

# Grant Cover Page

## NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

### 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANT

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

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

| Name of Eligible School(s)         | Host School Population | Grades Served | Youth Attendees |            |                       | Funds Requested    |
|------------------------------------|------------------------|---------------|-----------------|------------|-----------------------|--------------------|
|                                    |                        |               | Per Day         | Per Year   | Regular <sup>1*</sup> |                    |
| <u>Mt Caesar Elementary School</u> | <u>281</u>             | <u>PreK-2</u> | <u>45</u>       | <u>100</u> | <u>45</u>             | <u>\$97,875.00</u> |
| <u>Cutler Elementary School</u>    | <u>266</u>             | <u>3-6</u>    | <u>30</u>       | <u>50</u>  | <u>30</u>             |                    |
| <b>Total:</b>                      |                        |               |                 |            |                       |                    |

District Co-Applicant\* (required): Mt Caesar Elementary School and Cutler Elementary School\_\_\_\_\_

Community/Faith Based Co-Applicant(s)\* (required): Keene Housing Kids Collaborative\_\_\_\_\_

Fiscal Agent: SAU #93 \_\_\_\_\_ DUNS #: 184211605\_\_\_\_\_

Grant Contact Person: Darlene Ayotte\_

Address: 600 Old Homestead Highway

Town, State & Zip Code: Swanzey NH 03446\_\_

Telephone: (603)903-6976\_

Email Address: dayotte@mrsd.org

Superintendent's Email Address: lwitte@mrsd.or

*The undersigned authorized executive officer submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are **required**.*

Superintendent's Signature: \_\_\_\_\_ Date\_\_\_\_\_

Name (typed): Lisa Witte

Principal(s) Signature(s): \_\_\_\_\_ Date\_\_\_\_\_

Name (typed): Melissa Suarez and Audrey Salzmman

Chief Executive Officer(s) Signature(s): \_\_\_\_\_ Date\_\_\_\_\_

Name (typed): Liz Chipman

<sup>1\*</sup> Items referenced are described in the definitions section of this document

# Program Assurances



**Virginia M. Barry, Ph.D.**  
Commissioner of Education  
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Deputy Commissioner of Education  
Tel. 603-271-3801

**STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
FAX 603-271-1953  
Citizens Services Line 1-800-339-9900**

**21<sup>st</sup> Century Community Learning Center Assurances  
School District Served: Monadnock Regional School District  
Fiscal Agent DUNS #: 184211605**

1. The program was developed and will be carried out in active collaboration between the identified community partner(s) and the schools the students attend, including private schools.
2. The program will primarily target students and their families who attend high poverty schools demonstrating 30 percent or more free and reduced lunch eligibility, or if it is a middle or high school then the feeder schools are primarily eligible.
3. The funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this program and in no case supplant Federal, State, local or non-Federal funds.
4. The community was given notice of intent to submit an application and the application and any waiver request was available for public review after submission of the application.
5. The program will:
  - Take place in a safe and easily accessible facility
  - Submit timely performance reports that describe project activities, accomplishments and outcomes;
  - Keep accurate and timely records on a state approved web-based data collection system
  - Participate in evaluation studies conducted by the New Hampshire State Department of Education
  - Ensure that Program Directors attend required meetings as designated by the New Hampshire State Department of Education
  - Send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education.

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Authorizing Name and Signature  
(Fiscal Agent with Signature on File at NHDOE)

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Date

## **Application Checklist:**

Applicant Name: Mt Caesary Elementary School and Cutler Elementary School

- ☐ Application Cover Page
- ☐ 21<sup>st</sup> CCLC Program Assurances
- ☐ Application Checklist
- ☐ Application Abstract
- ☐ Table of Contents

### **Narrative Includes:**

- ☐ a. Need for Project
- ☐ b. Program Design
- ☐ c. Adequacy of Resources
- ☐ d. Program Management Plan
- ☐ e. Project Evaluation
- ☐ f. Budget Narrative

### **Attachments Include:**

- ☐ Budget Spreadsheet
- ☐ Budgets for partner contracts exceeding \$5,000, if applicable
- ☐ School Board Policy for High School Extended Learning Opportunities, if applicable
- ☐ One Year Timeline
- ☐ Schedule of Operations Form
- ☐ Job Descriptions and Credentials for Key Staff
- ☐ Letter of Support from Principal(s)
- ☐ Memorandums of Understanding
- ☐ Advisory Board Members Roles and Responsibilities
- ☐ Organizational Chart
- ☐ Documentation of Private School Communication, if applicable
- ☐ Evaluation Studies of Current Program, if applicable

## Application Abstract

## Table of Contents

## **Need for Project**

### ***Factors that Place Students At Risk***

Nestled in the southwest corner of New Hampshire, Swanzey is located in Cheshire County. In addition to the town center, Swanzey includes the villages of East Swanzey, West Swanzey, North Swanzey, and Richmond. According to the US Census 2014, Swanzey is home to 7,255 residents. 15% (1115/7255) of the population is children between the ages of 5 and 19. 88.6% of the population are high school graduates. 34% of the population are college graduates. 83% of the employed adults commute to a different town or state. 16% of commuters are commuting more than 30 minutes to and from work. The per capita income is \$32,905. The median family income is \$58,500. The average weekly wage ranges between \$656 and \$1082. 13.6% of individuals live below the poverty level.

Mt Caesar Elementary School serves students in PreK-2nd grade. As of January 2017, 285 students were enrolled. 42 % (119/285) of students qualify for the National School Lunch Program. Because the school's percentage of low-income families exceeds 40%, the district has chosen to provide school wide Title I programming. 15% of the students at Mt Caesar Elementary School receive special education services. Based on the Winter 2017 Fountas & Pinnell Benchmark Assessment, 35% of students in K-2 are performing below proficient in English Language Arts for their grade level.

Cutler Elementary School serves students in PreK-2nd grade. As of January 2017, 265 students were enrolled. 48 % (127/265) of students qualify for the National School Lunch Program. Similarly to Mt Caesar Elementary school, the school's percentage of low-income families exceeds 40%, so the district has chosen to provide school wide Title I programming beginning with the 2017-2018 school year. 21.8% of the students at Cutler Elementary School receive special education services. Based on the Winter 2017 Fountas & Pinnell Benchmark Assessment, 35% of students in 3rd-6th grade are performing below proficient in English Language Arts for their grade level.

### ***Parent Survey Results***

A family survey was conducted by Mt Caesar and Cutler Elementary School to determine need for out-of-school time programming and the barriers to participation in the programming. Surveys were distributed to to each student in the schools with the instructions to only complete one per family. Between the two schools there are 280 families. 103 surveys were returned which is a 37% rate of return. 73.8% (76/103) of the respondents do not currently access the out-of-school time programming. These parents identified the barriers to participation as cost and ability to access alternative care. 26.2% (27/102) of the respondents currently access the out-of-school time programming. These parents identified the safe environment, flexible hours, program staff, and activities as the reasons they value the program.

35% (36/103) of the respondents believe an additional site at Cutler Elementary School is necessary, while only 15% (15/103) do not. 50% (52/103) of respondents were unsure whether or not a site at Cutler Elementary School is needed. Attendance at the current program shows a growing population of students from Cutler Elementary School, with 24 students bussing to Mt Caesar Elementary School each day to participate in afterschool programming.

ACES #93 conducted a second survey of current program families to ascertain need for out-of-school time programming and the barriers to participation in the programming. 57 surveys were distributed and 27 surveys were returned which is a 47% rate of return. Parents of current participants identified two barriers to program participation, lack of marketing and the cost. 96% (26/27) of current participants indicated if the program were to close, they would not have adequate alternative care during the out-of-school time hours.

*Copies of the survey questions and results are provided in Appendix K, beginning on page \_\_\_\_.*

The single most significant barrier to usage is the cost of the program. Over and over again, we have

heard, “I want my child to attend, but I cannot afford it.” Currently, 48% (12/25) of the students attending the program are receiving a discounted fee, assistance from the NH Department of Health and Human Services, a scholarship, or assistance from Keene Housing Kids Collaborative. According to the Southwest Housing Plan 2014, “one of the greatest challenges faced by single parent families is the availability and cost of child care. While child care is one of the highest budget items for all families, it is especially difficult for single parents who spend a significant part of their earnings on childcare. The high cost of child care affects families’ ability to choose the child care arrangements and quality of care they may want for their children. It can also impact their ability to maintain full time employment. Some families have the opportunity to rely on relatives, friends or neighbors for help, while some must stay at home to meet their child care needs.” Despite the braiding of funds from 21CCLC, NH DHHS, Title I, Special Education, tuition, and taxpayer support, cost remains a barrier to program participation. With a focus on forming new partnerships, similar to the partnership with Keene Housing Kid’s Collaborative, and continued support from 21CCLC funds, this barrier can be reduced.

### ***Other Afterschool Programs***

Monadnock Regional School District provides the only NH Child Care Licensed program for school-aged children. Monadnock Regional School District provides extended day programming for preschool children enrolled in the district’s community pre-school as well as full day programming for children placed on the district’s community pre-school wait list. There are 3 other licensed preschool programs in Swanzey. During the summer, the Town of Swanzey’s Recreation Department provides day camp for up to 60 children a day.

Over the past five years, the ACES #93 program has worked collaboratively with the Town of Swanzey to ensure children have safe places to be during the out-of-school hours. This collaboration has included shared professional development, shared community resources (the beach and pavilion), and shared transportation.



ACES #93 program staff has attended Child Care Aware of New Hampshire trainings and Director's

Collaboratives with staff from the other pre-schools in Swanzey. Formal communication has not occurred between these programs.

## Program Design

### *Goals, Outcomes, and Evaluation*

The ACES #93 program has aligned its program goals with the school district's goals and will report on these outcomes to the school district, Keene Housing Kids Collaborative, Keene State College, Big Brothers Big Sisters of New Hampshire, and the 21CCLC community.

