

## I. Application Checklist

To be submitted with application.

Applicant Name: Beyond the Bell Afterschool Program

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

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

### Scope of Work/Narrative Includes:

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

### Attachments Include:

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

# Grant Application Cover Page

## STATE OF NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION NITA M. LOWEY 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANT

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

New Applicant ☐ Current Grantee (Reapplying) ☒ Current Grantee Adding Site(s) ☐

Name of Eligible School(s)	Host School Population	Grades To Be Served	Number of Students Enrolled in School	Projected Youth Average Daily Attendance	Funds Requested
Emerson Elementary	163	K-6	141	50	\$190,356.93
Total:					\$190,356.93

Please indicate if your grant will offer any of the below opportunities (check all that apply):

Career Exploratory Activities ☒ Work Based Learning ☐

Applicant (required): Monadnock Regional School District- Emerson Elementary

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

Fiscal Agent: Monadnock Regional School District DUNS #: 079799238

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

Superintendent's Signature: [Signature] Date 3/17/2023

Name (typed): Lisa A. Witte

Email: lwitte@mrdsd.org

Principal(s) Signature(s): [Signature] Date 3/16/23

Name(s) (typed): Lori Stevens

Email: lstevens@mrdsd.org

CBO's, FBO's Signature(s): Kimberly A Bylancik Digitally signed by Kimberly A Bylancik  
Date: 2023.03.17 11:36:24 -0400

Date \_\_\_\_\_

Name (typed): Kimberly Bylancik

Email: Kimberly.Bylancik@unh.edu

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### **III. A. Abstract**

Beyond the Bell (BTB) is the afterschool program for the Monadnock Regional School District. The George S. Emerson School site in Fitzwilliam is one of the 4 BTB elementary sites in the district. There is also the BTB middle school program in Swanzey that older Fitzwilliam students attend. The Emerson program serves kindergarten through grade 6 Monday thru Friday of every school day (37 weeks) starting at 3:00 and ending at 6:00. Our enrollment of 113 students is 80.1% of the 141 K-6 school students.

The program offers a daily healthy snack, social circle time, outdoor physical activity, social-emotional skills learning and practice, choice of enrichment clubs, homework support, and academic games. A 5-week summer camp program runs Monday thru Friday from 7:30 AM to 4:30 PM in close partnership with Title I and the recreation department. This allows children to participate in day-long programming while also taking advantage of remedial tutoring to minimize summer learning loss. The town library helps in literacy activities and the summer reading program.

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

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

### **III. Narrative**

#### **Acronyms Used in This Narrative**

21CCLC - 21st Century Community Learning Center  
Program

BTB - Beyond the Bell Afterschool Program

ELA - English language arts

FRC – Fitzwilliam Recreation Commission

MRAC - Monadnock Region Afterschool Collective

MRMS - Monadnock Region Middle School

MRSD - Monadnock Region School District

NH - New Hampshire

NHDOE – NH Department of Education

PD - professional development

SC - Site coordinator

SEL - Social-emotional learning

UNHCE - University of New Hampshire Cooperative  
Extension

USDA - United States Department of Agriculture

### **B. Planning Process**

#### **1. Summary of Planning Process**

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

Dialogue has taken place with parents and community members and a parent survey went out district-wide with 43 responding. The BTB director met monthly with the school board extracurricular committee that considered feedback from school administration, teachers, the FRC, and selectmen to identify key components to keep and areas to improve. The BTB advisory board looked at this information, past data, accomplishments, lessons learned, and changing needs and framed the final design. Some major considerations were the increase in participation due to quality programming and no fees which will be continued.

#### **2. Notice of Intent**

Describe how the community was provided with notice of intent to apply. The intent to reapply was promoted in Fitzwilliam through mailings to all households in the school district. People were invited to submit feedback and ideas. This broad awareness paid off. Besides parents and school staff, feedback was received from 6 business owners and employees, 2 elected officials, 7 community organizations or volunteers, 1 from religious or fraternal organizations, and 3 from the health and medical field. It was also announced online and at PTA, District Administration, School Board, and school staff meetings.

#### **3. Collaboration**

Describe the collaboration with LEA and community-based partners. BTB is considered an

essential part of MRSD plans, supporting families, enriching students' lives, and helping them become better learners. As shown in our parent and student evaluations (Appendix L-1), connectedness to the program and staff, building and practicing social-emotional skills (SEL), helping students be ready to learn, and connecting them with a sense of the future are things that we do well and address some of the identified needs.

Other partners have also been involved in planning. Ongoing dialogue with Title I helped with planning student support and family engagement. UNHCE will partner to provide 4-H experiences, staff training, workforce development skills, and access to other opportunities. The FRC meetings have resulted in plans for shared family and community events, access to facilities such as buildings for family events, the tennis court, pole barn, and fields, and the use of related equipment for summer camp. The director met with each partner individually to get their ideas and perspective, and each partner has a seat on the advisory board and takes part in planning program changes and direction.

#### **4. Private Schools**

Describe how private schools were consulted while developing the program design. An application for a subgrantee shall consult with appropriate representatives of students enrolled in private schools during all phases of the development and design of the project covered by the application, including consideration of: (a) Which students will receive benefits under the project. (b) How the student's needs will be identified. (c) What benefits will be provided. (d) How the benefits will be provided; and (e) How the project will be evaluated. The applicant shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section. If there are no private schools in your school district, please state this.

There are no private schools in Fitzwilliam. The Immaculate Heart of Mary School in Richmond is the only private school in our regional district with 45 students in grades K-8. Annually, the offer of a meeting to explore collaboration is made. The principal has declined to participate as indicated on the **forms in Appendix E**. However, the BTB program itself and upcoming clubs are promoted in

the quarterly mailing to all households in the district and on our popular Facebook page, clearly indicating all district youth are welcome. A number of private school youth participate in summer camp. Homeschool youth participate in school-year and summer programs.

## C. Need for Project

### 1. Community Description and Assessment

Provide a description of your community, explaining why the proposed project is appropriate,

supported by a needs assessment

for the 21st CCLC program in the

community. Use specific and

relevant data regarding the

students to be served by the

program and the needs of the

community. Always cite sources

of data and compare local data to

county and/or state figures when

possible. Fitzwilliam is a very

rural, small town in southern

Cheshire County with 2,351

people on the Massachusetts

border. Home to one of the

earliest granite quarries in the state, it also hosts Rhododendron State Park. In this picturesque town,

resources for the youth are limited. Houses are far apart so students are isolated and don't have

friends nearby to play with. The town has an aging population with a lower educational level. While

statistics show that the population is fairly well off, working parents are traveling over 40 minutes to

work out of town or out of state. The nearest health resources and youth opportunities are over 30

Demographic Characteristics <sup>1</sup>			
Indicator	Fitzwilliam	Cheshire	NH
Population with no HS diploma	9.7%	6.6%	6.4%
Population with Bachelor's or higher	29%	33.1%	38.2%
Population other than white	4%	6.5%	7.1%
English not spoken at home	0	3.1%	8.4%
Median household income	\$77,727	\$67,344	\$83,449
Per capita income	\$44,306	\$36,172	\$43,877
Median age	49.5	43.1	42.9
% population age 5-19	9.3%	13.4%	17.4%
Children 5-17 below poverty rate	3.6%	9.3%	7.0%
Population <18 yrs with a disability	6.9%	6.8%	4.7%
Population with no health insurance	9.1%	8.2%	5.9%
Licensed child care facilities/slots	1/34	38/1675	NA
Full value tax rate per \$1000 value	\$16.41	\$25.48	\$23.07
Residence in same house 1 yr ago	91.5%	85%	86.1%
Mean travel time to work (minutes)	41.3	22.9	28

<sup>1</sup> US Census, American Community Survey 2021 5-year average and NH Department of Employment Security, Fitzwilliam Community Profile, 2022,



minutes away in Keene, NH. Even opportunities like boy or girl scouts means a drive to another town.

