

**Grant Cover Page**

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION  
21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANT**

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

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

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees			Funds Requested
			Per Day	Per Year	Regular*	
Pine Tree School	267	K-6	66	132	66	\$61,022
<b>Total:</b>			66	132	66	\$61,022

District Co-Applicant\* (required): SAU #9 Conway School District

Community/Faith Based Co-Applicant(s)\* (required): Tin Mountain Conservation Center

Fiscal Agent: SAU #9 Conway School District      DUNS #: 04022971

<b>Grant Contact Person:</b>	<u>Clayton Groves</u>
<b>Address:</b>	<u>PO Box 388</u>
<b>Town, State &amp; Zip Code:</b>	<u>Conway, NH 03818</u>
<b>Telephone:</b>	<u>603-447-6158</u>
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<b>Superintendent's Email Address:</b>	<u>krichard@sau9.org</u>

*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 3/13/17

Name (typed): Kevin Richard

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

Name (typed): Aimee Frechette

Chief Executive Officer(s) Signature(s):       Date 3/13/17

Name (typed): Kevin Richard

\* Items referenced are described in the definitions section of this document

# Program Assurances



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STATE OF NEW HAMPSHIRE  
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101 Pleasant Street  
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## 21<sup>st</sup> Century Community Learning Center Assurances

School District Served: SAU9

Fiscal Agent DUNS #: 04022971

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.

3/3/17

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

Date



**Application Checklist:** To be submitted with application.

Applicant Name: \_\_\_\_\_ Clayton Groves Project SUCCEED \_\_\_\_\_

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

**Narrative Includes:**

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

**Attachments Include:**

- Budget Spreadsheet
- N/A Budgets for partner contracts exceeding \$5,000, if applicable
- N/A 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

## ABSTRACT

This grant is being written on behalf of the children who attend the Pine Tree School (PTS), a school-wide Title 1 school. This grant seeks funding for Project SUCCEED (Schools Under Contract Creating Enriching Extended Days), Conway School District's before and after school program. The PTS program has been in operation since 1999.

*Project SUCCEED's mission is to help give youth the skills and opportunities they need to be successful academically, socially and emotionally in a safe and supervised environment.*

The 2017/2018 program goals are to raise academic achievement for youth in writing, mathematics and inquiry science and to increase student engagement.

The program is requesting funding to continue offering homework club, enrichment clubs, morning supervision programming and summer programming. The program has a history of successful collaborations with the PTS, Tin Mountain Conservation Center, Mount Washington Valley First Robotics and the University of New Hampshire Cooperative Extension.

PTS Afterschool Program is exemplary and accomplishes much while being fiscally responsible with its limited resources. According to annual teacher surveys, in FY 2015/2016 an average of 55% regular attendees to Pine Tree's program improved in overall academic performance.

Additional funding by 21CCLC will allow Project SUCCEED in the Pine Tree School to thrive for the next five years. The funding will help create a more comprehensive partnership with the school and the families, allow 5 day a week of programming, increase volunteer engagement and improve the community understanding of the value of afterschool programming.

Without the funding there is little chance that Project SUCCEED at the Pine Tree School will be able to offer before and afterschool programming five days a week.



TABLE OF CONTENTS

Narrative

Need for Project	1
Program Design	4
Adequacy of Resources	11
Program Management Plan	13
Program Evaluation	14
Budget/Budget Narrative	17

Appendices

A. Title 1 Priority School Newsletter	
B. Goals and Outcomes	
C. Conway School District Strategic Plan	
D. Sample Session Schedules	
E. Newsletter - Student News ASP	
F. Parent/Guardian Survey	
G. Job Descriptions for Key Staff	
H. Letter of Support from Principal	
I. Memorandum of Understanding	
J. Professional Development Timeline	
K. One Year Timeline	
L. Advisory Board Members Roles and Responsibility	
M. Organizational Chart	
N. Newsletter from Project SUCCEED	
O. Private School Communication	
P. Notice of Intent to Apply	
Q. Teacher Survey Results	
R. Annual Performance Report	
S. Continuous Improvement Process for Afterschool (CIPAS) report (Evaluation Study)	
T. CIPAS Action Plan (evaluation study)	
U. Budget Spreadsheet	

**NEED FOR PROJECT-** This grant is being written on behalf of the youth attending Pine Tree School. Pine Tree School has a total enrollment of 267 students K-6 and is one of three Conway Elementary Schools. Conway, NH is 123.5 square miles and located in eastern Carroll County with a population of 10,115 (2014 Census). A year round resort area, Conway residents rely heavily on tourism to support the local economy. According to the MWV Chamber of commerce, there are a lot of jobs in this industry but they tend to be low paying and part-time, resulting in parents moving in and out of the district or from elementary school to elementary school. According to 2015 Kids Count NH data book, Conway is a "Cluster 5 town" meaning it is in the poorest economic cluster in the state. A study last year of sixth graders showed a nearly 20% transient population.

***Community Risk Factors:*** The largest employers in the Mount Washington Valley are the Memorial Hospital and the Conway School District. The vast majority of families rely on work in the service industry. Although Conway has a relatively low unemployment rate, the work here is mainly in the service industry which have low and inconsistent wages. Because of this we have a relatively high transient population. In addition to the high transient numbers the PTS has a high percentage of broken homes and absent parents creating a large number of children living in poverty.

Individuals Under 18 Living in Poverty (2014 Census)	29%
Families Living Below Poverty Line (2014 Census)	10.9%
Transient Populations, PTS students moving into and out of the district (SAU9 Data)	20%
Students whose parents are incarcerated, in rehab or absent	13%



Changing family within the last year (divorce, parent separation, etc)	21%
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Pine Tree School is a schoolwide Title 1 School with a free and reduced population of 37.3% and is a Title 1 priority school (**Appendix A**) 6.8% of the community is living below the poverty line and a majority of those single parent homes.

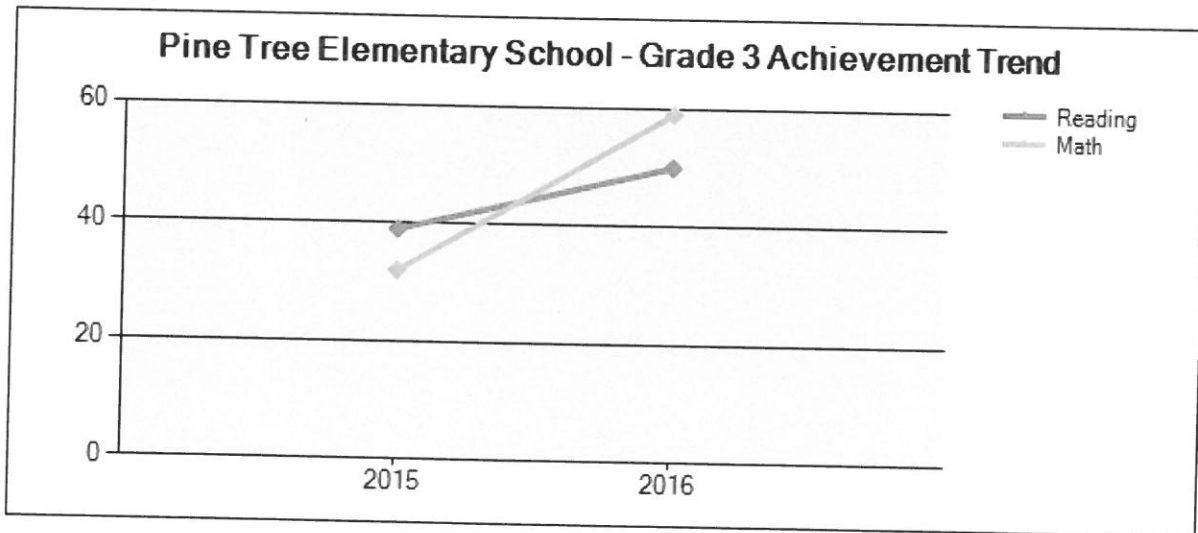
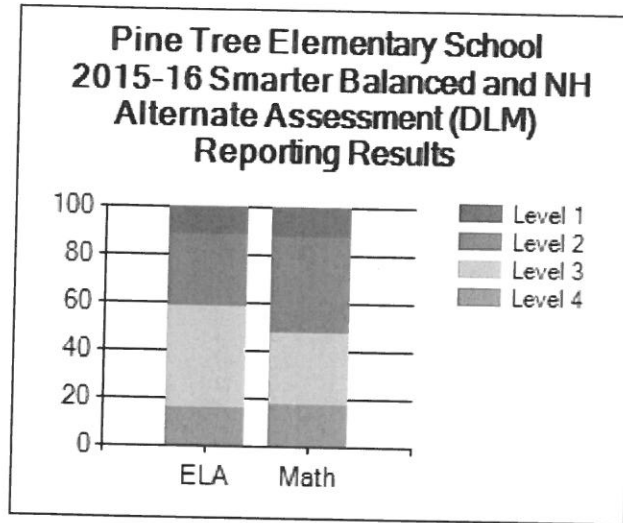
In the current year, PTS has had 26 students with DCYF or police cases and 34 students with parents in rehab or incarcerated. Twenty students receive weekly food bags due to food insecurity and to date 25 home visits have been made from the PTS.

