

Grant Cover Page

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION 21ST CENTURY COMMUNITY LEARNING CENTER GRANT

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

New Applicant ☒

Current Grantee (Reapplying) ☐

Current Grantee Adding Site(s) ☐

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees			Funds Requested
			Per Day	Per Year	Regular ^{1*}	
Troy Elementary School	<u>155</u>	PreK-6	<u>45</u>	<u>70</u>	<u>35</u>	<u>\$93,709.49</u>
Total:						

District Co-Applicant* (required): Troy Elementary School_____

Community/Faith Based Co-Applicant(s)* (required): _Town of Troy_____

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.org

*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_____

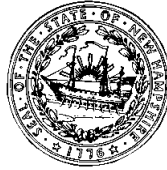
Name (typed): Kevin Stone

Chief Executive Officer(s) Signature(s): _____ Date_____

Name (typed): David Ellis

^{1*} Items referenced are described in the definitions section of this document

Program Assurances



Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul Leather
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**

21st 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.

Authorizing Name and Signature

Date

Application Checklist:

Applicant Name: Troy Elementary School

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

- ☐ Application Cover Page
- ☐ 21st 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

The Town of Troy has progressively become a “bedroom community” for neighboring communities in NH and MA. 75.8% of working residents commute to another community in NH; 10.4% commute out of state. The mean travel time to work is 27.4 minutes each way.

With most of the parents in the community commuting to work each day, out-of-school time programming is essential. Unfortunately, there are no other options besides the ACES #93 program in Troy. However, the Town of Troy and the school community believe in out-of-school time programming and have managed to keep a program open at the school since 2004 through a variety of funding sources.

The ACES #93 program prides itself on providing out-of-school time services to students and their families in the Monadnock Regional School District’s five elementary and one regional middle school. ACES #93 programming takes place before and after school, as well as during school vacations, and is designed to broaden participants’ experiences, improving their academic, social, emotional, and physical well-being. Highest priorities include creating a safe and engaging environment for children and their families. ACES #93s strives to form partnerships with each school, community and family in order to provide the most effective academic enrichment, physical fitness, nutritional and life-skill programs for its participants. Above all, the program challenges children to learn while having fun!

ACES #93 operates an out-of-school time program at Troy Elementary School. The school has a population of 155 preschool-sixth grade students. As of January 2017, 49% of the student population qualified for the National School Lunch Program. The school is designated as a “school-wide” Title I school. 11% of the school population qualifies for special education services. The largest barrier to the students who live in poverty attending is the cost of the program. The intent of the funds from this grant, if received, is to provide full scholarships for up to 25 students who qualify for free lunch and who are considered at risk by the school, either academically, socially, or emotionally.

Table of Contents

Program Assurances	2
Application Checklist	3
Application Abstract	4
Table of Contents	5
Need for Project	6
Program Design	8
Program Activities	13
Adequacy of Resources	20
Program Management	22
Project Evaluation	25
Budget Narrative	29
Appendix A-Budget Spreadsheet	37
Appendix B-Schedule of Operations	39
Appendix C-Job Descriptions and Credential	43
Appendix D-Letter of Support	48
Appendix E-Memorandum of Understanding	50
Appendix F-One Year Timeline	56
Appendix G-Advisory Council	58
Appendix H-Organizational Chart	60
Appendix I- Private School Participation	61
Appendix J-Notice of Intent to Apply	62
Appendix K- Surveys	63

Need for Project

Factors that Place Students At Risk

Just two hours north of Boston in the heart of the Monadnock region, lays Troy, NH. Troy is a quaint New England town, nestled at the base of Mount Monadnock. In years past, Troy was a prosperous mill town with a diverse population. Troy Mills, the main source of employment, ceased operations in 2002. In 2014, there were 122 employment opportunities at small businesses within the town which are primarily part time and/or seasonal work. There is currently no large scale employer in Troy. The town of Troy has progressively become a bedroom community for neighboring communities in NH and MA. 75.8% of working residents commute to another community in NH; 10.4% commute out of state. The mean travel time to work is 27.4 minutes each way. With most of the parents in the community commuting to work each day, out-of-school time programming is essential.

According to the 2014 Census, Troy has 2,262 residents. According to the American Community Survey 2010-2017, 16.7% (379) of Troy's residents are between the ages of 5 and 19. The average weekly wage for residents of Troy is \$567. 8.5% of the residents live below the poverty level. According to NH Employment Security, the unemployment rate for Troy was 4.7% in 2015.

Troy Elementary School (PreK-6) had a population of 155 students in the 2016-2017 school year. The school is designated as a "school-wide" Title I school. 11% (17/155) of the school's population qualifies for special education services, and 49% of students qualify for the National School Lunch Program. According to the NH Department of Education, the percentage of Troy students performing proficiently on the SBAC and NECAP-Science are fluctuating from year to year.

Since July 2016, 49 of 155 (32%) students have registered in the ACES #93 program at Troy Elementary School. The average daily attendance for the program is 19 students or 12% of the school population. 65% of students school-wide expressed an interest in participating in the program, while only 32% have participated. Ideally, the program would increase its usage serving a minimum of 46% (70 students) of the

school population annually and 29% (45 students) of the school population daily.

The single most significant barrier to usage is the cost of the program. 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.” Because the current program is completely funded by tuition and taxpayer dollars, the cost of the program has become a barrier to many of the low-income students ability to attend, despite a sliding fee scale, accepting NH Child Care Scholarship payments, and providing scholarships. 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, or a scholarship. With grant funding, the program would offer up to 25 students who are economically disadvantaged, struggling to perform well academically, or experiencing toxic stress, the ability to attend the program at no cost.

Parent Survey Results

A family survey was conducted by Troy Elementary School to determine need for out-of-school time programming and the barriers to participation in the programming. 110 surveys were distributed and 46 surveys were returned which is a 42% rate of return. 58.7% of the respondents do not currently access the out-of-school time programming. The parents identified the barriers to participation as cost, having alternative care, and lack of knowledge about the program. 41.3% of the respondents do currently access the out-of-school time programming. These parents identified the safe environment, flexibility, and activities as the reasons they value the program.