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| <b>District Goal:</b> To improve the learning of all students in a culture of collective responsibility.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Program Goal:</b> The out-of-school time program will establish academic proficiency as a norm within its community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Contextual Factors:</b><br>Low per capita income and high family poverty; 44% of students receive free and reduced lunch at Mt Caesar and 48% of students receive free and reduced lunch at Cutler (2017)<br>Low educational attainment; MRHS ranks 10 <sup>th</sup> highest of all NH school districts for unemployed high school graduates (4.1%) and for cumulative high school dropouts (23%)<br>High alcohol use<br>Transient population<br>Rural, geographically isolated<br>15% of students receive special education services at Mt Caesar<br>21.8% of students receive special education services at Cutler<br>Students are entering school with limited social/emotional skills<br>Low expectations for student success<br>Limited access to technology<br>Limited time for remediation of challenging concepts | <b>Program Elements:</b><br>Identify and actively recruit students who are struggling academically or are socio-economically at-risk to participate regularly in the program.<br>Offer daily homework clubs/tutoring<br>Provide enrichment clubs offering enrichment activities using after school curricula such as 4-H, CATCH KIDS, Early Sprouts, etc.<br>Provide technology-based enrichment activities.<br>Embed one or more of the following into every enrichment activity: Common Core Standards, Search Institute's Developmental Assets, and 21 <sup>st</sup> Century Job Skills.<br>Provide enrichment clubs focused on creating caring and productive learning communities<br>Provide 6 <sup>th</sup> graders with orientation to middle school<br>Provide opportunities for service learning<br>Provide staff development focusing on Common Core standards and promoting positive behaviors<br>Maintain teacher/ACES staff communication and meetings to link to the school day<br>Conduct surveys of students, parents, and teachers |

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| Limited positive relationships with adults                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Short Term Outcomes:</b><br>75% of parents of regular participants report that homework is completed [Parent Survey-Program]<br>80% of students report that they have the opportunity to take on an activity or task in a leadership role in most or all activities at program [DOE Youth Survey]<br>80% of parents report positive academic results for their children as a result of participating in the program [Parent Survey-Program]<br>80% of parents report that their child has an improved attitude toward school, when improvement was needed [Parent Survey-Program]<br>At least 35% of program participants engage in community service and service learning opportunities [Participation Data]                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Long Term Outcomes:</b><br>45% of regularly attending program participants demonstrate academic proficiency in language arts on district response to intervention assessments. [Benchmarks]<br>45% of regularly attending program participants demonstrate academic proficiency in mathematics on district response to intervention assessments. [Benchmarks]<br>75% of 6 <sup>th</sup> grade students who regularly attend ACES#93 are ready for middle school [Parent Survey-Program; Youth Survey-Program]<br>75% of students who attend the program regularly have improved performance in Language Arts, when improvement is needed. [Report Cards]<br>75% of students who attend who attend the program regularly have improved performance in math, when improvement is needed. [Report Cards]<br>75% of students who attend ACES 30 days or more demonstrate proven skills and strategies for creating caring and productive learning communities<br>75% of students attending 75% of the summer program will maintain or gain in reading and math benchmarks [Benchmarks] |  |

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| <b>District Goal:</b> To develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community.                                                                               |                                                                                                                                                                                                                                                                                                                                |
| <b>Program Goal:</b> The community will recognize and support the positive impact the out-of-school time program has on academic, health, social, and leadership outcomes for youth                         |                                                                                                                                                                                                                                                                                                                                |
| <b>Contextual Factors:</b><br>Limited understanding of out-of-school time programming and its positive effects on the community's youth<br>Limited ability of staff, parents, community members to advocate | <b>Program Elements:</b><br>Develop a Facebook page for the targeted audiences focusing on the impacts of out-of-school time programming and advocacy; provide regular posts<br>Submit monthly press releases to local newspapers highlighting the best practices of the program and its impact on the students and community. |

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| <p>for the program and express its positive outcomes<br/> Limited avenues for positive outcomes to be shared<br/> General school board and budget advisory committee, but not full, recognition and support of the positive impacts of the program</p>                                                                                                                                                             | <p>Disseminate monthly publications for students, parents, school board and budget advisory committee<br/> Develop a marketing strategy for the program, including developing avenues for sharing positive outcomes of the program in collaboration with the Advisory Board<br/> Work with local media to publicize the program<br/> Collaborate with partnering organizations to increase our likelihood of press releases being printed.<br/> Widen the distribution of site-based newsletters by placing in public locations such as town offices and libraries and distribute newsletter with school newsletter<br/> Participate in school-wide activity nights, field days, open houses, etc.<br/> Invite school-day staff to participate in out-of-school time staff trainings</p> |
| <p><b>Short Term Outcomes:</b><br/> 25% increase in the number of Facebook participants [Program Records]<br/> 25% increase in the number of volunteer hours contributed to the program [Cayen]<br/> At least 2 new community partners each year will collaborate with ACES [Program Records]</p>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Long Term Outcomes:</b><br/> A majority of the school board will recognize and support the program through a variety of means, such as voting to include the program in the school budget; serving on the Advisory Council; volunteering at the program; and supporting the accreditation and professionalization of the program.<br/> [Qualitative]<br/> Decrease in cost per student [Program Records]</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>District Goal: To develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community.</b></p>                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Program Goal: All PreK-8<sup>th</sup> grade students will have access to out-of-school time programs that support positive youth development</b></p>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Contextual Factors:</b><br/> High property taxes<br/> Limited financial resources<br/> Limited understanding of out-of-school time programming and its positive effects on the community's youth<br/> Limited ability of staff, parents, community members to advocate for</p> | <p><b>Program Elements:</b><br/> Hold family and community events<br/> Develop and implement a marketing campaign, designed to attract program participants from all socio-economic levels, which includes awareness activities for parents and school day staff<br/> Establish a referral system for school day staff to recommend youth to the program, including a marketing packet for families</p> |

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| the program and express its positive outcomes<br>Limited avenues for positive outcomes to be shared<br>General school board and budget advisory committee, but not full, recognition and support of the positive impacts of the program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Recruit and maintain a strong Advisory Council<br>Ensure ACES staff representation on local school organization and civic committees<br>Meet with Director of Student Services, Homeless Liaison, Title I Program Director, and representatives from community-based social service agencies to “target” students who would benefit from our-of-school time programming in order to increase participation of financially disadvantaged students |
| <b>Short Term Outcomes:</b><br>30% of the school population accesses the out-of-school time program on a regular basis. [Program Records]<br>75% of the program participants attend program 45 days or more annually. [Program Records]<br>45% of program participants will be from economically disadvantaged homes, accessing the program through the sliding fee scale or scholarships [Program Records]<br>75% of regularly attending program participants report that they feel they belong at the program. [DOE Youth Survey]<br>75% of regularly attending program participants will report that they have at least one adult in the program who cares about them. [DOE Youth Survey]<br>75% of parents attend at least one family event per year [Attendance Records]<br>85% of parents rate the after school program as “good” or “excellent” [Parent Survey-Program] |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Long Term Outcomes:</b><br>Participation increases by at least 25% each year. [Program Records]<br>85% of returning participants from the previous year re-enroll in the current year’s program [Attendance Records]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### ***Program Activities***

Programming at Mt Caesar and Cutler Elementary Schools will have two primary focuses: strengthening literacy skills through Science, Technology, Engineering, Arts, and Mathematics (STEAM) programming and social-emotional skills through asset-building programming.

According to Harvard University’s Center on the Developing Child, learning how to cope with adversity is an important part of healthy child development. When children are protected by supportive relationships with adults, they learn to cope with everyday challenges, positive stress. Positive stress occurs when children experiencing serious difficulties, such as the loss of a loved one, a house fire, or an injury, are nurtured by caring adults who help them to adapt, decreasing the potentially damaging effects of stress hormones. When

children are exposed to strong, frequent or prolonged experiences such as poverty, abuse or neglect, parental substance abuse, mental illness, and exposure to violence, stress becomes toxic, disrupting brain development.

The damaging effects of toxic stress can be prevented or reversed. The ACES #93 program at Mt Caesar and Cutler Elementary Schools will concentrate on these three actions to help Swanzezy's children combat the stressful situations in their lives.

**1. Create safe and positive environments** – Provide and follow through with clear program expectations and rules.

**2. Build healthy peer and adult-child relationships** – Model good behavior, teach positive interaction skills, and highlight social emotional learning.

**3. Teach stress regulation skill development** – Teach breathing techniques, mindfulness, and social problem-solving strategies.

STEM education refers to the areas of science, technology, engineering and mathematics. STEAM education incorporates the “A” for the arts – recognizing that to be successful in technical fields, individuals must also be creative and use critical thinking skills which are best developed through exposure to the arts. STEAM is a way to teach how all things relate to each other, in school and in life. Given the hands-on/project based learning component of STEAM, this style of learning is more engaging for students than traditional teaching styles. Students are better able to make sense of the materials presented and apply it to real life situations.

“Afterschool programs are increasingly recognized as crucial components of the larger learning ecosystem for science, technology, engineering and math (STEM). Evidence shows that afterschool programs that provide high-quality STEM learning experiences are making an impact on participating youth.”<sup>2</sup> Students enjoy STEAM enrichments because they are almost always investigating things that matter to them.

Enrichments start with establishing a connection between the topic and the students, then students research

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<sup>2</sup> <http://afterschoolalliance.org/documents/AfterschoolSTEMImpacts2016.pdf>

things to learn the content they need to know to answer the question or solve the problem. Students gather and analyze data, then they plan and build something, try it, correct it, analyze it and report on it. Throughout this process, students are developing and strengthening English Language Arts skills.

Specific program activities have been chosen by the ACES #93 program to support the development of enrichment activities focused on strengthening social-emotional skills, as well as academic skills, specifically English Language Art skills.

*Specific Program Activities:*

- **Connected and Respected:** Research has concluded “that social-emotional development programs can make an important contribution toward enhancing young people’s development in multiple ways, including their school performance.” This curriculum provides up-to-date and comprehensive tools to teach elementary school-aged children core conflict resolutions concepts and skills. It provides a common language for children and adults to use in stressful situations as well as consistent responses to behavior and conflict issues. It provides the scaffolding that allows students and adults to model the skills they are learning in an accepting environment. This helps children understand social expectations, feel safe with the school environment, and be more productive academically.
- **SmartTALK:** This program is a model for homework support developed by the Harvard Achievement Support Initiative. It is based on current research which suggests that simply completing homework assignments is not strongly linked to school achievement, especially before the third grade. SmartTALK asserts that five ingredients make up successful after-school homework support programs. These ingredients include: good relationships and a supportive community; highly effective transitions; homework support which helps children to learn; a consistent homework check-out system; and learning centers designed to extend learning and make it engaging.
- **Keys to Literacy:** The Monadnock Regional School District has chosen the Keys to Literacy model for teaching students the skills and strategies needed to comprehend content reading, build strong vocabularies and write and communicate effectively. ACES #93 staff will receive coaching in the model and will reinforce the skills and strategies taught during the school day through a variety of enrichment activities.
- **CATCH Kids:** CATCH stands for a Coordinated Approach to Child Health and is an evidence-based, coordinated school health program designed to promote physical activity, healthy food choices and the prevention of tobacco use in children. The CATCH programs cover children from preschool through 8th grade. By teaching children that eating healthy and being physically active day can be fun, the CATCH programs have proven that establishing healthy habits in childhood promote behavior changes that can last a lifetime. ACES #93 staff will receive professional development focused on this program and will incorporate CATCH Kids into program daily through physical fitness games and healthy nutrition

activities.

- Engineering is Elementary (EiE): EiE is an inquiry-based STEM curriculum that teaches students thinking and reasoning skills, using the engineering design process. Monadnock Regional School District is currently engaged in a process to increase STEAM (Science, Technology, Engineering, Arts & Mathematics) activities in the classroom. Through a partnership with Title I, ACES #93 will have access to EiE curriculums and will offer a minimum of 2 STEM enrichment activities each club session.
- Tutoring: With the loss of Supplemental Education Services, students have not been able to receive extra support in reading, writing and mathematics. The ACES #93 program will include tutoring for students academically at risk. The tutors will be recruited from the school day staff and the community by the Site Coordinator. Students attending tutoring sessions will be allowed to participate in the remainder of the program that day at no cost.