<u>Changing Family (within a year) This could include divorce, parent separation, etc.</u>	<u>Ill Family Member or loss (within a year)</u>	<u>Current open DCYF cases</u>	<u>Past DCYF or police case (within a year)</u>	<u>Housing or parenting support</u>	<u>Moved (within a year)</u>	<u>Students raised by adult other than bio parent</u>
55	17	3	23	11	52	7
<u># of students with parent(s) who are incarcerated, in rehab, or absent</u>	<u># of students who receive weekly food bags due to food insecurity</u>		<u># of home or work visits made since September 2016</u>		<u># of phone calls and contacts made by family support</u>	
34	20		*Approx. 25 home/work visits to date (Since Sept. 2016) *Approx. 50 home visits in the 2015-2016 school year		Approx. 100 phone calls placed since Sept. 2016	

**Educational Risk Factors:**

**Achievement gap:** During the 2016-17 school year PTS had twenty-five out of school suspensions and 8 in-school suspensions, these students are at risk as they need to be in their classroom to benefit from instruction. PTS has a special education population of nearly 20%. In the 2015-16 school year results from the Smarter Balance Assessment in both reading and math

show a large percentage of students that are below proficient. More intervention in-school and in afterschool can help close this gap.



**Other Afterschool Programs** According to America After 3, four of the largest youth serving organizations are 4-H, Boys & Girls Club, Girls Inc and YMCA. PTS students have access to 4-H through our current partnerships with NH Cooperative Extension. The others do not offer services in our area.



**PROGRAM DESIGN**

*Goals, Outcomes and Evaluations see (Appendix B)*

**Goals:** To meet the needs of the students Project SUCCEED worked with experienced consultants referred to Project SUCCEED by NHDOE to create updated goals and outcomes.

<b>Element:</b>	
<b>Goal:</b> Raise academic achievement for youth and close the achievement gap in Math and Writing	
<b>Contextual Factors:</b> <ul style="list-style-type: none"> <li>· 18% of PTS students receive special education services</li> <li>· 47% of PTS students scored partially proficient or below on Mathematics Smarter Balanced exams</li> <li>· 57% of PTS student scored partially proficient or below in reading</li> <li>· Working families with limited time to work with their kids on school work</li> <li>· Conway identified as a “Cluster 5” town (among poorest in the state)</li> </ul>	<b><u>Program Elements:</u></b> <ul style="list-style-type: none"> <li>· Offer morning supervision program five days a week that offers homework help Homework Club five days per week, and literacy support for younger students with little to no homework</li> <li>· Provide enrichment activities in 12-week blocks</li> <li>· Ensure enrichment programming reinforces math &amp; writing.</li> <li>· Partner with Title I to provide family literacy/math nights</li> </ul>
<b>Short Term Outcomes:</b> <ul style="list-style-type: none"> <li>· 75% of regular participants will participate in at least one club that offers writing per year [Program Records]</li> <li>· 75% of regular participants complete homework to teacher satisfaction, when improvement is needed [DOE Teacher Survey]</li> <li>· 75% of parents of regular participants report that the program is “very helpful” or “extremely helpful” in helping their children complete homework [Parent Survey-Program]</li> <li>· 75% of parents of regular participants report that their children have a positive attitude toward school as a result of participating in the program [Parent Survey-Program]</li> </ul>	
<b><u>Long Term Outcome (s):</u></b> <ul style="list-style-type: none"> <li>· 60% of regular participants have teacher-report improvements in their academic performance, when improvement is needed [DOE Teacher Survey]</li> <li>· 60% of parents of regular participants report positive academic results for their children as a result of participating in the program [Parent Survey-Program]</li> </ul>	

**Element:**

<p><b>Goal: Increase Community-School Engagement</b></p>	
<p><b>Contextual Factors:</b></p> <ul style="list-style-type: none"> <li>· Accessibility to local business and nonprofits</li> <li>· Difficulty of winter travel time</li> <li>· Dual working families</li> <li>· 20% of students are transient</li> <li>· 21.5% are from single parent homes</li> </ul>	<p><b><u>Program Elements:</u></b></p> <ul style="list-style-type: none"> <li>· Provide enrichment activities in 12-week blocks that incorporate service learning (Service Learning Club, K-Kids Club, Community Letter Boxing Club)</li> <li>· Offer Fun Friday field trips to help students make community connections</li> <li>· Community guests provide presentations</li> <li>· Partner with Title I to provide family literacy/math nights</li> <li>· Hold community-wide <i>Lights On</i> event</li> <li>· Participate in other community events such as 4<sup>th</sup> of July and New Year's Eve events</li> </ul>
<p><b>Short Term Outcomes:</b></p> <ul style="list-style-type: none"> <li>· At least 50% of regular participants will be involved in service learning projects [Program Records]</li> <li>· At least 60% of program families participate in at least one family event [Sign-In Sheets]</li> <li>· 80% of parents who participated in a family event report satisfaction with it [Parent Survey-Program]</li> </ul>	
<p><b><u>Long Term Outcome (s):</u></b></p> <ul style="list-style-type: none"> <li>· More parents volunteer at program and family events [Program Records]</li> <li>· At least 65% of participants in family events report that they learned how to support their children in literacy/math at the event [Parent Survey-Program]</li> </ul>	

<p><b>Goal: Increase Exposure to Inquiry Science and STEM education</b></p>	
<p><b>Contextual Factors:</b></p> <ul style="list-style-type: none"> <li>· 64% of students were partially proficient or below in inquiry science on NECAP</li> </ul>	<p><b><u>Program Elements:</u></b></p> <ul style="list-style-type: none"> <li>· Provide robotics, computer and technology in 15-week blocks</li> <li>· Partner with UNH Cooperative extension and Tin Mountain Conservation to offer Science Enrichments</li> <li>· Offer maker challenges every trimester</li> </ul>
<p><b>Short Term Outcomes:</b></p> <ul style="list-style-type: none"> <li>· At least 75% of regular participants will be involved in inquiry science enrichments [Program Records]</li> <li>· At least 80% of regular participants surveyed will have a positive opinion on science enrichments because of afterschool. [student survey]</li> <li>· 50% of regular attendees will participate in a science literacy event</li> </ul>	



**Long Term Outcome (s):**

- Overall student participation in inquiry science programs will increase [Program Records]
- At least 65% of participants in family events report that they learned how to support their children in the inquiry science event [Parent Survey-Program]

***Link to Need:***

**(Community Risk)** Project SUCCEED partners with UNH Cooperative Extension, Tin Mountain Conservation Center, and MWV First Robotics to increase the amount of STEM activities offered to the youth of the Mount Washington Valley. The morning program runs one hour before school 5 days a week which allows parents to drop their children off at a safe supervised environment and enables parents to work without leaving their children alone. The afternoon program runs from 3:15-5:15, 5 days a week to affords the parents the ability to work a full day and pick up their children and not have them home alone.

The Conway School District worked hard with the community to write a new strategic plan. Our goals are drawn in part from the strategic plan. **(Appendix C)** Teachers and all affiliated programs are using the plan to set their goals. The plan was drawn from months of parents, teachers and the district meeting and coordinating. Project SUCCEED was part of this process.

**(Educational Risk)** Project SUCCEED offers homework help to all students in the program. The Homework Club is staffed by certified teachers who take the lead on guiding students and the rest of the staff through the homework process. All students participate in STEM programs at some point in the afterschool. It is our hopes that this will increase the amount of students who choose to study Science, Technology, Engineering and Math later in life.

