

D. Memorandums of Understanding



SAU 93

603-352-6955

600 Old Homestead Highway, Swanzey NH 03446

www.mrsd.org

Memorandum of Understanding

2023-2024 School Year

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

SAU 93 is committed to, and supports, the provision of all available space needed for the 21st Century Community Learning Centers in the Mt. Caesar, Cutler, Emerson, and Troy Schools located in Swanzey, Fitzwilliam, and Troy NH both for the program and for administrative purposes. SAU 93 will contribute the necessary custodial and facility management support for the upkeep of this space as well. Time donated is calculated at 525 hours during the school year, 270 hours during the summer at \$28.00 /hr. for a total of \$ 22,260 .00.

The SAU 93 Business Administrator and the Assistant Superintendent serve as members of the Advisory Board, providing leadership guidance, and action toward sustaining both Afterschool and Summer programming in SAU 93 and is committed to attending meetings. Time donated is calculated at 4 meetings x 2 hours x \$ 45.00/hr. for a total of \$360.00.

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

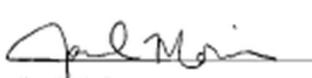
SAU 93 will provide professional consulting support in the following areas: (amount includes benefits at 40% of salary)

Business Office, 25 hours @ \$45.00/hr.	\$ 1,125.00
Curriculum Coordination, 20 hours @ \$45.00/hr.	\$900.00
IT Support, 20 hours @ \$42.00/hr.	\$840.00
Newsletter design and publicity, 5 hours @ \$32.00/hr.	\$160.00
Use of School District owned vans for transport \$125.00 each for 10 trips	\$1,250.00

The total of our contribution is \$26,895.00

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

Signed this 15th day of March, 2023.


 Janel Morin
 SAU #93 Business Administrator


 Frances Ashworth
 Beyond the Bell Program Director


 Lisa A. Witte
 Superintendent of Schools

Lisa A. Witte, C.A.G.S. Superintendent of Schools lwitte@mrsd.org ext. 6977	Jeremy Rathbun, C.A.G.S Assistant Superintendent jrathbun@mrsd.org ext. 6959	Catherine Woods, C.A.G.S. Director of Student Services cwoods@mrsd.org ext. 6967	Janel Morin, MBA Business Administrator jmorin@mrsd.org ext. 6956
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Memorandum of Understanding
Between
Project Beyond the Bell and Emerson School
July 1, 2023-June 30, 2024

Project Beyond the Bell will partner with Emerson School to provide high quality Afterschool and summer programming for students K-6th grade. Project Beyond the Bell and Cutler School commit to do the following:

1. Personnel
 - a. Project Beyond the Bell will recruit, hire, train and supervise staff for the program.
 - b. All program staff will participate in a variety of professional development annually, including the trainings required and offered by the school district.
 - c. The program will ensure the staff to student ratio for the program constantly meets or is below the required 21st CCLC ratios.
 - d. Site Coordinators will supervise and evaluate their program staff with support from the Program Director.
 - e. The Program Director will supervise and evaluate the Site Coordinator with support from the school principal.
 - f. The principal will ensure teachers complete and return the annual 21 CCLC surveys in a timely manner (35/hr x 13 teachers x 1.5hrs= \$682.50)
 - g. The principal will meet at least monthly with the Site Coordinator (\$60.00/hr x 1hr x 12 months= \$720.00)
 - h. The principal will serve on the Project Beyond the Bell Advisory Board and attend 4 meetings annually (\$60.00/hr x 1.5hrs x 4 meetings= \$360.00)
 - i. The principal will complete the 21st CCLC Evaluation Survey annually (60.00/hr x 1.5hrs= \$90.00)
 - j. The Site Coordinator and/or Director will participate in all appropriate team meetings, IEP meetings, staff meetings and work toward being an intricate part of the school community.
2. Volunteers
 - a. Project Beyond the Bell and Emerson School will collaborate to recruit volunteers for the program. The principal will assist the Site Coordinator in recruiting volunteers to facilitate enrichment clubs.
 - b. Project Beyond the Bell will train and supervise program volunteers.
 - c. Project Beyond the Bell will work with SAU 93 HR office to ensure volunteers complete the required criminal background procedures.
3. Supplies
 - a. Emerson School will provide up to \$4,400 (art supplies, copy paper, cleaning supplies, and paper products) of supplies annually.
 - b. Project Beyond the Bell will provide all other materials, including enrichment and club supplies.
4. Space
 - a. Programming space will be provided from 3:00pm through 6:00pm. The school will provide adequate space for the program to run successfully with a minimum of 50 children.
 - b. Storage space will be provided in Emerson School for all program materials.
 - c. The school will provide an office space including a phone, internet and printing for the Site Coordinator. (\$50.00/wk x 52wks= \$2,600.00)

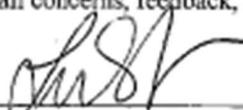
- d. Custodial services will be provided during the school year and summer program. (School Year Program 3hrs/day x 175days x \$20.00/hr= \$10,500.00, Summer Program 9hrs/day x 35days x \$20.00= \$6,300.00)
- 5. Programming
 - a. Project Beyond the Bell will work with school day teachers, administration, guidance counselors and all other school personnel to target and invite all students identified to benefit from the program. Priority will be given to students who are academically at risk, qualify for free/reduced lunch, or other risk factors have been identified.
 - b. Project Beyond the Bell will host a minimum of 3 highly engaging, exciting clubs per day, as well as an hour of academic enrichment.
 - c. Project Beyond the Bell will work directly with school day teachers and staff to align club activities to grade level curriculum.
 - d. Project Beyond the Bell will work directly with school day teachers and staff to deliver individual academic instruction and support to students.
 - c. Project Beyond the Bell will work with district staff, teachers, administrators, and other grant programs to deliver summer camp programming for 45 hours a week for 5 weeks.
- 6. Transportation
 - a. The school district will provide transportation as follows
 - i. Transportation as required by Special Education or McKinney-Vento.
- 7. Other Commitments
 - a. Advertising for the program will be done collaboratively. Project Beyond the Bell will produce its own flyers and newsletters which will be distributed through the schools distribution system. Project Beyond the Bell will be included in school wide newsletters and announcements.
 - b. Emerson School will provide a bulletin board in a well-trafficked area to promote Beyond the Bell programming.
- 8. Data Sharing
 - a. The school and district will provide access to assessments and all other data for the purposes of program evaluation.

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

In turn, Project Beyond the Bell will be flexible in accommodating all concerns, feedback, and suggestions of Emerson School.



 Frances Ashworth, Program Director



 Eori Stevens, Principal



 Lisa Witte
 Superintendent of Schools

Memorandum of Understanding

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

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

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

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

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

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

Signed this 14 day of March, 2023.


Lisa Witte
Superintendent of Schools

Kate Guerdat Digitally signed by Kate Guerdat
Date: 2023.03.14 10:45:19 -04'00'

Kate Guerdat,
State 4-H Leader


Frannie Ashworth
Program Director

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

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

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

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

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

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

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

Meetings:

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

Procedures for Modification and Termination:

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

Severance Clause:

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

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

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

Jamie Nadeau

ACROSS NH, Project Director



Program Director, Project Beyond the Bell



Lisa Witte
Superintendent of Schools

March 14, 2023

Date

3/14/23

Date

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

I. Purpose: This MOU reflects the commitment of both organizations and the designated Facilitator to work together within the Monadnock Region Afterschool Collective (MRAC) in fostering the common goal of implementation of the MRAC 2023-2024 action plans. This document outlines the roles and responsibilities of Winchester Learning Center (WLC) (referred to as Fiscal Agent), the Facilitator, and Project Beyond the Bell (referred to as Partner Program) with respect to the Monadnock United Way (MUW) direct investment in the MRAC pilot project.

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

II. Fiscal Agent Role:

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

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

Responsibilities of the Fiscal Agent includes:

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

III. Facilitator Role:

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

Lauren Bressett (Facilitator) is a subcontractor for the MRAC and responsibilities include:

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

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

IV. Project Beyond the Bell (BTB) (Partner Program) Role

BTB is a subcontractor for MRAC and responsibilities include:

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

V. Termination of Funding

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

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

VI. Duration of Agreement

- The term of this agreement shall commence January 1, 2023 and end on December 31, 2024.
- Either party has the right to terminate this agreement upon sixty days written notice to the other party.
- Either party has the right to terminate this agreement upon thirty days written notice to the other party in the event that the other party breaches this MOU or defaults in the performance of any of its obligations hereunder.

VII. Relationship of the Parties

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

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

This MOU has an effective date of January 1, 2023.

Fiscal Agent

Roberta A Royce Date 03-15-2023
 Roberta Royce, Executive Director

Partner Program – Project Beyond the Bell

Frances Ashworth Date 3/15/23
 Frances Ashworth, Program Director

Facilitator - Lauren Bressett

Lauren Bressett Date 3/10/23
 Lauren Bressett, MRAC Facilitator

Lisa Witte
 Lisa Witte
 Superintendent of Schools

E. ESEA Equitable Services Affirmation



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

PART B
Equitable Services for Private School Students

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

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

Private Schools Identified for Equitable services:
*LEA may duplicate this form for each of its private schools

Immaculate Heart of Mary School

Private School Name

95 Martin Road

Address

Richmond

City

603-239-6495

Telephone

ihmschool@catholicism.org

Email Address

NH

State

n/a

Fax Number

03470

Zip

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. (*ESEA, as amended, Sections 1117(b)(1) and 8501(c)(1), (5)*). The following topics must be discussed during the ongoing consultation process:

Title I, Part A

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the LEA will assess academically the services to eligible private school children in accordance with 34 CFR§200.10 and how the LEA will use the results of that assessment to improve Title I services.
- The method or sources of data that the LEA will use under 34 CFR§200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
- The equitable services the LEA will provide to teachers and families of participating private school children.
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.
- How the proportion of funds allocated for equitable services is determined.
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity or third-party contractor.
- Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- When, including the approximate time of day, services will be provided.

- Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under Section 8501(b) to provide services to eligible private school children in participating programs.
- The written affirmation that consultation has occurred must provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. (ESEA Section 1117(b)(1)).

Title VIII (Title I, Part C; Title II, Part A; Title III, Part A; Title IV; Part A; Title IV, Part B) (ESEA, as amended, Section 8501(b).)

- How the amount of funds available for equitable services is determined.
- Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, or entity, or through a third-party contractor.
- Whether to provide equitable services to eligible private school participants by: (1) by creating a pool or pools of funds with all of the funds allocated under programs covered under section 8501(b); or (2) a school-by-school basis based on each the proportionate share of funds available to provide services in each school.
- Documentation: Each LEA shall maintain in the LEA's records, and provide to the SEA involved, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward to the NH DOE the documentation that such consultation has, or attempts at such consultation have, taken place. (SEC 8501(c)).

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program and in Title VIII.

Public School Official	Date	Private School Representative	Date
<u>Monadnock Regional School District</u> Local Education Agency		<u>Immaculate Heart of Mary School</u> Name of Private School Agency or School	

THIS SCHOOL DOES NOT WISH TO ACCEPT FEDERAL FUNDS.

The LEA must maintain a copy of this form in its records and provide a copy to the NH DOE.



SAU 93

600 Old Homestead Highway, Swanzey NH 03446

603-352-6955

www.mrsd.org

May 16, 2022

Dear Sister Mary Perpetua,

If you do not wish to attend the information meeting or receive grant funds for the 2022-2023 school year, please sign below.

I have read the attached letter and forms and do not wish to attend the information meeting or receive grant funds for the 2022-2023 school year.

Sister Mary Perpetua, M.S.M.
Signature of Private School Representative

Sincerely,

Jeremy Rathbun
Jeremy Rathbun
Title I Project Manager

Lisa A. Wille, C.A.G.S.
Superintendent of Schools
lwille@mrsd.org
ext. 6977

Jeremy Rathbun, M.Ed.
Director of Curriculum, Instruction & Assessment/Title I
jrathbun@mrsd.org
ext. 6939

Catherine Woods, C.A.G.S.
Director of Student Services
cwoods@mrsd.org
ext. 6967

Janel Swanson
Business Administrator
jswanson@mrsd.org
ext. 6956

F. One Year Timeline

Personnel / Prof Development	2023						2024					
	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Recruit & Hire Staff - teachers, tutors, mentors & volunteers	X	X	X		X		X	X		X		
Recruit & Hire Summer Staff- teachers, tutors, community members									X	X	X	X
Professional Development for Admin Team		X		X			X		X		X	
21CCLC Professional Development (National, Regional, & State)		X		X		X		X		X		X
Monthly CCAN meetings			X	X	X	X	X	X	X	X	X	X
Monthly MRAC meetings			X	X	X	X	X	X	X	X	X	X
Weekly Site Coordinator meetings	X	X	X	X	X	X	X					
Monthly staff meetings	X	X	X	X	X	X	X	X	X	X	X	X
Regional Trainings					X				X		X	
MRAC Conference		X										
Orientations for core site staff* (ongoing afterward)		X					X					
Site Staff training* - intentionally infusing Academic Skills/GRPA measures		X		X				X				
Site Staff training* - intentionally infusing Wellness		X			X				X			
Site Staff training* - intentionally infusing Developmental Assets		X				X				X		
Site Staff training* - intentionally infusing Technology		X					X				X	
Summer Staff Training- Orientation, CPR/First Aid, Lifeguard/Water Safety											X	X
Program Director & Site Coordinators Goal Setting in Professional Learning Plan	X											
Director's Self & Formal Evaluation					X					X		
Site Coordinator Self & Formal Evaluations					X					X		
Core Site Staff Self & Formal Evaluations						X					X	
Programming	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Planning for next club session		X		X		X		X		X		X
Program newsletters go out to every child in the school		X		X		X		X		X	X	
Program registration	X	X	X	X	X	X	X	X	X	X	X	X
School year program & activities including		X	X	X	X	X	X	X	X	X	X	X
Summer Camp Planning					X	X	X	X	X	X		
Summer Camp Registration							X	X	X	X	X	
Summer Camp	X	X										X
Evaluation	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Program & club/activity level data collected			X	X	X	X	X	X	X	X	X	X
Summer activity level data collected	X	X										X
Data Analysis & Reporting		X			X	X		X		X	X	X
MRAC Evaluations	X						X					
21st CCLC Teacher Surveys									X	X		
21st CCLC Student Surveys									X	X		

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

Professional Development Training Topics

Required Trainings

Director

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

Required Site Coordinator Trainings

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

Site Coordinators and Key Staff

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

Required All Staff Trainings

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

Other Training Topics Offered

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

G. Job Descriptions and Credentials for Key Staff



Job Description Beyond the Bell Program Director

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

Supervisor: Assistant Superintendent

Skills, Knowledge and Abilities

Skills

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

Knowledge

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

Abilities

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

Essential Functions

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

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

Working Environment:

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

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

Certification:

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

Employee Name _____ Date _____

Employee Signature _____

Director Resume

Frances Ashworth

1127 County Road, Walpole, NH 03608
603.903.7880
fashworth@mrsd.org

Education

Granite State College
Concord, New Hampshire
College Coursework - no degree
Major: Education
Attended January 2007 to May 2007

Johnson & Wales University
Providence, Rhode Island
College Coursework degree – no degree
Major: Advertising & Marketing
Attended September 2005 to January 2006

Relevant Professional Development

2022 ACROSS NH Leadership Institute III
2021 ACROSS NH Leadership Institute II
2020 ACROSS NH Leadership Institute I
2015, 2019, 2020 Foundations Inc. Beyond School Hours National Education Conference
2016, 2017 National Afterschool Alliance Convention
2015, 2014, 2013, 2012 NH 21st CCLC Summer Conferences

Experience

Monadnock Regional School District
Project Beyond the Bell
21st Century Afterschool Program Director
Swanzey, NH
July 2019 –P resent

Marlborough School District
21st Century Afterschool Program Director
Marlborough, NH
August 2010 - June 2019

Harrisville School District
21st Century Afterschool Program Director
Harrisville, NH
August 2010 - June 2017

Activities & Honors

New Hampshire Afterschool Network Standing Leadership Team Board Member

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

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

21st CCLC Professional Development Team Member

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

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

Relevant Skills & Knowledge

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

SAU 93 - Monadnock Regional School District
Job Description
Beyond the Bell Program Coordinator



Purpose: The Program Coordinator is responsible for assisting the Program Director and Site Coordinators with the overall management, day-to-day operations, and sustainability of the 21st CCLC program.

Supervisor: Beyond the Bell Program Director

Minimum Qualifications/Skills

- Must possess excellent written, verbal communication and problem-solving skills.
- Must possess the ability to evaluate, motivate, and support a team atmosphere and to provide constructive feedback to 21st CCLC staff.
- Demonstrate ability to build effective professional relationships with all levels of the organization as well as with the broader community.
- Ability to perform a wide variety of duties and responsibilities with accuracy and speed under the pressure of time-sensitive deadlines.
- Experience in fundraising and grant writing desired.
- Ability to work independently, give and take direction, and be productive in a fast-paced environment.
- Excellent computer skills, proficiency with Microsoft Office applications, Microsoft Publisher, Google Drive, Gmail, and web-based data collection systems.
- Experience in staff training and mentoring.
- Ability to speak in public and with the media.

Essential Functions

- In collaboration with the program director, provide leadership in the creation, evaluation, and improvement of academic and enrichment programming while maintaining compliance with the goals and objectives of the 21st CCLC grant.
- In collaboration with the Site Coordinators, provide daily direct support, mentoring, and training in the Afterschool and Summer Programs.
- Assist Program Director in ensuring overall program quality by providing orientation, training, coaching, and feedback to 21st CCLC program staff regarding the development, scheduling, and implementation of the new curriculum, class offerings, enrichment activities, and outside partnerships.
- Research and develop new partnerships with external program providers/agencies to expand program offerings.
- Management of material and supply ordering
- Create and maintain financial records including requisitions, purchase orders, and receipts.
- Assist in designing and implementing a professional development plan and training activities for program staff.
- Assist in the planning, production, and publication of newsletters, brochures, social media engagement, and other communication tools.
- Oversee the state-mandated CAYEN Managed Information System by providing technical support to all site coordinators, periodically track all site's data entry to ensure its correct, accurate, and meeting new tri-year NHDOE deadlines, communicate to Site coordinators regarding CAYEN activity and seek to inform/instruct and support.

- Collect, organize and submit payroll, and stipends for staff employed by Beyond the Bell.
- Coordinating onboarding and personnel paperwork and forms.
- Manage deposits and cash handling.
- Assist in identifying and cultivating new opportunities to diversify funding streams, including grants and donations.
- Provide additional administrative support to the program director as required.
- Attend training, workshops, and annual conference(s) as mandated by the NHDOE.
- Perform all other duties as assigned by the program director.

Supervisory Responsibilities: None.

Working Environment:

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

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

Specified Length/Hours of Position: This is a non-affiliated 260-day position, 40 hours a week.

Evaluation:

- The evaluation shall be completed by the 21st CCLC Program Director.

Certification:

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

Employee Name Date

NICHOLAS WHEELER
42 Fitzwilliam Road, Richmond, NH 03470
(626) 422-3973

Professional Summary:

A highly motivated individual whose experience in Outdoor Education has allowed me to recognize our youth's unique needs and develop engaging programs appropriate for specific groups and individuals. I also possess excellent interpersonal skills and communicate and collaborate effectively with co-workers from all levels.

Employment:

Beyond the Bell Program Coordinator, Monadnock Regional School District, Swanzey NH, Current
Responsible for assisting the Program Director and Site Coordinators with the overall management, day-to-day operations, and sustainability of the 21st CCLC program.