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. 27 surveys were distributed and 15 surveys were returned which is a 56% rate of return. Parents of current participants identified two barriers to program participation: lack of marketing and the cost. 87% 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 63.

Other Afterschool Programs

According to town officials, there are no other before and after school programs in Troy. During the summer, the town provides a day camp at their recreation facility. In the past the town and school district have collaborated to ensure the children of Troy have safe, affordable programming throughout the summer break.

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, the Town of Troy, and the 21CCLC community.

District Goal: To improve the learning of all students in a culture of collective responsibility.	
Program Goal: The out-of-school time program will establish academic proficiency as a norm within its community.	
Contextual Factors: Low per capita income and high family poverty; 45% of students receive free and reduced lunch (2017) Low educational attainment; MRHS ranks 10 th highest of all NH school districts for unemployed high school graduates (4.1%) and for cumulative high school dropouts (23%) High alcohol use Transient population Rural, geographically isolated 19% of students receive special education services Students are entering school with limited social/emotional skills Low expectations for student success Limited access to technology	Program Elements: Identify and actively recruit students who are struggling academically or are socio-economically at-risk to participate regularly in the program. Offer daily homework clubs/tutoring Provide enrichment clubs offering enrichment activities using after school curricula such as 4-H, CATCH KIDS, Early Sprouts, etc. Provide technology-based enrichment activities. Embed one or more of the following into every enrichment activity: Common Core Standards, Search Institute's Developmental Assets, and 21 st Century Job Skills. Provide enrichment clubs focused on creating caring and productive learning communities Provide 6 th graders with orientation to middle school Provide opportunities for service learning Provide staff development focusing on Common Core standards and promoting positive behaviors

<p>Limited time for remediation of challenging concepts</p> <p>Limited positive relationships with adults</p>	<p>Maintain teacher/ACES staff communication and meetings to link to the school day</p> <p>Conduct surveys of students, parents, and teachers</p>
<p>Short Term Outcomes:</p> <p>75% of parents of regular participants report that homework is completed [Parent Survey-Program]</p> <p>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]</p> <p>80% of parents report positive academic results for their children as a result of participating in the program [Parent Survey-Program]</p> <p>80% of parents report that their child has an improved attitude toward school, when improvement was needed [Parent Survey-Program]</p> <p>At least 35% of program participants engage in community service and service learning opportunities [Participation Data]</p>	
<p>Long Term Outcomes:</p> <p>45% of regularly attending program participants demonstrate academic proficiency in language arts on district response to intervention assessments. [Benchmarks]</p> <p>45% of regularly attending program participants demonstrate academic proficiency in mathematics on district response to intervention assessments. [Benchmarks]</p> <p>75% of 6th grade students who regularly attend ACES#93 are ready for middle school [Parent Survey-Program; Youth Survey-Program]</p> <p>75% of students who attend the program regularly have improved performance in language arts, when improvement is needed. [Report Cards]</p> <p>75% of students who attend the program regularly have improved performance in math, when improvement is needed. [Report Cards]</p> <p>75% of students who attend ACES 30 days or more demonstrate proven skills and strategies for creating caring and productive learning communities</p> <p>75% of students attending 75% of the summer program will maintain or gain in reading and math benchmarks [Benchmarks]</p>	

District Goal: To develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community.

Program 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

Contextual Factors:

Limited understanding of out-of-school time programming and its positive effects on the community's youth
Limited ability of staff, parents, and community members to advocate for the program and express its positive outcomes
Limited avenues for positive outcomes to be shared
General - but not full - recognition and support of the positive impacts of the program from the school board and budget advisory committee

Program Elements:

Develop a Facebook page for the targeted audiences focusing on the impacts of out-of-school time programming and advocacy; provide regular posts
Submit monthly press releases to local newspapers highlighting the best practices of the program and its impact on the students and community.
Disseminate monthly publications for students, parents, school board and budget advisory committee
Develop a marketing strategy for the program, including developing avenues for sharing positive outcomes of the program in collaboration with the Advisory Board
Work with local media to publicize the program
Collaborate with partnering organizations to increase our likelihood of press releases being printed.
Widen the distribution of site-based newsletters by placing in public locations such as town offices and libraries and distribute newsletter with school newsletter
Participate in school-wide activity nights, field days, open houses, etc.
Invite school-day staff to participate in out-of-school time staff trainings

Short Term Outcomes:

25% increase in the number of Facebook participants [Program Records]
25% increase in the number of volunteer hours contributed to the program [Cayen]
At least 2 new community partners each year will collaborate with ACES [Program Records]

Long Term Outcomes:

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.
[Qualitative]

Decrease in cost per student [Program Records]

District Goal: To develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community.

Program Goal: All PreK-6th grade students will have access to out-of-school time programs that support positive youth development

Contextual Factors:

High property taxes
Limited financial resources
Limited understanding of out-of-school time programming and its positive effects on the community's youth
Limited ability of staff, parents, community members to advocate for the program and express its positive outcomes
Limited avenues for positive outcomes to be shared
General school board and budget advisory committee, but not full, recognition and support of the positive impacts of the program

Program Elements:

Hold family and community events
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
Establish a referral system for school day staff to recommend youth to the program, including a marketing packet for families
Recruit and maintain a strong Advisory Council
Ensure ACES staff representation on local school organization and civic committees
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

Short Term Outcomes:

30% of the school population accesses the out-of-school time program on a regular basis. [Program Records]
75% of the program participants attend program 45 days or more annually. [Program Records]
45% of program participants will be from economically disadvantaged homes, 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]
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]
75% of parents attend at least one family event per year [Attendance Records]
85% of parents rate the after school program as "good" or "excellent" [Parent Survey-Program]

Long Term Outcomes:

Participation increases by at least 25% each year. [Program Records]
85% of returning participants from the previous year re-enroll in the current year's program [Attendance Records]

Program Activities

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 Troy Elementary School will concentrate on these three actions to help Troy'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.