**Link to School Day** The Site Director is a teacher at the PTS and this allows for easy collaboration with classroom teachers. The school follows the Common CORE national standards, and enrichments in Project SUCCEED are also connected to the COMMON CORE.

The site director sends out weekly forms that ask the teachers for the topics are that they are currently teaching and the staff use these to help plan enrichments and focus the homework help.

The site director has a monthly spot at staff meetings to talk to the school if needed. Staff at afterschool program work with children at all age levels so as a group they are connected with what is going on in each classroom. In addition the site director has a lot of informal chats and discussions with daytime teachers in the hall before afterschool programming begins.

***Schedule: (Appendix D)*** Project SUCCEED operates 5 days a week, before school from 7:45 - 8:45 AM and after school from 3:15-5:15 PM. Students have the opportunity to attend morning program for 5 hours a week and 10 hours afterschool for a total of 15 hours per week in a structured, engaging and supervised learning environment.

***Academic:*** The Morning Program consists of greetings and check-ins by parents/guardians and staff, student choice time of educational activities that encourage exploration, teamwork and social skills.

The Afterschool Program consists of 30 minutes of vigorous outdoor activity, daily grade level Responsive Classroom type check-ins while students enjoy healthy snacks. In addition there is an academic block where our older students can get homework assistance and our younger students can partake in a story or other activity aligned with their school day content, all followed by the student's choice of an enrichment activity that is aligned with state and national standards for the last hour. Following the enrichment block, parents arrive and sign their children out.

Working with the help of the building principal, the Director collaborates with the Site Director who organizes academic support, communicates regularly with classroom teachers and compiles copies of homework. The Site Director ensures that academic support is focused on

assignments and projects that directly link to the school day. Current staff to student ratio is 1:12 or less.

**Enrichment:** Enrichments activities include hands-on projects, service learning, outdoor clubs, and other activities that promote students' curiosity, imagination and collaboration. The enrichments are designed to nurture curiosity and imagination while supporting a student's social and emotional growth. These opportunities are created by the Program Coordinator, staff, parents/guardians and the student voice. Enrichments are differentiated by academic and social interests, and are designed to be engaging and exciting. Almost all enrichments are aligned with the Common Core and many are STEM based.

According to the chamber of commerce, there seems to be a gap between knowledge and skills needed for success. Project SUCCEED offers Project Based learning to addresses this problem.

At Project SUCCEED in this school service learning is an important part of the curriculum. This both gets the students more involved with the community and it gives the students a voice. Project SUCCEED has partnered with the MWV Kiwanis Club to offer K-Kids service learning club. Project SUCCEED does not charge students participating in K-Kids to be part of afterschool on the days they meet. The philosophy is that one should not pay to volunteer. 31 Students participate in K-Kids. Their mission is To provide opportunities for working together in service to school and community, to develop leadership potential, to foster the development of strong moral character and to encourage loyalty to school, community and nation.

**Recreation:** According to NH after 3pm, 72% of parents believe that afterschool programs can reduce the likelihood that children will get involved with risky behaviors, like drugs and crime. Project SUCCEED offers both cooperative and independent physical activities such as outing

club, yoga, dance and gym activities. Clubs such as these not only build self-confidence, but bolster friendships and strengthen students connection to the school and community.

### ***Schedule of Operation (Appendix D)***

***Youth Voice Development*** The voice of the students is extremely important to Project SUCCEED. Last year Project SUCCEED re-implemented the student advisory board. The board is made up of 5th and 6th graders. The board meets bi-monthly to discuss the needs of the program from the students' point of view. Students are free to voice their opinion and make suggestions. Their suggestions are used to strengthen the program. The students in K-Kids use that club to further the youth voice by choosing their own service learning projects. Students create a newsletter once a trimester in "The Press Room" enrichment. They call it "The After School Program Times" (ASP Times). **(Appendix E)** Also - students in Project SUCCEED are in charge of making the Pine Tree School Yearbook. Students are surveyed at least once a year to get ideas and suggestions. These surveys are usually done in small brainstorming groups with older students taking charge or taking notes and leading discussions. On Friday, sixth grade students help decide on our "Fun Friday" activities and then help run them.

***Family Literacy*** Every year Project SUCCEED sponsors a family literacy event that encompasses a theme that our school or program values or initiative to improve an aspect of our school community. Recent events include Family Math Night, Family Literacy Night, and The Magic of Learning Family Night. At each of our events the first 45 minutes are comprised of families freely moving between themed stations that are run by Project SUCCEED staff or volunteers. Examples of stations might include a math game using minimal materials that parents can easily play at home to help their children practice or reinforce a skill, an exciting science

experiment or engineering challenge, or perhaps an incredible magic trick that students can perform that is linked to an academic standard. After families have completed as many stations as they can in the allotted timeframe, they are invited to a presentation that is sure to educate and entertain. The last two presentations included a magic show and New Hampshire children's author Marty Kelly, who showed students the process he uses to write and publish a book. Following the presentation families are treated to dinner and themed door prizes winners are announced. Family nights are open to the entire Pine Tree Community and attendance is typically between 130-160 participants.

**Parent Feedback** Project SUCCEED relies on parent feedback to improve and grow our program. Parents are viewed as a valuable resource. Their feedback is critical for improving program effectiveness and increasing parent involvement at events like literacy nights. Feedback is collected in a variety of ways. Parent surveys are conducted online (**Appendix F**) for a formal measure of parental input. Project SUCCEED also includes parents on the advisory board and other valuable feedback comes informally from parents at drop off and pick up.

**Welcoming Environment:** Project SUCCEED believes that making people and families feel like they are part of the afterschool family is critical for success and the success of students. Relationships are formed with families by greeting them at pick up and drop off, chatting with parents at literacy events and by playing with families at fun events like Lights on Afterschool. At Project SUCCEED children and families love feeling like their voices and opinions matter so we have open lines of communications with each family. Parents have an open line of communication with the program director and the site director, they can call, text, email or contact through social media with any concerns or questions. This gives the families a sense of ownership of the program. Project SUCCEED is their afterschool program.

***Youth/Families Served Each Year***

Over the past six years we have seen dramatic growth in the program. Thanks to the program fees we are able to staff adequately and see an average of 66 students a day with over a hundred students registered.

**Below is a chart of the five-year numbers of youth served at the Pine Tree School**

2011 Award Amount	2011 RFP Target	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-16
\$94309	50					
Youth Per Day/ Measured by average daily attendance		37	48	51	55	77
Youth Served Per Year	63	103	136	161	162	187
<b>Regular Attendees *</b>		<b>60</b>	<b>82</b>	<b>80</b>	<b>80</b>	<b>86</b>

This year (2016-17) we are running without the grant. We will not be able to sustain the program in the fall without the help of this grant.

**Youth Served per day on average 66**

**Youth served per year 132**

**Regular Attendees 66**

**ADEQUACY OF RESOURCES**

**Staffing:** Project SUCCEED's Afterschool Program and Morning Supervision Programs are staffed by a combination of school day staff and community members who create a blend of skills and energy at the beginning and end of the day. Pine Tree Project SUCCEED Staff, which includes a site director, certified teacher, three to four homework club assistants and volunteers; communicate on a regular basis with the school day staff about each student's academic needs,



providing linkage for relevant academic outcomes from the school day. The average daily attendance at this site is 66. The program tries to maintain a low staff to student ratio (1:12) in order to ensure the individual attention each child needs for the development of their academic skills and build strong relationships. All of these positions are part-time. The Project SUCCEED Program Director supports the staff by overseeing all fiscal responsibilities for program implementation as well as grant writing and reporting. The Program Director reports to the assistant superintendent. The Program Assistant does all billing and purchasing. The Site director supervises the Homework Club Assistants and Enrichment Club Staff. It is important to note that although the Program Director and Site Director are part-time positions they complement each other well.

***Job Descriptions and Credentialing (Appendix G)***

***Letter of Support from Principal (Appendix H)***

***Memorandums of Understanding (Appendix I)*** Project SUCCEED is happily partnered with some great local organizations, UNH Cooperative Extension, Tin Mountain Conservation, Conway Public Library, Pine Tree School, MWV First Robotics

***Transportation*** In our most recent parent survey, 91% parents indicated that transportation to and from program was not a barrier to program attendance. **(Appendix F)**

***Professional Development (Appendix J)*** Professional development is critical for the growth of staff and the quality of programming. All Project SUCCEED staff are offered at least 16 hours of professional development per year. The site director offers monthly meetings for the staff and the program director offers a once a trimester night of training. All staff are invited to a summer summit for two days of workshops and training with a focus on afterschool and once a trimester we bring in UNH Cooperative extension or another partner to train the staff in STEM.