Outdoor Education Director,

YMCA Camp Takodah, 32 Lake St., N. Swanzey, NH 2018 – 2021

- Develop, deliver, and maintain high quality outdoor environmental and nature programs that meet program goals, are culturally relevant and of high interest to clients, and follow safety and risk management practices.
- Develop curriculums that incorporate fun, engaging activities that develop group and self-esteem building, and leadership skills.
- Stay informed on current teaching methods and trends in the field of outdoor environmental education and update assigned programs appropriately.
- Recruit, hire, train, supervise, and mentor staff and volunteers to deliver assigned programs.
- Create and maintain the budgets for assigned programs.
- Support clients in their communications about our programs; this includes advice on fundraising, effective parent information, school presentations, and other activities deemed necessary.
- Help establish, maintain, and implement health and safety policies, standards, and procedures.
- Communicate effectively with guests and staff from a range of ages, backgrounds, and lived experiences.
- Build and maintain healthy professional relationships with students, teachers, parents, staff and guests.
- Serve as on-call point person for all Outdoor Education emergencies.
- As a member of the management team, share oversight of and support to all programs and operations.

Outdoor Education & Program Director, YMCA of the Ozarks Camp, Potosi, MO, 2013- 2018

- Developed new outdoor curriculum to further improve learning of students
- Acquire, organize, and maintain necessary supplies and materials for assigned programs.
- Recruit, hire, train, supervise, and mentor staff and volunteers to deliver assigned programs
- Handled scheduling logistics for all programs
- Market assigned programs to gain and retain new schools and clients.
- Support Summer Camp, Family Camp and Workshops as assigned

Small Business Owner, The Smoothie Stop, La Canada, CA 2011 to 2013

Responsible for all aspects of running a business, including marketing, advertising, budgeting and accounting, scheduling, inventory and ordering, sales, community development and day to day operations.

English Teacher, English First School, Surabaya, Indonesia. 2008 to 2011

Planned, organized and taught lessons in English for Indonesian students ages 5 to adult (Beginner to Advanced).

Education and Certifications

- Bachelor of Science in Social Work, Sussex University, Brighton, England 2001
- YMCA Team Leader Certification 2017
- YMCA Lifeguard Certification 2021
- YMCA First Aid & CPR for the Professional Rescuer Certification, 2021
- High Ropes Certification Level 2 (to train & teach)

SAU 93 - Monadnock Regional School District
Job Description
Beyond the Bell Program Site Coordinator



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

Supervisor: Beyond the Bell Program Director

Skills, Knowledge, and Abilities

Skills

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

Knowledge

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

Abilities

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

Essential Functions

- Site management of daily operations, schedules, and needs
- Development and oversee the implementation of high quality, standard-based lesson plans for clubs
- Ensures individualized academic goals are set and closely monitored
- Works with youth and staff to design and implement a broad range of program activities to support
- student's social, emotional, physical, intellectual growth.
- Prepare and disseminate program newsletters and other promotional material
- Develop and implement orientation training in the vision of the program with afterschool staff in coordination with the Director of Afterschool Programs.
- Maintain a safe environment for students both physically and psychologically.

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

Working Environment:

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

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

Certification:

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

Employee Name Date

Summer Pouliot

EXPERIENCE

Monadnock Regional School District, Swanzey, NH — *Mt. Caesar Elementary School - Project Beyond the Bell After School Site Coordinator*

August 2021 - PRESENT

- Responsible for managing the design and implementation of all site activities.
- Develop lesson plans for enrichment activities and spearhead new programs for the site.
- Be the primary point of contact for program logistics pertaining to the school site and act as a liaison for parents, teachers, administration, students and staff.
- Manage supplies used for after school programs, age appropriate curriculum development and review, complete necessary paperwork, create student rosters, recruit for new student enrollment, process timesheets, evaluate staff members.
- Support and manage students in social and emotional learning: conflicts, deilliemas, and relationships.
- Build relashipions with families and students through communication: email, face-to-face, and phone.

Monadnock Regional School District, Fitzwilliam, NH— *Project Beyond the Bell Afterschool Program Leader*

August 2019 - August 2021

- Responsible for assisting the after school director in the development, planning, organization and implementation of activities.
- Lead daily activities for students in grades kindergarten through sixth grade.

Town Of Fitzwilliam, Fitzwilliam NH — *Assistant Camp Director*

June 2019 - August 2019 (Seasonal)

- Responsible for planning, leading, and implementing core and non-core programs and experiences for children in a small group setting.
- Responsible for the general safety and development, growth, and skill achievement of all participants.
- Provided quality outdoor fun and recreational experiences for the participants.

Town Of Fitzwilliam, Fitzwilliam NH — *Camp Counselor*

June 2015 - August 2018 (Seasonal)

- Responsible for leading and implementing core programs and experiences for children in a small group setting.
- Responsible for the general safety and development, growth, and skill achievement of all participants.
- Provided quality outdoor fun and recreational experiences for the participants.

21 Abbey Lane
Fitzwilliam, NH
(603) 209-6161
summer.pouliot@gmail.com

SKILLS

Microsoft Office

CPR. & First Aid Certification

Suicide Prevention Certification

EDUCATION

**Keene State College, Keene, NH —
Bachelors of Arts in Psychology
*Cum Laude***

Graduated May 2021

**Monadnock Regional High
School, Swanzey, NH— High
School Diploma**

August 2013- June 2017

COMMUNITY SERVICE

Practicum at The Children's Museum of New Hampshire

*I spent time helping at various events
and projects at this museum.*

- 46 Hours

The University of New Hampshire: Wildcat Friends Club

*This was a program that volunteered
time to work with special needs
individuals.*

- 12 Hours

Monadnock High School Key Club

*This was a community service program
that was connected to the Kiwanis
Organization.*

- 30+ Hour

- President of Club for 3 years

**Job Description
Afterschool Program Leader**



Description of Overall Responsibilities and Skills/Traits Required

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

Specific Responsibilities:

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

“Enhancing Education Beyond the School Day Through Creativity, Discovery, & Play”
Monadnock Regional Afterschool, & Summer Program
633 Old Homestead Hwy
Swanzy, NH 03608
fashworth@mrsd.org (603) 357-2044



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

Dear Future Leader,

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

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

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

Qualifications

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

Commitment

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

Application Process

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

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

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

Respectfully,
Beyond the Bell Leadership Team



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

What is our Leader in Training Program?

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

Goals of the LIT Program

- | | |
|---|---|
| <p><u>Develop</u> positive interpersonal skills</p> <ul style="list-style-type: none">• Active listening• Teamwork• Patience• Dependability | <p><u>Foster</u> individual growth and self-discipline</p> <ul style="list-style-type: none">• High expectations of behavior, ethical code, standards• Participants entrusted with tasks that carry responsibility• Well-structured daily schedule• Ongoing positive and constructive feedback |
| <p><u>Teach</u> new skills</p> <ul style="list-style-type: none">• Daily leadership seminars/experiences• Camp-related skill instructions• Guided teaching opportunities with younger children | <p><u>Encourage</u> independence and self-confidence</p> <ul style="list-style-type: none">• Opportunity to be “one’s own leader”• Challenge with the opportunity to succeed• Gaining real-life work experience |
| <p><u>Cultivate</u> leadership potential</p> <ul style="list-style-type: none">• Through all the above social interactions• Positioned as a leader yet given guidance• Instruction combined with opportunities for practical experience | <p><u>Develop</u> an appreciation for nature & community</p> <ul style="list-style-type: none">• Outdoor, natural settings for activities• Off campus adventures weekly• Fishing, hiking, and biking• Daily swimming |

Program Content

Pre-Camp LIT Training:

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

LIT Summer Camp Experience:

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

Leader in Training Leadership

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



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

Program Outcomes

Leaders-In-Training Learn and Gain:

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

Commitment Expectations

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

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

H. Letter of Support from Principal

DR. GEORGE S. EMERSON ELEMENTARY SCHOOL

27 Rhododendron Road
Fitzwilliam, New Hampshire 03447
603-585-6611, phone; 1-603-719-0983, efax
<http://www.mrsd.org/~emerson>



Mrs. Lori Stevens, Principal lstevens@mrsd.org

Ms. Kelly Meyer, Lead Teacher
Mrs. Samantha Sestito, Lead Teacher & Counselor

Ms. Pat Poole, Administrative Assistant
Mrs. Alexis Heaphy, Nurse

- Pre School Teacher
Ms. Debra Gera
- Kindergarten Teacher
Ms. Hannah Anderson
- Grade 1/2 Teachers
Mrs. Michelle Bonomano
Ms. Kelly Meyer
Mrs. Kathryn Samet
- Grade 3/4 Teachers
Mrs. Kaitlyn Mitchell
Ms. Linda Underwood
- Grade 5/6 Teachers
Ms. Nicole Tessaglia
Ms. Kelly Welch
- Social Worker/Counselor
Ms. Melissa Johnson
- Special Ed Coordinator
Ms. Lauren Klowak
- Inclusion Facilitators, K-6
Ms. Jean Connolly
Ms. Cassie Moore
- Interventionist
Mr. David Carney
- Reading Specialist
Ms. Marianne Van Vlietberg
- District Title I Teacher-PreK
Mrs. Barb Arguin
- Title I Teacher
Courtney Barnes
- Art Teacher
Ms. Nancy Greene
- Music Teacher
Mr. Alexander Judge
- Physical Education Teacher
Ms. Marissa Lord
- School Psychologist
Ms. Marissa Moore
- Speech/Language Pathologist
Ms. Rachelle Hall
- Occupational Therapist
Mr. Kris Klein
- Project Beyond the Bell
Program Coordinator
Ms. Summer Powell

March 8, 2023

To Whom it May Concern,

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

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

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

Sincerely


Emerson School Mission Statement
Dr. George S. Emerson Elementary School is committed to the skills and attitudes essential for academic excellence and life-long learning.

