



8. Would your child(ren) attend Project Beyond the Bell Afterschool program next year, if there were a fee? Mark only one oval. 181 responses



9. Approximately what time in the afternoon/evening does an adult get home in your household?

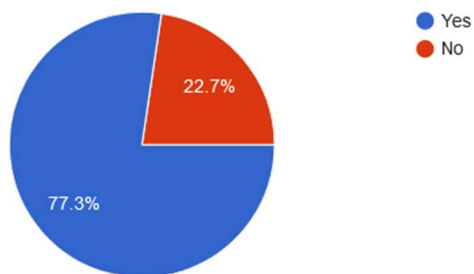
Before 3	3:00	3:15-3:30	3:45-4:00	4:15-4:30	5:00-5:15	6:00	After 6
3	5	10	19	12	49	5	4

2 adults at home every time
 Adult always home
 Adult is usually home in afternoon after school
 All day
 All day
 Always an adult home(work remote) always home
 Always home, work from home depends on the day between 3-5
 Disabled don't work
 Father-disability, Mother gets home 4:15pm
 Grandparent home all day
 Home all day, they work nights
 Homeschooling Parent (home most of the time)

Husband works from home, so someone is always home
 I am home all day
 I currently work from home until 5pm
 I work from home and my husband works until 2:30. He picks our son up and brings him home.
 I work from home and my wife is the Guidance Counselor at the school. So our kids are never alone/get home without us.
 Im home all the time
 It depends on the day
 Mom is home
 Mom stays home, Dad gets home at 3:25
 Mother stays home
 My husband works from home and I'm a stay at home mom. Someone is always home.

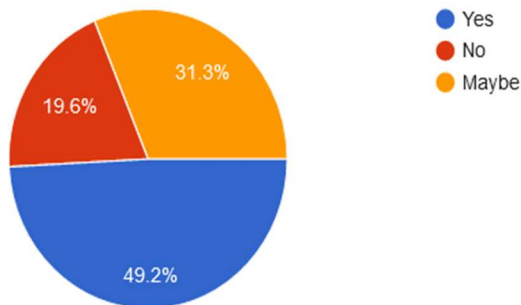
Not your business
 One parent works from home. same time as the student
 Someone is always home
 Stay at home mom
 Stay at home parent
 Stay-at-home caregiver present at all times
 There's always someone home right now
 We pick the kids up from school at the end of the school day
 we pick up around 5 pm
 We work from home and are here all day.
 Work at home
 Work from home
 work from home now

10. How many days a week do you think your child would attend the program? Mark only one. 181 responses

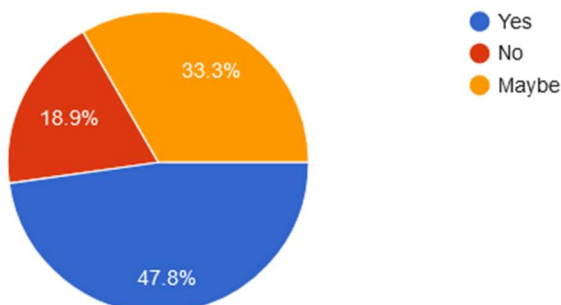


11. If the program was held at your child(ren)'s school, would lack of transportation home at the end of the afterschool program be a barrier to their participation? Mark only one. Of parents who would send child to BTB. 140 responses

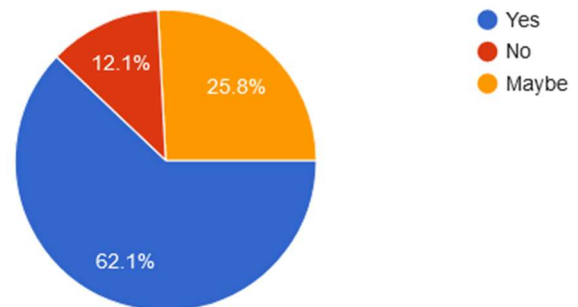
12. If given the opportunity, would your child be interested in participating in workforce awareness programming (classes such as LNA training, Culinary Arts, Graphic Design, Plumbing, Electrical, Coding, Woodworking) during Afterschool? Mark only one oval. 181 responses