## **2. Evaluation of Community Needs and Resources**

Provide an evaluation of the community needs and available resources for the program including the needs of the students and their families. The applicant must describe any local “need survey(s)” proving needs or illustrates community support articulated by collaborating school(s), community, parents, and students to overcome the need. Include the survey questions, number of surveys that went out, number of responses, and the results in numbers and percentages. If focus groups were used, list the target audience of each focus group, how members were selected, how many members attended, dates, questions asked, documented results and conclusions. Current subgrantees report on the results of objective data that assesses the current participants in the program, the need to increase programming opportunities, any barriers the program has continually overcome for families with the usage of a 21st CCLC program and how the data shows the students’ needs have been met.

Surveys and evaluations are in **Appendix L**. With most families having both parents working, the first need is a safe, engaging place for their children afterschool. This is evident in the parent survey (Appendix L-1) with a positive engaging environment, developing SEL skills and positive relationships with others, keeping physically active, and having fun being the top-ranked needs.

The school staff survey (L-4) showed that staff feel that SEL skills need focus along with coming to school ready to learn. 88% feel that students have benefitted from participating in BTB. Staff feel BTB offered a variety of enrichment options that enhanced school day learning and 59% report communicating with BTB staff weekly or more often.

Discussions at the extracurricular committee meetings note that supporting working parents while also providing a program that enriches the lives of students who are fairly remote while supporting academic gains are primary focuses.

## **3. Needs Factors Placing Students At Risk**

Cite the needs factors that place students at risk of educational failure; poverty rates in the

communities to be served, increase in the number of limited English proficient students and adults, percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community. The Dr. George S Emerson Elementary School is K-6 with 141 students, 29.3% of whom are economically disadvantaged (vs NH 24.8%), and 21.7% have disabilities (NH 18.7%).<sup>2</sup> 10% of children live with relatives due to absent parents, 4 students have a parent in jail, and more than 30% of parents are divorced.<sup>3</sup> The free and reduced lunch rate is 23.3%, but many staff provide food for children for the weekend as they talk about how the school meal is the only meal they will have. Many students don't have the support at home to be successful academically which is an underlying cause of the lower lunch rate - before the pandemic, it was 41%. Families got used to children receiving services without application such as free meals, families haven't recovered from the pandemic setback, and children are suffering from the neglect. 12 families receive the NH END-68 program where meals are sent home for weekends and vacations as otherwise, students would not have food. The Principal notes, "A lot of our students do not have the support they need to be successful in school. They go home and no one is there - they do not have someone to help with homework or sometimes it's that they don't have someone who understands the homework. It is so important that these kids have a place to go where they can get academic support as well as social/ emotional support."

The ELA proficiency rate is 43% (NH target 62.5), math is 37% (target 50.1), and science is 16% (NH 37).<sup>2</sup> The older students go to MRMHS in Swanzey, a half-hour drive, but a 2-hour or longer ride for students as only two buses have to cover the whole town. MRMHS has a 5- year graduation rate of 88.2% (NH 89.6), and a post-secondary enrollment rate of 32.8% (NH 52.2). Without the BTB program, many students would be going home to an empty, isolated house. The school considers BTB an important tool for students to be safe and to continue to develop skills that will make them better students and more prepared to move on to the much larger MRMHS.

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<sup>2</sup> NH Department of Education, Iexplore dashboard, Dr. George S. Emerson School.

<sup>3</sup> According to Emerson School Principal and Guidance Counselor.

#### **4. How Program Will Address Student and Family Needs**

Describe how the proposed program will address the needs of students and their families (including the needs of working families). The applicant must clearly state the specific needs of the students and families to be served and will later address these risk factors in the program design and evaluation sections. To better connect students to learning, our homework time is closely related to the school day. Assistance is always available as well as tutoring for children struggling with any subject. Students finished with homework play games selected to reinforce in a fun way two academic competencies selected for each grade level as identified by iReady school testing. This meets the need for improved academic achievement. Enrichment activities are chosen based on child interests, parent and school suggestions, and topics suggested by the curriculum coordinator and teachers to support current lesson topics. We work hard to make our environment safe, fun, & enriching, with physically active components and intentionally taught social-emotional skills (SEL), all priority items on the parent survey, and characteristics that make the program attractive to students and a better alternative than isolation at home. Our success is shown by our participant survey (L 7-9) where students report that the strongest elements are related to their sense of safety and belonging and positive staff relationships. They note the strongest skills the program has helped them develop are respect and empathy for others, self-regulation, self-esteem, goal setting, completing difficult tasks, and communication. One child wrote, “The teachers are kind and the clubs are fun.” Both items ranked high by parents.

#### **5. Other Community Programs**

Describe other afterschool programs currently serving the targeted population and explain why their services are insufficient to meet identified needs. 21st CCLC funds cannot take the place of secured funding. If an applicant currently operates a community learning center (including before and/or after school or summertime program), it should be noted in this section. A description of how the 21st CCLC grant will expand the program and/or the reasoning as to why 21st CCLC funds are necessary. If there are no afterschool programs in your school district, please state this. There is only

1 licensed childcare program with a total capacity of 34 children, clearly insufficient to serve the 132 children under age 5 and no school-age children. There are limited recreation programs, usually focused on seasonal sports. The library offers sporadic family programs but nothing daily. There are two residential summer camps in nearby Richmond. Camp Wiyaka serves 72 children and costs \$470 or more per week and Camp Takodah serves 350 youth from throughout New England at \$2,500 for two weeks. None of these programs meet the daily needs of working families or provide academic support for students.

## **D. Program Design**

### **1. Links to the School Day**

Describe how the program aligns and links to the school day for academic enrichment and well-rounded education activities (e.g., data sharing, shared staff, space, training, policies, etc.).

The director and SC have access to student data including test scores, report cards, and attendance records. This data influenced our GRPA measures. iReady, the MRSD-adopted local assessment tool, is reviewed, and two academic skills per grade level are selected for practice during enrichment and homework activities and are intentionally embedded in club programming and games available during homework and free time. Teachers identify upcoming topics that we then connect to enrichment opportunities. The SC meets with caseworkers and guidance to ensure consistency in practices such as IEPs or behavioral plans. The SC and director are active members of the school curriculum committees including math, social studies, science, ELA, and guidance. Staff feel this is a great help in making better connections between the school day and BTB programming such as being able to connect science or social studies topics into club offerings. The director and principal meet at least monthly and discuss adjustments needed to keep the alignment active and responsive.

Programming takes place within the school so students are already familiar with the space and have supervised access to the library, technology, and other school resources. BTB has access to the cafeteria, playground, recreation space, and classrooms for programming. In addition, we are given office and storage space and a bulletin board in a high-traffic area. Teachers and paras work in

BTB, administrative support is shared, and the district business office manages our fiscal accounts. BTB staff are invited to participate in all district training. BTB follows all district policies and posts them on our website. The district uses USDA funds for the district Nutrition Services to provide snacks during the school year. Students bring their own lunches to summer camp but Feeding Tiny Tummies and other community agencies provide snack items and food for students who do not bring adequate food.