### **Program Management Plan**

#### ***One-year timeline for Program Implementation and Continued Planning (Appendix K)***

#### ***Advisory Committee Roles and Responsibilities***

The Project SUCCEED Advisory Council meets quarterly, but sometimes subcommittees meet more often for special events etc. The role of the Advisory Council is; to support Project SUCCEED, help guide decision making, make recommendations using informed guidance, help Project SUCCEED implement high quality enrichments and assist with fundraising. The committee is comprised of PTS Principal, the Site Director, parents, staff and Program Director. For a list of members see **(Appendix L)**

#### ***Organizational Chart (Appendix M)***

***Ongoing Communication with Stakeholders*** School based staff are part of the afterschool staff and help guide the work through ongoing communication, planning meetings and linkage to the school day and thus other teachers. This is a tremendous strength to the program. Teachers are also asked for written feedback on youth and programming throughout the year. The principal and Program Director meet to review the requirements for this grant and to discuss how best to meet the needs of youth involved.

***Plan to Disseminate Information*** The community is informed about Project SUCCEED in a variety of ways. Perhaps the most accessible venue is our access to “Drive Time” on local radio, where we appear regularly to promote events for afterschool. The other venue that is used is local cable access that airs all the school board meetings and allows the public a chance to see and hear what’s happening in the schools and afterschool. A Project SUCCEED newsletter is published from PTS and goes home with each student every trimester. **(Appendix N)** The

Facebook page has information on what the students are up to and is a great resource for special events. Our website [www.projectsucceed.com](http://www.projectsucceed.com) is also updated regularly. The community has been notified of our intent to apply for this grant through Facebook and a news release was also sent to the Conway Daily Sun.

***Private School Consultation*** The White Mountain Waldorf School was formally asked if they wanted to participate in 21CCLC program and they did not respond. **(Appendix O)**

***Notice of Intent Provided to the Community*** A news release was sent on March 1, 2017 **(Appendix P)**

### **PROGRAM EVALUATION**

***Goals, Outcomes and Evaluation:*** **(Appendix B)**

***Feedback to Stakeholders: Data Collection*** Parents/Guardians must complete registration forms for each student that participates in the program. The forms contain emergency contact information and self-report for disabilities. The Project SUCCEED Program Director and Site Director collect data to determine the success of the program and determine where improvements should be made. Attendance data will be gathered by the site director and maintained at the administrative office of Project SUCCEED using Cayen.

Progress indicators will include documentation of program components, implementation and anticipated outcomes. This process will facilitate the compliance and accountability of hired staff, activity providers and participants. It will allow for necessary modifications to be made throughout the project.

Outcome and impact indicators will include data collection that will provide the necessary information to determine if the program components are in place and functioning as desired.

Data is gathered through registration forms, standardized test data, teacher reports and surveys, parent surveys and student surveys.

The Site Director and Program Director are responsible for collecting data and evaluations. Each of the Project SUCCEED staff members will receive a copy of the FERPA regulations and will sign a confidentiality agreement.

We use our evaluation data in a variety of ways. We provide a quick fact sheet which is used for dissemination and advocacy. We also have our program evaluation that we provide to stakeholders. **(Appendix R)**

The following table shows how we are measuring and who is responsible

Program Objectives	Measureable Outcomes/Indicators	Measurement Tool	Responsible Parties
Offer morning supervision five days a week that offers homework help	Homework completion and accuracy rates will improve	Teacher Surveys and reports	Teachers
Ensure Enrichment Programming that reinforces math and writing	Increase the number of students proficient in math and writing	Teachers and Parent surveys	Teachers and Parents
Provide Family Literacy and Educational Opportunities	Families will participate in literacy and education programs	Family night attendance and survey	Program Staff/Director
To provide students an opportunity to have a voice	Students will take on more leadership roles in afterschool	K-Kids attendance and student advisory board	K-Kids staff and Program Director
To provide opportunities for students to engage in service learning	Students will participate in service learning activities	Attendance records, service learning reflection tools	Site director and staff
Provide technology education to students	Offer robotics, computer and technology programming	Attendance records	Site director and staff
Participate Inquiry Science enrichments from community groups	Partner with Tin Mountain CC and UNH Cooperative Extension for science programming and training	Attendance Records and Reports	Afterschool Staff
Provide a safe supervised environment	Students will demonstrate increased engagement at school	Attendance Records and Teacher surveys	Afterschool staff

			Program Staff/Director
--	--	--	------------------------

**Evaluation Feedback** The data collected will be analyzed and presented to the advisory board and to staff and principals and school board during regular meetings with proposed suggestions from improvement. Community partners will receive updates through an annual newsletter. Sharing the information is critical to all stakeholders as they assist in determining the program direction and developing sustainability. Teacher surveys (**Appendix Q**) provide information in regards to student's classroom performance and behavior. Parent Surveys provide perception on their students level of success. Youth surveys provide feedback from the students' perspective on their overall experiences during the program.

**System for Sharing Pertinent Student Data** Project SUCCEED adheres to FERPA and follows the SAU9 policies. The Director and Program Coordinator have access to data pertinent to the students in the program. Project SUCCEED does not utilize IEPs or sensitive student information in the program, however, parents self-report information when need to help with their children.

**Summary of Evaluations Studies, Reports and Research** Each year we participate in a self reflection annual performance evaluation (APR) for those results see (**Appendix R**) In March on 2016 PS participated in the Continuous Improvement Process for Afterschool (CIPAS). The CIPAS team evaluated the program using rubrics based on seven competencies for afterschool programs; Program Management, Community Involvement, Staffing and Training, Financing, Research and Evaluation & Policy and Advocacy. The CIPAS team found PS to be a sound program meeting the needs of community. (**Appendix S**) for the full report

**Three Program Strengths**

- Project SUCCEED provides a safe and nurturing environment for students and supports learning and social emotional development.
- Project SUCCEED is well attended and offers students a range of programming choices, including homework help and a variety of enrichment activities. Project SUCCEED relies on community organizations, school staff and parent volunteers to provide programming.
- Project SUCCEED has sound staff policies and procedures in place, there are job descriptions, staff handbooks and new staff receive orientation from the Program Director.

### ***Three Program Recommendations***

- Increase Program Director to full time to ensure adequate capacity to enhance and ensure sustainability of the program infrastructure.
- In partnership with the advisory council and school administrators, develop a plan to ensure on-going and diversity in funding
- Develop additional professional development opportunities. Open staff training to community partners at Project SUCCEED.

For the complete CIPAS Action plan, our evaluation study see (**Appendix T**)

### **QUALITY OF BUDGET/ BUDGET NARRATIVE**

#### ***Budget Spreadsheet (Appendix U)***

***Budget Narrative: Staff Salaries*** (\$57962.4) Program Director (\$10,674) ; Site Director (\$7,600) 180 day contract; other staff members: One administrative assistant (\$4,448.4) before school staff and ten afterschool staff (\$35,240) **Payroll Taxes & Benefits** (\$10,745) **Subcontractors** (\$5000) **Professional Development** (\$1400) **Supplies Snacks** (\$6750) **Program Supplies** (\$2000) towards the cost of academic and office supplies.(\$1000) **Evaluation** \$500 Cayen Data



Collection System **Transportation** (\$3000) this will cover the cost of getting staff to training and getting students to statewide 4H competitions.

**Cost per participant** We are projecting to serve 180 students per year. The cost per student based on the total budget for Project SUCCEED, including fees, in-kind and other revenue will be \$557 the total cost of 21CCLC requested funding will be \$339

**Commitment of Adequate Resources for Attendees:** The adequate resources for all attendees are evidenced in our previous accomplishments as well as projected resources for program growth and sustainability. This program was originally funded under 21CCLC for 50, currently the program serves on average of 66, with 132 students registered this year. If funded again those number will almost certainly increase. FY 2016-17 we were not granted funding from 21CCLC and had to work closely with the town, local charities and Title 1 to continue the program.