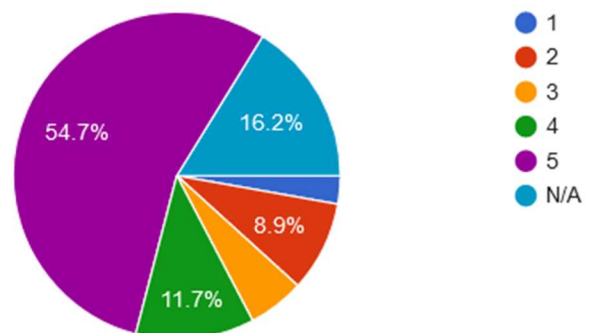
13. If available, would you like to have your child participate in tutoring/academic support during after school hours or the summer? 180 responses



14. Would your child attend a summer camp hosted by Beyond the Bell, if offered? 182 resp.



15. If yes, how many weeks do you think your child would attend? Mark only one oval. 179 resp.



16. Why do you feel it is important for your child to attend an Afterschool program? Mark one per row.

	Very Important	Important	Somewhat important	Not Important	Rating 4.0 scale	Rank
To have my child in a positive, engaging environment after school.	131	34	4	2	3.72	2
To get extra practice in areas such as reading, math, science.	97	48	20	5	3.39	10
To have additional learning experiences beyond the school curriculum.	123	38	7	4	3.63	6
To be more enthusiastic about school	108	44	15	4	3.50	9
To make new friends	112	40	13	6	3.51	8
So he/she is not alone at home after school.	100	35	15	17	3.31	11
To develop positive relationships with others	121	43	4	2	3.66	5
To gain social and emotional skills	125	39	3	3	3.68	3
To have someone able to help them with homework.	81	55	23	12	3.20	12
To gain problem solving skills	107	52	10	2	3.54	7
To have fun	134	33	2	2	3.75	1
To keep my child physically active	123	44	3	2	3.67	4
To have them in a more positive environment than what they do now	79	36	25	23	3.05	13

17. What is the most important thing we can do in our program to help and support your child(ren)?

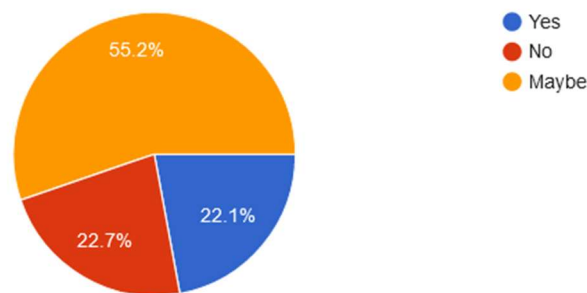
Identify and meet needs
 Supportive staff with more trainings/education in behavior management/special needs
 Physical activity and facilitate relationships
 I'd like to send Theo to an afterschool activity but I don't think the 1:1 support he needs is available after school.
 Activities be fun and engaging for the children's interests.
 Let them be "kids"-play, explore, get messy, make friends, laugh, and connect!
 Having meaningful experience with school activities rather than playing games in the internet at home.
 Structure activities for them to engage & learn about topics and project that will not be covered in a regular classroom. Learning self control
 Keep them safe and in a learning environment
 Social emotional growth & hands on learning opportunities. Interaction with peers
 Create a positive atmosphere where she can be engaged in learning and having fun after school.
 It's a great program. Education support
 Making sure she is in a safe environment
 Improve his Social pragmatics skills
 Help with school work & activities to keep their mind busy. Engage them
 Increase afterschool programs for older kids.
 Additional learning services Socialization
 Be patient with him and consistently remind him the "why" behind the request. Help with home work
 Provide a safe, positive, engaging atmosphere the homework help Tutoring in math
 Discussing friendships and positive interactions, also discuss feelings and how things make us feel.
 Clubs (she really enjoys them) Tutoring
 Help with homework/reading
 Positive social and learning environment
 To have a before school program. I commute to Devens and need child care in the am.
 I have no complaints with how things are going, you do a great job Provide fun, safe experience
 Be outdoors and have engaging (hands-on) activities
 Extra learning hands on
 Support ALL children, not just ones that are perfectly behaved. Our family needs help
 Not sure, the school and teachers are already so awesome
 Let them have free time to have fun. After being in school all day they need time to let loose.
 Keep them safe, keep them engaged, make it fun.
 Make the summer program more than 5 weeks :)
 Have available staff that have patience and understanding of a child's needs.
 Homework help, fun and active activities
 When my child was younger I relied on the before school program, I know a lot of parents struggle with this.