The major emphasis of enrichment activities will be on providing participants with fun, hands-on, engaged learning experiences. Enrichment activities will be developed through student and parent input. The Site Coordinator and program staff will plan and implement 6-week units. Ample opportunities will be provided for participants to engage in math, reading, and science enrichments, as well as a wide variety of fine arts, physical recreation, character building, community service, and service learning.

### ***Program Link to School Day***

By incorporating *SmartTALK* into the ACES #93 program, staff are better able to support student achievement. Not only does the model include learning centers, based on the Common Core Standards, for students who do not have homework or who have completed their homework, it includes a process for “preparing for homework time” and a “check-out process.” Both of these processes require the program staff and school-day staff to communicate about students’ homework.

ACES #93 staff works closely with the school guidance counselor and principal to ensure that the same social skills being emphasized during the school day are reinforced during the out-of-school time program. ACES #93 aligns its behavior management techniques with the school day to ensure continuity between the school day and extended day hours by adopting a similar approach to classroom and behavior management.

The ACES 93 Site Coordinator attends staff meetings, PLC meetings (when out-of-school time students are being discussed), school assemblies, and family events. She strives to integrate herself into the school culture, problem-solving, and communication processes. During these meetings, she works with school day staff to ensure activities offered during the program help students to achieve identified core competencies.

The ACES #93 program collaborates with the school to intentionally integrate Common Core Standards into enrichment activities offered at the program. Based on a variety of data points, the Site Coordinator and Principal work together to embed skills that are commonly challenging to students in enrichment activities.

Collaboration with the Student Services Office also allows for children with Individual Education Plans (IEP) to successfully participate in the program. Through on-going communication, the special education teachers and the Site Coordinator are able to support students IEP goals through the program.

### ***Schedule of Operations***

*A schedule of operations is provided in Appendix C, page \_\_\_\_.*

### ***Youth Voice***

At ACES #93 youth are seen as having opinions different from each other, their parents, and their teachers. In order for our students to express their opinions, wants, and/or needs productively, program staff provide a variety of means for students to provide input into programming. Previously the program has used surveys to measure our students' opinions, wants, and needs. The program is now using multiple formats to ascertain what students want from the program, such as "morning meetings," "focused conversations" and surveys. The program staff use a model similar to Responsive Classroom's Morning Meeting to establish positive relationships with students and as a means to gather participant input regarding the program everyday during the transition from school to program. "Focused conversations" occur about every 5 weeks. Program staff discuss with students the current enrichment activities, asking open-ended questions to determine what is liked/not liked and then bridge from the critique of current activities to a brainstorming session for the next set



of enrichment activities.

The ACES #93 program will survey participating students twice a year (March and August) to determine student satisfaction and identify any issues. This data will be documented, summarized and used to improve programming. This survey will be in addition to the State of NH's Student Survey.

### ***Family Literacy Programs***

The ACES #93 program follows best practices for family programming including scheduling events at the end of the day, providing meals and offering performances and exhibits of students' work. Ultimately, we hope to provide parents the opportunity to connect with their peers, develop cohorts for parent support, and provide regular feedback and ideas to program staff.

Through our partnership with Keene Housing Kids Collaborative, the program will be able to offer *Mind in the Making*, an education program intended to reach parents, caregivers, and early childhood practitioners, elementary administrators and staff. The program draws on brain development research to inform practices that lead to better outcomes for children through the promotion of essential skills that take place in the prefrontal cortex of the brain. This is an 8-session program and would be offered throughout the school year.

### ***Parent Input***

By ensuring that two-way communication occurs on a regular basis between the program and home, the program builds positive relationships with families. Strategies for personal contact include telephone communication, text, email, and conversations at drop-off and pick-up. Strategies for written communication include introductory and year-end letters to parents and students, notes for keeping in touch, program newsletters and social media (closed Facebook group).

Because program staff forms these relationships with families, it is easier for them to seek out information from families. When issues arise at home, school or the program, there is an established

relationship which allows program staff to talk with families to explore underlying causes and identify how staff might address the issues. Staff can work with families to address barriers to their children attending the program. Staff can provide support when families or youth are facing challenges and try to connect them with the appropriate resources.

As a result of these well-established relationships, parents are more likely to provide input into the program. Parents may be asked to play an active role in the program, such as facilitating an enrichment club, chaperoning a field trip, or chairing a fundraising committee, based on the program staff's ability to incorporate families' strengths and skills into the program. Parents may be asked to participate in a *question of the month* such as "if your child could learn one thing, what would you want it to be?" and most answer.

Besides the open, two-way communication between families and the program, parent input is sought through formal written surveys in January and August and questions of the month at the site or on the closed Facebook pages.

### ***Welcoming Environment***

ACES #93 strives to provide a welcoming and positive atmosphere that parents and guardians feel is a safe and comfortable space for their child to thrive in. 96% of the responses to the Current Program Participant survey indicated parents/guardians feel welcome when they visit the program. Parents are welcomed when they arrive at program. Staff are encouraged to engage in open, two-way communication with parents. The program has a visible presence at the site. A bulletin board provides parents with information about the current clubs and the site's NH DHHS License. Newsletters and flyers are used to provide parents with information. White boards at the entrance to the program are also used to communicate with parents. Each ACES #93 site has a closed FaceBook page for parents which is used to communicate about the program and share photographs and videos of the program in action.

### ***Recruit and Retain Students***

| 2011 Award<br>\$129,255.54                      | RFP Target | Year 1<br>2012-2013 | Year 2<br>2013-2014 | Year 3<br>2014-2015 | Year 4<br>2015-2016 | Year 5<br>July<br>2016-February<br>17, 2017 |
|-------------------------------------------------|------------|---------------------|---------------------|---------------------|---------------------|---------------------------------------------|
| Youth Per<br>Day/Average<br>Daily<br>Attendance | 45         | 44                  | 51                  | 65                  | 69                  | 66                                          |
| Youth Served<br>Per Year                        | 100        | 136                 | 203                 | 201                 | 205                 | 212                                         |
| Regular<br>Attendees                            | 45         | 85                  | 87                  | 103                 | 103                 | 78                                          |

By offering an affordable, appropriate, convenient program with options for transportation if needed, the program will attract and serve up to 75 students per day, 45 students at Mt Caesar Elementary School and 30 students at Cutler Elementary School. By adding a site at Cutler Elementary School, the program will have the opportunity to serve more students daily. The addition of the site will require the program to market the programs separately, providing parents with information on the grade PreK-2 program and the grade 3-6 program. At Mt Caesar Elementary School, the program will need to target PreK and K families, as well as new families to ensure there is a widespread awareness of the program. The program will need to provide Cutler Elementary School families with information about the program at the end of this school year, again in the summer, and at the beginning of the 2017-2018 school year. A concerted effort will need to be made to revitalize the Cutler Closed Facebook page.

The ACES 93 staff will continue to employ a number of successful marketing and recruitment strategies which include: (1) Presentation at school open houses; (2) Brochures, website, and newsletters; (3) Representation at local camp fairs; (4) Ability to earn special privileges and awards; (5) Incorporation of

feedback from parents and students in regular assessments; (6) Maintaining NH DHHS Credentialed staff who excel in fostering positive relationships with students and parents. The program will also use social media and school-based technology (PowerSchool) to promote programming.

### **Adequacy of Resources**

There is already an extensive support system, including facilities, personnel, equipment, supplies and other resources, provided through SAU 93 and the Troy Elementary School. Program activities will be coordinated with school district funds, family contributions, and other local, state, federal, foundation and corporate grants. The following is the extent to which costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits: the ACES 93 program will enroll approximately 70 students at the cost of \$2,170.51 each annually, serving 45 students a day, with 35 students attending on a regular basis; provide family literacy services to 60 adults with a budget of \$151,935.53 with 59% (\$89,100.95) of the funding coming from 21CCLC funds; 18% (\$27,674.82) of the funding coming from tuition and fundraising; and, 23% (\$35,159.76) of the funding coming from taxpayer support.

### **Staffing Ratio**

The chart below provides the student to staff ratio for recreation activities, enrichment activities, homework help and tutoring. These ratios reflect the recommended student to staff ratios for 21CCLC programs.

| Student to Staff Ratio |      |
|------------------------|------|
| Recreation             | 15:1 |
| Enrichment             | 12:1 |
| Homework Help          | 8:1  |
| Tutoring               | 4:1  |

### ***Job Descriptions and Credentials***

*Job descriptions and qualifications are provided in Appendix D, page \_\_\_\_.*

The ACES #93 program currently employs a full-time Program Director; a part-time Site Coordinator; and part-time support staff to provide before school, afterschool, and vacation programming at Troy Elementary School. The program requires all hourly staff members to apply for their NH DHHS Afterschool Credential after 30 days of employment. Homework Coaches and outside enrichment providers are not required to be credentialed, but must meet the 21CCLC requirements for Homework Coaches and the NH DHHS requirements for Activity Leaders. The school district provides additional staffing, when necessary to meet IEP accommodations, for special needs students.

### ***Letter of Support from Principal***

*Letter of Support from Principal is provided in Appendix E, page \_\_\_\_.*

### ***Memorandums of Understanding***

*Memorandums of Understanding are provided in Appendix F, page \_\_\_\_.*

### ***Student Transportation***

Monadnock Regional School District owns several small caravans and cars which are used for transporting Special Education students during the school hours. Should a need for transportation arise, these vehicles and their drivers would be available to transport children home. A written request for transportation would be submitted to the school district's transportation coordinator. Transportation would be arranged and the costs for it would be provided to the Program Director who would complete a requisition for the funds from the 21CCLC grant.

### ***Professional Development***

ACES# 93 provides professional development for staff on a regular basis through ACROSS NH and the school district. The program provides the following workshops on Pre-Service Workshop Day: Orientation to ACES 93; Bullying & Sexual Harassment; Ages & Stages; Positive Behavior Management; Playground Safety;

Mandatory Reporting; and, How to Help with Homework. Monthly staff meetings are scheduled to provide ongoing professional development through a professional learning community model.

Each staff member is required to complete a professional development plan as part of their evaluation process. Professional development opportunities are sought to match each staff member's professional development plan. The professional development plan is also used to identify competencies of the NH Afterschool Credentialing Standards to be met. Staff members are encouraged to increase their level of proficiency and credential over their time as an employee. Incentives are offered when employees achieve a new level of credentialing.

## **Program Management**

In supervisory unions like SAU #93, comprised of so many small, rural towns, sharing resources is the most efficient way to administer programs to ensure outcomes for youth are achieved. The SAU has proven its ability to effectively manage their out-of-school time program funded by the school district and family contributions in Troy and their 21CCLC programs located in Swanzey and Fitzwilliam. They have done so by maintaining an SAU-level position of a full-time Program Director; providing NH DHHS Afterschool Credentialed Site Coordinators for each program site; and providing NH DHHS Afterschool Credentialed direct service staff at each site.