Total Program Cost	\$203.16	\$203.16	\$203.16
Daily Costs			
Days per Week (projected)		1	
Costs Per Slot	\$182.84	\$182.84	\$182.84
Total Program Cost	\$9,142.19	\$9,142.19	\$9,142.19
Monthly Costs (assuming 4.33 weeks/month)			
Costs Per Slot	\$791.71	\$791.71	\$791.71
Total Program Cost	\$39,585.69	\$39,585.69	\$39,585.69

J. Advisory Board Members Roles and Responsibilities

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

Purpose

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

Members

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

Members Roles and Responsibilities

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

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

Advisory Board Meetings

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

Advisory Committee Meetings

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

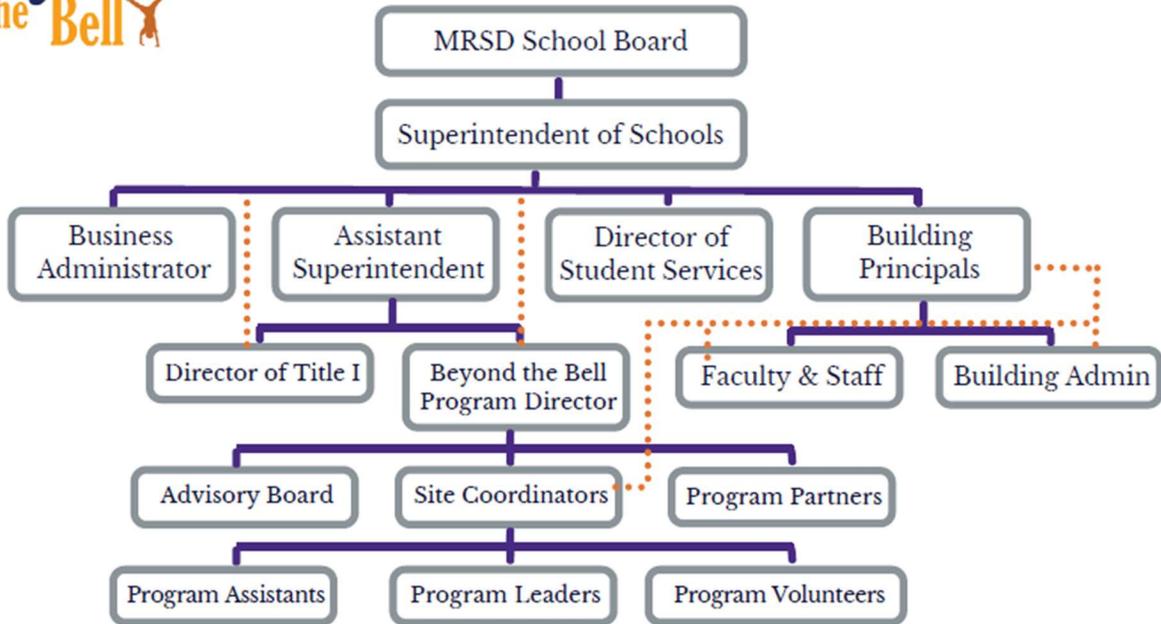
The Advisory Committees consist of the following subcommittees:

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

Appendix K. Organizational Chart



Organizational & Communication Chart



MRSD School Board

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

Superintendent of Schools

Oversees all activities and operations of MRSD.

Business Administrator

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

Assistant Superintendent

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

Director of Student Services

Oversees all special education services in MRSD.

Building Principals

Building-level administration that meets frequently with Site Coordinators and Program Director for program updates, assists with program connection to the school day and provides feedback; assists program with identifying students who meet the target population criteria; serves on the Advisory Board.

Director of Title I

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

Beyond the Bell Program Director

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

Advisory Board

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

Site Coordinators (SC's)

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

Program Partners

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

Program Leaders & Assistants

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

Program Volunteers

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

L. Surveys and Evaluation Studies of Current Program

Surveys

21st CCLC EMERSON Afterschool Parent Survey

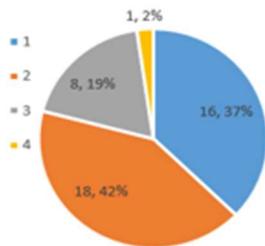
February 2023 online via Google Forms

43 Responses of 105 families 41%

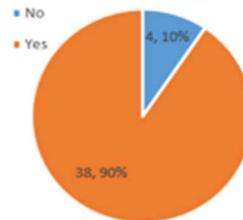
We are re-applying for a 21C grant to continue our Summer and Afterschool program at Emerson School. In order to apply we must collect feedback and comments from parents – both those who have used the program and those who haven't. This will help us ensure the programs offered best meets the needs of our families. Please take a few minutes to complete this survey. If you would like to know more about this process or have additional thoughts to share please Frannie Ashworth, Program Director at fashworth@mrsd.org.

Due to the smaller size of our school and community in Fitzwilliam, this survey will help us create a better case for the NEEDS ASSESSMENT portion of the grant.

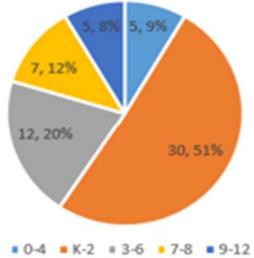
1. How many school age children do you have?



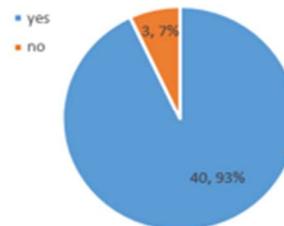
4. Are you happy with your current arrangements for your child(ren) after school?



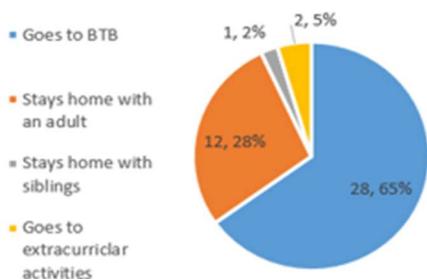
2. What grade is your child(ren) in? Check all that apply.



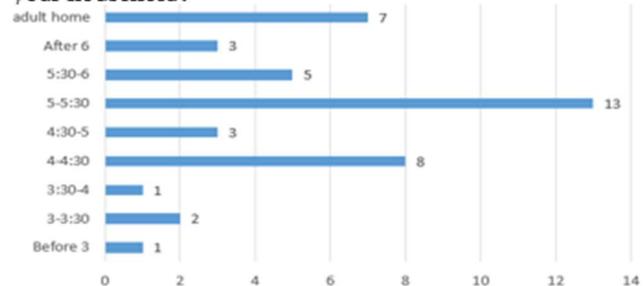
5. Would your child(ren) attend Project Beyond the Bell Afterschool program next year, if it were free?



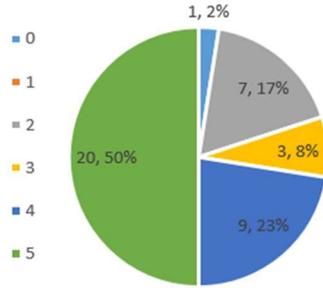
3. What do your school age child(ren) currently do after school?



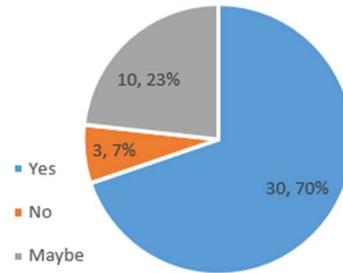
6. Approximately what time in the afternoon/evening does an adult get home in your household?



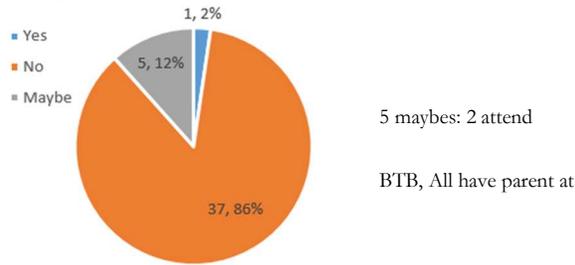
7. How many days a week do you think your child would attend the program?



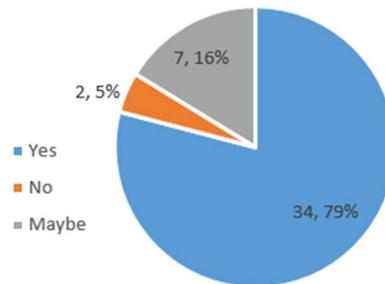
10. If available, would you like to have your child participate in tutoring/academic support during after school hours or the summer?



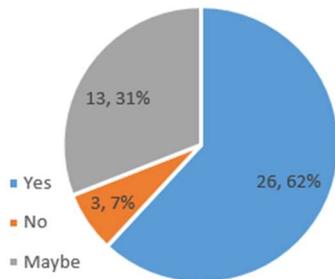
8. If the program was held at your child(ren)'s school, would lack of transportation home at the end of the afterschool program be a barrier to their participation?



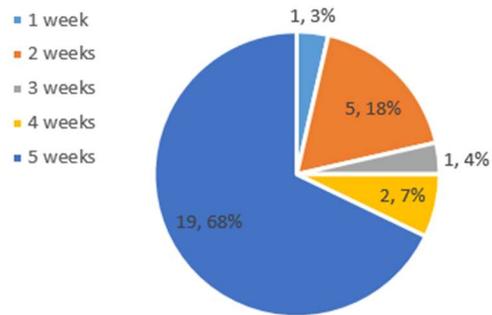
11. Would your child attend a summer camp hosted by Beyond the Bell, if offered?



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



11-a. If yes, how many weeks do you think your child would attend?