Keep being amazing Learning new skills
 Transportation & Math grades
 Try to understand why he fails so many subjects
 Provide something they want to do.
 More than anything it's transportation. I'm a widow and getting them to and from is a problem.
 Offer this program
 Due to our world and its current situation, we need to focus on the social/emotional well being of our learners too. Providing opportunities to those families that need the support and guidance while adults are working in their home would help I am sure.
 Offer full summer programming, more flexible pickup drop off times
 Continue to develop a love of learning and developing his social emotional skills
 Continue to be the kind, patient, enthusiastic, awesome people you already are!
 Help them thrive emotionally and academically while helping to instill core values
 Be compassionate about working with the young kiddos, which you all do a great job at!
 Have fun doing something not on an electronic
 Continue special education supports
 Provide a safe, fun, inclusive and nurturing environment for them to learn and grow
 Be supportive in helping learn and grow as a kind human
 Further education. Ensure safety
 Make it a safe and fun place to be
 Create a space where they are safe and having fun while learning and engaging with others outside their classroom.
 Continue to provide age appropriate experiences
 Maintaining a safe location for her to be in with friends & to complete homework in while this single parent works.
 Learn while having fun! Extra school work
 Provide a safe place to have fun and learn
 to have a safe and fun space for children afterschool
 provide a safe and fun environment
 Provide engaging and fun activities.
 Have open communication with parents (email, phone call) before behavioral difficulties are out of control.
 Organization, if there are reoccurring behavioral difficulties with children, try different approaches so children can be supported.
 Offer it to residents who attend schools outside the public school. Ie: Gathering Waters
 Provide supervision and learning experiences
 Homework support, gap fill on in learning, physical exercise
 Keep them active and learning to work together
 Keeping them safe
 Exposure to different activities that we do not do at home or that cannot occur throughout the school

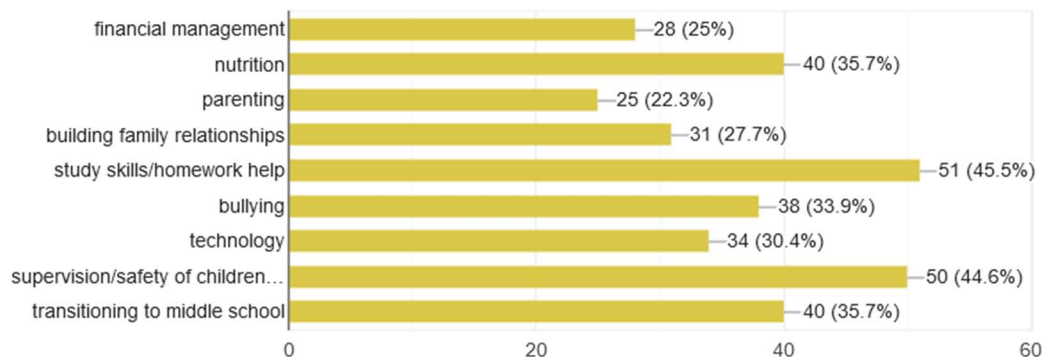
What you are currently doing. The choice clubs that are vary between art, fitness, reading, etc.
 Help them in areas they are having trouble with in the classroom
 Skill building Keep busy
 There needs to be a before school program for preschool. It is very hard when parents need to be at work for 8 am and can't drop off before 8:15.
 Free program
 Assist them with unfinished school work and homework
 Provide a program for 11+ who do not qualify for town camp this year
 Social skills Fun experience
 Have a before school program again. This is just as important as after school care for working parents.
 provide before school care
 Education and having fun with friends
 Provide help with homework
 Make sure they are in a safe and healthy environment

Reading Positive atmosphere
 Keep him engaged & active & continue socialization with others
 Provide enrichment and help make friends
 Engagement & building upon what they are learning throughout the day. Giving them experiences beyond the classroom setting
 To be positive role models Academic Support
 Provide them with a safe and fun environment while still including academics.
 The opportunity to learn new traits and pick up new hobbies.
 Keep costs free or manageable, so I can afford to keep sending my child
 Continue offering interesting programming.
 Extra learning in areas of need
 Offer before school care

18. If we were to offer occasional workshops for parents, would you be interesting in attending? 181 responses



19. If yes, check all that might interest you. 112 responses



20. Are there any other comments you would like to share?

Beyond the bell is very hard because we are not allowed to pick our kids when it's convenient for us which is imperative to parents. By convenience I mean before the specified end time. I should be able to pick up my own child anytime prior to or by the end time without the threat of removal from the program.