Without 21 CCLC funding it is unlikely that Project SUCCEED will be able to continue 5 days a week of programming next year and will have no choice but to decrease the amount of students served daily.

**Fee Structure:** Project SUCCEED at Pine Tree School has a fee system with a sliding scale. Our fee structure is as follows:

	<i>Full Pay Lunch</i>	<i>Reduced Lunch</i>	<i>Free Lunch</i>
<i>Morning Program</i>	<i>\$4per day</i>	<i>\$2 per day</i>	<i>\$1</i>
<i>After School Program</i>	<i>\$8.00 per day</i>	<i>\$4 per day</i>	<i>\$1</i>
<i>*One Time Registration Fee for All Students of \$15per year</i>			

No child/family that needs the program and has an inability to pay will be turned away.

The scholarship program benefits the children of families who cannot afford to pay and do not qualify for free or reduced lunch.

***GAP in Funding:*** Project SUCCEED deals with many families living below the poverty level and a majority of those are part of a single family income. The biggest employers in the area are the Hospital and the School System, the bulk of the rest of the jobs are service related. The elementary school is a Title 1 school. Project SUCCEED struggles to find sustainable funding. This year we did not have the 21CCLC funding and are working diligently to get through the year. If we receive the funding from 21CCLC there will still be a funding gap of \$39247 we will make that up through program fees, local fundraising and a warrant article that the town generally passes (this is not a guarantee). Last year program fees brought in \$20,000. This will continue as Project SUCCEED is promoted to new families as they transition into the school. Project SUCCEED partnered with Sherman Farm and the town of Conway for fundraisers over the past year and have been able to bring in an additional \$2000. Title 1 has also been an important partner and helped us find additional funding to limp through this school year.

***Local Public Resources:*** Project SUCCEED works with local programs for more efficient use of public resources. Project SUCCEED works with the SAU9 food services to provide a healthy snack daily. Office space is donated by Bank of NH (value of more than \$10,000). The Conway Recreation Department and Tin Mountain Conservation work with Project SUCCEED to offer summer programming. Continued partnership with the SAU9 will allow additional professional development.

### **FIVE YEAR SUSTAINABILITY PLAN**

Project SUCCEED will make a strong effort to build new partnerships and strengthen old ones towards the goal of sustainability beyond the five year federal funding period.

The town of Conway usually passes a warrant article in the amount of \$53998. Roughly one third of that will go to the budget at the PTS site. Project SUCCEED will work closely with the

board to educate the community of the value of funding afterschool and the need to increase funding. Working together with the advisory board and the student advisory board Project SUCCEED will continue working towards larger fundraising goals.

We anticipate continued support over the next five years to be adequate based on the fees received and the strong relationship we have with our partners. If Project SUCCEED does not receive funding, it is unlikely that programming will be offered five days a week.

# Appendix A

## Pine Tree School Mission Statement

Pine Tree School is a learning community, which is responsive to the intellectual, social, physical and emotional needs of each individual.

It is our desire to create a partnership between parents, students and teachers. We believe that together we can achieve the highest educational goals.



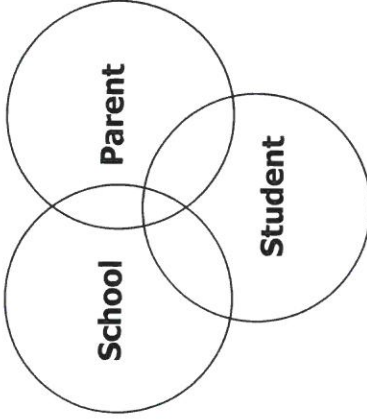
I understand that the signing of this agreement indicates that I have received the 2016-2017 School Compact.

Parent's Signature	Date
Student's Signature	Date
Classroom Teacher's Signature	Date
Title I Teacher's Signature	Date

### Learning Compact

Learning Compacts are a way for school districts to involve parents in their child's education. The compacts are voluntary agreements that create a partnership between parents and the school to help our students achieve success. When parents are involved in their child's education, children do better.

The success of a learning compact depends on many people believing in it and honoring it.



Deborah Hill  
Julianne Brosnan

Title I Teachers

Title I funds are from a federal grant that has served our students for over four decades. PTS is now a Title I school which means all students are eligible for support in Reading, Writing and Math. Please contact us if you have any questions.

# Pine Tree Title 1

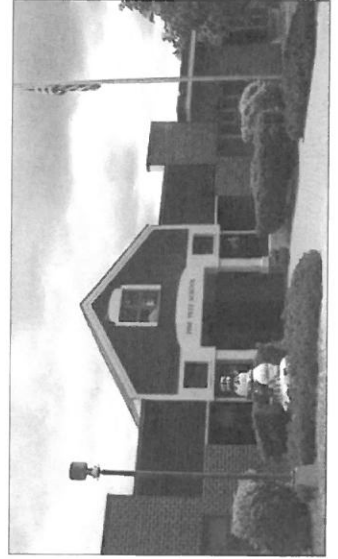
2016-2017  
School Compact:  
Working Together



*Pine Tree School  
183 Mill Street  
Center Conway, NH 03813  
603-447-2882  
Fax 603-447-6838*

### **We at Pine Tree School will:**

- hold high expectations for all students, believing that all students can learn.
- provide appropriate activities or assignments for all students.
- document ongoing assessment of each child's academic progress.
- communicate with parents so they have the necessary tools to support their child's learning.
- keep parents informed of their child's progress through a variety of means including conferences, phone calls, and progress reports.
- provide quality curriculum and instruction in a supportive and effective learning environment.
- help students resolve conflicts in positive, non-violent ways.
- demonstrate professional behavior and a positive attitude.
- respect the differences of students and their families.



### **As a Pine Tree School parent, I will:**

- provide my child with a safe and healthy home environment.
- teach the value of education by making sure my child attends school regularly, on time, well rested, and prepared to learn.
- establish a time and place for homework and review with my child regularly.
- support the staff's efforts to help my child.
- encourage my child to communicate about what he/she is learning in school.
- read with my child and let my child see me read.



### **As a Pine Tree School student, I will:**

- come to school on time and prepared to work.
- respect myself and the differences in others.
- respect the rights of others to learn without distraction and disruption.
- show respect and cooperate with all adults in the school.
- work out my problems with others in non-violent ways.
- complete all assignments to the best of my ability.
- ask adults for help at school and at home when I need it.
- discuss what I am learning at school and with my family.