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

Nothing else
Keep it as is.
Just keep doing what you're doing,
Emerson is a great school and I love the staff and so do my kids
Have them participate and have fun.
She loves to go that's the key
Offer help and practice reading
Tutoring and exercise
Hand on activities, social engagement

Keeping them busy with variety of activities
Socialize and help my child learn
Keep them excited about school.
Homework tutor
Support and engagement
Continue doing what you're doing. She loves it!
Keep them engaged and active.
Offer choices to students

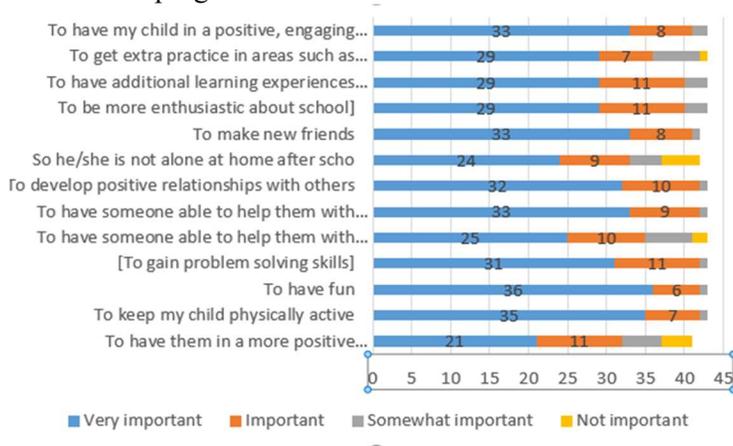
Keep them learning
The educational activities
During homework/study time, assist the children with completing homework or answer questions they may have on certain problems with math etc.
Teach compassion
Encourage learning through play, help with homework/tutoring
Be interactive with them

Have them participate in clubs they are interested in but otherwise wouldn't get to do.
Positive environment

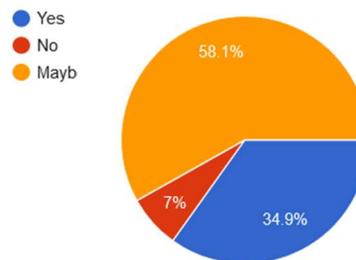
Allow younger children to participate in the programs. My daughter is going into kindergarten and can't do camp.

Provide a safe environment, make sure they have fun and make new friends
Supervised social interactions

13. Why do you feel it is important for your child to attend an Afterschool program?

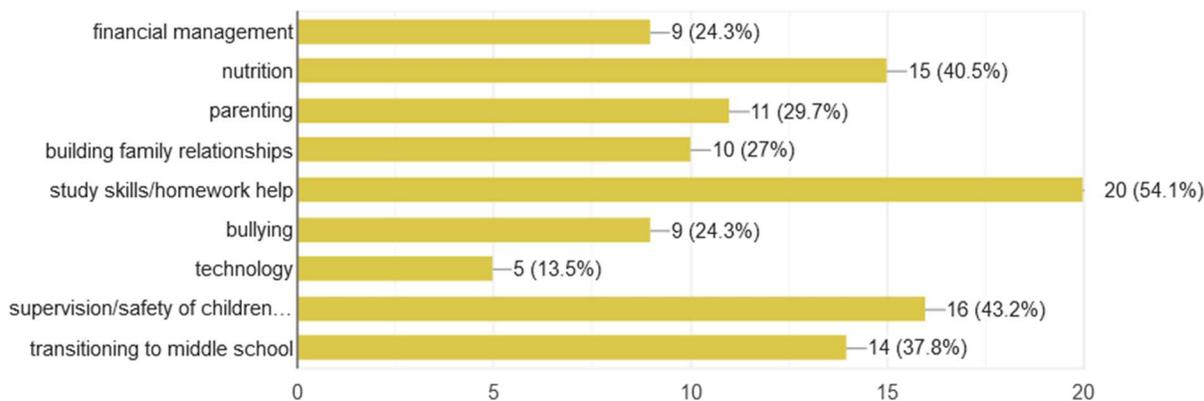


14. If we were to offer occasional workshops for parents, would you be interesting in attending?



14-a. If yes, check all that might interest you.

37 responses



Are there any other comments you would like to share?

- It's a great program
- This program is great! I will be utilizing this next year if offered and for summer camp!
- We currently use the program and it works well.
- Great program. Hope we can keep it!
- My child is a military connected child. Making connections in Beyond the Bell has been invaluable in fostering his resilience.
- If there's No beyond the bell it's very hard for single parts to work a full time job. Also since my child has been going to beyond the bell since the beginning of the school year lit keeps her focused and motivated/ creative.
- Beyond the Bell is an important service that provides students with a positive environment.
- Before school care should be an option as well.
- I believe Beyond the bell is a wonderful program and my daughter and I would be very disappointed is this program ever came to an end. The teachers there are doing an amazing job and are extremely appreciated!!
- My daughter loves the program, thank you for great communication and support

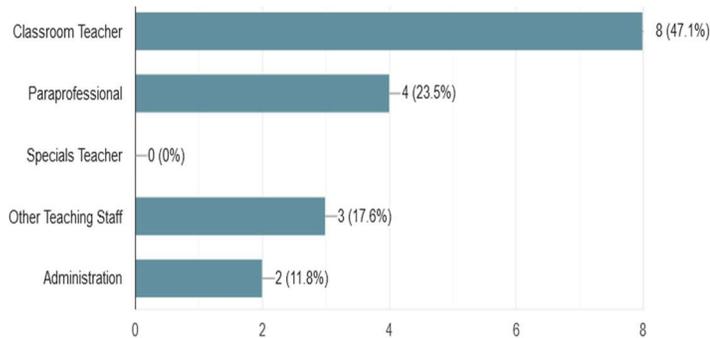
21st CCLC EMERSON Teacher Survey

- March 2023 online via Google Forms
- 17 responses, 8 of 11 teachers

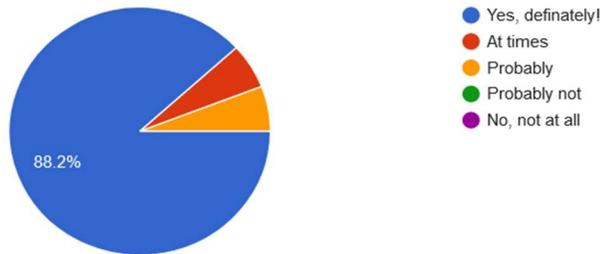
We are currently re-applying for the 21st CCLC grant. This is a **highly competitive grant** through the Department of Education that currently funds our Afterschool Program- Project Beyond the Bell. Collecting feedback from the community and teachers is a requirement of the grant proposal. If you have additional thoughts to share please contact Frannie Ashworth, Director at fashworth@mrsd.org.

Due to the smaller size of our school and community in Fitzwilliam, this survey will help us create a better case for the NEEDS ASSESSMENT portion of the grant. Thank you very much for your time and efforts!

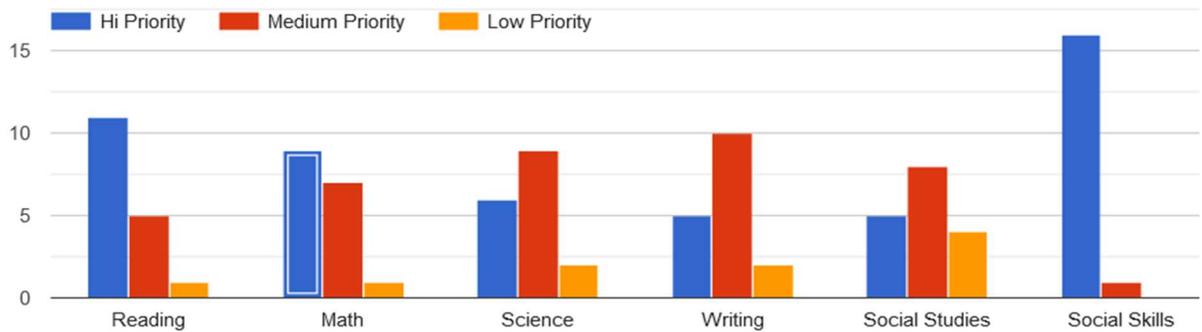
1. My role/position in the school is (check all that apply):



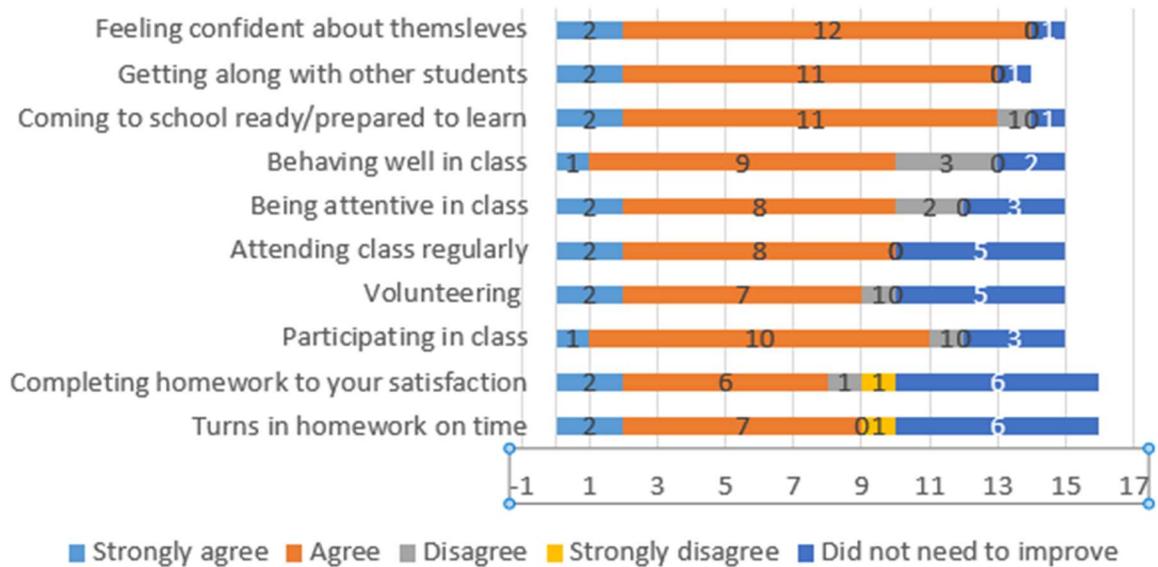
2. Overall, do you think students have benefited from participating in the Afterschool Program?.