My middle son is currently on the waiting list for after school because sports ran too long into the new school year he was unable to commit to the full time scheduled required at the time. Something to consider.

No All good Thank you for supporting kids in the district!

BTB has been unsupportive to our daughter's needs. She's not perfect, but she's improving. We are unsatisfied with the lack of understanding and help we received when she attended btb, before she was kicked out without notice. The head of the program was unsympathetic and unhelpful.

Beyond the Bell Is an exceptional program and it is run incredibly well. I am very hopeful that the program continues and you're successful obtaining this grant.

My children have done many years of the other things you've done, something once in a while for this age (7th), like a club would still be welcomed. Need a before school program as well as after school program.

I don't think tax payers should be forced to pay for programs for other families. There is plenty of government assistance that is available if a few families needed help with childcare or after school care. It should not be labeled as "free" for everyone, because in reality, most of us know that it is not "free".

Please also look into before school care for preschool. Please? Thank you.

We loved the summer camp last year. I normally wouldn't have done dinner camps but the themes were so good they made me feel like he'd be missing g out if he didn't. A parent is always home after school.

It was so beneficial for making friends and the themes were great as well as the field trips. He discovered crafts he loved and now does that at home. It kept him off of screen time and being engaged. I'd send my daughter too but she's only in preschool. Beyond the bell has saved me from so many struggles thank you.

Thank you so much for the summer program. It means a lot to our family.

We do after school program and did summer program, my child loved camp so much

I desperately need before school care for my school aged children.

My son attended the summer program last year and it was the BEST thing we could have done!!! It was a huge benefit for him! My son loves this program and it's a godsend to us. Thank you for such amazing after-school care!

you guys are amazing. not sure what we'd do without you. It's a great program and my daughter loves it

Program is wonderful and critical for working parents. Thank you for doing what you do!

The after school program and summer program help kids and parents. After school they get to stay in the environment they are comfortable with instead having to go to another daycare after school. In the summer the same thing they are in an environment that they know is safe and they are already comfortable with. Not only that it helps with a smoother transition for going back in the fall. I appreciate all that you do - it is very meaningful on children's lives

My son enjoys Beyond the Bell. It's a wonderful program, I hope it is always offered to my son as he goes to middle/high school. Our family loves beyond the bell and are grateful for the program.

Again please consider adding before school care back in. At a cost is fine as that is how it was before and was a benefit to our community. Please offer before school for pk-6!

We absolutely love the Beyond the Bell program. We are so grateful to all of the staff! Thanks for all you do!

I cannot accurately answer the questions about 'will my child attend if this is free or if there is a fee' because I need to know that information. Even if there is a fee, they may attend, but I would need to know what that amount is. I can type maybe for all of the others but those. Before school needs a program Thank you!

The beyond the bell program has been awesome for my 9-year-old. I also really like the idea of some sort of trade type after school program for older kids Love Emerson and the teachers

Would the summer program be open to residents of Swanzezy that do not attend the regional school?

The afterschool program and summer program being free has helped my family so much financially and with stability knowing my child is safe and looked after while I am working. We love the program and hope it continues.

We LOVE the Beyond the Bell program, both summer camp and after school. It is a wonderful program that has provided so many wonderful opportunities for our child. Thank you for all you do!!!

We love the beyond the bell program at Mt Caesar! I would love before school to come back. It would be helpful! I hope beyond the bell will still free for next year program also.

While we do not need before or after school care right now, it could become a need for us in the future. I think it is wonderful that Beyond the Bell exists and I am always impressed by the diverse and interesting activities I hear the kids in this program are experiencing.

My child previously attended summer camp. He enjoyed himself, however I had concerns in regards to the age mix of kids and amount of supervision. I would also have participated in the after school program but there is no flexibility with pick up times & had a hard time with having to attend all weeks/days or he would lose his spot.

Our family is very thankful for Project Beyond the Bell. As a nurse that is asked to help with the surge of patients in our community hospital during this pandemic, it was less of my worry with changes in my schedules knowing that my son is having a safe and happy time with this after school program.