## **2. How Academic Needs Identified and Supported**

Indicate how academic needs will be identified and supported through the program. Include any current or intended connections to school/district improvement plans, graduation requirements, LEA comprehensive needs assessments, and school-wide Title I or other state/federal plans.

Teachers and counselors help identify one topic in math and one in ELA for each targeted student, to formulate homework time activities. Title I provides support to their students and opens up tutoring to other students once targeted students' needs are met. During summer camp, teachers identify students that most need academic support and these students will receive priority registration. The McKinney-Vento coordinator identifies homeless students who receive priority registration and receive 1-1 tutoring by Title I during snack or homework time. This also addresses a critical transportation problem in the region being experienced by all districts. Because of the number of homeless youth, transportation services are maxed out and sometimes school staff are serving as drivers. Having students attend BTB means that transportation options are available at the end of the program because there is less demand for transportation services in the early evening.

We partner with Title 1 for family events throughout the year, helping parents understand the current academic focus and how to best support their child. We also provide parent tips on home support of competencies on our social media. As part of BTB, Fitzwilliam middle school students can continue with BTB by joining the MRMHS program, developed specifically to meet MRSD improvement plans around connecting incoming rural students to the larger regional school more strongly. Emerson programming is done in the last BTB semester to encourage graduating 6<sup>th</sup>

grade Emerson students to join the BTB middle school program. This is important because of the lack of opportunities and isolation they would experience just going home.

### **3. Accommodations for Students with Individual Plans**

Describe how the program will accommodate students with Individualized Education Programs (IEPs), and/or 504 plans, including how the program ensures the specific requirements of each student's IEP/504 plans are implemented in the program.

Title I determines weekly which students they will work with 1 on 1 during homework time and provides two one-hour sessions per week for each identified child. The guidance counselor, SPED case manager, occupational and physical therapists, and teachers work with the SC to identify what support would be most beneficial to individual students. We focus on the academic and SEL support each child needs, including such things as additional transition time or behavior management practices. The SC participates in IEP meetings when appropriate and helps staff plan for following the school day accommodations during afterschool.

### **4. ESL Support**

Describe how the program will accommodate students and families whom English is a second language. The MRSD ESL Coordinator will inform BTB if a child or family needs ESL support. The district has an ESL teacher that works with us when we have a student in need, helping plan for family support and individual assistance including appropriate programming to expand language skills and translation of family materials. Support is designed specifically for the child & family. For example, with the last child, the ESL coordinator came into the program to give BTB tools for assisting the student and provided 1-1 support to the student as needed.

### **5. Equitable Access**

How does the LEA ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs? BTB programs are open to all children tuition-free. The district sends a mailing quarterly to all residences in the district. Club offerings are also mailed directly to any registered home school family in the district. Programs and registration information, written at a

7th-grade level, is included in those mailings. Our materials make it clear that public school enrollment is not required to participate. With no tuition fee, all families can participate to the extent that there are openings available. Targeted children are given the first priority in registration. School administration ensures that we are compliant with the district's accessibility requirements and is committed to assisting BTB with addressing any future accessibility needs. A stipend is offered to teachers from any private or public school to run interest-based clubs.

## **6. Target Audience Identification and Invitation**

Describe how the target group will be identified. Describe how the selection will occur and how invitations will be extended. Show how the selection criteria are aligned with the population's needs as described in the Need for Project section and with the intended outcomes. School assessments and attendance records are reviewed and Title I staff, the guidance counselor, and teachers identify the students most in need of academic support, SEL, or enrichment opportunities and provide the information to the director. The McKinney-Vento homeless coordinator refers all her students to BTB. The State Assessment System and attendance records are also used to identify participants that align with support needs. Students named to the target group receive priority registration which will open before general registration. Written invitations are personally given to parents during teacher conferences. The McKinney-Vento coordinator personally contacts homeless families. The only limitation is that, due to the intentional programming focus, full-time participants receive priority, and elementary participants are encouraged to remain in the program until at least 5 PM to allow time for both academic and enrichment programming and adhere to state 21CCLC program attendee guidelines.

## **7. Safety Practices and Protocols**

Describe the safety (including physical and/or social-emotional) practices and protocols that will be followed for afterschool programming. Programs should use the school plan as a guide to implement a tailored plan for 21st CCLC program. Attendance lists are generated daily, cross-checked with the school absentee list, and the SC checks students in as they arrive. At sign-out, each pick-up door has

a doorbell that intercoms the SC. Only authorized adults may do pick up and written permission and a photo ID are required if staff are unfamiliar with the adult picking up. District policies are followed in student interactions, we implement the district's Responsive Classroom techniques and have added Choose Love SEL practices. Our safety plan is posted at all sites. There is always at least 2 CPR/First Aid trained staff present. If a child is hurt, parents are notified and help determine if immediate pick-up is necessary. MRAC, of which BTB is a member, provides a behavior coach who helps manage behavioral issues, working with both staff and students to mentor responsive practices.

## **8. Attendance Monitoring**

Describe plans to monitor attendance. How this will result in clear communication with parents/guardians and improved student participation, including how the program addresses the issue of students absent from school, students with early dismissal, and the procedure for notifying parents when students are absent from program. The SC monitors the attendance rates of individual students as well as total participation at each site. If a child has an extended absence, parents are contacted to determine if there are conditions that can be addressed to have the child return to BTB. If an attendance problem is noticed, the SC and director gather information from staff, parents, and participants, and work together to identify underlying causes and establish a plan of action. Implementation of the plan is monitored by the SC. Parent views are collected both anecdotally through daily conversations and biannual parent surveys and reviewed by the advisory board to ensure that we are meeting the needs and priorities of families. Full-time attendees are given preference during registration to ensure students get the full benefit of the program and participants are encouraged to remain in the program until at least 5 PM to allow time for both academic and enrichment programming and adhere to state 21CCLC program attendee guidelines.

**Current subgrantees only** - include the numbers of youth and families that were served for each year of the original five (5) year grant. Explain fluctuations in the numbers. Describe strategies to increase enrollment and/or retain enrollment. Year 1 reflects that there had been 4 directors in 5 years and



BTB was struggling. Year 2 shows the impact of a new director who reestablished best practices and core components. However, when the pandemic hit in year 2, the momentum we were building

Original Grant Award Amount \$ 72,826.73	RFA Target	Year 1 2018- 2019	Year 2 2019- 2020	Year 3 2020- 2021	Year 4 2021- 2022	Year 5 2022- 2023
Regular Attendees (Attending 30 days or more) 50 minimum	50	26	47	35	60	70
Average Daily Attendance	50	20	30	13	39	47
Youth Served Per Year	50	42	54	64	115	113

ended. In year 3, BTB developed and delivered activity boxes to families to keep students engaged at home and did daily online meetings to

reconnect isolated students to their peers. In the fall, the school followed a hybrid model where different cohorts of students attended school two days a week. BTB was directed to prioritize students who were struggling to manage remote assignments, and there were strict space and staffing ratio policies. These restrictions continued for part of year 4. In the current year our numbers are once again climbing and we should easily exceed targets. With an 80% participation rate, BTB will continue the strategy of offering high interest topics for enrichment and fun activities that also support the identified academic focus which are known to keep students participating. We will continue to individually reach out to families in need to invite them to attend BTB on a regular basis and will work to address any barriers preventing participation.