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



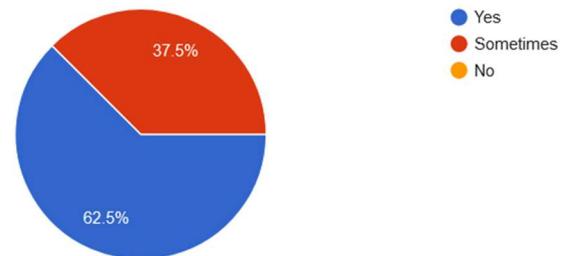
4. Since participating in the Afterschool program, the students that do attend have improved in... (please note that if a student did not need to improve, that is an option)?



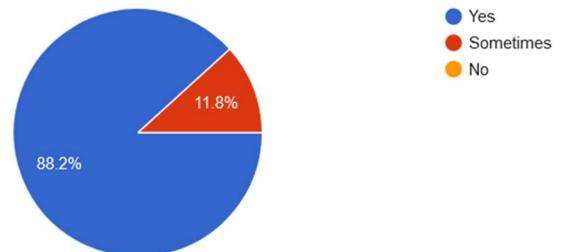
5. If you disagreed or strongly disagreed with any of the above statements, what was the reason?

- Some students school habits appear to be the same regardless of an afterschool program
- I was told that there was a time at the afterschool program for students to do their homework, but students who attend still do not complete their homework. I would like the afterschool program to focus on making sure they set aside time for students to complete their homework.
- I have seen an increase in poor classroom behavior from one of my students.

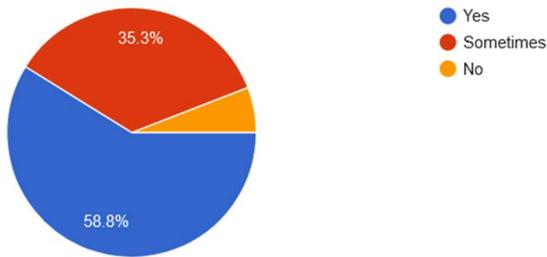
6. Do you feel that the Afterschool offerings of homework assistance and daily clubs relate to and enrich what is being taught during the school day?



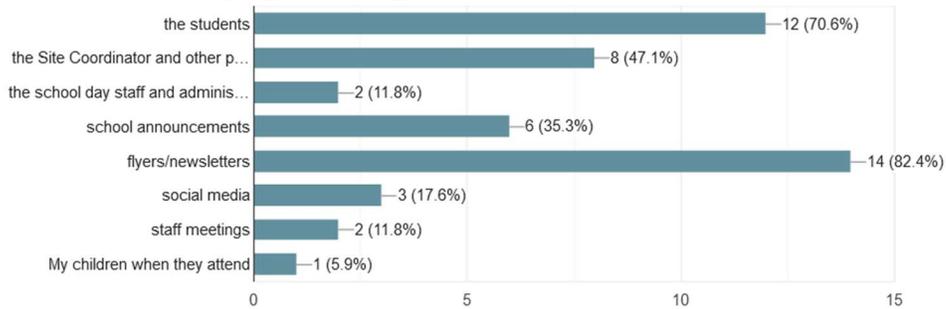
7. Do you feel that the Afterschool program offers a variety of enrichment clubs and activities to the participants?



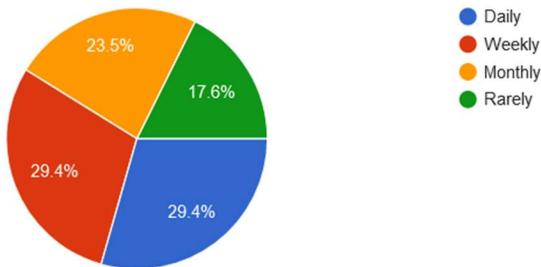
8. Do you feel that you are well informed about the Afterschool program and what happens there?



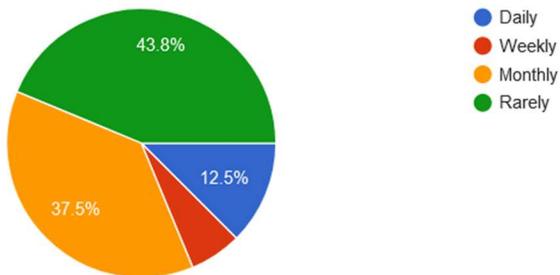
9. I stay informed about the program through...



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



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



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

Afterschool Youth Survey

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

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

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

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

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

Thank you for your help!

Put a mark in the best column to tell how much each of these happens at our afterschool program.				
At this afterschool program.....	Always	Usually	Sometimes	Never
1. I feel safe and comfortable.				
2. The teachers know my name.				
3. I feel like I belong.				
4. The teachers say encouraging things to me.				
5. When I do well, the teachers give me positive feedback.				
6. There is an adult that really cares about me.				
7. People are happy to see me.				
8. The activities are fun.				
9. I know who I can go to if I need help with a problem.				
10. I work/get along well with other kids.				
11. There are many things I do well.				

Put a mark in the best column to show how much you agree with these statements.				
Coming to this afterschool program has helped me.....	Strongly		Strongly	
	Agree	Agree	Disagree	Disagree
12. Have many different friends				
13. Learn new things				
14. Listen to everyone's views whether I agree or not.				
15. Learn how to solve problems with my friends				
16. Listen well to others.				
17. Be respectful of others.				
18. Understand what other people are feeling and thinking.				
19. Explain my ideas and feelings to others.				
20. Consider many solutions to a problem before acting.				
21. Not let my friends talk me into doing something I don't want to do.				
22. Learn to work things out when others don't agree with me.				
23. Share the workload with others.				
24. Stand up for myself without putting others down.				
25. Complete tasks even when they are difficult.				
26. Set and work on goals.				
27. Learn it is okay if I lose.				

28. What do you like best about this program?

Student Survey Results

BTB Jan 23	Always	Usually	sometime	never	69
I feel safe and comfortable	39	24	5		3.50
The teachers know my name	43	19	7		3.52
I feel like I belong	38	19	11	1	3.36
Teachers say encouraging things to me	33	26	8	2	3.30
When I do well the teachers give me positive feedback.	34	21	12	2	3.26
There is an adult that really cares about me	44	17	5	3	3.48
People are happy to see me	35	20	12	1	3.31
The activities are fun.	35	17	12	2	3.29
I know who I can go to if I need help with a problem	44	14	10		3.50
I work/get along well with other kids.	29	18	20	1	3.10
There are many things I do well.	33	27	8		3.37
Coming to this program has helped me...					
Have many different friends.	33	32	2	2	3.39
Learn new things.	36	26	4	3	3.38
Listen to everyone's vies whether I agree ro not.	33	31	4	1	3.39
Learn how to solve prolems with my friends.	34	25	7	3	3.30
Listen well to tohers	42	20	6	1	3.49
Be respectrul of others	45	20	3	1	3.58
Understand what other people are feeling and thinking.	45	18	5	1	3.55
Explain my ideas and feelings to others	29	25	11	4	3.14
Consider many solutions to a problem before acting.	32	27	5	3	3.31
Not let my friens talk me into doing something I don't want to do.	34	20	12	2	3.26
Learn to work things out when others don't agree with me.	28	30	6	2	3.27
Share the workload with others.	28	29	5	3	3.26
Stand up for myself without putting others down.	37	21	5	3	3.39
complete tasks even when they are difficult.	38	24	1	3	3.47
Set and work on goals.	35	22	5	2	3.41
Learn it is okay if I lose.	42	18	2	3	3.52

What do you like best about this program:

recess. My teacher. friends. that every teacher is there to help me. The Teacher. My friends. Everything but I mostly love the teachers. My Friends. What I like best about this program are the clubs. Getting to see my friends, play and have snack. clubs. It gives me freedom from stress. the teachers are kind and the clubs are fun. teachers keeping me safe. I don't know. I get to play, hangout, and socialize with kids and friends. everything. Gaga. (game). Active games and kids I do not get to see at school. EVERYTHING! Friends. ga ga ball. ga ga and Mrs. T. Recess. The games. clubs that are fun . The activities. Recess, snack, teachers and clubs. The teachers are awesome and I have made a lot of friends. That there is a lot of nice teachers. recess with friends. snack. Gaga. I like all of the teachers are nice. My friends and getting to get out and escape from school. the fun activities. The clubs. Teachers. Playing with my friends at recess. friends and I get fun time. Talking to my friends. Also recess. Clubs. my friends. Mrs T because she is kind to me. Clubs, Mrs T, Mr L. everything. Mrs T .



**Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Programs
 Site Visit Observation Form**

Grant Name: Monadnock School District

Date of Site Visit: 4/14/2022

Grant Director: Frannie Ashworth

Name of Reviewer: Kathleen A. Vestal

School: Monadnock School District

SECTION 1. Progress / Interview with Grantee

# of Students enrolled in program:	Average Daily Attendance per grant:	Actual Attendance of day of visit:
117	38.86	36

Meet at

A. Program Management Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
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1. The leadership, school staff, and community/business organizations promote the out-of-school time program with families, teachers, and other members of the school and community. The advisory board members and other partners are involved in the efforts of program improvement and sustainability. High school and middle school sites have at least one student member on the board. Recommended one parent for elementary sites.		X		<p>Advisory board is comprised of a diverse group of members and has advisory subcommittees.</p> <p>There are parents on the advisory board and next year the program will have students attend from the student leadership group.</p> <p>The last advisory board meeting was scheduled for 9-9-21 and was cancelled.</p> <p>The next meeting is scheduled for May, they plan to discuss the future of new grant if it is awarded.</p> <p>Program shares data with subcommittees but not to the whole group.</p> <p>There is a variety of MOU's in Cayen.</p> <p>There is a data sharing agreement with the school district.</p> <p>Sustainability plan is housed in many documents.</p> <p>School district supports the Monadnock afterschool program and the sustainability plan shows evidence that they could possibly sustain the program in the future.</p> <p>Action Items: Make sure all Advisory Board minutes are uploaded to Cayen.</p>
2. The grant and handbooks are located in a place where staff, families and community members can obtain the information. Ongoing communication plan to disseminate information about the program is demonstrated. If materials need to be translated, describe how this is accomplished.	X			<p>The 21st CCLC grant is located on the website.</p> <p>Parent Handbook, program schedule, registration forms, fiscal policies, and flyers are all posted on website.</p> <p>Schedule is posted on website.</p> <p>All documents have the Nita M. Lowey 21st CCLC logo.</p> <p>Federally funded description should be on all documents.</p> <p>The school promotes the program through newsletters, social media, emails, school messenger system, and through swift reach.</p> <p>Staff communicates with parents during drop off and pick up times and through emails.</p> <p>No need to translate materials.</p> <p>Action Items: Make sure all documents have federally funded description.</p>
3. Receipts of all program income expenditures are available and match the documented expenses on the 2021-2022 Program Income Document. All program income expenses are 21 st CCLC allowable costs.	X			<p>No program income is collect. Balance of program funds in GMS is \$35,823.31 with the last report being completed in February.</p> <p>Great job spending your funds.</p>