I cannot accurately answer the questions about 'will my child attend if this is free or if there is a fee' because I need to know that information. Even if there is a fee, they may attend, but I would need to know what that amount is. I can type maybe for all of the others but those.

I would not have a job right now and my daughter and I would most likely be homeless if she didn't attend beyond the bell. I just wish there was an option. For snow days, school vacations, off holidays like MLK.

We love the Beyond the Bell Program and Mrs. Tremblay! We are very grateful to have such a wonderful opportunity available to us and for free at that! Thank you Beyond the Bell!!

Thank you for offering beyond the bell in the afternoons. I hope that before school care comes back in the future.

Evaluations

MRAC Afterschool Parent Survey 2021 Summer Program

You are being given this survey because we want your honest opinions about our program and how it supports your family's needs. The survey is anonymous; you do not need to put your name on the survey.

How much has the program helped your child:	A lot	Some	A little	Not at all	Not sure	Score on 5 pt scale
Feel better about him/herself?	24.5	15.5	2	1	3	4.32
Learn new things?	35	10	1			4.72
Listen to what others have to say?	25	17	4			4.37
Use what he/she learned at home or school?	30	13	2		1	4.54
Be kind to others?	27	14	5			4.37
Control their behavior?	18.5	20.5	5			4.01
Get along better with friends?	28.5	15.5	2	1		4.55
Work with other children better?	29.5	12.5	2		1	4.45
Be better at solving problems?	29	13	4			4.46
Communicate his/her ideas and feelings better?	29	12	4		1	4.43

How much does the program provide:	A lot	Some	A little	Not at all	Not sure	Score on 5 pt scale
A sense of support and belonging for your child?	37	8	1			4.76
A variety of enriching experiences?	40.5	4.5	1			4.84
Strong connection to adults who care about him/her?	38	7	1			4.78
Positive feedback to your child?	40	6				4.87

How much do you agree with these statements?	Strongly Agree (5)	Agree (4)	Disagree (2)	Strongly Disagree (1)	Not sure (3)	Score on 5pt scale
When my child is at this program I can concentrate and perform better at work.	38	8				4.83

Having my child at this program reduces my stress.	39	7				4.85
This program has increased my connection to the school/community.	29	17				4.63
Having my child at this program improved my family financial stability (for example I am freer to seek work, stay at work for a full day, etc.)	37	8			1	4.78
This program has helped me better understand my child's development.	16	19	3		8	4.04
This program has helped me better understand my child's social/emotional needs.	17	18	3		8	4.07
This program has helped me better manage my child's behavior.	16	16	6		8	3.91

We have some grant funds to provide parent programs. Please give us some ideas of what topics you would like to learn more about?

Social emotional development, better understanding SEL needs, how to manage some attitude/behavior.

How important do you feel it is for the following items to be part of this after school program?				
	Very important	Somewhat important	Not very important	Score on 3 pt scale
Safe	45			3
Fun	44	1		2.98
Time to play	40	4	1	2.87
Focus on academics	25	15	6	2.41
Variety of enrichment activities	40	2	1	2.91
Physical activity	40	4		2.91
Making friends	44	1		2.98
Connecting with caring adults	42	3		2.93
Doing homework	24	15	5	2.43
Social-emotional skills	42	3		2.93

Other items you consider important that aren't listed:

I'd like them to have free time & time outside. No structured activities – they get too much of this elsewhere. Helping my child initiate playing/joining others who are engaged in an activity.

Is there anything else about this program you would like to share?

Keep up the great work. My child has had the best time with this program. He always talks about it, whenever & wherever. I love this program! My child NEVER wants to leave and it was incredible important to them. Great program!! More communication from staff each day as to how child is doing. Connectedness with other age children from community. My child tells me frequently it is her favorite part of the day. I'm thankful for BTB. This program has helped my only child learn the social skills other children experience by having siblings. Flexibility is wonderful! I've had instances where I've needed to add a day or have my child attend due to work on a day my child is not scheduled to attend. It's a great program – thank you. We love BTB. This program is so awesome! We are so grateful! So awesome for working parents. As a family without grandparents, etc nearby it's been a huge help for work schedules. Love BTB! BTB @ Troy is AMAZING! I love the program! I think it's great!

For the items that I marked as disagree, I did so because I am a teacher and I feel I already understand my child's needs and development. However, I feel strongly that the program provides this knowledge and support ofr parents who may not be as familiar with child development. I am exceedingly grateful for this program - for my son - but also for the wider community.