The Monadnock Regional School District Board has overriding authority for policy and implementation, but each site is allowed local flexibility based on input from local stakeholders. Local stakeholders, including students, parents, teachers and representatives from local businesses, colleges, community-based organizations and faith-based organizations, are invited to participate on the advisory council. The advisory council helps the Site Coordinators and Program Director to develop and implement high quality programming that meets the directives of the school board and the needs of the community.

### ***One Year Timeline***

*One Year Timeline is provided in Appendix F, page \_\_\_\_.*

### ***Advisory Council***

*Advisory Council is provided in Appendix G, page \_\_\_\_.*

### ***Organizational Chart***

*Organizational Chart is provided in Appendix H, page \_\_\_\_.*

### ***Communication with Stakeholders***

The Program Director is charged with ensuring communication amongst all stakeholders and building support district-wide for the ACES#93 program. This task begins with identifying **all** of the stakeholders. The Program Director will then begin classifying stakeholders into two groups, ones who need to be consulted (two-way communication) and ones who need to be just informed (one-way communication), and creating distribution lists for each group. With the members of each group, the Program Director will identify the best communication channels and determine a schedule for communications. The Program Director will streamline communications to the best of her ability. She will create a shared folder in Google Drive allowing stakeholders “view” access to pertinent documents. If meetings are necessary, the meeting logistics will be decided by the group and an agenda will be forwarded well-in advance of the meeting. Meetings will be kept to the determined length and the facilitator will have a “process watcher” to help keep the discussion on the topics in the agenda.

### ***Program Information Dissemination***

Program information dissemination is a collaborative effort at ACES #93. Information is disseminated about the program to the community, professionals, and volunteers. This is done by:

- inviting parents and local key stakeholders to discuss successful strategies;
- creating a web page with downloadable products such as curricula, flyers, project manuals, videos, photographs, and brochures;
- creating a presence for ACES #93 on social media;

- ensuring quarterly newsletters are distributed to teachers, school board members, budget advisory committee members, and the community;
- submitting regular press releases to local media;
- evaluating the program and disseminating the results; and
- ensuring staff participate in local and statewide networking meetings.

### ***Consultation with Private Schools***

*Common Pages are provided in Appendix I, page \_\_\_\_.*

There is only one private school, located in Richmond that serves students from the school district. The school chose to not participate in this program.

### ***Notice of Intent to Apply***

*Copy of Notice of Intent to Apply is provided in Appendix J, page \_\_\_\_.*

The community was notified of the intent to apply for 21CCLC funds by a survey to parents of students attending Mt Caesar and Cutler Elementary Schools, Notice of Intent to Apply placed on the school district website and on the ACES #93 closed Facebook page for Mt Caesar and Cutler Elementary Schools..

## **Project Evaluation**

| Goal: The community will recognize and support the positive impact the out-of-school time program has on academic, health, social, and leadership outcomes for youth. |                                                                               |                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------|
| Short Term Outcome:                                                                                                                                                   | Data to be Collected                                                          | By Whom? By When?                                   |
| 25% increase in the number of Facebook participants                                                                                                                   | Number of Facebook Participants at 7/1 (beginning of FY) and 6/30 (end of FY) | Program Director July 1 <sup>st</sup> and June 30th |
| 25% increase in the number of volunteer hours contributed to the program                                                                                              | Volunteer data                                                                | Program Director July 1 <sup>st</sup> and June 30th |
| At least 2 new community                                                                                                                                              | List of community partners per                                                | Program Director                                    |



|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                |                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| partners each year will collaborate with ACES<br>[Program Records]                                                                                                                                                                                                                                    | site                                                                                                                                                                                                                                                                           | June 1                                                     |
| Long Term Outcomes                                                                                                                                                                                                                                                                                    | Data to be Collected                                                                                                                                                                                                                                                           | By Whom? By When?                                          |
| A majority of the school board will recognize and support the program through a variety of means, such as voting to include the program in the school budget; serving on the Advisory Council; volunteering at the program; and, supporting the accreditation and professionalization of the program. | A majority vote for decision making or participation in the following areas:<br>as voting to include the program in the school budget; serving on the Advisory Council; volunteering at the program; and, supporting the accreditation and professionalization of the program. | Program Director<br>Monthly review of school board minutes |
| Decrease in cost per student                                                                                                                                                                                                                                                                          | NH 21CCLC Performance Report                                                                                                                                                                                                                                                   | Program Director<br>June 1                                 |
| Goal: All PreK-6 <sup>th</sup> grade students will have access to out-of-school time programs that support positive youth development.                                                                                                                                                                |                                                                                                                                                                                                                                                                                |                                                            |
| Short Term Outcome:                                                                                                                                                                                                                                                                                   | Data to be Collected                                                                                                                                                                                                                                                           | By Whom? By When                                           |
| 30% of the school population accesses the out-of-school time program on a regular basis. [Program Records]                                                                                                                                                                                            | Attendance records                                                                                                                                                                                                                                                             | Program Director<br>June 1                                 |
| 75% of the program participants attend program 45 days or more annually.<br>[Program                                                                                                                                                                                                                  | Attendance records                                                                                                                                                                                                                                                             | Program Director<br>June 1                                 |
| 45% of program participants will be from economically disadvantaged homes,                                                                                                                                                                                                                            | NSLP Data<br>Attendance records                                                                                                                                                                                                                                                | Program Director<br>June 1                                 |

|                                                                                                                                                       |                                                                 |                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------|
| accessing the program through the sliding fee scale or scholarships [Program Records]                                                                 |                                                                 |                                   |
| 75% of regularly attending program participants report that they feel they belong at the program. [DOE Youth Survey]                                  | NH DOE Youth Survey                                             | Program Director<br>June 1        |
| 75% of regularly attending program participants will report that they have at least one adult in the program who cares about them. [DOE Youth Survey] | NH DOE Youth Survey                                             | Program Director<br>June 1        |
| 75% of parents attend at least one family event per year [Attendance Records]                                                                         | Attendance Records                                              | Site Coordinators<br>June 1, 2018 |
| 85% of parents rate the after school program as “good” or “excellent” [Parent Survey-Program]                                                         | Attendance Records<br>Minutes of Scholarship Committee Meetings | Program Director<br>June 1        |
| Long Term Outcomes                                                                                                                                    | Data to be Collected                                            | By Whom? By When?                 |
| Participation increases by at least 25% each year. [Program Records]                                                                                  | Registration Data                                               | Program Director<br>June 1        |
| 85% of returning participants from the previous year re-enroll in the current year’s program [Attendance Records]                                     | Registration Data                                               | Program Director<br>June 1        |
| Goal: The out-of-school time program will establish academic proficiency as a norm within its community.                                              |                                                                 |                                   |

| Short Term Outcomes                                                                                                                                               | Data to be Collected                   | By When? By Whom?            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------|
| 75% of parents of regular participants report that homework is completed [Parent Survey-Program]                                                                  | Parent Survey                          | Site Coordinator<br>January  |
| 80% of students report that they have the opportunity to take on an activity or task in a leadership role in most or all activities at program [DOE Youth Survey] | NH DOE Youth Survey                    | Program Director<br>June 1st |
| 80% of parents report positive academic results for their children as a result of participating in the program [Parent Survey-Program]                            | Parent Survey                          | Site Coordinator<br>January  |
| 80% of parents report that their child has an improved attitude toward school, when improvement was needed [Parent Survey-Program]                                | Parent Survey                          | Site Coordinator<br>January  |
| At least 35% of program participants engage in community service and service learning opportunities [Participation Data]                                          | Enrichment Activity Reports from Cayen | Program Director<br>June 1st |
| Long Term Outcomes                                                                                                                                                | Data to be Collected                   | By When? By Whom?            |
| 45% of regularly attending program participants demonstrate academic proficiency in language arts on district response to intervention assessments.               | Benchmark Data from Schools            | Program Director<br>June 1   |

|                                                                                                                                                                   |                             |                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------|
| [Benchmarks]                                                                                                                                                      |                             |                            |
| 45% of regularly attending program participants demonstrate academic proficiency in mathematics on district response to intervention assessments.<br>[Benchmarks] | Benchmark Data from Schools | Program Director<br>June 1 |
| 75% of students who attend ACES 30 days or more show improved performance in four desired classroom behaviors<br>[Teacher Survey-Program[KH1] ]                   | Teacher Survey              | Site Coordinator<br>June 1 |
| 75% of students attending 75% of the summer program will maintain or gain in reading and math benchmarks<br>[Benchmarks]                                          | Benchmark Data from Schools | Program Director<br>June 1 |

### ***Continuous Improvement Process***

The data collected above, as well as information from the NH 21CCLC Evaluation, will be used to inform program staff whether or not the programming is working and to devise and implement a continuous improvement plan. Data will be used to inform the general community, as well as local government and school officials, of the program's impacts on the community's children. The compiled data will be used to create a "best practices" guide for out-of-school time programming and to become a NH Licensed Plus Program through the NH Department of Health and Human Services.

### ***FERPA***

School policies will be followed in the ACES #93 program to ensure compliance with FERPA. Student data will be password protected and limited to access by the Site Coordinator and Program Director. Hard

copies will be stored in a locked file cabinet in a locked room. All staff will participate in annual trainings concerning FERPA and HIPAA regulations.

### ***Summary of Evaluation***

ACES #93 has submitted NH Performance Reports for the last 4 years, data from last year's report is provided in Appendix L. Data from these reports is provided to the Site Coordinator and Advisory Council and is used to create improvement plans for the coming year. Each year the Advisory Council helps the Site Coordinator's to choose an area for improvement. Once an area has been identified, the Site Coordinator collaborates with the Program Director to develop a plan for improvement. This means of continuous improvement has resulted in the program meeting or exceeding

### **Budget Narrative**

#### ***Budget Spreadsheet***

*A budget spreadsheet can be found in Appendix A, page \_\_\_\_\_.*

#### ***Budget Narrative***

#### ***Sliding Fee Scale***

|          | Before School |          |          | After School |          |           | Vacation |           |
|----------|---------------|----------|----------|--------------|----------|-----------|----------|-----------|
|          | Daily         | Weekly   | Monthly  | Daily        | Weekly   | Monthly   | Daily    | Weekly    |
| Tier I   | \$ 5.00       | \$ 20.00 | \$ 65.00 | \$ 17.50     | \$ 65.00 | \$ 216.00 | \$ 40.00 | \$ 160.00 |
| Tier II  | \$ 4.50       | \$ 18.00 | \$ 60.00 | \$ 10.00     | \$ 45.00 | \$ 150.00 | \$ 35.00 | \$ 140.00 |
| Tier III | \$ 4.00       | \$ 16.00 | \$ 55.00 | \$ 7.50      | \$ 25.00 | \$ 85.00  | \$ 30.00 | \$ 120.00 |

The Sliding Fee Scale was established through a comparison of similar programs and economic demographics in Cheshire County. The tiers are based on the National School Lunch Program. Tier I fees are for families who do not qualify for the National School Lunch Program or who have not applied. Tier II fees

are for families who qualify for reduced pricing for meals through the National School Lunch Program. Tier III fees are for families who qualify for free meals through the National School Lunch Program.