## 9. Program Activities

Describe the specific program activities in your proposal; how they link to the needs identified in the Need for Project section and how they contribute to academic achievement and youth development including how they fit within your Schedule of Operations **Appendix B**.  
Explain how the program will tailor the activities to address the specific needs of participants, and specific activities for each grade level. (a) Include how the activities are expected to improve student learning, including learning outcomes in content areas in support of transferable skills. (b) Reference all evidence-based research and best practices. (c) For applications that include high school; describe activities, strategies, and coordination of the NH's High School Extended Learning Opportunities (ELOs). Describe the guidelines to a program that includes credit bearing ELOs and non-credit

programming. Our schedule is **Appendix B**. All segments of our schedule are provided 5 days a week, and intentionally address the needs of daily academic reinforcement, practicing positive SEL skills, and opportunities to explore interests and career aspirations. They are designed to positively impact youth development and academic achievement.<sup>4</sup> The program begins with Welcome & Snack which provides participants with healthy nourishment while staff check-in, allowing students to reflect on their day and go over afternoon plans. Next is Discovery Through Play which provides practice in SEL skills while supporting healthy development and critical thinking skills. Our playtime is held primarily outdoors. Students return indoors for Crew Time which is based upon Responsive Classroom and focuses on social skills development and practice and supports intentional SEL practice and connectedness to staff and peers. We then transition to Clubs which give students choices in their day while learning new things. There are 3-4 clubs offered daily (15-20 different clubs per session). Each club runs one day per week for a 5 to 7-week session. Clubs are designed to have students practice the skills they have been taught throughout the school day in a hands-on, innovative way. Clubs also help students learn new skills, assist students in finding undiscovered interests, and contribute to their development of employability skills. Clubs scaffold the skills and core concepts that are being taught, which help our activities to carry over week to week. Students are then grouped by grade level for Homework/ Enrichment. If a student does not have homework they practice academic concepts, identified by iReady school-wide assessments, in a hands-on, fun, and engaging manner using games and other skill-enhancing activities which improve achievement. Sign-out does not begin until 5 pm. Afterschool closes promptly each evening at 6:00 pm. These components meet the identified need for a positive, enriching environment that children enjoy, that keeps them physically active and supports academic gains.

In our new partnership with UNHCE, all students register with 4-H at the same time they register for BTB. The SC and some club leaders are screened 4-H leaders. This opens up additional opportunities besides the programming done on-site, including county and state events and a UNH

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<sup>4</sup> Gina Kunz, Frances Chumney, Mariel Sparr, Susan Sheridan (2008). *Elements of Quality in After-School Programs*, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln.

tuition scholarship program.

Summer camp has table activities during arrival time followed by a healthy breakfast. We then have a whole camp meeting to center the participants, lay out the options and schedule, and an activity to reinforce sense-of-belonging. Students transition to two sessions of mini-camp activities based on grade-level competencies embedded into SEL, STEM, and literacy topics related to the theme of the week. A healthy lunch is served followed by Discovery Through Play. Students then have swim time to cool off and transition to Literacy Time with activities enhancing reading skills. Camp finishes with a Closing Circle reinforcing the SEL skill of the day and then has free play until pick up. Fridays are devoted to educational field trips relating to the theme of the week. Any student identified by teachers or the counselor for tutoring services has priority. BTB works with Title I to ensure that schedules allow each of these students to have 1-1 tutoring.

## **10. Youth Voice**

Describe how youth voice will be included in the ongoing development of the project. (a) Include strategies that will be made to ensure programming is student-centered and every participant has opportunities for high level of engagement. (b) Include these activities in the one-year timeline in the Program Management section. Youth ownership has been developed through daily circle time, which includes things learned or enjoyed, discussion of topics of interest, summer options and theme weeks, and other components. Twice a year the student survey assesses student satisfaction, sense of belonging, skills gains, and interests. We implemented a Youth Leadership Team. The team will meet monthly and discuss the current enrichment activities, what is liked/not liked, and brainstorm ideas and future offerings. They will join other BTB YLTs program-wide quarterly. They will be transported to the BTB conference room to discuss the strengths of the program, areas to improve, and future desires. They will also have the opportunity to advocate for the program locally and regionally. These are noted in the timeline – **Appendix F.**

## **11. Family Engagement**

Describe how families will be engaged to support the students being served to include ongoing regular

communication and opportunities for literacy and related educational activities. Family engagement should be collaborative, interactive, and embedded throughout the program. (a) Describe how the program will create a welcoming environment for families. The program environment should reflect respect for families and community connections for families. In addition, program policies and procedures should be responsive to the needs of students and their families. (b) Identify the Family Literacy or education programs to be offered, how often and why the programs were chosen. Include these activities in the one-year timeline in the Program Management section. (c) Describe proposed methods of communication with families and how parent input will be solicited and included in the ongoing development of the project. Also, include these activities in the one-year timeline in the Program Management section below. If needed, how will staff communicate with families with limited English skills?

The SC greets parents by name and asks appropriate questions to encourage conversation. This daily parent contact develops rapport while providing regular feedback and ideas. In addition, parents who arrive early are allowed to observe the last minutes of their child's club time as activities are wrapped up which helps connect them to their child's enrichment experiences. The BTB bulletin board is kept up to date including any messages for parents or upcoming opportunities. BTB uses the school messenger service, our Facebook page, and newsletters to share successes, upcoming opportunities, and parent tips. We offer families opportunities to connect with their peers while teaching about topics selected from school-identified needs, parent surveys, and daily parent conversations. Parent workshops are offered four times a year and five community/family nights are planned. BTB collaborates with Title I and follows best practices for engaging parents including scheduling events at the end of the day, providing refreshments, and offering performances and exhibits of students' work.<sup>5</sup> This year some examples include Pizza Pi math night and Picture in Writing ELA skills night. BTB, with the extracurricular committee, has also designed a community resource and extracurricular fair to showcase opportunities available to families. BTB works with guidance counselors, the McKinney-Vento coordinator, district ESL Coordinator, and other community partners to ensure families have

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<sup>5</sup> The After-School Corporation, *Increasing Family and Parent Engagement in After-School*, NYC, November 2011.

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

## **12. Schedule of Operations**

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

## **E. Adequacy of Resources**

### **1. Staffing**

Describe the staffing for proposed programs and services, including the student-to-staff ratios.

May include an organizational chart and include which staff will be responsible for the required 21st CCLC roles. For every six (6) sites, it is required to budget for a full-time program director and additional staff to support the program needs. Site-based coordination within multi-site projects is required. Our **Organizational Chart** is **Appendix K**. Frannie Ashworth is the full-time director with over 11 years of 21 CCLC experience. She was a 2016 National Afterschool Association Emerging Leader recipient. She is shared by all BTB sites. Her key focus is on partnerships, linkages, school-day communication, professional development, reporting and data analysis, and program quality. There is a full-time Program Coordinator shared by all sites. He focuses on motivating, mentoring, and training day-to-day staff, supervising the creation and implementation of curriculum and enrichment activities, materials and supplies management, overseeing CAYEN by supporting SC use and data entry, and assisting the director in implementing the PD plan and ensuring program quality. There is a full-time Site Coordinator who has a degree in psychology. The SC works just at Emerson and oversees daily program details, lesson planning to ensure alignment with academic standards and staff management. She oversees recruitment and attendance, collaborates with school-day staff, ensures compliance with program and district policies, and oversees the collection of site data. Program leaders and assistants, manage snack time with a ratio of 1 to 12, recreation time with a 1 to 15 ratio, and club programs with a 1 to 12 ratio. There is a certified teacher or para-professional assisting with both clubs and homework time. With other staff assisting with homework, the ratio is 1 to 6. Title I staff provide 1 on 1 tutoring to academically challenged and homeless students. Behavior coaches are present one or two days a week to assist staff with

responsive practices for students struggling with behaviors.