Food insecurity is a source of stress for many of Troy's children. According to Will Chu, “unreliable access to affordable, nutritious food has a significant bearing on a child's behavior, academic performance, and emotional well-being.”² According to the Boston University School of Medicine, child nutrition programs which are known to decrease food insecurity, may enhance the potential of children to learn, pay attention, and experience better emotional health. To this end, the ACES #93 program will partner with University of New Hampshire's Cooperative Extension to offer Cooking Matters programming for children and their families, as well as participating in the National School Lunch Program's after school snack and summer meals programs.

By addressing these basic and psychological needs, the ACES #93 program will be able to provide additional programming to help the children meet their need to “grow.” Research has shown successful out-of-school time programs incorporate activities and experiences which promote academic, personal, social,

² <http://www.foodnavigator.com/Policy/Food-insecurity-may-hinder-children-s-mental-and-physical-development-Review>

and recreational development. Furthermore, the programs that use evidence-based skills training approaches were consistently successful in producing multiple benefits for youth; feelings and attitudes, indicators of behavioral adjustment, and school performance.³ It has also been found that programs that balance academic support with engaging, fun and structured co-curricular activities, promoting youth development in a variety of real-world contexts, improve academic performance.⁴

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 resolution 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.

³ Duriak & Weissberg, *The Impact of Afterschool Programs That Promote Personal and Social Skills*, 2007.

⁴ Harvard Family Research Project, *Afterschool Programs in the 21st Century*, 2008.

- 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, Troy 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. Each unit (enrichment activity) will have an academic and social-emotional component. For instance if the enrichment activity is playing basketball, participants may learn how to track simple statistics and about stereotyping (“short people cannot play basketball”). 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 Coordinator and the Site Coordinator are able to support students IEP goals through the program.

The ACES #93 program partners with the school to provide planned family events such as Back to School Night, Math Night, Art Gallery, Movie Night, and the Dr. Seuss Breakfast. The program uses these opportunities to further showcase out-of-school time activities.

Schedule of Operations

A schedule of operations is provided in Appendix B, page 39.

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 combining "focused conversations" with the surveys to ascertain what students want from the program. These "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. In addition to the conversations and surveys, the program provides students with the opportunity to provide anonymous club suggestions based

on their interest, via an enrichment suggestion box, located in the program. Beginning in the 2017-2018 school year, the program staff will 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.

The Site Coordinator will visit classrooms bi-annually to discuss the out-of-school time program, what is currently happening there, why students are not attending, and what students wish was happening there. These discussions will be documented, summarized, and used to improve programming.

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.

Based on the demographics of the community and on past family literacy events, the ACES #93 program has decided to offer at least two "family fun nights" and two parent education nights. The family fun nights will provide a glimpse into the out-of-school time programming focusing on several of the children's favorite activities and how parents can expand these much loved activities into further learning at home. One parent education night will focus on child development and supporting positive social-emotional asset development. The second parent night will focus on stretching your budget while eating healthy. Additional parent education nights may be scheduled if parents express an interest in other topics during home visits, on surveys, or at the scheduled family literacy events.

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. 100% 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

Attracting and retaining students is not anticipated as being a challenge given the need reported by parents, students, and staff. By offering an affordable, appropriate, convenient program with options for transportation if needed, the program will attract and serve up to 36 students per day on a regular basis. 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 \$2,631.61 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 \$184,212.75 with 51% (\$93,709.49) of the funding coming from 21CCLC funds; 16% (\$29,516.26) of the funding coming from tuition and fundraising; and, 33% (\$60,987.00) 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 C, page 43.

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 After School 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 D, page 48.

Memorandums of Understanding

Memorandums of Understanding are provided in Appendix E, page 50.

Student Transportation

As Troy has moved from a manufacturing community to a commuter town, parents have adapted to the need to transport their children to and from activities. Troy School has had an afterschool program since 2004.

In all of those years, transportation has never been an issue. Parents commuting home from work simply stop at the school, which is centrally located (only a quarter mile from the main highway route through town), pick up their children, and finish their commute home.

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 56.

Advisory Council

Advisory Council is provided in Appendix G, page 58.

Organizational Chart

Organizational Chart is provided in Appendix H, page 60.

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 create 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 61.

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 62.

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

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 st and June 30th
25% increase in the number of volunteer hours contributed to the program	Volunteer data	Program Director July 1 st and June 30th
At least 2 new community partners each year will collaborate with ACES [Program Records]	List of community partners per site	Program Director 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: 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 Monthly review of school board minutes
Decrease in cost per student	NH 21CCLC Performance Report	Program Director June 1

Goal: All PreK-6th 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	Attendance records	Program Director June 1

basis. [Program Records]		
75% of the program participants attend program 45 days or more annually. [Program	Attendance records	Program Director June 1
45% of program participants will be from economically disadvantaged homes, accessing the program through the sliding fee scale or scholarships [Program Records]	NSLP Data Attendance records	Program Director June 1
75% of regularly attending program participants report that they feel they belong at the program. [DOE Youth Survey]	NH DOE Youth Survey	Program Director 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 June 1
75% of parents attend at least one family event per year [Attendance Records]	Attendance Records	Site Coordinators June 1, 2018
85% of parents rate the after school program as “good” or “excellent” [Parent Survey-Program]	Attendance Records Minutes of Scholarship Committee Meetings	Program Director 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 June 1

85% of returning participants from the previous year re-enroll in the current year's program [Attendance Records]	Registration Data	Program Director 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 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 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 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 January
At least 35% of program participants engage in community service and service learning opportunities [Participation Data]	Enrichment Activity Reports from Cayen	Program Director June 1st
Long Term Outcomes	Data to be Collected	By When? By Whom?
45% of regularly attending	Benchmark Data from Schools	Program Director

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

Budget Narrative

Budget Spreadsheet

A budget spreadsheet can be found in Appendix A, page 37.