In addition to the established sliding fee scale, the program assists families who express a financial barrier to program participation by providing an “ACES #93 Scholarship” and accepting NH DHHS Childcare Scholarships.

The Program Director and Program Administrative Assistant (AA) are responsible for the overriding management of fees. Site Coordinators are responsible for obtaining a signed payment contract for each child attending the program and for collecting and depositing fees each week. A copy of the contracts and deposits are provided to the AA. The AA is responsible for recording all charges and payments and for invoicing parents on a monthly basis. The Program Director meets bi-weekly with the AA to review the accounts. If an account becomes more than one month past due, the Program Director is responsible for contacting the family to determine the reason for non-payment and to offer further scholarships if necessary for the child to remain in the program and the parent to meet the financial obligation.

### ***Federal, State, and Local Funds***

The ACES #93 program has been funded through a 21CCLC grant, tuition, fundraising, and local funds for the past five years. As the initial grant award diminished in Year 4 and 5, the school district built \$29,000 of funding into its operating budget which represents 22 % of the initial award. The additional 13% of the 35% reduction of 21CCLC funds was secured through tuition, fundraising, and taxpayer support.

As this project moves forward, the program will braid funds from Title I, USDA Afterschool Snacks and Seamless Summer Meals, NH Department of Health and Human Services Child Care Scholarship, NH DCYF Preventative and Protective Child Care Support, tuition, fundraising, and taxpayer support.

## ***Sustainability Plan***

### ***Year One***

- Program Director will meet with the Site Coordinator to identify advisory council members tied to Cutler Elementary School.. The advisory council will review the program's vision/mission statement and identify how the program fits within the community. The advisory council will help to define the scope of activities for the first year of programming.
- The Program Director will work with the Office of Student Services, Title I, and Nutrition Services to maximize the use of existing monetary resources within the school district.
- The Site Coordinator will work with the School Leaders and Advisory Council to identify potential sources for in-kind services in the community. Volunteers and low-cost providers will be identified and placed into a database for the Site Coordinator's use.
- The SAU Grant Manager, in collaboration with the Program Director, will monitor announced opportunities for additional funding.
- The Program Director, Site Coordinator and School Leaders will develop a relationship which fosters collaboration, ensuring that school equipment and resources are shared with the program.
- The Program Director will request additional school district funding (to meet the deficits caused by the Sliding Fee) through the Warrant Article process.
- The program will become a DHHS Licensed Plus site allowing for higher rates of reimbursement for services through the NH Childcare Scholarship.

### ***Year Two***

- The Program Director will continue to work with the Office of Student Services, Title I, and Nutrition Services to maximize the use of existing monetary resources within the school district.
- The Site Coordinator will continue to work with the School Leaders and Advisory Council to identify potential sources for in-kind services in the community. Additional volunteers and low-cost providers will be identified and placed into a database for the Site Coordinator's use.
- The SAU Grant Manager, in collaboration with the Program Director, will continue to monitor announced opportunities for additional funding.
- The Program Director will request additional school district funding (to meet the deficits caused by the Sliding Fee) through the Warrant Article process.
- The Site Coordinator, Program Director and Advisory Council will concentrate their efforts on establishing a broad base of community support. They will develop a marketing plan and recruit local college/high school students to help complete the identified activities.
- The program will host family events, designed to build family and community support for the program.
- The Director of Student Services, Business Manager, and Program Director will begin discussions regarding the purchase of program supplies and criminal background checks through school district

funds.

- The Program Director will explore new ways to frame the work of the program to interest a broad array of funders.
- The program will hire an outside-evaluation team to evaluate the program and provide continuous data to improve programming. The team will establish baseline data for the program by June 30.

### ***Year Three***

- The Director of Student Services, Business Manager, and Program Director will present a budget to the Finance Committee and School Board which includes the purchase of program supplies and criminal background checks through school district funds.
- The Program Director will continue to work with the Office of Student Services, Title I, and Nutrition Services to maximize the use of existing monetary resources within the school district.
- The Site Coordinator will continue to work with the School Leaders and Advisory Council to identify potential sources for in-kind services in the community. Additional volunteers and low-cost providers will be identified and placed into a database for the Site Coordinator's use.
- The SAU Grant Manager, in collaboration with the Program Director, will continue to monitor announced opportunities for additional funding.
- The Program Director will request additional school district funding (to meet the deficits caused by the Sliding Fee) through the Warrant Article process.
- The Site Coordinator, Program Director and Advisory Council will concentrate their efforts on establishing a broad base of community support. They will develop and implement a plan for communicating evaluation results and community supports needed to improve the program.
- The program will host family events, designed to build family and community support for the program.
- The program will host "business after hour" like events for local businesses. The events will be focused on establishing a broad base of community support and building additional partnerships.
- The Program Director and Site Coordinator will develop a plan for raising 25% of the original grant. The Site Coordinator will form a Fundraising Committee to begin work in Year Four.

### ***Year Four***

- The fundraising plan developed in Year 3 will be implemented to offset the 25% reduction in grant funds.
- The Fundraising Committee will develop and implement a plan to replace 35% of the original grant in Year 5
- The Director of Student Services, Business Manager, and Program Director will include 25% of Program Director's wages and benefits in the school district budget, not the warrant article funds.
- The Program Director will continue to work with the Office of Student Services, Title I, and Nutrition Services to maximize the use of existing monetary resources within the school district.
- The Site Coordinator will continue to work with the School Leaders and Advisory Council to identify potential sources for in-kind services in the community. Additional volunteers and low-cost providers will be identified and placed into a database for the Site Coordinator's use.



- The SAU Grant Manager, in collaboration with the Program Director, will continue to monitor announced opportunities for additional funding.
- The Program Director will request additional school district funding (to meet the deficits caused by the Sliding Fee) through the Warrant Article process.
- The Site Coordinator, Program Director and Advisory Council will concentrate their efforts on establishing a broad base of community support. They will identify and recruit “key champions” who can use their power on the program’s behalf.
- The program will continue to host family events, designed to build family and community support for the program.
- The program will continue to host “business after hour” like events for local businesses. The events will be focused on establishing a broad base of community support and building additional partnerships.
- The program will hire an outside-evaluation team to evaluate the program and provide continuous data to improve programming. The team will identify areas for continued improvement and areas of strength. The program will publish this information to broaden community support and use the on-going evaluations to begin planning for re-applying for 21CCLC funds in Year 5.

#### ***Year 5***

- The fundraising plan developed in Year 4 will be implemented to offset the 35% reduction in grant funds.
- The Fundraising Committee will develop and implement a plan to replace 35% of the original grant in Year 6.
- The Director of Student Services, Business Manager, and Program Director will include 35% of Program Director’s wages and benefits in the school district budget, not the warrant article funds.
- The Program Director will continue to work with the Office of Student Services, Title I, and Nutrition Services to maximize the use of existing monetary resources within the school district.
- The Site Coordinator will continue to work with the School Leader and Advisory Council to identify potential sources for in-kind services in the community. Additional volunteers and low-cost providers will be identified and placed into a database for the Site Coordinator’s use.
- The SAU Grant Manager, in collaboration with the Program Director, will continue to monitor announced opportunities for additional funding.
- The Program Director will request additional school district funding (to meet the deficits caused by the Sliding Fee) through the Warrant Article process.
- In addition to Warrant Article support, the out-of-school time program will be a line item in the Student Services Budget, as well as the Title I budget.
- The Site Coordinator, Program Director and Advisory Council will concentrate their efforts on establishing a broad base of community support for the anticipated changes in funding structure for the program. The program will continue to host family events, designed to build family and community support for the program.
- The program will continue to host “business after hour” like events for local businesses. The events will be focused on establishing a broad base of community support and building additional partnerships.
- The program will hire an outside-evaluation team to evaluate the program and provide continuous data to improve programming. The team will identify areas for continued improvement and areas of

strength. The program will publish this information to broaden community support and use the on-going evaluations to complete a proposal for continued 21CCLC funds in Year 5.

- The Program Director and Site Coordinator will develop a plan for moving to a DHHS staffing pattern in Year Six, as well as budgeting for program supplies, snacks, criminal background checks etc.



***Appendix B-Schedule of Operations*****SCHOOL(S) SERVED:**

Mt Caesar Elementary School (Before School, Afterschool, and Summer) and  
Cutler Elementary School (Afterschool and Summer)

**SCHOOL YEAR:**

| Activity                          | Time of Day | Where? By Whom?                                                        | Mon | Tues | Wed | Thur | Fri |
|-----------------------------------|-------------|------------------------------------------------------------------------|-----|------|-----|------|-----|
| AM Program Opens                  | 6:30 am     | Site Coordinator<br>MPR                                                | X   | X    | X   | X    | X   |
| Table Top Activity #1             | 6:30 am     | Site Coordinator &<br>Program Staff<br>MPR                             | X   | X    | X   | X    | X   |
| Table Top Activity #2             | 6:30 am     | Site Coordinator &<br>Program Staff<br>MPR                             | X   | X    | X   | X    | X   |
| Tutoring &<br>Homework Help       | 7:00 am     | Tutors, Site<br>Coordinator & Program<br>Staff<br>MPR, K Classroom     | X   | X    | X   | X    | X   |
| CATCH<br>Kids/Yoga                | 7:30 am     | Site Coordinator &<br>Program Staff<br>MPR                             | X   | X    | X   | X    | X   |
| Transition to<br>School           | 8:10 am     | Site Coordinator &<br>Program Staff<br>MPR                             | X   | X    | X   | X    | X   |
| Transition to<br>PM Program       | 3:00 pm     | Site Coordinator &<br>Program Staff<br>MPR                             | X   | X    | X   | X    | X   |
| Recess                            | 3:15 pm     | Site Coordinator &<br>Program Staff<br>Outdoors -Weather<br>Permitting | X   | X    | X   | X    | X   |
| Snack & Check<br>In               | 3:45 pm     | Site Coordinator &<br>Program Staff<br>MPR                             | X   | X    | X   | X    | X   |
| Enrichment<br>Clubs &<br>Tutoring | 4:00 pm     | Tutors, Site<br>Coordinator & Program<br>Staff                         | X   | X    | X   | X    |     |

|                             |         |                                                                   |   |   |   |   |   |
|-----------------------------|---------|-------------------------------------------------------------------|---|---|---|---|---|
|                             |         | MPR, K Classroom,<br>Stage                                        |   |   |   |   |   |
| Movement<br>Break           | 4:45 pm | Site Coordinator &<br>Program Staff, MPR                          | X | X | X | X |   |
| Homework<br>Center          | 5:00 pm | Site Coordinator &<br>Program Staff,<br>MPR, K Classroom          | X | X | X | X |   |
| Free Play                   | 5:30 pm | Site Coordinator &<br>Program Staff<br>MPR                        | X | X | X | X |   |
| Freaky Friday<br>Activities | 4:00 pm | Site Coordinator &<br>Program Staff<br>MPR, K Classroom,<br>Stage |   |   |   |   | X |
| Story Time                  | 5:30 pm | Site Coordinator &<br>Program Staff<br>MPR                        |   |   |   |   | X |
| PM Program<br>Closes        | 6:00 pm | Site Coordinator<br>MPR                                           | X | X | X | X | X |