Evaluations

Afterschool Youth Survey

January 2022 survey 91% response rate

You are being given this survey **because you participate in the afterschool program**, and we want to learn about your experiences.

Please answer all of the questions as honestly as you can. If you are uncomfortable answering a question, you may leave it blank.

This survey is voluntary. We hope you will take a few minutes to fill it out because your answers are important.

This is not a test. There are no right or wrong answers, and your answers will not affect your participation in the program in any way.

This survey is private. No one will know which survey you filled out.

Thank you for your help!

Put a mark in the best column to tell how much each of these happens at our afterschool program. At this afterschool program.....	Always	Usually	Sometimes	Never	Avg on 4 pt scale
1. I feel safe and comfortable.	68	16	7		3.67
2. The teachers know my name.	67	19	4		3.66
3. I feel like I belong.	61	19	14	1	3.63
4. The teachers say encouraging things to me.	42	26	18	3	3.13
5. When I do well, the teachers give me positive feedback.	51	20	15	5	3.29
6. There is an adult that really cares about me.	62	12	7	6	3.34

7. People are happy to see me.	44	26	16	5	3.20
8. The activities are fun.	42	33	18	1	3.34
9. I know who I can go to if I need help with a problem.	69	12	9		3.63
10. I work/get along well with other kids.	44	26	19	1	3.22
11. There are many things I do well.	50	30	9	1	3.40

Put a mark in the best column to show how much you agree with these statements. Strongly Strongly Coming to this afterschool program has helped me... Agree Agree Disagree Disagree					Avg on 4 pt scale
12. Have many different friends	53	28	11	2	3.52
13. Learn new things	44	35	7	4	3.29
14. Listen to everyone's views whether I agree or not.	39	38	9	1	3.18
15. Learn how to solve problems with my friends	53	27	11	1	3.47
16. Listen well to others.	47	36	8	2	3.45
17. Be respectful of others.	55	30	4	1	3.51
18. Understand what other people are feeling and thinking.	46	38	7	1	3.44
19. Explain my ideas and feelings to others.	38	35	12	4	3.13
Strongly Coming to this afterschool program has helped me... Agree Agree Disagree Disagree					Avg on 4 pt scale
20. Consider many solutions to a problem before acting.	36	43	11	2	3.26
21. Not let my friends talk me into doing something I don't want to do.	60	19	11	2	3.53

22. Learn to work things out when others don't agree with me.	44	34	9	5	3.31
23. Share the workload with others.	47	29	9	6	3.29
24. Stand up for myself without putting others down.	56	23	5	6	3.40
25. Complete tasks even when they are difficult.	50	31	10	2	3.46
26. Set and work on goals.	43	34	8	7	3.26
27. Learn it is okay if I lose.	57	23	5	7	3.45

28. What do you like best about this program?

That I get to see nice teachers. I can see my friends-4. I can see friends that are in different grades. MPR The activities.-3 The activities are fun. - 1 How all the teachers care and help me. How the adults in this program are very nice to me and I feel SUPER comfortable here plus the clubs help me see what I'm good at and not. I love the adults and how they treat me and also the clubs. Miss Bogan I get to see my friends, make new ones and it is just fun! Teachers-3. The teacher Clubs and teachers. Recess. Everything. Games. Recess/snack. The clubs and recess. How fun it is. Spending time with friends. Seeing teachers-2. We have fun games. Playing with my friends. I get to be with my friends. Staff and friends. Making friends. Seeing teachers. Clubs! How fun it is. Extra recess. It's always fun. My friends. Recess. Enrichment. Friends!! I like the staff here. Seeing everybody. The teachers. The people. My new friends. Clubs.

Evaluations

MRAC Primary Afterschool Youth Survey Results

We want to know how you feel about and act in this afterschool program. Please circle the thumbs up for yes, the thumb to the side if you aren't sure or the thumb down for no.