Budget Narrative

Expense	Description
<i>Staff Salaries</i>	
Program Director	1/3 of Annual Salary \$56,840
Assistant Program Director	1/4 of \$23/hr x 34 hours x 52 weeks
Site Director	(\$18/hr x 32.5 hours X 46 weeks) plus (\$18/hr x 40 hours x 6 weeks)
Group Leaders-Summer	4 Group Leaders (\$13.50 x 40 hours x 6 weeks)
Group Leaders-School Year	2 Before School (\$13.50 x 10 hours x 38 weeks) plus 2 After School (\$13.50 x 15 hours x 38 weeks)
Tutors	1 Before School (\$24/hr x 2.5 hours x 36 weeks) plus 1 After School (\$24/hr x 3.75 hours x 36 weeks)
<i>Payroll Taxes & Benefits</i>	
FICA	7.65%
Retirement	11.38% for employees (Program Director) and 17.36% for Teachers (tutors)
Health	1/3 of Health Insurance for Program Director (6128.67) 1/4 of Assistant Program Director Health Insurance (6205.25) Health Insurance for Site Coordinator (\$18,386)
Dental	1/3 of Dental Insurance for Program Director (\$321.19) 1/4 of Assistant Program Director Dental Insurance (\$427.52) Health

	Insurance for Site Coordinator (\$963.56)
Group Term Life	1/3 of Annual Program Director (116.02) 1/4 of Assistant Program Director (\$44.55) Site Coordinator (\$247.92)
<i>Subcontracts</i>	
Gay-Kimball Library	For "Pop-Up Librarian" 4 hours a week for 6 weeks at \$12.25 an hour plus \$750 for children's books on social issues and \$750 for non-fiction books on social issues effecting parents
<i>Professional Development</i>	
One Annual State Conference	3 participants at \$1000 per person
Workshops and Conferences	\$500 annually for program staff
<i>Supplies</i>	
Snacks/Food	USDA Fully Reimburses Costs for Snacks and Summer Meals
Program Supplies	Supplies for 45 students for 36 weeks during the school year and 8 weeks of vacation programming \$2.50 per student
<i>Evaluation</i>	
State Web-Based Data Collection	Cayen Database
<i>Transportation</i>	
Field Trips	Transportation for field trips
<i>Equipment</i>	
Laptop	Laptop for Site Coordinator
<i>Indirect Cost</i>	7%
<i>Other Expenses</i>	
Travel	Site Coordinator Travel (Shopping, meetings, professional development)
Admissions for Summer Field Trips	Field Trip Admission Fees for 45 students (\$5 per child x 45 children per week x 6 weeks)

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 tuition, fundraising, and local funds for the past five

years. Despite the program's best efforts to keep the tuition manageable for economically disadvantaged students and students exhibiting negative risky behaviors, it has not been able to reach the children who need the program the most. With support from the NH Department of Education's 21CCLC grant, the program will be able to provide programming for up to 25 students a year at no cost. This will be done with a braiding of funds from Title I, USDA Afterschool Snacks and Seamless Summer Meals, NH Department of Health and Human Services Child Care Scholarship, tuition, fundraising, and taxpayer support. The program will also be supported by volunteers recruited as a result of the partnership with Gay-Kimball Library and Troy Police Department. These partnerships may result in additional funds as a result of joint proposals for additional grants.

Sustainability Plan

Year One

- Program Director will meet with the Site Coordinator to form an advisory council. 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 Leader 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 Leader 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 and annual district voting on the official ballot.
- The program will become a DHHS Licensed Plus site allowing for higher rates of reimbursement for services through the NH Child Care 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 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.
- 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 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.
- 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 the Program Director's salary 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.
- 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 salary 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 A-Budget Spreadsheet

2017 21CCCLC Proposed Budget

If re-applicant, indicate original award: _____

Expense	Description	Proposed 21CCCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Staff Salaries (Subtotal)		\$ 62,280.00	\$ 12,960.00	\$ -	\$ 29,112.67	\$ 104,352.67
<i>Program Director</i>	1/3 of Annual Salary \$56,840				\$ 18,946.67	
<i>Assistant Program Director</i>	1/4 of \$23/hr x 34 hours x 52 weeks				\$ 10,166.00	
	(\$18/hr x 32.5 hours X 46 weeks) plus (\$18/hr x 40 hours x 6 weeks)					
<i>Site Director</i>	4 Group Leaders (\$13.50 x 40 hours x 6 weeks)	\$ 31,230.00				
<i>Group Leaders-Summer</i>	2 Before School (\$13.50 x 10 hours x 38 weeks) plus 2 After School (\$13.50 x 15 hours x 38 weeks)		\$ 12,960.00			
<i>Group Leaders-School Year</i>	1 Before School (\$24/hr x 2.5 hours x 36 weeks) plus 1 After School (\$24/hr x 3.75 hours x 36 weeks)	\$ 5,400.00				
<i>Tutors</i>		\$ 5,400.00				
Payroll Taxes & Benefits (Subtotal)		\$ 25,298.97	\$ 991.44	\$ -	\$ 15,399.33	\$ 41,689.74
<i>FICA</i>	7.65%	\$ 4,764.42	\$ 991.44			
<i>Retirement</i>	11.38% for employees (Program Director) and 17.36% for Teachers (tutors)	\$ 937.44			\$ 2,156.13	
	1/3 of Health Insurance for Program Director (6128.67) 1/4 of Assistant Program Director Health Insurance (6205.25) Health Insurance for Site Coordinator (\$18,386)					
<i>Health</i>	1/3 of Dental Insurance for Program Director (\$321.19) 1/4 of Assistant Program Director Dental Insurance (\$427.52) Health Insurance for Site Coordinator (\$963.56)	\$ 18,385.63			\$ 12,333.92	
<i>Dental</i>		\$ 963.56			\$ 748.71	
<i>Group Term Life</i>	1/3 of Annual Program Director (116.02) 1/4 of Assistant Program Director (\$44.55) Site Coordinator (\$247.92)	\$ 247.92			\$ 160.57	