#### **SUMMER:**

| Activity                  | Time of<br>Day | Where? By Whom?                                    | Mon | Tues | Wed | Thur | Fri |
|---------------------------|----------------|----------------------------------------------------|-----|------|-----|------|-----|
| Program Opens             | 6:30 am        | Site Coordinator &<br>Program Staff<br>MPR         | X   | X    | X   | X    | X   |
| Table Top<br>Activity #1  | 6:30 am        | Site Coordinator &<br>Program Staff<br>MPR         | X   | X    | X   | X    | X   |
| Table Top<br>Activity # 2 | 6:30 am        | Site Coordinator &<br>Program Staff<br>MPR         | X   | X    | X   | X    | X   |
| Table Top<br>Activity #3  | 6:30 am        | Site Coordinator &<br>Program Staff<br>MPR         | X   | X    | X   | X    | X   |
| CATCH<br>Kids/Yoga        | 7:15 am        | Site Coordinator &<br>Program Staff<br>MPR         | X   | X    | X   | X    | X   |
| Bus Arrives               | 8:00 am        | Site Coordinator &<br>Program Staff<br>MPR         |     | X    | X   | X    |     |
| Breakfast &<br>Check In   | 8:00 am        | Food Services Staff, Site<br>Coordinator & Program | X   | X    | X   | X    | X   |

|                                |                      |                                                                                                 |   |   |   |   |   |
|--------------------------------|----------------------|-------------------------------------------------------------------------------------------------|---|---|---|---|---|
|                                |                      | Staff<br>MPR                                                                                    |   |   |   |   |   |
| Recreation<br>Activities       | 8:30 am              | Site Coordinator &<br>Program Staff<br>MPR, Outdoors, Town<br>Library                           | X |   |   |   |   |
| STEAM<br>Activities            | 8:30 am              | Site Coordinator, Title I<br>Teacher, & Program<br>Staff<br>MPR, Classrooms,<br>Stage, Outdoors |   | X | X | X |   |
| Field Trip                     | 8:30 am -<br>4:30 pm | Site Coordinator &<br>Program Staff                                                             |   |   |   |   | X |
| Lunch - Recess<br>- Quiet Time | 11:00 am             | Site Coordinator, Title I<br>Teacher, & Program<br>Staff<br>MPR                                 | X | X | X | X |   |
| STEAM<br>Activities            | 12:30 pm             | Site Coordinator, Title I<br>Teacher, & Program<br>Staff<br>MPR, Classrooms,<br>Stage, Outdoors |   | X | X | X |   |
| Recreation<br>Activities       | 1:00 pm              | Site Coordinator &<br>Program Staff<br>MPR, Outdoors, Town<br>Library                           | X |   |   |   |   |
| Clean up &<br>Snack            | 2:30 pm              | Site Coordinator &<br>Program Staff<br>MPR                                                      | X | X | X | X |   |
| Buses Depart                   | 3:00 pm              | Site Coordinator &<br>Program Staff<br>MPR                                                      |   | X | X | X |   |
| CATCH Kids                     | 3:15 pm              | Site Coordinator &<br>Program Staff<br>MPR                                                      | X | X | X | X |   |
| Table Top<br>Activity #1       | 4:00 pm              | Site Coordinator &<br>Program Staff<br>MPR                                                      | X | X | X | X |   |
| Table Top<br>Activity #2       | 4:00 pm              | Site Coordinator &<br>Program Staff<br>MPR                                                      | X | X | X | X |   |
| Recess                         | 4:30 pm              | Site Coordinator &<br>Program Staff<br>Outdoors Weather                                         | X | X | X | X | X |

|                |         |                                            |   |   |   |   |   |
|----------------|---------|--------------------------------------------|---|---|---|---|---|
|                |         | Permitting                                 |   |   |   |   |   |
| Story Time     | 5:15 pm | Site Coordinator &<br>Program Staff<br>MPR | X | X | X | X | X |
| Free Play      | 5:30 pm | Site Coordinator &<br>Program Staff<br>MPR | X | X | X | X | X |
| Program Closes | 6:00 pm | Site Coordinator &<br>Program Staff<br>MPR | X | X | X | X | X |

## ***Appendix C-Job Descriptions and Credential***

**Job Title:** Director of ACES 93

**Job Description:** The director oversees the fiscal aspects for the program as well as the day to day operations. The director supervises and guides the site coordinators while maintaining a consistency for all the program sites.

**Qualifications:**

Be at least 21 years of age

Hold a valid driver's license.

Pass the district's criminal background check

Have documentation of successful completion of at least 3 credits in leadership and supervision awarded by a regionally accredited college or university

A bachelor's degree in education or related field, awarded by a regionally accredited college or university

Have a minimum of 1500 hours experience working with children in a licensed child care program or public or private elementary school

**Reports To:** Director of Student Services

**Essential Functions and Responsibilities:**

1. Primary responsibilities are to maintain compliance with District policies/procedures as well as any Department of Health and Human Services guidelines.
2. Observe, mentor, and supervise the site coordinators and additional staff. This may include conducting or coordinating professional development opportunities or progressive disciplinary actions.
3. Coordinate the placement of staff and students during the school year and the summer programming.
4. Coordinate and assist with the implementation of progress monitoring
5. Present the Director of Student with a proposed budget.
6. Make staffing recommendations for positions
7. Coordinate substitute coverage for staff during the day
8. Perform other tasks as may be assigned by the Director of Student Services and the Superintendent of Schools
9. Initiate and coordinate community relations and partnerships.
10. Actively seek to expand programming into all communities within the district.
11. Align efforts with district goals.



**Site Director**

\$14-\$18 per hour

30-35 hours per week, Monday-Friday. Follows the school calendar, includes school vacations, professional development days, and 8 weeks in summer (49 weeks/245 days).

10 leave days, 12 holidays, health and dental insurance

Applicants shall be at least 20 years of age, have a high school diploma or general equivalency diploma, and have at least one of the following:

- (1) A bachelor's degree in elementary education or recreation, awarded by a regionally accredited college or university;
- (2) An associate's degree in early childhood education, awarded by a regionally accredited college or university;
- (3) Certification of successful completion of training as a recreation director plus 1000 hours experience working with children in a licensed child care program, recreation program or elementary school;
- (4) A total of 12 credits in early childhood education, human growth and development, education or recreation, from a regionally accredited college plus 1000 hours of experience working with children;
- (5) Current certification as an educator by the NH department of education;
- (6) Experience working with children totaling 2000 hours and the following:
  - a. Documentation of enrollment in a course for at least 3 credits in elementary education, human growth and development, recreation, or early childhood education through a regionally accredited college or university and a written plan on file for completion of at least 3 additional credits as specified; and
  - b. Within 12 months of the date the individual begins working as a site director, documentation of successful completion of a total of at least 6 credits as specified in (a) shall be on file for review by the department; or
- (7) Written documentation from or filed with the department that she or he was qualified as a center director in a school-age program on or before the effective date of these rules

- Be certified in First Aid & CPR
- Be certified in Water Safety (or be willing to take course before water activities are conducted at Site)
- Shall have or apply for NH Afterschool Professional Credential within 30 days of employment

- Shall be responsible for the daily operation of the program.
- Shall recommend hiring of Group Leaders, Assistant Leaders, Project Leaders, and Homework Coaches to maintain

required staffing ratio and program activity requirements.

- Shall recruit volunteers from the school and community to be Project Leaders for enrichment activities.
- Shall work with Big Brother Big Sister organization to generate matches in the afterschool setting.
- Shall designate an “assistant” who meets the staffing qualifications to act as Site Coordinator in his/her absence.
- Maintain a household and personnel list for all personnel age 16 and older, including volunteers, who are employed 5 or more hours a week.
- Ensure all personnel and volunteers listed on Household and Personnel list have undergone a DHHS Criminal Background Check.
- Shall keep confidential all records pertaining to the admission, progress, health, and discharge of children and all facts learned about children and their families, unless directed by a parent through a written authorization
- Shall contact an ill child’s parent and inform them of the need to remove their child from the program. An ill child is defined in Personnel Handbook.
- Shall collect Medication Orders for children requiring medication, treatments, or other remedies and shall administer and document administration with a written record with the name of the child, date and time the medication was given and the dosage, and a signature of staff member.
- Shall maintain a first aid kit, in a portable container, equipped with non-expired supplies to meet the needs of the children enrolled in the program.
- Shall maintain a file of Injury Records, completed when First Aid is given, and signed by a staff member and parent.
- Shall maintain daily attendance records.
- Shall collect payments, issue receipts, and submit all collected fees to Program Director.
- Shall maintain Child Registration and Emergency Information forms, ensuring each child has a completed form before participating in the program.
- Shall be on-site 2/3 of the program operation hours and to have a qualified designee on site the other 1/3 of the program operation hours
- Shall maintain a staffing ratio of 1:12 unless otherwise approved.
- Shall maintain a positive, respectful environment with appropriate rules and expectations consistent with the school
- Shall develop and maintain on file for review a written schedule of daily activities which ensures that the program includes the following:
  - (1) Opportunities for children to help in planning their own activities;
  - (2) Time for structured and unstructured play, both indoors and outdoors;
  - (3) Opportunities for active and quiet activities; and
  - (4) Opportunities for individual and group experiences, both child initiated and staff directed
- The schedule shall include a variety of hands-on activities to:
  - (1) Foster positive self-concept;
  - (2) Develop social skills;
  - (3) Encourage children to:
    - a. Think;
    - b. Reason;
    - c. Question; and
    - d. Experiment;
  - (4) Enhance physical and emotional development;
  - (5) Teach sound health, safety, and nutritional practices; and
  - (6) Encourage creative expression and appreciation for the arts including music, dance, drama, and the visual arts.
- Shall be able to conduct program activities
- Shall work closely with the school-day personnel and administration to implement the program
- Shall plan, help sponsor, and participate in activities designed to implement the goals of the 21CCLC program
- Shall represent the program in faculty meetings, parent meetings, school board meetings and other community

meetings

- Shall collect and record all data required by the 21CCLC program
- Shall coordinate the evaluation of the 21CCLC program within the assigned school
- Shall submit reports as requested by the Program Director
- Shall attend Site Coordinators Meetings and other trainings as required
- Shall participate in 18 hours of professional development annually

**Job Title:**                                **Group Leader**

**Salary Range**  
\$8.50-\$13.50

**Hours**

20 hours per week, Monday-Friday. Follows the school calendar, includes school vacations, professional development days, and 5 weeks in summer (46 weeks/230 days).