4. Professional development is offered to staff on a regular basis.	X			Program director is enrolled in a leadership course. Excellent Professional Development offerings. Program uses Primex for professional development trainings which is a requirement of the school district. Staff also attend ACROSS attend trainings and participate in the leadership training. Program is working on developing upcoming stronger staff orientation sessions.
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SECTION 2. PROGRAM OBSERVATION *Site Location: George Emerson Elementary School*

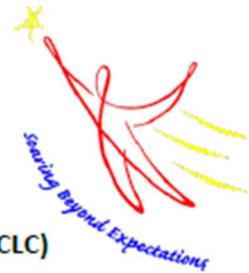
B. Program Design and Structure Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
1. Students are recruited (targeted) and provided continuous services based on grant requirements. Students have the opportunity to engage in both academic and enrichment opportunities. Classes are designed to meet the needs of all students.	X			Program targets students in academic need and has acceptable targeting procedures.
2. Operating schedule meets the needs of the students. Activities and schedules are posted for students and families. Programming is offered a minimum of 15 hours per week, 5 days per week.	X			Summer program is offered for five weeks, 45 hours a week. Schedule posted on 21st CCLC website and in the program. Program hours meet the minimum.
3. Program activities align with the school day. Academic & enrichment opportunities are offered to engage high academic standards preparing youth to succeed in college & careers. High school programs offer opportunities for credit bearing expanded learning opportunities.	X			Homework and academic enrichment clubs are combined. Program has a homework time where students' skills are enhanced from the school day. Teachers communicate with the program with specific assignments the students need help with. Program Director has access to Power School and NHSAS data.
4. Families of participating students have the opportunity to actively engage in their child's education.	X			Program partners with Title 1 on family engagement activities. They had a lantern literacy block, an event with picture and writing with families. Next Wednesday is an SEL evening on treehouses and families will have dinner together. The family engagement activities are well attended.
C. Safe Environment	Yes	No	Not Observed	Evidence & Comments
1. Youth adequately monitored and offered engaging activities by staff.	X			1:6 for tutoring, 1:12 for academic & enrichment; 1:18 for recreation Student to staff ratios are good. Academic enrichment clubs are run by certified teachers, para-professionals and college students. Students were engaged in activities. Staffing is still a concern.
2. Safety practices & protocols specific to community learning center needs are in place. The physical environment is safe and free from health hazards.	X			Program has clear and safe pick up and drop off procedures. School doors are locked. Written safety plan developed and posted. Program space is clean, well-lit, and a comfortable temperature. All staff are CPR certified/first aid. Adults and youth can move freely, doorways are not blocked, and there is ample space for activities.
3. Appropriate emergency procedures and supplies are present.	X			1st aid kit, fire extinguisher, safety procedures and fire exits posted, etc. Program has emergency procedures. Families provide the program with all pertinent medical /allergy information on the students.
4. Adequate space is provided for program and staff.	X			Office and storage space is sufficient. Program Director has an office of sufficient size located in a building close by. The facility has sufficient resources to provide all proposed and required activities.
5. Access to indoor and outdoor program space is supervised during program hours.	X			Students have an opportunity to be indoors and outdoors and with plenty of supervision.
6. Healthy food and drink are provided and meet USDA requirements. Does program participate in the USDA program?	X			Snack consists of applesauce and goldfish. Water is provided. Program participates in USDA program and evidence has been submitted. Healthy protocols, handwashing, gloves, etc. So good to see this. Nutrition staff track the students that have food allergies and provide an alternative snack if needed. Has a notebook that lists all students' medical information and allergies.
7. Attendance is taken in a timely manner and all youth scheduled for the day are accounted for. Program addresses student absences & early dismissal.	X			Attendance is taken by the staff in an orderly and efficient manner. Parent's ring the doorbell to pick up their children. Students are escorted out of building by staff member and door is locked behind them. Site coordinator receives list from the office of who is absent and any changes or additions to the list.

D. Supportive Environment	Yes	No	Not Observed	Evidence & Comments
1. Staff provide a welcoming atmosphere.	X			Staff actively engage with youth, smile at youth, make eye contact, speak respectfully, and offer encouragement, etc.
2. Staff responds to and helps youth address conflict safely and respectfully.	X			Staff stop hurtful actions, acknowledge feelings, and apply appropriate consequences.
3. Program pace is relaxed and flexible. Program day flows smoothly and is organized.	X			Pace: Youth have time to get involved; environment is relaxed, and not rushed. Program Day: Has transitions, clear routines and/or ritual, youth understand
4. Clear communication with parents/guardians is in place.	X			Staff are interacting with parents during pickup and drop off times.
5. Program day offers youth a balance of instructional approaches.	X			Balance of adult-directed time, independent time, and cooperative learning time and has a balance of group sizes.
E. Youth Engagement	Yes	No	Not Observed	Evidence & Comments
1. Youth have structured opportunities to get to know each other.			X	
2. Youth follow established program rules and behavioral expectations.	X			Youth understand the rules and behaviors expectations.
3. Youth are engaged, appear relaxed and in control of themselves.	X			Youth appear to be relaxed and enjoying the activities.
4. Youth have a voice and choice.	X			Students have a voice and choice in selection of activities. Before the start of a new session staff ask students for ideas and feedback. They can pick a club with their grade level or a mixed age level club. They have closing circle with thumbs up or thumbs down in regards to what went well in the activities.
F. Staff / Youth Interaction	Yes	No	Not Observed	Evidence & Comments
1. Staff are actively engaged in activities with youth.	X			Staff are interacting with groups, or individual youth; providing ongoing facilitation, participating with youth.
2. Staff encourages youth to share control/responsibility for activity.			X	
3. When providing assistance to youth, staff helps youth think through problems themselves rather than offering answers.	X			Staff are asking "how," "why," "what-if" questions, and help brainstorm potential solutions.
4. Staff engages youth in structured time for reflection on how the activity went, what they learned, and on next steps.	X			Staff ask inquiring questions allowing youth to respond in a thoughtful manner.

Overall Comments: I enjoyed visiting your 21st CCLC program at George Emerson Elementary School. Students are engaged, curious, and are well behaved. The program ran smoothly and students enjoyed the activities.

Please submit and/or address action items by May 12, 2022.

Action Items completed May 19, 2022.



**Nita M. Lowey 21st Century Community Learning Center (21st CCLC)
2021-2022 GPRA Measures Achievement Data Results**

Grant Name: Project Beyond the Bell Monadock
Program Director: Frances Ashworth
Subgrantee School / Site Name: Dr. George S. Emerson Elementray School

Satisfactory completion of data requirements is identified by reviewing percentages based on data collected during the 2021-2022 school year for improvements in: State Assessments, Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Program efforts should show growth aiming to achieve the goal percentage of improvement, set by the state, to ensure continued funding under this grant.

- In need of significant improvement: if 4 or more indicators are below set state improvement percentage goal
- In need of moderate improvement: if less than 4 indicators are below set state improvement percentage goal
- In good standing: if all indicators are above set state improvement percentage goal

Program Site Standing:

- Significant improvement needed
 Moderate Improvement needed
 No improvement required: In good standing

Emily Fabian 1/13/2023
21st CCLC Program Specialist Signature Date

Kathleen A. Vestal 2/1/2023
21st CCLC State Director Signature Date

Emerson is in moderate improvement needed due to one student being absent for two years in a row for 9 or more days. Other than that, everything was met.



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

2022-2023 GPRA Measures Mid-Point Template

According to 4204(b)(B) programs must provide a description of how such activities are expected to improve student academic achievement as well as overall student success. Congress established a set of measures via the GPRA in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The USED analyzes this data to report on the GPRA measures to Congress in the Annual Performance Report (21APR). In 21st CCLC, GPRA's are measured by improvements in; State Assessments, Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Data is collected from all states on all measures. Data will be collected during the school year of 2022-2023 and reported in the spring of 2023. **All programs will be measured against all these common state indicators (GPRA measures listed in the chart below). Continued funding under this grant will be conditional upon showing growth in all of the expected outcomes and subject to federal funding.**

Review how you indicated you will achieve the GPRA goals for 2022-2023 within your submitted '2021-2022 Annual Performance Report'. Update the below chart to reflect any mid-point changes using the percentages your program site(s) achieved, based on data collected during the 2021-2022 school year.