2012 21CCCLC Proposed Budget

Expense	Description	Proposed 21CCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Subcontracts (Subtotal)		\$ 1,764.82	\$ -	\$ -	\$ -	\$ 1,764.82
	For "Pop-Up Librarian" 4 hours a week for 6 weeks at \$12.25 an hour plus \$750 for children's books on social issues and \$750 for non-fiction books on social issues affecting parents					
Gay-Kimball Library Professional Development (Subtotal)		\$ 1,764.82				
	3 participants at \$1000 per person	\$ -	\$ 3,500.00	\$ -	\$ -	\$ 3,500.00
One Annual State Conference Workshops and Conferences			\$ 3,000.00			
Supplies (Subtotal)		\$ -	\$ 500.00			
	USDA Fully Reimburses Costs for Snacks and Summer Meals	\$ -	\$ 4,950.00	\$ -	\$ 16,475.00	\$ 21,425.00
					\$ 16,475.00	
	Supplies for 45 students for 36 weeks during the school year and 8 weeks of vacation programming \$2.50 per student					
Program Supplies Evaluation (Subtotal)			\$ 4,950.00			
			\$ 500.00	\$ -	\$ -	\$ 500.00
State Web-Based Data Collection Transportation (Subtotal)			\$ 500.00			
	Cayen Database		\$ 2,500.00	\$ -	\$ -	\$ 2,500.00
Field Trips			\$ 2,500.00			
Transportation for field trips			\$ 500.00	\$ -		\$ 500.00
Equipment (Subtotal)			\$ 500.00			
	Laptop for Site Coordinator		\$ 500.00			
Laptop						
Indirect Cost	7%	\$ 6,130.52				\$ 6,130.52
Insert Other Expenses			\$ 1,850.00		\$ -	\$ 1,850.00
	Site Coordinator Travel (Shopping, meetings, professional development) Field Trip Admission Fees for 45 students (\$5 per child x 45 children per week x 6 weeks)		\$ 500.00			
Admissions for Summer Field Trips			\$ 1,350.00			
Total		\$ 93,709.49	\$ 29,516.26	\$ -	\$ 60,987.00	\$ 184,212.75
			Total # Youth Per Day		45.00	\$ 4,093.62
			Total # Youth Per Year		70.00	\$ 2,631.61

2012 21CCLC Proposed Budget

Appendix B-Schedule of Operations

SCHOOL(S) SERVED: Troy Elementary School

SCHOOL YEAR:

Activity	Time of Day	Where? By Whom?	Mon	Tues	Wed	Thur	Fri
AM Program Opens	6:30 am	Site Coordinator MPR	X	X	X	X	X
Table Top Activity #1	6:30 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Table Top Activity #2	6:30 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Tutoring & Homework Help	7:00 am	Tutors, Site Coordinator & Program Staff MPR, K Classroom	X	X	X	X	X
CATCH Kids/Yoga	7:30 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Transition to School	8:10 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Transition to PM Program	3:00 pm	Site Coordinator & Program Staff MPR	X	X	X	X	X
Recess	3:15 pm	Site Coordinator & Program Staff Outdoors -Weather Permitting	X	X	X	X	X
Snack & Check In	3:45 pm	Site Coordinator & Program Staff MPR	X	X	X	X	X
Enrichment Clubs & Tutoring	4:00 pm	Tutors, Site Coordinator & Program Staff MPR, K Classroom, Stage	X	X	X	X	
Movement Break	4:45 pm	Site Coordinator & Program Staff, MPR	X	X	X	X	
Homework Center	5:00 pm	Site Coordinator & Program Staff, MPR, K Classroom	X	X	X	X	
Free Play	5:30 pm	Site Coordinator & Program Staff MPR	X	X	X	X	
Freaky Friday Activities	4:00 pm	Site Coordinator & Program Staff MPR, K Classroom, Stage					X

Story Time	5:30 pm	Site Coordinator & Program Staff MPR					X
PM Program Closes	6:00 pm	Site Coordinator MPR	X	X	X	X	X

SUMMER:

Activity	Time of Day	Where? By Whom?	Mon	Tues	Wed	Thur	Fri
Program Opens	6:30 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Table Top Activity #1	6:30 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Table Top Activity # 2	6:30 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Table Top Activity #3	6:30 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
CATCH Kids/Yoga	7:15 am	Site Coordinator & Program Staff MPR	X	X	X	X	X
Bus Arrives	8:00 am	Site Coordinator & Program Staff MPR		X	X	X	
Breakfast & Check In	8:00 am	Food Services Staff, Site Coordinator & Program Staff MPR	X	X	X	X	X
Recreation Activities	8:30 am	Site Coordinator & Program Staff MPR, Outdoors, Town Library	X				
STEAM Activities	8:30 am	Site Coordinator, Title I Teacher, & Program Staff MPR, Classrooms, Stage, Outdoors		X	X	X	
Field Trip	8:30 am - 4:30 pm	Site Coordinator & Program Staff					X
Lunch - Recess - Quiet Time	11:30 am	Site Coordinator, Title I Teacher, & Program Staff MPR	X	X	X	X	
STEAM	1:00 pm	Site Coordinator, Title I		X	X	X	

Activities		Teacher, & Program Staff MPR, Classrooms, Stage, Outdoors					
Recreation Activities	1:00 pm	Site Coordinator & Program Staff MPR, Outdoors, Town Library	X				
Clean up & Snack	2:30 pm	Site Coordinator & Program Staff MPR	X	X	X	X	
Buses Depart	3:00 pm	Site Coordinator & Program Staff MPR		X	X	X	
CATCH Kids	3:15 pm	Site Coordinator & Program Staff MPR	X	X	X	X	
Table Top Activity #1	4:00 pm	Site Coordinator & Program Staff MPR	X	X	X	X	
Table Top Activity #2	4:00 pm	Site Coordinator & Program Staff MPR	X	X	X	X	
Recess	4:30 pm	Site Coordinator & Program Staff Outdoors Weather Permitting	X	X	X	X	X
Story Time	5:15 pm	Site Coordinator & Program Staff MPR	X	X	X	X	X
Free Play	5:30 pm	Site Coordinator & Program Staff MPR	X	X	X	X	X
Program Closes	6:00 pm	Site Coordinator & Program Staff 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.