**Benefits**

None

**Qualifications**

- Applicants shall be at least 18 years of age, have a high school diploma or general equivalency diploma, and one of the following:
  - a. Experience working with school-aged children, totaling 600 hours;
  - b. Documentation of at least 3 credits in elementary education, human growth and development, behavior management or recreation or early childhood education, awarded by a regionally accredited college or university;
  - or
  - c. Documentation that s/he is a certified coach.
- Be certified in First Aid & CPR
- Be certified in Water Safety (or be willing to take course before water activities are conducted at Site)
- Shall have or apply for NH Afterschool Professional Credential within 30 days of employment

**General Duties:**

- Assist in the planning and implementation of daily program under the direction of the Site Director.
- Assist in providing a safe and supportive environment for all children.
- Assist in keeping accurate documentation of attendance, children's files, emergency drills, accident/illness/behavior reports, administration of medication, and lesson plans.
- To assist in practicing emergency procedures.
- Assist in all general housekeeping tasks.
- To be responsible for the management and supervision of children at all times, including activity areas.
- To assist in the planning & implementation of activities appropriate to children's needs and interests.
- To be aware of a Site Director's job description and be able to fill their position on a temporary basis.
- Assist in the preservation of all program supplies & equipment.
- Attend all In Service Workshops and office meetings, completing at least 18 hours of professional development annually.
- To keep certifications current in CPR, First aid, & Blood borne pathogens while receiving all necessary and required training courses in Child Abuse Prevention and other required courses.
- To be able to constantly stand, walk, bend, run, stoop, kneel, crawl, crouch, pushing and/or pulling, some climbing and balancing as well as lifting & carrying (up to 40lbs)
- To attend to each child's interests and program's needs
- To support children's emotional and social development, encouraging understanding of others and positive self-concepts.
- To have an active and open line of communication with parents informing them of all facility closings, activities, information on their children and other important issues.
- Should arrive at program 5 minutes before the program starts.





## *Appendix E-Memorandums of Understanding*

## ***Appendix F-One Year Timeline***

The following items/actions will occur prior to July 2017.

- 21CCLC Award Notification Received
- School board accepts award
- Families and community notified of award through local press and social media
- Swanzey Summer Program begins 6/19/17

|                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>July 2017</b><br>Attend 21CCLC Orientation Meeting<br>Site Coordinator and Program Director meet to review grant proposal and set up year –long task list<br>Social media updated<br>Press release submitted for approval<br>Quarterly newsletter distributed                                                                                                        | <b>August 2017</b><br>Summer Family Literacy Event<br>Summer Program Ends 8/4/17<br>Parent Satisfaction Surveys<br>Student Satisfaction Surveys<br>Attend NH 21CCLC Conference<br>Staff Orientation<br>Site Preparation<br>Program Opens (before and after school)<br>Monadnock Education Matters newsletter distributed<br>Social media updated<br>Press release submitted for approval                                                                                          | <b>September 2017</b><br>Site Coordinator’s Meeting<br>Site Coordinator Supervision every other week<br>Staff meeting monthly with embedded professional development<br>Fundraising Committee Created.<br>Social media updated<br>Press release submitted for approval<br>Second Session of Clubs planned and marketed<br>Advisory Council Meeting |
| <b>October 2017</b><br>Site Coordinator’s Meeting<br>Site Coordinator Supervision every other week<br>Staff meeting monthly with embedded professional development<br>Fundraising Committee provides schedule for meetings and fundraisers<br>Lights on Afterschool<br>Social media updated<br>Press release submitted for approval<br>Quarterly newsletter distributed | <b>November 2017</b><br>Site Coordinator’s Meeting<br>Site Coordinator Supervision every other week<br>Staff meeting monthly with embedded professional development<br>Request to be on Finance Committee Agenda<br>Family Literacy Event<br>Professional Development Day<br>Planning December Break Program<br>Third Session of Clubs planned and marketed<br>Monadnock Education Matters newsletter distributed<br>Social media updated<br>Press release submitted for approval | <b>December 2017</b><br>Site Coordinator’s Meeting<br>Site Coordinator Supervision every other week<br>Social media updated<br>Press release submitted for approval                                                                                                                                                                                |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>January 2018</b></p> <p>Site Coordinator's Meeting<br/> Site Coordinator Supervision every other week<br/> Staff meeting monthly with embedded professional development<br/> Parent Satisfaction Surveys<br/> Student Surveys 21CCLC<br/> Family Literacy Event<br/> Planning February Break Program<br/> Fourth Session of Clubs planned and marketed<br/> Quarterly newsletter distributed<br/> Social media updated<br/> Press release submitted for approval<br/> Advisory Council Meeting</p> | <p><b>February 2018</b></p> <p>Site Coordinator's Meeting<br/> Site Coordinator Supervision every other week<br/> Staff meeting monthly with embedded professional development<br/> Meeting with Recreation Committee and Mt Caesar Library<br/> February Break Program<br/> Fourth Session of Clubs planned and marketed<br/> Summer Planning Meetings<br/> Monadnock Education Matters newsletter distributed<br/> Social media updated<br/> Press release submitted for approval<br/> Advisory Council Meeting</p> | <p><b>March 2018</b></p> <p>Site Coordinator's Meeting<br/> Site Coordinator Supervision every other week<br/> Staff meeting monthly with embedded professional development<br/> Summer Planning Meetings<br/> Family Literacy Event<br/> Social media updated<br/> Press release submitted for approval<br/> April Vacation Planning</p>     |
| <p><b>April 2018</b></p> <p>Site Coordinator's Meeting<br/> Site Coordinator Supervision every other week<br/> Staff meeting monthly with embedded professional development<br/> Summer Planning Meetings<br/> Summer Positions Posted<br/> Family Literacy Event<br/> Quarterly newsletter distributed<br/> Social media updated<br/> Press release submitted for approval<br/> April Vacation Programming<br/> Registration for Summer Program Begins</p>                                              | <p><b>May 2018</b></p> <p>Site Coordinator's Meeting<br/> Site Coordinator Supervision every other week<br/> Staff meeting monthly with embedded professional development<br/> Summer Planning Meetings<br/> Summer Positions Filled<br/> Family Literacy Event<br/> Monadnock Education Matters newsletter distributed<br/> Social media updated<br/> Press release submitted for approval</p>                                                                                                                       | <p><b>June 2018</b></p> <p>Site Coordinator's Meeting<br/> Site Coordinator Supervision every other week<br/> Staff meeting monthly with embedded professional development<br/> Summer Planning Meetings<br/> Summer Program Orientation<br/> End of Year Celebration<br/> Social media updated<br/> Press release submitted for approval</p> |

**All Children Educated Safely in SAU #93 (ACES #93)  
A Program of Monadnock Regional School District  
Advisory Council**

**Purpose**

The primary purpose of the ACES #93 Advisory Council is to help the Program Director and Site Coordinators develop, implement and evaluate a high-quality out-of-school time program. Advisory Council members will assist in assessing community needs, developing programming, marketing the program, recruiting volunteers and community partners, and evaluating the effectiveness of the overall program. The council 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 ACES #93. Its effectiveness and influence is the counsel it provides rather than through legal authority.

**Members**

The following people are currently serving on the Advisory Council:

- Karen Brook, Big Brothers Big Sisters of Western New Hampshire
- Steve Bigay – Keene State College
- Michael Morrison, Swanzey Community Member
- Stephanie Charlefour, Gay-Kimball Library Director
- Caddie Gregory, Mt. Caesar Union Library Director
- Jane Fortson- SAU 93 Business Manager
- Michael Blair- Monadnock Regional School District School Board
- Kathryn Schnyer-SAU 93 Grants Manager
- Jeremy Rathbun, Director of Curriculum & Instruction (Title I)
- Ryan Schafer, Monadnock Regional Middle School Associate Principal
- Audrey Salzmann, Cutler Elementary School Principal
- Kevin Stone, Dr. George S. Emerson School Principal and Troy Elementary School Principal
- Linda Kalloger, Monadnock Regional Middle High School Principal
- Liz Chipman, Keene Housing Kids Collaborative

**Members Roles and Responsibilities**

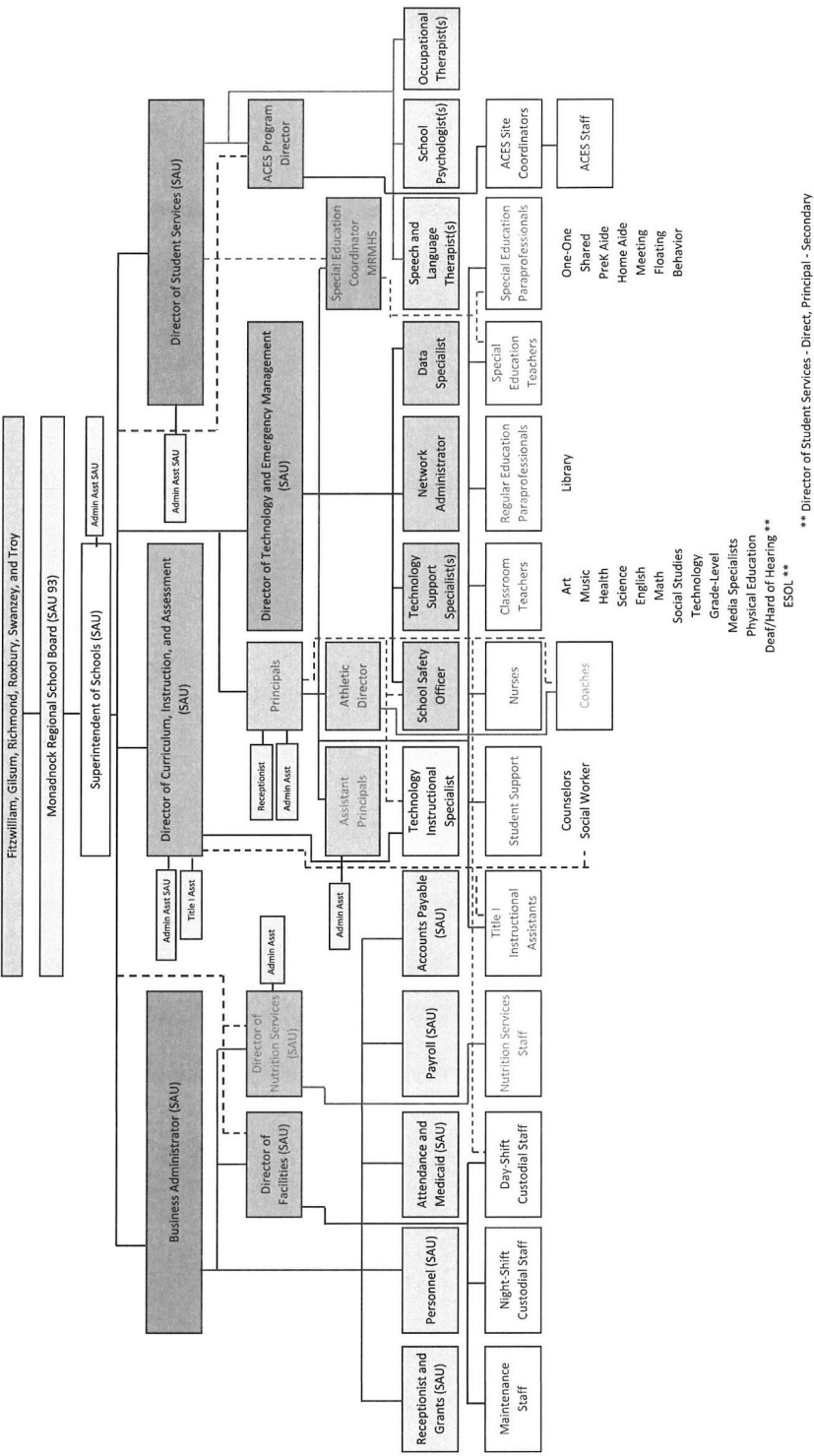
- Understand the ACES #93 Out-of-School Time Program
- Understand that the programs throughout the district are based on the needs of each community, current research and technical information, statewide needs and priorities, and national initiatives