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

## **2. Job Descriptions and Credentials**

Include job descriptions and credentials of key staff in an appendix to your proposal. Academic assistance activities are required to be offered by a certified teacher or paraprofessional. If your application includes high school, state who will coordinate and administrate the credit bearing Extended Learning Opportunities (ELOs) and non-credit programming. See **Appendix G**. There is no high school program however middle and high school students may participate in the Leadership in Training program during summer camp and have the option of applying for ELO credit for school-year or summer assistantships, managed through the district ELO coordinator. The Vo-Tech Early Child Development program partners with BTB so that any MRMHS student in the program can get ELO credit for working or volunteering in BTB.

## **3. Staff Selection and Supervision**

Describe how **staff will be selected and supervised**. If volunteers are used, describe how the organization will encourage and use appropriately qualified persons to support proposed activities, including how senior citizens will be used to support activities, if applicable. Describe the structure, qualifications and attributes that will be required. Recruitment is done using Indeed, university job postings, School Spring, and on our Facebook and webpage. BTB worked with Across NH, the state-designated organization that provides afterschool technical support, professional development, and credentialing, to create more engaging job postings. MRAC created a webpage for all programs to advertise positions and radio spots to drive job seekers to the site. Club leader candidates interview with the director, with SC input. The Assistant Superintendent makes selections for the director with final approval from the Superintendent.

There are different ways volunteers are involved. The Friends of the Library volunteers run the summer reading program, most are senior citizens. We have grandparent volunteers, many of whom started by chaperoning summer field trips and enjoyed being with students so much that they became regular volunteers. There are parent volunteers, usually serving with their children at family events but some are now also involved with clubs or one-time projects. Finally, there are community volunteers such as the nearby alpaca farm that has partnered in programming or Fish and Game volunteers that have done programs on wildlife, tracking, or tree appreciation.

#### **4. Staff Screening and Clearances**

Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with students. All staff and volunteers are prescreened following MRSD requirements, including fingerprinting and a formal background check done by the MRSD Human Resources Department. The director does a check of the 3 required references. The HR department maintains a file with the results of the process. Volunteers also go through screening via fingerprinting and background check, participate in volunteer orientation, and are invited to all staff training. Volunteers are never alone with children, they are always accompanied by at least one screened and trained staff member.

#### **5. Organizational Leadership Supports**

Explain how specific organizational leadership supports the organization and partnerships to assure project success. Describe expectations that will be set by leadership with regards to lesson planning, course development, pedagogy, and integration. Our **Organizational Chart** is **Appendix K**. The director is considered a member of the MRSD Administrative Team which includes the Superintendent and Assistant Superintendent, Business Administrator, and directors of Maintenance, Student Services, Nutrition Services, IT, and Principals. An update is given at every monthly meeting and feedback is received. The SC works closely with the principal, counselor, Title I, and curriculum coordinator and also serves on the district Extracurricular Committee. These linkages ensure close collaboration and linkage to the school day and district needs and direction.

The two-way communication provides a regular assessment of program direction and quality and is conducive to early addressing of any issues or responses to needs. The SC works with site staff to ensure that required club planning and lesson plans integrate identified topics and skills into clubs and activities. The director and SCs work to ensure that student and partner needs are both met by partnerships.

## **6. Professional Development**

Describe the types of professional development that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project. Our professional development details are in **Appendix F**. Besides required orientation, staff receive mini-training at monthly staff meetings, participate in district-offered training, online training from Across NH including cohorts or leadership seminars, regional collaborative training such as the MRAC annual conference, and contracted training such as First Aid/CPR. Across NH also does local training upon request. The director attends a national-level conference every 3 years. At least two SCs are also invited to attend. The director pays careful attention to data and evaluations and identifies training to strengthen any areas that need improvement or that MRSD indicates is a new or changing focus. Across NH has two conferences annually that the SCs and direct program staff attend which focus on high-quality program implementation. The director and SCs attend all required and suggested 21CCLC training and technical assistance offered throughout the year.

The director worked with Across NH to develop a PD process and they assist with reviewing current staff needs and professional gaps and creating an annual plan. This includes staff evaluations and a staff survey to identify areas to improve as well as topics that would be of interest. The plan includes a variety of training based on the identified topics such as intentional programming, supporting language arts or math, STEM, or science. BTB does annual CPR/First Aid training and sends specific staff to become certified lifeguards. MRSD allows staff to take



advantage of any district-offered training which has included Lynn Lyons on working with anxious children, Choose Love, suicide awareness, and using Google Classroom among others. MRAC provides training selected by members which has included Responsive Classroom and STEM. UNHCE will provide training for strengthening STEM and youth development knowledge.

As noted above, staff must first complete orientation before beginning. Once they have started with the program, their mentor and SC closely monitor progress to identify topics that need additional support. This along with staff evaluations and self-identified topics becomes part of their individual PD plan. The annual BTB plan takes into consideration identified needs as noted above and provides opportunities for training either in-house, with the district, with Across NH, or through other opportunities. The pandemic has made it much easier for staff to access training with many online opportunities that can be pursued on an individual basis or as part of an online group training. Staff must provide documentation of training received, which is added to their file. PD is critical for staff satisfaction and our program quality.<sup>6</sup>

## **F. Program Management Plan**

### **1. One Year Timeline**

Include a one-year timeline for program implementation and continued planning as an attachment.

Include: youth voice, parent input, community input, family literacy, professional development, and evaluation activities from corresponding sections. Our **one-year timeline** is **Appendix F**.

### **2. Communication and Linkages**

Describe the structure and process that includes clear, ongoing communication and linkage with all stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.). For applications that include high school, please attach the School Board policy for ELO. BTB has a public Facebook page and private groups for each site that are updated almost daily. We have a page on the school website, and news and updates are included in the district's Monadnock Education Matters newsletter mailed out quarterly to all residents in the district. The 21st CCLC logo is

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<sup>6</sup> Bradshaw, L. Daniele, "Planning Considerations for Afterschool Professional Development," *Afterschool Matters*, Spring 2015.

provided on online sites and included in print materials. Lights On events open and advertised to the public are held annually such as a community Halloween party. These events are promoted through the school messenger system, social media, and paper flyers. The director does regular presentations at school board and PTA meetings and attends every school board and curriculum committee meeting. She attends the administration team meetings as well as meeting individually with each principal informally at least weekly and with community partners at least quarterly. The director also put together a short slideshow about afterschool in the region and its value for the Monadnock United Way board as a thank you for their pandemic financial support that was so successful it has become part of their funder presentations. The director meets with partners before any program begins and follows up with discussion post program for fine tuning and creation of an action plan for the future.