Job Title: Site Director

Salary Range

\$14-\$18 per hour

Hours

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).

Benefits

10 leave days, 12 holidays, health and dental insurance

Qualifications

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

Duties:

- 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 Brothers Big Sisters 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 the 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 Directors 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 D-Letter of Support from Principal



Kevin W. Stone Ed. D.
Principal
kstone@mrds.org

Lori Stevens
Interim Assistant Principal
lstevens@mrds.org

Sandy Smith
Administrative Assistant
ssmith@mrds.org

Amy Adams, RN
Nurse
aadams@mrds.org

Diane Hardy
Guidance
dhardy@mrds.org

Molly Linn-Wulff
Interventionist/Lead Teacher
mmlinn@mrds.org

February 17, 2017

To Whom It May Concern;

Troy School, located in a small rural town of Troy, New Hampshire presently accommodates approximately 154 students in grades PK-6. Due to our high incidents of poverty, we are a Title 1 school with a full day kindergarten program. We offer a before and after school program entitled ACES93, for which I write this letter of support.

As a district, we are moving towards a more individualized focus on the personal, social, physical and academic aspects of educating students. At Troy School, we have broken down our students into the following teams: K-2 and 3-6. This allows both our students and staff to work collaboratively in this effort offering both remediation and enrichment activities to meet these goals.

The academic program at Troy School includes strong Music, Art, and Physical Education programs. The curriculum we use is based on NHCCRS (New Hampshire College and Career Readiness Standards). All students receive 2 hours of literacy instruction, 90 minutes of mathematics instruction, and interventions and extensions as needed. In addition to our low teacher to student ratio, we have a paraprofessional staff in place to ensure that each child's individual needs are met. Assessments are given at the state, district and classroom level and the data from the results is analyzed and used to guide our instruction.

I am writing to inform you what a tremendous difference the *All Children Educated Safely (ACES 93)* makes in our community. In working with this school-based program, which is funded by parent fees and taxpayer funds, I have come to know firsthand how it improves children's grades, keeps kids safe, benefits working families and has a positive effect on the entire community.

Our ACES 93 program helps several working parents in our school district who otherwise would not have access to before and after school programs to enrich their children's lives. In addition, the ACES 93 program provides our community's citizens with a proven history of success - a history that features improved student test scores, improved school attendance and more focused students. Successful before and after school programs like ours offer an academic environment that is critical for most working parents.

Our program provides a school-based environment where extended academic learning

is the norm. It is our intent to support students in our afterschool program by achieving better in math, reading and other subjects; having fewer behavioral problems; and having better attendance records. In addition, our program offers youth a safe place where they can learn during the peak hours that juveniles are typically victims of crime or engage in criminal activity themselves. One of the best things about the program is the way it brings together various community members and gets them actively involved in helping kids learn and grow.

It is for all of the above mentioned reasons, that I support our *All Children Educated Safely (ACES 93)*. I ask your assistance in helping us to maintain this 21st Century program in our school.

Your continued support of the 21st CCLC program is appreciated. Please feel free to contact me if you are in need of more information.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kevin W. Stone, Ed. D.", written in dark ink.

Kevin W. Stone, Ed. D.
Principal

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
- Troy Summer Program begins 6/19/17

<p style="text-align: center;">July 2017</p> <p>Attend 21CCLC Orientation Meeting Site Coordinator and Program Director meet to review grant proposal and set up year –long task list Social media updated Press release submitted for approval Quarterly newsletter distributed</p>	<p style="text-align: center;">August 2017</p> <p>Summer Family Literacy Event Summer Program Ends 8/4/17 Parent Satisfaction Surveys Student Satisfaction Surveys Staff Orientation & Required DHHS Trainings Site Preparation Program Opens (before and after school) Monadnock Education Matters newsletter distributed Social media updated Press release submitted for approval</p>	<p style="text-align: center;">September 2017</p> <p>Site Coordinator’s Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Social media updated Press release submitted for approval Second Session of Clubs planned and marketed Advisory Council Meeting</p>
<p style="text-align: center;">October 2017</p> <p>Site Coordinator’s Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Presentation to Town of Troy Select Board on Summer Program results Lights on Afterschool Social media updated Press release submitted for approval Quarterly newsletter distributed</p>	<p style="text-align: center;">November 2017</p> <p>Site Coordinator’s Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Request to be on Finance Committee Agenda Family Literacy Event Third Session of Clubs planned and marketed Monadnock Education Matters newsletter distributed Social media updated Press release submitted for approval</p>	<p style="text-align: center;">December 2017</p> <p>Site Coordinator’s Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Social media updated Press release submitted for approval</p>
<p style="text-align: center;">January 2018</p> <p>Site Coordinator’s Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Parent Satisfaction Surveys</p>	<p style="text-align: center;">February 2018</p> <p>Site Coordinator’s Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Meeting with Recreation</p>	<p style="text-align: center;">March 2018</p> <p>Site Coordinator’s Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Summer Planning Meetings</p>

Meeting with Recreation Committee Family Literacy Event Planning February Break Program Fourth Session of Clubs planned and marketed Quarterly newsletter distributed Social media updated Press release submitted for approval Advisory Council Meeting	Committee February Break Program Fourth Session of Clubs planned and marketed Summer Planning Meetings Monadnock Education Matters newsletter distributed Social media updated Press release submitted for approval	Family Literacy Event Social media updated Press release submitted for approval April Vacation Planning Student Surveys 21CCLC
<p style="text-align: center;">April 2018</p> Site Coordinator's Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Summer Planning Meetings Summer Positions Posted Family Literacy Event Quarterly newsletter distributed Social media updated Press release submitted for approval April Vacation Programming Registration for Summer Program Begins	<p style="text-align: center;">May 2018</p> Site Coordinator's Meeting Site Coordinator Supervision every other week Staff meeting with Professional Development (DHHS Required Training topics) Summer Planning Meetings Summer Positions Filled Family Literacy Event Monadnock Education Matters newsletter distributed Social media updated Press release submitted for approval	<p style="text-align: center;">June 2018</p> Site Coordinator's Meeting Site Coordinator Supervision every other week Summer Planning Meetings Summer Program Orientation End of Year Celebration Social media updated Press release submitted for approval