- Attend scheduled meetings and actively participate to:
  - Identify priorities for programming
  - Create a plan of action
  - Review the year's program
  - Assess successes and future needs
  - Share information regarding the benefits of out-of-school time programming throughout their personal networks
- Help program administrators to put programming into action.
- Help program administrators to evaluate the results of its efforts 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 Council.

### **Meetings**

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

Appendix H-Organizational Chart



8/4/2016

SAU 93 - Monadnock Regional School District

# Appendix I-Documentation of Private School Communication

**Monadnock SAU 93**

District Name

## Private School Participation

*Duplicate this form as necessary.*

For Title I, Part A – each designated private school is to complete and return to the District.  
For Title IIA & Title III – each designated non-profit private school is to complete and return to the District.

School Year 2015-2016 Funds Available Through the "No Child Left Behind Act of 2001"  
PL 107-110

Immaculate Heart of Mary School

Private School

95 Martin Road

Address

Richmond

NH

03470

City

State

Zip

603.239.6495

N/A

Telephone

Fax Number

ihmsisters@catholicism.org

Email Address

The District must consult with the private school(s) on the following federal programs. Please ✓ Yes/No for every program. Yes, w/district indicates the private will participate in district sponsored initiatives. Will you participate with the district or on your own?

|                                                                       | on your own                  | *w/district                  | not participating                      |
|-----------------------------------------------------------------------|------------------------------|------------------------------|----------------------------------------|
| Title IA Basic Compensatory Education                                 | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Title IIA Professional Development for Teachers                       | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Title IID Enhancing Education through Technology                      | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Title III Part A: Language Instruction for Limited English Proficient | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Title IV Part B 21st Century Community Learning Center Programs       | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

☐ This confirms the district has completed a consultation meeting with the appropriate private school official.

☒ This school does not wish to accept federal funds.

Funding is still based on the per pupil amount.

- The services, materials and/or equipment provided through any of the NCLB programs will be used to provide only secular, neutral, and non-ideological educational services to student and school personnel.
- Private schools which are controlled by a religious organization and which receive services under the IASA grant programs are in compliance with Title IV of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.
- Private schools which are not controlled by a religious organization and which receive services under the NCLB grant programs shall be in compliance with Title IV of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (PL 101-336). Under the IASA, grant programs must be in compliance with Title IV of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.
- Any printed (or other media) description or discussion of NCLB programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the NCLB programs which are involved (Stevens Amendment).
- If you are a non-profit, IRS 501(c)(3), documentation or a certificate of good standing from the Secretary of State was submitted to the NH Department of Education.

Signature of authorized private school representative

Date

*St. Marie Repetun, MSN*

7/1/16

**REQUIRED (Mark as N/A if not applicable)**

## Appendix J: Notice of Intent to Apply

2/22/2017

ACES 93 / Homepage



<http://mrsdoutofschooltime.weebly.com/>

### **Contact Information**

**Program Director** - Darlene Ayotte [dayotte@mrsd.org](mailto:dayotte@mrsd.org) 903-6976

**Assistant Program Director/Middle School Site Director** - Jackie Chase [jchase@mrsd.org](mailto:jchase@mrsd.org) 903-6976 (for Cutler grade 6 and Middle School grade 7 & 8 students)

**Swanзей School-Age Director** - Jody Peters [jpeters@mrsd.org](mailto:jpeters@mrsd.org) 903-6533 (for Mt. Caesar students in K through 2nd grade and Cutler grades 3-5)

**Swanзей Pre-school Age Director** - Allyce Romaneck [aromaneck@mrsd.org](mailto:aromaneck@mrsd.org) 903-6533

**Emerson School-Director** - Natasha Walker [nwalker@mrsd.org](mailto:nwalker@mrsd.org) 585-6611

**Emerson Pre-school Age Director** - Jessica Jones [jjones@mrsd.org](mailto:jjones@mrsd.org) 585-6611

**Troy School Site Director** - Amanda Parsons [aparsons@mrsd.org](mailto:aparsons@mrsd.org) 242-7741

### **NOTICE**

February 16, 2017

Notice of Intent to Apply for 21st Century Community Learning Center Federal Funds

This notice serves to inform the communities within the Monadnock Regional School District of the district's intent to apply through a competitive process for federal grants to partially fund before and after school programming in the district. The program's purpose is to raise student academic achievement through the creation and expansion of community learning centers during out of school time hours that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. The grant(s), if awarded, will be for a five year time period commencing with the 2017/2018 school year.

Applications are being submitted to the NH Department of Education for funding at:

Mt. Caesar and Cutler Elementary Schools – Swanзей NH

Troy Elementary School – Troy NH

Submitted applications will be available for public review after submission to the NH Department of Education on March 8, 2017. Please contact Darlene Ayotte, ACES-93 Program Director, at [dayotte@mrsd.org](mailto:dayotte@mrsd.org), to obtain an electronic copy of the application(s).



## Appendix L-Evaluations

The data below is taken from the NH Performance Report submitted in June 2016 for the Swanzey program.

| Outcome                                                                                                                                                              | Progress as of June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 75% of parents of regular participants report that homework is completed.                                                                                            | 67% of parents of regular participants report that homework is completed.                                                                                                                                                                                                                                                                                                                                                                                    |
| 80% of students report they have an opportunity to on an activity or task in a leadership role in most or all activities at the program                              | 94% of students report they have an opportunity to on an activity or task in a leadership role in most or all activities at the program                                                                                                                                                                                                                                                                                                                      |
| 80% of parents report positive academic results for their children as a result of participating in the program                                                       | 85% of parents report positive academic results for their children as a result of participating in the program                                                                                                                                                                                                                                                                                                                                               |
| At least 35% of program participants engage in community service and service learning opportunities                                                                  | 45% of program participants engage in community service and service learning opportunities                                                                                                                                                                                                                                                                                                                                                                   |
| 45% of regularly attending program participants demonstrate academic proficiency in language arts on district response to intervention assessments                   | 34% of regularly attending program participants demonstrate academic proficiency in language arts on district response to intervention assessments                                                                                                                                                                                                                                                                                                           |
| 45% of regularly attending program participants demonstrate academic proficiency in mathematics on district response to intervention assessments                     | 48% of regularly attending program participants demonstrate academic proficiency in mathematics on district response to intervention assessments                                                                                                                                                                                                                                                                                                             |
| 75% of students attending 75% of the summer program will maintain or gain on reading and math benchmarks                                                             | Sixty-two students attended 75% of the summer program. Of these students, 52 grew or maintained in reading benchmark (Fry Word Assessment). This is 83%.<br>Seventeen (4 <sup>th</sup> -5 <sup>th</sup> grade) students attended 75 % of the summer program. Of these students, 9 grew or maintained in mathematics benchmark (CAP-AIMSWeb). This is 53%. Of these same students, 5 grew or maintained in mathematics benchmark (COMP-AIMSWeb). This is 29%. |
| 75% of extended day preschool program participants, attending regularly, will be ready for kindergarten as measured by the school district's kindergarten assessment | Eleven students attended extended day pre-school programming 30 days or more. 36% (4/11) were ready for kindergarten as measured by the school district's kindergarten assessment.                                                                                                                                                                                                                                                                           |
| 25% increase in the number of Facebook participants                                                                                                                  | 29% increase in the number of Facebook participants                                                                                                                                                                                                                                                                                                                                                                                                          |
| 25% increase in volunteer hours                                                                                                                                      | Benchmark data had not been established.                                                                                                                                                                                                                                                                                                                                                                                                                     |



|                                                                                                                                                                                                                                                                                                       |                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| At least 2 new community partners will be recruited yearly                                                                                                                                                                                                                                            | 3 community partners were recruited - Daniel Webster Boy Scout Council, Ruck Up, and Stonewall Farms                                    |
| A majority of the school board will recognize and support the program through a variety of means, such as voting to include the program in the school budget; serving on the Advisory Council; volunteering at the program; and, supporting the accreditation and professionalization of the program. |                                                                                                                                         |
| Decrease in cost per student                                                                                                                                                                                                                                                                          | Decrease the cost per student by \$384.84                                                                                               |
| 30% of the school population accesses the out-of-school time program on a regular basis                                                                                                                                                                                                               | 18% of the school population accesses the out-of-school time program on a regular basis                                                 |
| 75% of program participants attend program 45 days or more annually                                                                                                                                                                                                                                   | 47% of program participants attended program 45 days or more this year                                                                  |
| 45% of program participants will be from economically disadvantaged homes, accessing the program through the sliding scale or scholarships                                                                                                                                                            | 36% of program participants were from economically disadvantaged homes, accessing the program through the sliding scale or scholarships |
| 75% of regularly attending participants report they feel they belong at the program                                                                                                                                                                                                                   | 89% of regularly attending participants report they feel they belong at the program                                                     |
| 75% of regularly attending participants will report that they have at least one adult in the program who cares about them                                                                                                                                                                             | 76% of regularly attending participants will report that they have at least one adult in the program who cares about them               |
| 75% of parents attend at least one family event per year                                                                                                                                                                                                                                              | 90% of parents attend at least one family event per year                                                                                |
| 85% of parents rate the afterschool program as “good” or “excellent”                                                                                                                                                                                                                                  | 95% of parents rate the afterschool program as “good” or “excellent”                                                                    |
| Participation increases by at least 25% each year                                                                                                                                                                                                                                                     | Participation decreased by 29%                                                                                                          |
| 85% of participants from the previous year re-enroll in the current year’s program                                                                                                                                                                                                                    | 60% of 2015-2016 participants were returning participants                                                                               |

In addition to this data, the executive summary from the 2014 CIPAS visit is provided below.