### **3. Dissemination of Program Information**

Describe the plan to disseminate information about your program including it's; explanation of what 21st CCLC is, 21st CCLC logo, name, location, etc. to the community in an ongoing manner that is understandable and accessible. If materials need to be translated, describe how this will be accomplished. News articles included in the quarterly newsletter are written at a seventh-grade level and sent to every residence in the town. We put news on our page on the school website, our Facebook page which is updated several times a week, and dispense bi-monthly newsletters that promote the program. The BTB and 21C logos are used in all applications (print, online, social media) along with a stock paragraph about our funding, our location, and links to the state 21CCLC website. There is a BTB-designated bulletin board in a high-traffic area at each school which is updated regularly.

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

## **G. Project Evaluation**

### **1. GPRA Measures**

Complete GPRA Measures template; how you will achieve the set State goals and what your expected outcomes will be. Our **GPRA measures** are **Appendix C**.

### **2. Data Compilation and Analysis**

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

### **3. Use of Best Practices**

Describe how the project will use best practices to influence positive student outcomes, including research and evidence-based practices, to provide educational and related activities complementing and enhance academic performance in state assessments (NHSAS), grade point average, school day attendance, teacher-reported behaviors, and student engagement in learning. Our intentional focus on sense-of-belonging and connection will reduce behavior issues and positively impact emotional

well-being and improve school attendance.<sup>7</sup> (GRPA#3,4) SEL skill development and practice build critical skills shown to influence academic achievement.<sup>8</sup> This will have a positive effect on classroom performance, proficiency, and GPA. (GRPA#1,2) We offer a variety of enrichment opportunities, carefully selected to enhance school day concepts, STEM, wellness, college, and career skills. These creative, hands-on clubs help students learn new skills, foster the development of competent, self-directed contributing community members, assist students in finding undiscovered interests, and contribute to the development of employability skills.<sup>9</sup> As a result, BTB students will be more engaged in learning. (GPRA#5) Providing playtime provides practice in social skills while supporting healthy development and critical thinking skills.<sup>10</sup> While homework assistance and completion have not been shown to have an impact on academic achievement,<sup>11</sup> school-day staff find it helpful in assessing student understanding of taught concepts. By also providing carefully selected educational games related to competencies identified by iReady school-wide assessments, students are enhancing academic skills in a hands-on, fun, and engaging manner which can improve achievement as well as build excitement in learning.<sup>12</sup> (GRPA#1,5). We will integrate the same practices used during the school day, such as Responsive Classroom or Developmental Designs to carry over school day practices and will link current curriculum concepts into the offerings. We will connect enrichment to future careers and resources in the community. We will promote youth voice, service learning, and leadership opportunities to support their development, reduce poor decision-making and risk-taking behavior, and better prepare them for the future. Finally, we will staff the program with individuals skilled at communicating with and encouraging the early teenage group so

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<sup>7</sup> Seppala, Emma, (2014). *Connectedness & Health: The Science of Social Connection*. The Center for Compassion and Altruism Research and Education, Stanford University.

<sup>8</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). A meta analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309.

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

<sup>10</sup> Kenneth R. Ginsburg, MD, MSEd, and the Committee on Psychosocial Aspects of Child and Family Health, (2007). The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *Pediatrics* 119 (1): 182–191. <https://doi.org/10.1542/peds.2006-2697>

<sup>11</sup> Allison R. Black, Marie-Andrée Somers, Fred Doolittle, and Rebecca Unterman, *The Evaluation of Academic Instruction in After-School Programs: Final Report*, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, Washington, D.C. 2009.

<sup>12</sup> IBID.

important to developing connections. UNHCE will be a critical partner in this effort as its program is built upon research-based practices from land grant universities nationwide.

#### **4. Use of Evaluation for Program Direction**

Describe how the evaluation information will be used to provide feedback to project staff and stakeholders, and to inform future project direction. The 4 types of data (student school data, parent/participant/staff surveys, 21CCLC evaluations, GPRA measures, and anecdotal information) are reviewed semiannually by the director, program coordinator, and SCs. Areas for improvement are identified and the director and SCs work together to draft an improvement plan to address programmatic, student, or family needs. The director brings evaluation information and the draft plan to program staff and the MRSD administrative team for review and then it is brought to the advisory board for adjustment. The perspective by broad representation on the advisory board is an asset in developing a final plan, and the plan is then implemented. Recent changes driven by evaluation analysis include free programming, extended summer camp hours, and more high-interest club offerings.

#### **5. Student Data Access and Protection**

Describe the system being developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to the Family Educational Rights and Privacy Act (FERPA). This information is also required to be put within the memorandum of understanding (MOU) with the school district or within a detailed communication plan for data sharing. Our district MOU reflecting data use and sharing is **Appendix X**. The MRSD and school MOUs reflect that student data for assessment and evaluation will be shared. This data is accessible to the director and Site Coordinators, is accessed via password-protected files, and has been successfully used to plan targeted academic support for individuals and participants in general. Survey and data-sharing permission forms are included on our registration form. All district policies surrounding data sharing are followed and all staff is trained in FERPA.

## **6. Summary of Existing Program Evaluations**

Current subgrantees include a summary of any evaluation studies, reports or research from your program or partners documenting evidence of previous success, promise of success and effectiveness of the proposed activities/services. Provide documentation that shows the learning or progress was shared with the public. Evaluation reports and surveys are found in **Appendix L**. Our parent and student surveys document high attainment of intentional components in programming including meeting family needs and student development and practice of focused skills. Students also indicate belonging and connectedness, one of the most important components needed to impact student outcomes and ensure continued participation. From parent and teacher feedback and academic data results, we adjusted academic time so that students were grouped by skills needs for academic activities to address weaknesses. Our discussions with the FRC and parent feedback resulted in extending summer camp hours to better serve family needs. Our 21CCLC evaluations showed we met all our GPRA measures. The last site observation showed two minor items to address: uploading all advisory board minutes into CAYEN and putting 21CCLC logos on all materials. Both have been corrected.

The BTB column in the school district quarterly newsletter that goes to all residents is used to promote and celebrate program successes. An example is found in **Appendix N-1**.

## **H. Budget/Budget Narrative**

Attach a detailed budget spreadsheet with two sheets; one for summer programing and one for the school year itemizing how the grant funds will be used per grant, as well as any leveraged funds you plan to collect and program income. If you plan to collect program income, fill out the USED Program Income Questionnaire (Appendix G) to obtain prior approval from the USED in accordance with Uniform Guidance §200.307. Our budget is **Appendix A**.

## **I. Collaboration, Partnerships, Advisory Board & Sustainability**

### **1. Principal's Letter of Support**

Attach a letter of support from the principal(s). This is found in **Appendix H**.

## 2. Partnerships and Collaborations

Describe the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population. List established partner(s) and indicate the role and capacity of each partnering organization. Our current partners are reflected in the chart below.

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

New partners will include UNHCE which will provide training in youth development, experiential learning, life skills, service learning, and family involvement, and will assist with community connections and developing career pathways. The site coordinator will become an official 4-H leader and all youth will have the opportunity to become 4-H members which will gain them access to other 4-H opportunities at the county or state level, including UNH scholarship dollars for each year a student completes a year of membership. We will expand our library partnership. They will provide books relating to enrichment topics, camp themes, and for homework time and will run clubs at the library. They will collaborate in family literacy programming and be involved in our Lights On event. BTB youth will participate in their summer reading program. We have also expanded our FRC partnership and now have full use of all their facilities. This is an important change for summer camp as access to the pole barn will mean less disruption of activity levels during inclement weather.