At this program	Yes 	Sometimes 	No 	Result on 3 pt scale
1. I feel safe and comfortable.	36	9	0	2.80
2. The staff know my name.	39	7	1	2.93
3. I feel like I belong.....	42	3	0	2.93
4. The staff say encouraging things to me.....	39	5	1	2.84
5. There is an adult who really cares about me..	41	3	0	2.87
6. People are happy to see me.....	39	4	1	2.80
7. The things we do are fun.....	37	8	0	2.82
8. I feel bad if someone's feelings are hurt.....	44	1	0	2.98
9. I can wait for my turn.	40	4	0	2.84
10. I work well with the other kids.	37	6	1	2.76
11. I think everyone is important.	41	3	0	2.87
12. I listen to others even if I don't agree.	39	5	0	2.82
13. I use my words to explain my feelings.	38	6	0	2.80
14. It is okay if I lose.....	39	3	2	2.78
15. There are many things I do well.....	39	3	2	2.78
16. I know who I can go to if I need help with a problem. ...	42	2	0	2.89
17. I stand up for myself without putting others down.	37	6	0	2.73
18. I have made new friends.	32	9	3	2.60
19. Coming here has made me feel better about myself.	34	5	5	2.60

Appendix M: Sustainability Plan



Sustainability Plan

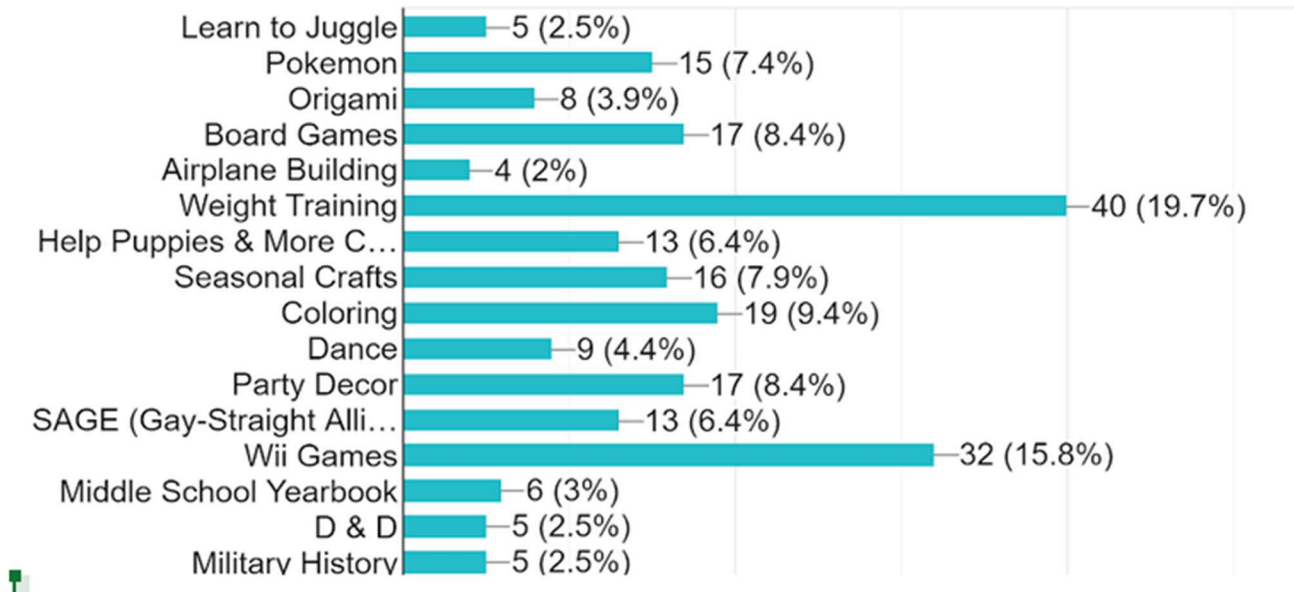
Ongoing, Annual Sustainability	<ul style="list-style-type: none"> Review the program's vision/mission statement and identify how the program fits within the community. Advisory Board will utilize GPRA data to analyze program impact and make suggested changes if needed. BTB will work with the community to identify potential sources for in-kind services in the community. Volunteers and low-cost enrichment providers will be identified and placed into a database for the program's use. The Program Director and all community stakeholders will continue to advocate for the importance of the program, the impact on the students/families, as well as the proven benefits and growth based on data-driven facts. Beyond the Bell will host a Light's On Event for the entire community that highlights the value and importance of Afterschool and Summer Programming. The Program Director, Site Coordinator, and School Leaders will develop a relationship that fosters collaboration, ensuring that school equipment and resources are shared with the program. The program will utilize all district data identified in GRPA measures for the evaluation of the program and provide continuous data to improve programming. The team will establish baseline data for the program by June 30. The Program Director will work with the Assistant Superintendent, Business Administrator, Title I, and Nutrition Services to maximize the use of existing monetary resources within the school district. The SAU Administrative Team, MRAC, and the Advisory Board, in collaboration with the Program Director, will monitor announced opportunities for additional funding.
Year 1	<ul style="list-style-type: none"> The Advisory Board will help to expand the scope of activities offered and program partnerships. Advisory Committees will create a plan of action with measurable outcomes that they wish to complete. BTB will work with current program partners to strengthen the collaboration and expand the partnership. A minimum of 10 days in the program will be focused on Service Learning through the community. BTB will utilize surveys and data to strengthen academic components in the program. At least 2 different clubs per year will be run by partnering agencies. BTB will identify and apply for at least 1 additional grant that focuses on literacy in Afterschool. BTB will begin planning and implementing annual fundraising that involves the community, to offset costs outside of 21CCLC funds.
Year 2	<ul style="list-style-type: none"> Advisory Committees will continue to work on the plan of action developed in Year 1. At least 1 additional Advisory Board member, from the business sector, will be recruited to join the Board. BTB will identify and work with 1 additional community partnership that promotes high-quality programs and resource sharing At least 1 additional community event will be held that focuses on Extra-Curricular benefits. A minimum of 15 days in the program will be focused on Service Learning through the community. BTB will utilize all lesson plans to create a "library" of resources for each program to utilize each year, building upon the library annually.