**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 Administrator
- 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

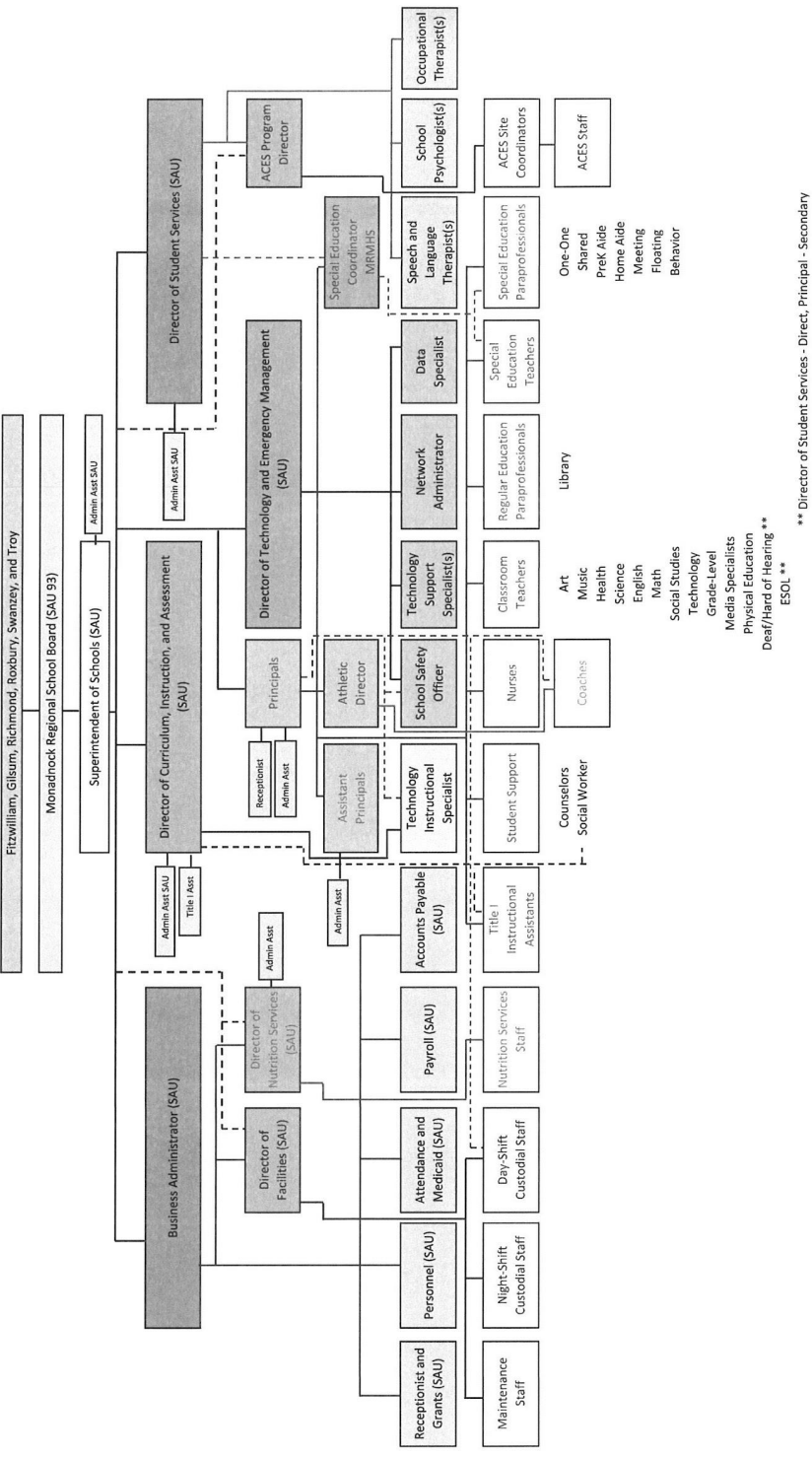
- Understand the ACES #93 Out-of-School Time Program
- Understand that the programs throughout the district are based on the needs of each community, current research and technical information, statewide needs and priorities, and national initiatives
- Attend scheduled meetings and actively participate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



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 903-6976

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

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

Swanzy Pre-school Age Director - Allyce Romaneck aromaneck@mrsd.org 903-6533

Emerson School-Director - Natasha Walker nwalker@mrsd.org 585-6611

Emerson Pre-school Age Director - Jessica Jones jjones@mrsd.org 585-6611

Troy School Site Director - Amanda Parsons 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 – Swanzy NH

Troy Elementary School – Troy NH

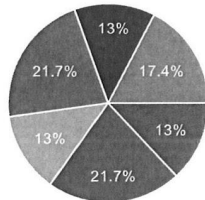
Submitted applications will be available for public review after submission to the NH Department of Education on March 8, 2017. Please contact Darlene Ayotte, ACES-93 Program Director, at dayotte@mrsd.org, to obtain an electronic copy of the application(s).

46 responses

[View all responses](#)[Publish analytics](#)

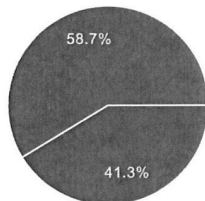
Summary

What grade is your child in?



K	6	13%
1	10	21.7%
2	6	13%
3	10	21.7%
4	6	13%
5	8	17.4%
6	0	0%

Does your family currently access before or after school programming at Troy School?



Yes	19	41.3%
NO	27	58.7%

If yes, what part of the program do you value most?

The hours for working parents and the extra social time my daughter gets with her peers in a safe environment. Also highly value that it doesn't break out budget.

Flexibility to allow us to commute to work and provide a safe place for him to be outside school hours.