## 3. MOU's

Include a signed MOU for each partner, signed by the principal of the school being served, as well as the Superintendent. Our MOU's are found in **Appendix D**.

#### 4. Advisory Board Roles

Include a list of advisory members and describe how each of their roles represent the diverse needs of community. Describe how the advisory board meetings will take place a minimum of three (3) times each school year. Our board membership and bylaws are in **Appendix J**. Our membership includes representation from the district, school, and community such as parents, partners, and businesses. The BTB advisory board meets quarterly (September, December, March, June) at the BTB office conference room as noted in our timeline (**Appendix F**). Remote participation via Zoom is always an option for any member and there is a screen and speaker in the conference room. The director sends updates and information via email to members between meetings. Members or the director can call an emergency meeting as needed.

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

#### 5. Sustainability Plan

Include a **sustainability plan** and describe how the plan offers viable opportunities for continued sustainability (diverse resources & funding. Current subgrantees discuss what **steps for sustainability** have been initiated for each year of the last five (5) years of the grant; show evidence of partnerships/collaboration that has been made and show documentation (reflected in budget) of



support and funding, if applicable). Our sustainability plan is **Appendix M**. MRSD supports the program with \$29,522 each year embedded into the school budget to support the cost of the program director and professional development, as reflected in the Budget Spreadsheet. The district also supports BTB by providing adequate resources needed for programming, space, transportation, and administrative collaboration. We have strengthened our partnership with Title I to provide tutors during the school year and summer. Our partnership with Monadnock Nutrition Services provides and prepares school-year snacks. We developed new partnerships with Feeding Tiny Tummies and other local organizations to support summer snack and supplement lunches for students in need.

BTB has been very successful with fundraising efforts. For example, over \$5,000 was made this past year with our no-cost “Locally Grown, Raised, and Made Thanksgiving Raffle”- a raffle that supports our program but also highlights the amazing local businesses in our community. We did some collaborative fund-raising with MRAC and used the funds to give jackets with MRAC and BTB logos jackets to staff as staff appreciation. Even the high school junior staff like wearing them and it helps with program visibility.

BTB has created strong partnerships with agencies with similar missions to ensure all available resources are used to the fullest extent. BTB continually researches and applies for community-based grants. This year we received \$4,000 from the McKern Bridge Foundation to purchase materials for clubs and enrichment. Children’s Literacy Foundation grants support literacy and guest storytellers, free book giveaways, and family resources. Advocates for Healthy Youth grants support equipment for wellness activities such as snowshoes. We increased our partnership with the FRC and the library to enhance summer programming.

In 2022, BTB, as part of MRAC was the recipient of a 3 year Monadnock United Way Grant to expand staffing competencies and skills through paid professional development, use of a behavioral specialist in our program, transportation for enrichment trips, and expanding our ability to focus on vital SEL skills with our youth. Monadnock United Way supported our program

through the COVID-19 pandemic, ensuring BTB had adequate additional funding for pandemic-related needs including sanitation supplies, staffing wages, activity boxes during remote programming, and other program supplies. MRSD provided over \$200,000 of ESSER pandemic funding which closed the gap of 21CCLC funding, parent fees, and additional staffing.

The most important part of sustainability to date is the development of a program recognized as high quality and invaluable to the students and families of Fitzwilliam. Strengthening, maintaining, and expanding collaboration and community partnerships are the foundation of sustainability, something BTB works tirelessly to continue.

## V. Appendices

### A. Budget Spreadsheet

# School Year 2023-2024 21st CCLC Proposed Budget

Program Information	
<b>Agency Name:</b>	Beyond the Bell Emerson
<b>Agency Address:</b>	27 Rhododendron Rd Fitzwilliam, NH 03447
<b>Contract Dates:</b>	July 1, 2023-June 30,2023
<b>Project Manager:</b>	Frances Ashworth
Title:	Program Director
Phone Number:	603 357-2044
Email:	<a href="mailto:fashworth@mrdsd.org">fashworth@mrdsd.org</a>
<b>Fiscal Contact:</b>	Janel Morin
Title:	SAU 93 Business Administrator
Phone Number:	603 903-6956
Email:	<a href="mailto:jmorin@mrdsd.org">jmorin@mrdsd.org</a>
<b>Contact Person (if different):</b>	Monique Rieth
Phone Number:	603 903-6955
Email:	<a href="mailto:mrieth@mrdsd.org">mrieth@mrdsd.org</a>
<b>Program Site(s):</b>	Emerson Elementary School

## School Year Budget

Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
Indirect Cost		
	District does not collect indirect cost for 21CCLC	\$ -
Staff Salaries		
Program Director:	Full-Time overseeing school year and summer program (17.5% covered/site x 1 Site)	\$ 10,381.35
Program Coordinator	\$24.00/hr x 8hrs x 260days (20% covered/site x 1 Site)	\$ 9,984.00
Site Coordinator(s):	\$19.00/hr x 8hrs x 260days	\$ 39,520.00
Other(s):	3 Program Leaders \$15.00/hr x 3.5 hrs/day x 180 days/yr	\$ 24,300.00
	2 Program Assistants \$10.00/hr x 180 days x 3 hrs/day	\$ 10,800.00
	60 days of extracurricular programming offered by Certified Staff at	\$ 2,100.00
Performance Measurement:	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance; GRPA Measures	
Outcome:	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance; GPRA Measures Met	
Benefits		
FICA:	FICA for School Year and Year Round Staffing	\$ 7,427.03
Retirement:	Retirement for Full-Time Year Round Staff (14.6%)	\$ 8,743.26
Other Benefits:	Health Insurance for Full-Time Director (17.5%)	\$ 4,740.44
	Dental Insurance for Full-Time Director (17.5%)	\$ 473.13
	Health Insurance for Full-Time Site Coordinator	\$ 10,033.08
	Dental Insurance for Full-Time Site Coordinator	\$ 488.92
	Health Insurance for Full-Time Program Coordinator (20%)	\$ 2,006.62
	Heath Insurance for Full-Time Program Coordinator (20%)	\$ 97.78
Performance Measurement:	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance; GRPA Measures	
Outcome:	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance; GPRA Measures Met	

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Performance Measurement:	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance; GRPA Measures		
Outcome:	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance; GPRA Measures Met		
Contracted Services			
Contracts:	Contracted Services such as gymnastics, karate, yoga, & other local services	\$	5,000.00
Other(s):		\$	-
Performance Measurement:	Student academics, behavior, and SEL skills, student and family engagement, DOE data requirement		
Outcome:	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			
Required Conference: one in 5 year period:	Registration Fees, Travel, and Accomodations at Required Conferece for Director and Site Coordinator	\$	3,000.00
Other Professional Development:	Additional Professional Development including CPR/First Aid 10/staff x \$75.00/annual traning	\$	750.00
Performance Measurement:	Staff Professional Development opportunities; Student academics, behaviors, and SEL skills; DOE technical assistance; Program Safety		
Outcome:	Staff are more developed in afterschool via staff surveys; Student academic and behavioral performance increase; student safety in afterschool maintained; Grant mandated PD fulfilled		