Required to be submitted to the State, along with your '2021-2022 GPRA Measures Achievement Data' chart(s) no later than: **December 16, 2022.**

Project Beyond the Bell Monadnock

Grant Name: _____

Program Director: Frances Ashworth

Subgrantee School / Site

Name(s): Cutler, Troy, Mt. Caesar, Emerson, Monadnock Middle School

Frances Ashworth
Program Director Name (Typed or printed)

Frances Ashworth 12/20/22
Signature / Date

[Signature] - Jeremy R. Hadden
Superintendent's/CBO's Director Name (Typed or printed)

[Signature] 12/20/22
Signature / Date

Assistant Superintendent

Risk Assessment Tool
to inform FY2021-2022 Nita M. Lowey Community Learning Center Program (21st CCLC)
Annual Federal Risk Assessment

<i>Question</i>	<i>Answer</i>	<i>Points</i>
LEA/CBO Name:	Monadnock (Dr. George S. Emerson)	
Total Amount of FY22 Federal Award (1):	\$78,975.00	0
Has the LEA or CBO Ever Been Monitored by Compliance?	Yes	0
Superintendent or Business Administrator Turnover in the Past Year:	No	0
Program Director Turnover in the Past Year:	No	0
Does the LEA or CBO Have a 7/1/22 Grant Start Date?	Yes	0
Total weighted points:		0.00

Low Risk: 0-.40 Moderate Risk: .40-.70 High Risk: .70-1.00

New Hampshire Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) State Goals for 2021-2022

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 fall of 2022.

State Goals	The NHDOE's expected outcomes Specific metrics and timeframes for how the NHDOE will measure the success of that outcome.	2021-2022 Monadnock Data & Outcomes																																																																
GPRA MEASURE #1: ACADEMIC ACHIEVEMENT IN NHSAS	<ul style="list-style-type: none"> The NHDOE expects at least 20% of our students who are not already at the top level to improve one proficiency level between school years on their ELA NH SAS (or DLM) assessment and their 2021-22 ELA NH SAS (or DLM) assessment. The NHDOE expects at least 60% of our students to achieve a growth score at the end of 2021-22 on the NH SAS above the 50% mark. 	<p>GPRA Academic Achievement Improved Prof. Lvl For Year: 2021 - 2022 Submission: 21st Century</p> <hr/> <p>District Summary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>SauID</th> <th>Sau Name</th> <th>Program Provider</th> <th>School Name</th> <th>No Improvement</th> <th>Improved</th> <th>Total FAY Students</th> <th>Percent Improved</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21715</td> <td>Cutler Elementary School</td> <td>43</td> <td>13</td> <td>58</td> <td>23.21</td> </tr> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21865</td> <td>Dr. George S. Emerson Elementary School</td> <td>29</td> <td>10</td> <td>39</td> <td>25.64</td> </tr> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21725</td> <td>Troy Elementary School</td> <td>33</td> <td>14</td> <td>47</td> <td>29.79</td> </tr> </tbody> </table> <p>GPRA Academic Achievement Growth Percentile For Year: 2021 - 2022 Submission: 21st Century</p> <hr/> <p>District Summary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>SauID</th> <th>Sau Name</th> <th>Program Provider</th> <th>School Name</th> <th>Math or ELA SGP 50+</th> <th>Both Less Than 50</th> <th>Total FAY Students</th> <th>Percent Improved</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21715</td> <td>Cutler Elementary School</td> <td>17</td> <td>11</td> <td>28</td> <td>60.71</td> </tr> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21865</td> <td>Dr. George S. Emerson Elementary School</td> <td>15</td> <td>5</td> <td>20</td> <td>75.00</td> </tr> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21725</td> <td>Troy Elementary School</td> <td>18</td> <td>8</td> <td>24</td> <td>68.67</td> </tr> </tbody> </table>	SauID	Sau Name	Program Provider	School Name	No Improvement	Improved	Total FAY Students	Percent Improved	03	Monadnock Regional SAU Office	21715	Cutler Elementary School	43	13	58	23.21	03	Monadnock Regional SAU Office	21865	Dr. George S. Emerson Elementary School	29	10	39	25.64	03	Monadnock Regional SAU Office	21725	Troy Elementary School	33	14	47	29.79	SauID	Sau Name	Program Provider	School Name	Math or ELA SGP 50+	Both Less Than 50	Total FAY Students	Percent Improved	03	Monadnock Regional SAU Office	21715	Cutler Elementary School	17	11	28	60.71	03	Monadnock Regional SAU Office	21865	Dr. George S. Emerson Elementary School	15	5	20	75.00	03	Monadnock Regional SAU Office	21725	Troy Elementary School	18	8	24	68.67
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GPRA MEASURE #3: SCHOOL DAY ATTENDANCE	<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 expects 80% of those students will have improved attendance in 2022.</p> <p>Schools that have all students above 90% attendance will be expected to continue with that performance level.</p>	<p>GPRA School-Day Attendance For Year: 2021 - 2022 Submission: 21st Century</p> <hr/> <p>District Summary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>SauID</th> <th>Sau Name</th> <th>Program Provider</th> <th>School Name</th> <th>Improved From Last Year</th> <th>Below 90 Both Years</th> <th>Total FAY Students</th> <th>Percent Improved</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21715</td> <td>Cutler Elementary School</td> <td>1</td> <td>0</td> <td>1</td> <td>100.00</td> </tr> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21865</td> <td>Dr. George S. Emerson Elementary School</td> <td>0</td> <td>1</td> <td>1</td> <td>0.00</td> </tr> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21865</td> <td>Mt. Caesar Elementary School</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> </tr> <tr> <td>03</td> <td>Monadnock Regional SAU Office</td> <td>21725</td> <td>Troy Elementary School</td> <td>1</td> <td>6</td> <td>9</td> <td>11.11</td> </tr> </tbody> </table>	SauID	Sau Name	Program Provider	School Name	Improved From Last Year	Below 90 Both Years	Total FAY Students	Percent Improved	03	Monadnock Regional SAU Office	21715	Cutler Elementary School	1	0	1	100.00	03	Monadnock Regional SAU Office	21865	Dr. George S. Emerson Elementary School	0	1	1	0.00	03	Monadnock Regional SAU Office	21865	Mt. Caesar Elementary School	0	0	0	0.00	03	Monadnock Regional SAU Office	21725	Troy Elementary School	1	6	9	11.11
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<p>GPRA MEASURE #4: BEHAVIOR</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 a change in suspension for a student.</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</p>	<p>GPRA Behavior Measured by Suspension For Year: 2021 - 2022 Submission: 21st Century</p> <hr/> <p>District Summary</p> <table border="1"> <thead> <tr> <th>SauID</th> <th>Sau Name</th> <th>Program Provider</th> <th>School Name</th> <th>Last Year More Than Five</th> <th>Improved From Last Year</th> <th>More Than 5 Both Years</th> <th>Total FAY Students</th> <th>Percent Improved</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21719</td> <td>Cutler Elementary School</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> </tr> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21865</td> <td>Dr. George S. Emerson Elementary School</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> </tr> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21895</td> <td>Mt. Caesar Elementary School</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> </tr> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21725</td> <td>Troy Elementary School</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0.00</td> </tr> </tbody> </table>	SauID	Sau Name	Program Provider	School Name	Last Year More Than Five	Improved From Last Year	More Than 5 Both Years	Total FAY Students	Percent Improved	93	Monadnock Regional SAU Office	21719	Cutler Elementary School	0	0	0	0	0.00	93	Monadnock Regional SAU Office	21865	Dr. George S. Emerson Elementary School	0	0	0	0	0.00	93	Monadnock Regional SAU Office	21895	Mt. Caesar Elementary School	0	0	0	0	0.00	93	Monadnock Regional SAU Office	21725	Troy Elementary School	0	0	0	0	0.00
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	<p>more days of suspension in 2021-22 then the NHDOE expects at least 2 of those students to have fewer suspension days in 2022-23.</p> <p>Schools that have no students being suspended, will be expected to continue with that performance level.</p>																																														
<p>GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING</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>	<p>GPRA Student Engagement from Teacher Survey For Year: 2021 - 2022 Submission: 21st Century</p> <hr/> <p>District Summary</p> <table border="1"> <thead> <tr> <th>SauID</th> <th>Sau Name</th> <th>Program Provider</th> <th>School Name</th> <th>Engaged</th> <th>Not Engaged</th> <th>Total FAY Students</th> <th>Percent Engaged</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21719</td> <td>Cutler Elementary School</td> <td>38</td> <td>4</td> <td>40</td> <td>90.00</td> </tr> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21865</td> <td>Dr. George S. Emerson Elementary School</td> <td>42</td> <td>3</td> <td>45</td> <td>93.33</td> </tr> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21895</td> <td>Mt. Caesar Elementary School</td> <td>34</td> <td>3</td> <td>37</td> <td>91.89</td> </tr> <tr> <td>93</td> <td>Monadnock Regional SAU Office</td> <td>21725</td> <td>Troy Elementary School</td> <td>40</td> <td>5</td> <td>45</td> <td>88.89</td> </tr> </tbody> </table>	SauID	Sau Name	Program Provider	School Name	Engaged	Not Engaged	Total FAY Students	Percent Engaged	93	Monadnock Regional SAU Office	21719	Cutler Elementary School	38	4	40	90.00	93	Monadnock Regional SAU Office	21865	Dr. George S. Emerson Elementary School	42	3	45	93.33	93	Monadnock Regional SAU Office	21895	Mt. Caesar Elementary School	34	3	37	91.89	93	Monadnock Regional SAU Office	21725	Troy Elementary School	40	5	45	88.89					
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Sustainability Plan

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

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



The graphic features the title "Project Beyond the Bell 2022 Summer Camp" at the top. "Project" is in orange, "Beyond" is in large blue letters with a bell icon, "the Bell" is in orange with a silhouette of a person jumping, and "2022 Summer Camp" is in blue. To the right, three children hold colorful paper airplanes. Below the title are four circular images: a child working on a model, a group of children on a field, children on a bus, and children at a table. At the bottom are four colored boxes with statistics and descriptions.

310	Monadnock Children!	30	Mini Camp Themes!	50	Swimming & Field Trips!	41	Amazing Staff!
We had 310 children attend our summer program this year! Over 90% of the children attended 3 or more weeks!		30 different mini camp themes were offered over the 5 weeks, with some camps being doubled, we had 70 mini camp groups this summer!		Our children got to visit Stone Zoo, Seacoast Science Center, Museum of Science, Franklin Zoo, and Wallis Sands, as well as daily swimming trips this summer!		We had an amazing staff of 41 teachers, paras, community members, high school students, and college students join us this summer!	