	<ul style="list-style-type: none"> • At least 3 different clubs per year will be run by partnering agencies. • BTB will identify and apply for at least 2 additional grant that focuses on literacy in Afterschool. • BTB will execute annual fundraising that involves the community, to offset costs outside of 21CCLC funds.
Year 3	<ul style="list-style-type: none"> • Advisory Committees will review current plan of action and make adjustments to ensure the work aligns with current needs of the program. • At least 1 additional Advisory Board member, from the health/wellness sector, will be recruited to join the Board. • BTB will identify and work with 2 additional community partnerships that promote high-quality programs and resource sharing, as well as college and career readiness skills • At least 1 additional community event will be held that focuses on Extra-Curricular benefits. • A minimum of 20 days in the program will be focused on Service Learning through the community. • At least 4 different clubs per year will be run by partnering agencies. • BTB will identify and apply for at least 2 additional grant that focuses on literacy in Afterschool. • BTB will execute annual fundraising that involves the community, to offset costs outside of 21CCLC funds.
Year 4	<ul style="list-style-type: none"> • Advisory Committees will review current plan of action and make adjustments to ensure the work aligns with current needs of the program. • At least 1 additional Advisory Board member, from the community, will be recruited to join the Board. • BTB will identify and work with 2 additional community partnerships that promote high-quality programs and resource sharing, as well as college and career readiness skills • A minimum of 25 days in the program will be focused on Service Learning through the community. • Community volunteers will support the implementation of 15% of programming. • At least 5 different clubs per year will be run by partnering agencies. • BTB will identify and apply for at least 2 additional grant that focuses on literacy in Afterschool. • BTB will execute annual fundraising that involves the community, to offset costs outside of 21CCLC funds.
Year 5	<ul style="list-style-type: none"> • Advisory Committees will review current plan of action and make adjustments to ensure the work aligns with current needs of the program. • Advisory Board will review the mission/vision of the program to ensure the current model still meets the needs of all stakeholders and families. • BTB will review all partnerships, expanding on them to ensure sustainability for both the partner and the program. • A minimum of 30 days in the program will be focused on Community Service Learning. • Community volunteers will support the implementation of 20% of programming. • At least 6 different clubs per year will be run by partnering agencies. • BTB will work to offset costs by 25% with alternative grants/fundraising. • BTB will execute annual fundraising that involves the community, to offset costs outside of 21CCLC funds

Appendix N: Middle School Survey to Identify High Interest Topics

203 of 251 students responding

Please look at the list below and check the top THREE activities you would be interested in participating in.



Other Student Requested Activities included:

- Something with Animals
- Harry Potter Fan Group
- Outside Softball / Wiffle Ball
- Fashion Designing
- Crochet
- Coding & Website Design (though google sites)
- Karaoke
- Flag Football
- Basketball
- Military History / History Movies
- Robotics
- Cornhole
- Digital Art / Graphic Designing
- Walking Club