"clubs" and activities they set up for the children

Activities and choices

my kids have fun

before school care

safe place to go

The teachers!

The Safety

My children Love the program and always ask to attend

Safety and working convenience

Safety

before school programing

Homework assistance

The after school program

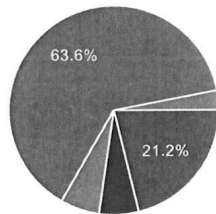
Drop in option

The whole thing

Morning program

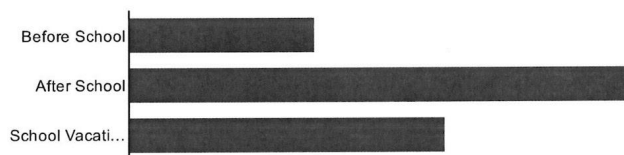
We don;t use the program

If no, why doesn't your child participate?



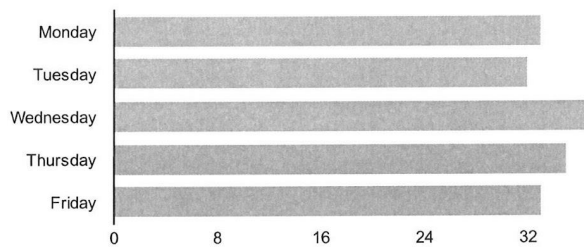
Cost	7	21.2%
Hours of Operation	0	0%
Transportation	0	0%
Involved in other activities	0	0%
Didn't know the program existed	2	6.1%
Child not interested	2	6.1%
Has alternative care	21	63.6%
Other	1	3%

If your child participated in the ACES #93 program, when do you think s/he would attend?



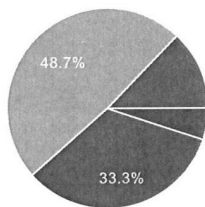
Before School	14	32.6%
After School	38	88.4%
School Vacations	24	55.8%

If your child participated in the ACES #93 program, what days of the week would your child most likely attend?



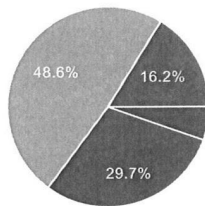
Monday	33	76.7%
Tuesday	32	74.4%
Wednesday	37	86%
Thursday	35	81.4%
Friday	33	76.7%

Please choose the amount you consider reasonable to pay for programming per week for before school (10 hours a week) programming during the regular school year. Choose only one.



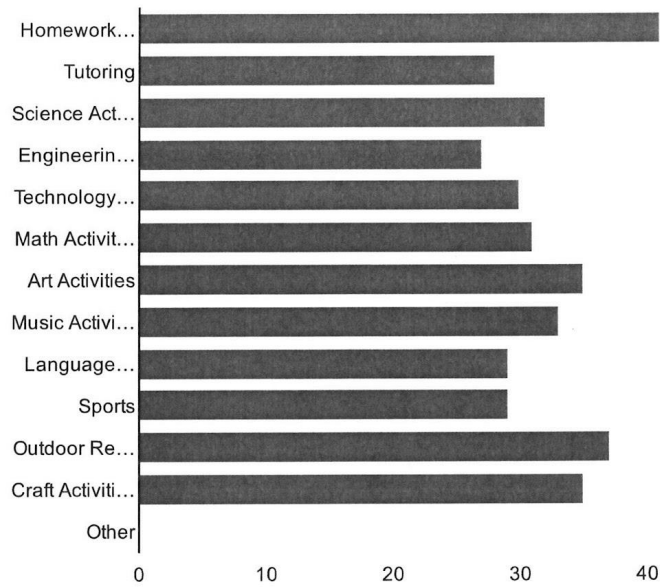
\$45	2	5.1%
\$35	13	33.3%
\$25	19	48.7%
Other	5	12.8%

Please choose the amount you consider reasonable to pay for programming per week for after school (15 hours a week) programming during the regular school year. Choose only one



\$60	2	5.4%
\$45	11	29.7%
\$30	18	48.6%
Other	6	16.2%

10. What do you think should be offered as part of before and after school programming?



Homework Help	41	91.1%
Tutoring	28	62.2%
Science Activities	32	71.1%
Engineering Activities	27	60%
Technology Activities	30	66.7%
Math Activities	31	68.9%
Art Activities	35	77.8%
Music Activities	33	73.3%
Language Arts Activities	29	64.4%
Sports	29	64.4%
Outdoor Recreation Activities	37	82.2%
Craft Activities	35	77.8%
Other	0	0%

Number of daily responses

Timestamp	I feel welcome when I visit the program.	Program staff listen carefully when I express my opinions and concerns.	My child feels safe at program.	I am satisfied with the program.	If the program were to close, I would have adequate alternative care for my child.	I believe the largest barrier to participating in the program is:	My child attends:
1/17/2017 13:58:21	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Cost	Troy
1/17/2017 13:58:54	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Don't know the program exists	Troy
1/17/2017 13:59:29	Neutral	Neutral	Neutral	Neutral	No	Cost	Troy
1/17/2017 14:03:27	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Cost	Troy
1/17/2017 14:03:54	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Cost	Troy
1/17/2017 14:04:29	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	Yes	Cost	Troy
1/17/2017 14:04:29	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	Yes	Cost	Troy
1/17/2017 14:05:10	Strongly Agree	Agree	Strongly agree	Strongly Agree	No	Cost	Troy
1/17/2017 14:05:40	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Cost	Troy
1/17/2017 14:06:04	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Don't know the program exists	Troy
1/17/2017 14:06:31	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Don't know the program exists	Troy
1/27/2017 13:41:58	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Cost	Troy
1/31/2017 13:56:42	Agree	Strongly agree	Strongly agree	Strongly Agree	Yes	Cost	Troy
1/31/2017 13:57:05	Strongly Agree	Strongly agree	Strongly agree	Strongly Agree	No	Have other care	Troy
1/31/2017 13:57:34	Neutral	Neutral	Strongly agree	Strongly Agree	No	Cost	Troy