# Appendix B

## Program Goals and Objectives for 2017/2018

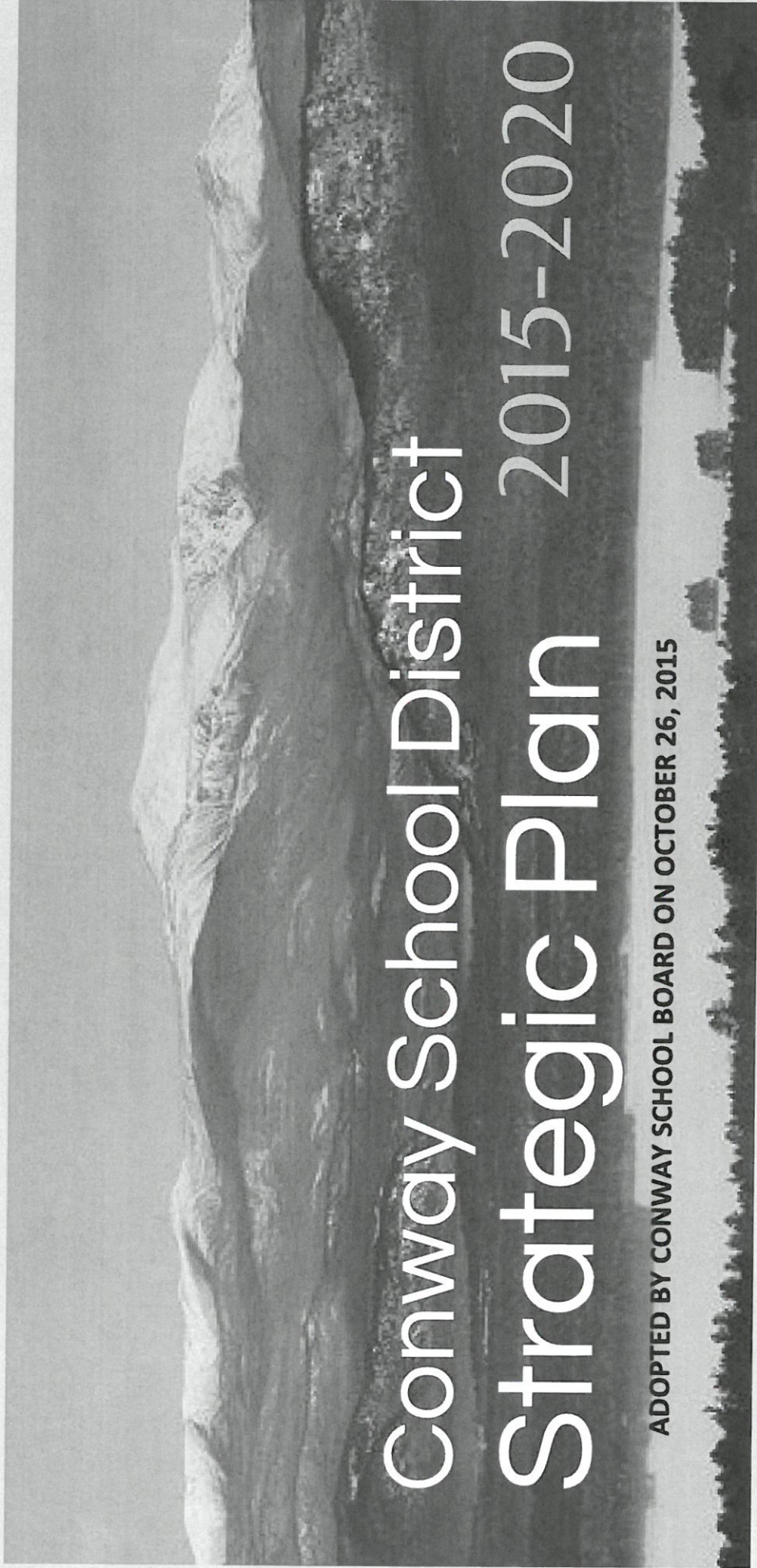
Element:	
<b>Goal:</b> Raise academic achievement for youth and close the achievement gap in Math and Writing	
<b>Contextual Factors:</b> <ul style="list-style-type: none"> <li>• 18% of PTS students receive special education services</li> <li>• 33.4% of PTS students scored low on Mathematics NECAP exams</li> <li>• 47.1 % of PTS students did not score proficient on Writing NECAP exams</li> <li>• Working families with limited time to work with their kids on school work</li> <li>• Conway identified as a “Cluster 5” town (among poorest in the state)</li> </ul>	<b>Program Elements:</b> <ul style="list-style-type: none"> <li>• Offer morning supervision program five days a week that offers homework help</li> <li>• Homework Club five days per week, and literacy support for younger students with little to no homework</li> <li>• Provide enrichment activities in 12-week blocks</li> <li>• Ensure enrichment programming reinforces math &amp; writing,</li> <li>• Partner with Title I to provide family literacy/math nights</li> </ul>
<b>Short Term Outcomes:</b> <ul style="list-style-type: none"> <li>• 75% of regular participants will participate in at least one club that offers writing per year [Program Records]</li> <li>• 75% of regular participants complete homework to teacher satisfaction, when improvement is needed [DOE Teacher Survey]</li> <li>• 75% of parents of regular participants report that the program is “very helpful” or “extremely helpful” in helping their children complete homework [Parent Survey-Program]</li> <li>• 75% of parents of regular participants report that their children have a positive attitude toward school as a result of participating in the program [Parent Survey-Program]</li> </ul>	
<b>Long Term Outcome (s):</b> <ul style="list-style-type: none"> <li>• 60% of regular participants have teacher-report improvements in their academic performance, when improvement is needed [DOE Teacher Survey]</li> <li>• 60% of parents of regular participants report positive academic results for their children as a result of participating in the program [Parent Survey-Program]</li> </ul>	

Element:	
<b>Goal: Community-School Engagement</b>	
<b>Contextual Factors:</b> <ul style="list-style-type: none"> <li>• Accessibility to local business and nonprofits</li> <li>• Difficulty of winter travel time</li> <li>• Dual working families</li> <li>• 20% of students are transient</li> <li>• 21.5% are from single parent homes</li> </ul>	<b>Program Elements:</b> <ul style="list-style-type: none"> <li>• Provide enrichment activities in 12-week blocks that incorporate service learning (Service Learning Club, K-Kids Club, Community Letter Boxing Club)</li> <li>• Offer Fun Friday field trips to help students make community connections</li> <li>• Community guests provide</li> </ul>

	presentations <ul style="list-style-type: none"> <li>• Partner with Title I to provide family literacy/math nights</li> <li>• Hold community-wide <i>Lights On</i> event</li> <li>• Participate in other community events such as 4<sup>th</sup> of July and New Year's Eve events</li> </ul>
<b>Short Term Outcomes:</b>	
<ul style="list-style-type: none"> <li>• At least 50% of regular participants will be involved in service learning projects [Program Records]</li> <li>• At least 60% of program families participate in at least one family event [Sign-In Sheets]</li> <li>• 80% of parents who participated in a family event report satisfaction with it [Parent Survey-Program]</li> </ul>	
<b><u>Long Term Outcome (s):</u></b>	
<ul style="list-style-type: none"> <li>• More parents volunteer at program and family events [Program Records]</li> <li>• At least 65% of participants in family events report that they learned how to support their children in literacy/math at the event [Parent Survey-Program]</li> </ul>	

<b>Element:</b>	
<b>Goal: Exposure to Inquiry Science and STEM education</b>	
<b>Contextual Factors:</b>	<b>Program Elements:</b>
<ul style="list-style-type: none"> <li>• 31% of students did not make proficient in inquiry science on NECAP</li> <li>• Students have limited school day time to explore inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Provide robotics, computer and technology in 12-week blocks</li> <li>• Partner with UNH Cooperative extension and Tin Mountain Conservation to offer Science Enrichments</li> <li>• Offer maker challenges every trimester</li> </ul>
<b>Short Term Outcomes:</b>	
<ul style="list-style-type: none"> <li>• At least 75% of regular participants will be involved in inquiry science enrichments [Program Records]</li> <li>• At least 80% of regular participants surveyed will have a positive opinion on science enrichments because of afterschool. [student survey]</li> <li>• 50 % of regular attendees will participate in a science literacy event</li> </ul>	
<b><u>Long Term Outcome (s):</u></b>	
<ul style="list-style-type: none"> <li>• Students overall participation in inquiry science programs will increase [Program Records]</li> <li>• At least 65% of participants in family events report that they learned how to support their children in the inquiry science event [Parent Survey-Program]</li> </ul>	

# Appendix C



# Conway School District Strategic Plan 2015-2020

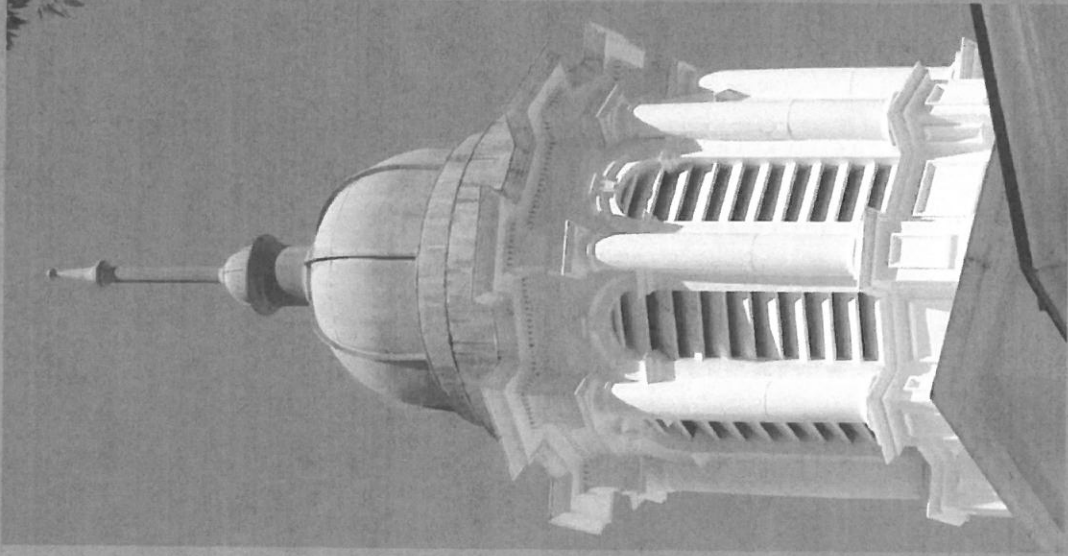
ADOPTED BY CONWAY SCHOOL BOARD ON OCTOBER 26, 2015