Field Trips		
In State Field Trips:		\$ -
Out of State Field Trips:		\$ -
Performance Measurement:		
Outcome:		
Travel		
Transportation:	Transportation to various locations throughout the year to increase engagement, community connections and enrich curriculum 5/trips x \$300.00/trip	\$ 1,500.00
Other(s):	Mileage Reimbursement for Site Coordinator and Director	\$ 300.00
Performance Measurement:	Quality of program, community engagement, workforce development, and effective oversight/leadership/mentorship available at sights.	
Outcome:	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	
Supplies/Materials		
Supplies/Materials:	Supplies for school year clubs 120/clubs x 30.00/club	\$ 3,600.00
Other(s):		\$ -
Performance Measurement:	Student academic and behavioral performance; student and family engagement in learning	
Outcome:	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	
Academic/enrichment Activities		
Academic/enrichment Activities:	Dues and Fees for academic/enrichment subscriptions and clubs including Minecraft EDU, Khan Academy, and others	\$ 300.00
Other(s):		\$ -
Performance Measurement:	Student academic and behavioral performance; student and family engagement in learning	
Outcome:	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	

<b>Equipment</b>		
Equipment:		\$ -
Other(s):		\$ -
Performance Measurement:		
Outcome:		
<b>Total Expenses:</b>		<b>\$ 145,545.61</b>

### Leveraged Funds and/or Other Funds

<b>If Applicable, Describe These Funds</b>		<b>Total Funds Anticipated to be Received</b>
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.	\$ 21,841.15
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.	\$ 29,522.00
Community Based:		
Grants:	Monadnock United Way awarded our Regional Afterschool Collaborative with funding for behavior coaches during the school year and summer, PD dollars for a national conference, staff longevity, parent programs, as well 1 contracted service program per year.	\$ 12,383.00
<b>Total:</b>		<b>\$ 63,746.15</b>

### Anticipated 21st CCLC Program Income Collected

REVENUES	Explanation of Program Income Received	
1. Parent Fees	N/A	
2. Fundraising	N/A	
4. Other/Explain <b>Below</b>	N/A	
TOTAL REVENUES: \$ -		

**Total Weeks of Program Operation (School Year and 42 Weeks Summer):**

Summer Budget		
Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
Indirect Cost		
	District does not collect indirect cost for 21CCLC	\$ -
Staff Salaries		
Summer Program Leaders	4 Program Leaders 16.00/hr x 40/hrs x 6/weeks	\$ 15,360.00
Summer Program Assistants	4 Assistants 12.00/hr x 40hrs/wk x 6/weeks	\$ 11,520.00
Performance Measurement:	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance; GRPA Measures	
Outcome:	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance; GPRA Measures Met	
Benefits		
FICA:	7.65% for Program Staff	\$ 2,056.32
Performance Measurement:	Staff to Student Ratio; Student Targeting; Grant Compliance; Adequate Resources; Student Enrollment/Attendance	
Outcome:	Student increase in Academic and Behavioral Performance; Increased Student Attendance; Program Compliance	
Contracted Services		
Contracts:	Contracted Services such as gymnastics, karate, yoga, & other local services	\$ 500.00
Performance Measurement:	Student academics, behavior, and SEL skills, student and family engagement, DOE data requirement	



Outcome:	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		
Required Conference: one in 5 year period:	Summer Professional Development including CPR/First Aid, Lifeguard, Responsive Classroom	\$ 500.00
Performance Measurement:	Staff Professional Development opportunities; Student academics, behaviors, and SEL skills; DOE technical assistance; Program Safety	
Outcome:	Staff are more developed in afterschool via staff surveys; Student academic and behavioral performance increase; student safety in afterschool maintained; Grant mandated PD fulfilled	
Field Trips		
In State Field Trips:	Field Trip dues and fees for academic based field trips that tie to the curriculum. (5 field trips x 50 students x 10.00/student	\$ 2,500.00
Performance Measurement:	Student academic and behavioral performance; student and family engagement in learning	
Outcome:	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		
Transportation:	Bus cost summer programming (20 lake trips + 5 field trips x \$135	\$ 3,375.00
Performance Measurement:	Student academic and behavioral performance; student and family engagement in learning	
Outcome:	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	
Supplies/Materials		
Supplies/Materials:	Supplies for Summer (4 camps/wk x 5/wks x \$350.00/camp	\$ 7,000.00
Performance Measurement:	Student academic and behavioral performance; student and family engagement in learning	
Outcome:	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	



Academic/enrichment Activities		
Academic/enrichment Activities:	Reading Incentive Programs for Summer Reading	\$ 2,000.00
Performance Measurement:	Student academic and behavioral performance; student and family engagement in learning	
Outcome:	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	
Equipment		
Equipment:		\$ -
Performance Measurement:		
Outcome:		
Total Expenses:		\$ 44,811.32

### Leveraged Funds and/or Other Funds

If Applicable, Describe These Funds		Total Funds Anticipated to be Received
	Leveraged Funds are listed on School Year Budget	

### Anticipated 21st CCLC Program Income Collected

REVENUES	Explanation of Program Income Received by 21st CCLC Program	
1. Parent Fees		NA
2. Fundraising		NA
4. Other/Explain Below		NA
<b>TOTAL REVENUES:</b>		<b>\$ -</b>

## B. Schedule of Operations

**School(s) Served:** Dr. George S. Emerson Elementary School

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

### Summer Camp Schedule for Dr. George S. Emerson Elementary School

Times	Activity	Description	M	T	W	T	F
<b>7:30-9:00</b>	Student Arrival, Morning Activities	Student Arrival Morning Table Activities /Group Games	X	X	X	X	X
<b>7:30 – 3:30</b>	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	
<b>9:00-9:15</b>	Breakfast	Breakfast served with Monadnock Nutrition Services (USDA program)	X	X	X	X	X
<b>9:15-9:30</b>	Camp Meeting	Whole Camp Meeting	X	X	X	X	
<b>9:30-10:15</b>	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	
<b>10:15-11:00</b>	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	
<b>11:00-11:30</b>	Lunch	Lunch served with Monadnock Nutrition Services (USDA program)	X	X	X	X	X
<b>11:30-12:15</b>	Discover Through Play	Discovery Through Play- a time for self-guided play and supporting the development of SEL skills.	X	X	X	X	
<b>12:15-2:00</b>	Swim	Swimming at town beaches supervised by trained lifeguards.	X	X	X	X	
<b>2:00-3:00</b>	Literacy Circle	Literacy Time- read aloud, silent reading, partner reading; dedicated time to the partnership with library reading summer program.	X	X	X	X	
<b>3:00-3:30</b>	Camp Closing Circle	Camp Closing Circle focusing on SEL	X	X	X	X	
<b>3:30-4:30</b>	Camp Pick Up & Free Play	Camp Pick Up & Free Play; Sign out with Site Coordinator	X	X	X	X	X
<b>7:30 am - 4:30 pm</b>	Field Trips	Academic-based field trips that align to topics learned throughout the week.					X

## 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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Beyond the Bell will use Fountas and Pinnell Benchmark Assessment to track progress in reading levels.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

	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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	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"> <li>• 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.</li> <li>• 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.</li> </ul>	
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	Percentage of youth in grades 1–12 participating in 21st CCLC during the school year: (a) Had a school-day attendance rate at or below 90% in the prior school year; and (b) Demonstrated an improved attendance rate in the current school year	<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>