Photo: Jim Salge



## Goals for the Evening

- Celebrate the community collaboration that led to the creation of the Strategic Plan, the road map for the Conway schools for the next five years
- Develop understanding of the Strategic Plan





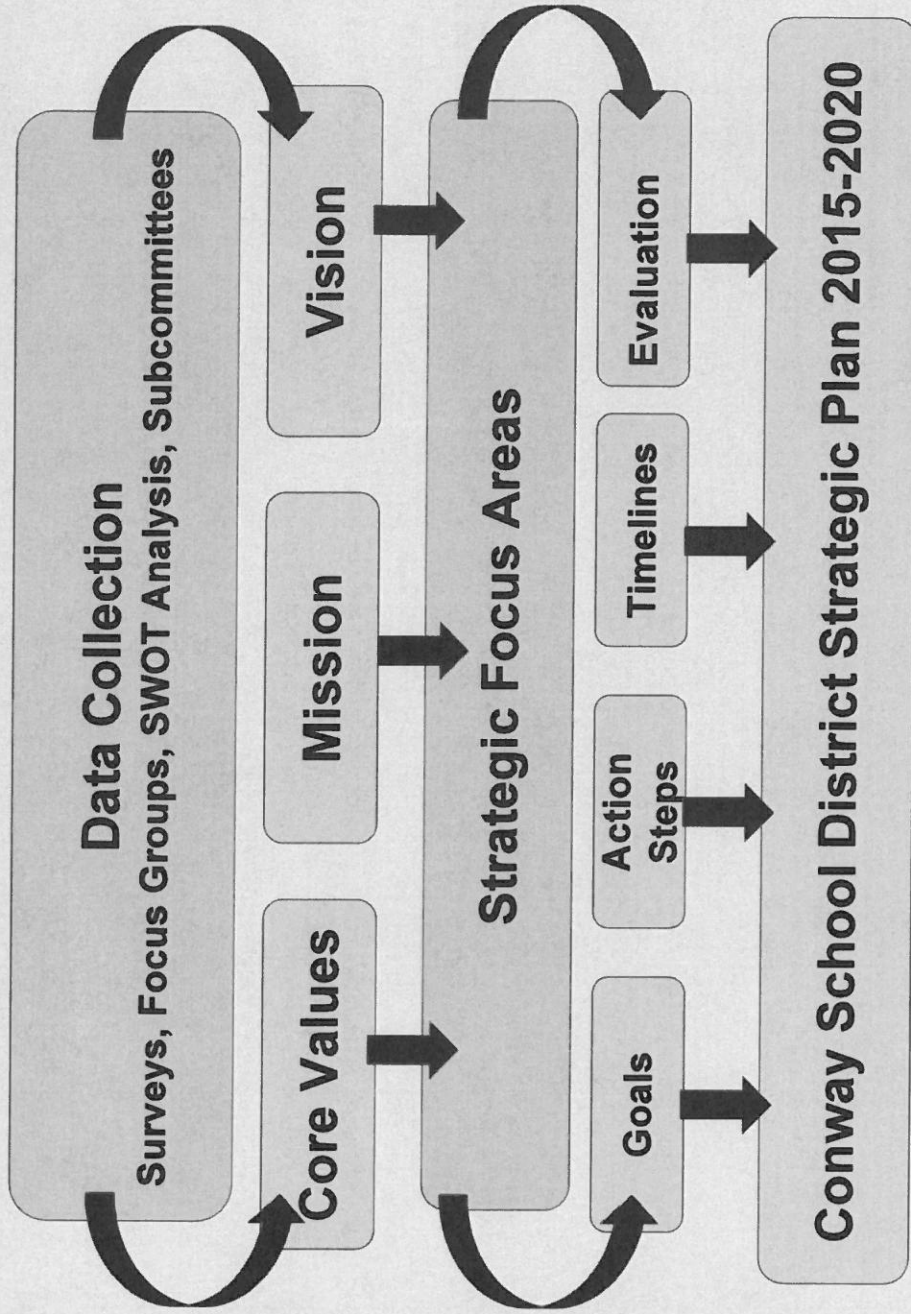
# Acknowledgements

- Strategic Plan Steering Committee
- Conway School Board
- Mission, Vision, and Values Subcommittee
- District Leadership Team
- Guest Speakers
- Community Supporters
- and...
- All who were part of the plan's creation and who will help in reaching it goals

THANK  
YOU! 😊

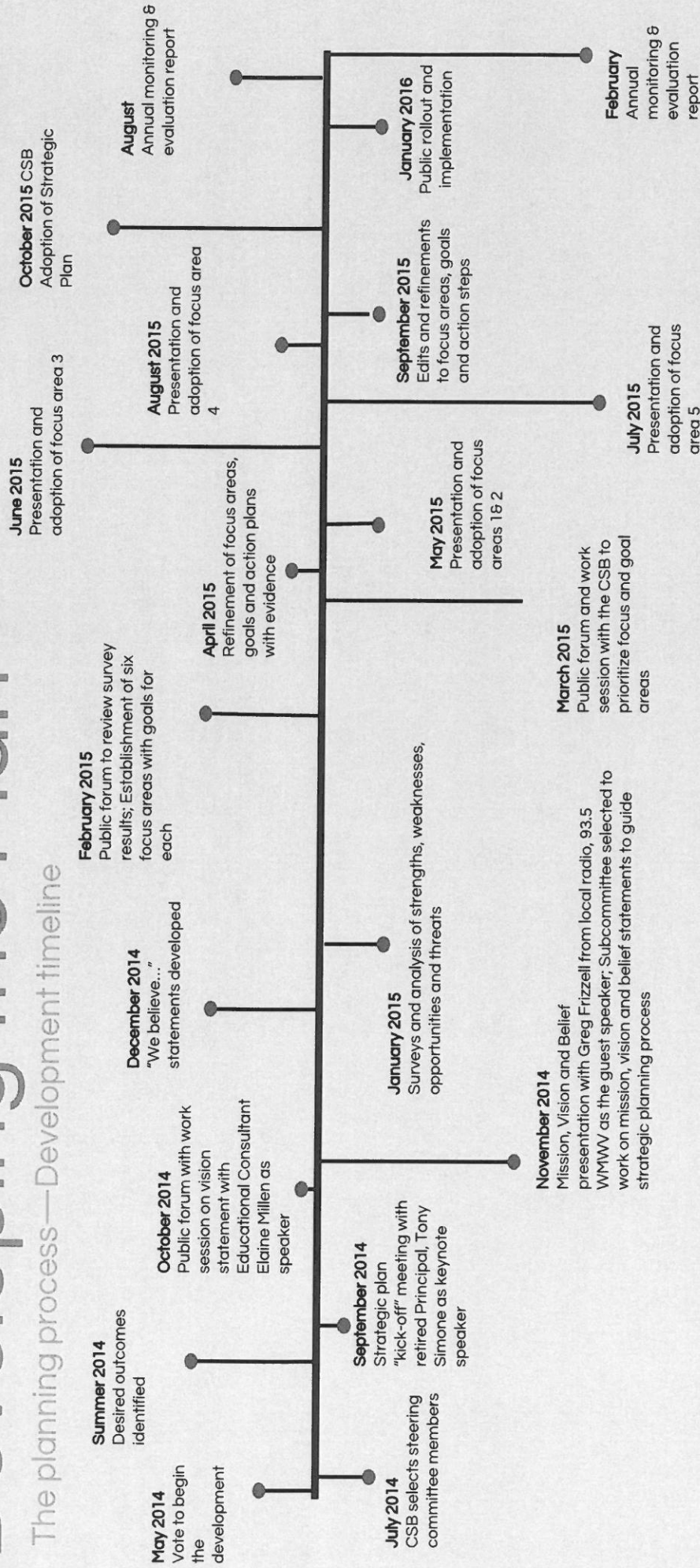


# Strategic Planning Process



# Developing the Plan

The planning process—Development timeline



STAGES:

Preliminary Work

Data Gathering

Mission, Vision & Values

Developing the Plan

Approval & Implementation

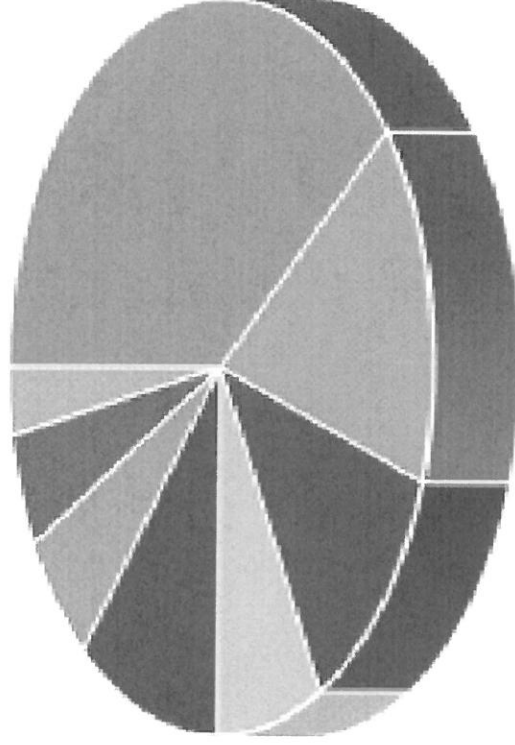
Evaluation & Monitoring

# Involvement in the Process



## Survey Respondents

- Parents
- Teachers
- Adults with no children under 18
- Business Owners
- Other
- Senior Citizen
- Government, Civil or Elected Official
- Administrator



What  
**YOU**  
said

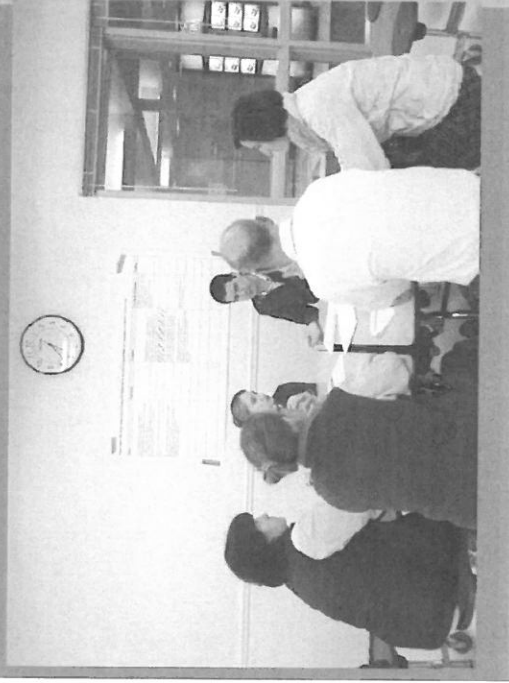


“What do you feel most proud of when you think about the Conway School System?”

- *Achievement of Conway’s students*
- *Conway’s staff/teachers*
- *Conway School District’s academic program*



What  
**YOU**  
said



“What are the top three issues facing students today?”

- *Being ready for post-secondary training or the workplace*
- *A changing economy; fewer high paying jobs*
- *Rapidly changing world; technology is outpacing skills*

What  
**YOU**  
said



“What do you want our public schools to provide for our students?”

- *Highly qualified staff/teachers*
- *Curriculum that prepares students for the workplace as a minimum standard*
- *A safe and orderly environment*

What  
**YOU**  
said



“What do you think are the top three challenges faced by the Conway School District schools?”

- *Recruiting and retaining highly qualified staff*
- *School funding issues*
- *Differentiating educational programming to meet the needs of a diverse student population*



# Comparison Map

## KEY

### COMP 1:

- North Country Regional Comparison Districts

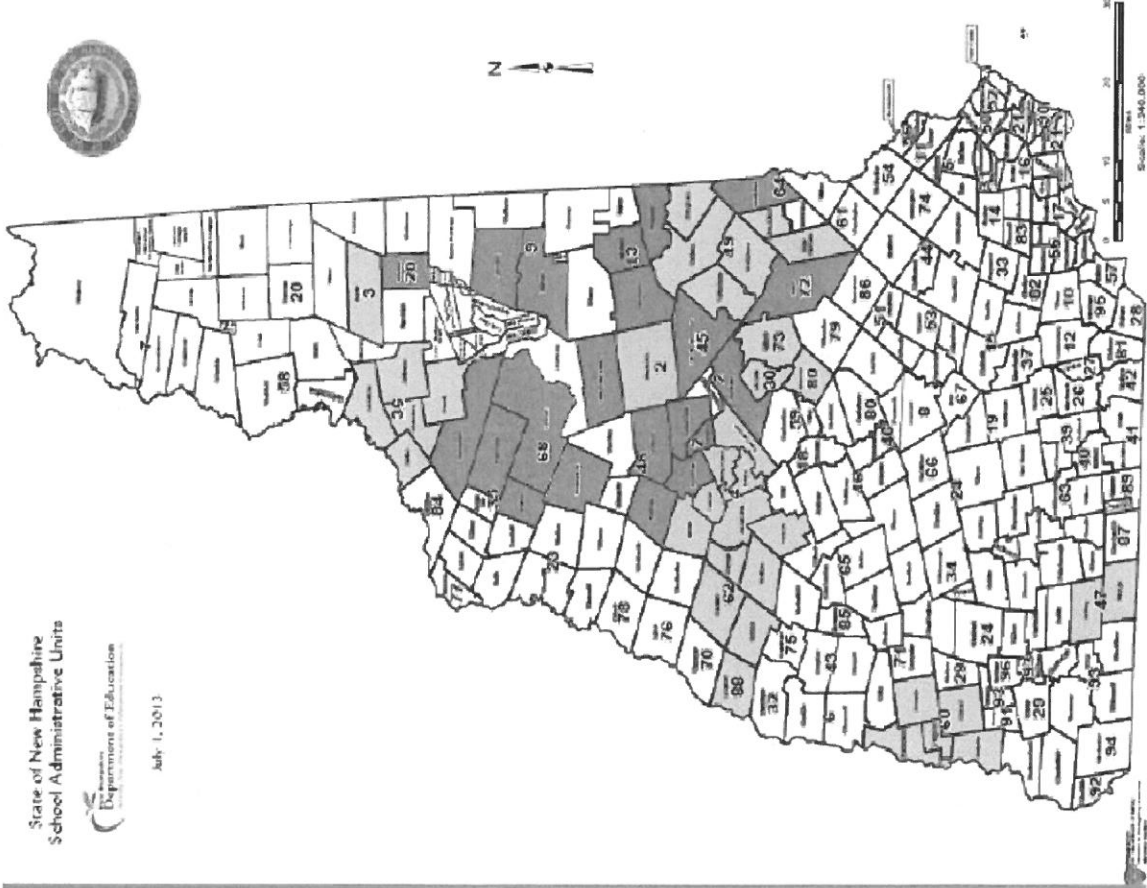
### COMP 2:

- NH School & Structure Comparison Districts
- Districts Used for Both Comparisons

State of New Hampshire  
School Administrative Units

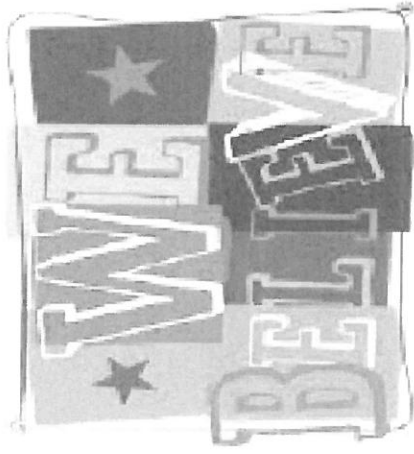


July 1, 2013



# State of NH School Administrative Units

Values,  
Mission  
and Vision



## Core Values

STUDENTS

RESOURCES

WORK ETHIC

COLLABORATION

EXCELLENCE

DIVERSITY

INNOVATION & RESPECT

LIFELONG  
LEARNING

DIFFERENTIATION

PROFESSIONAL DEVELOPMENT

CRITICAL THINKING

# Values, Mission and Vision



# Mission Statement

*To cultivate the natural inclination  
to learn by providing an  
exceptional environment in which  
students embrace excellence in  
learning for a lifetime of success*

Values,  
Mission  
and Vision

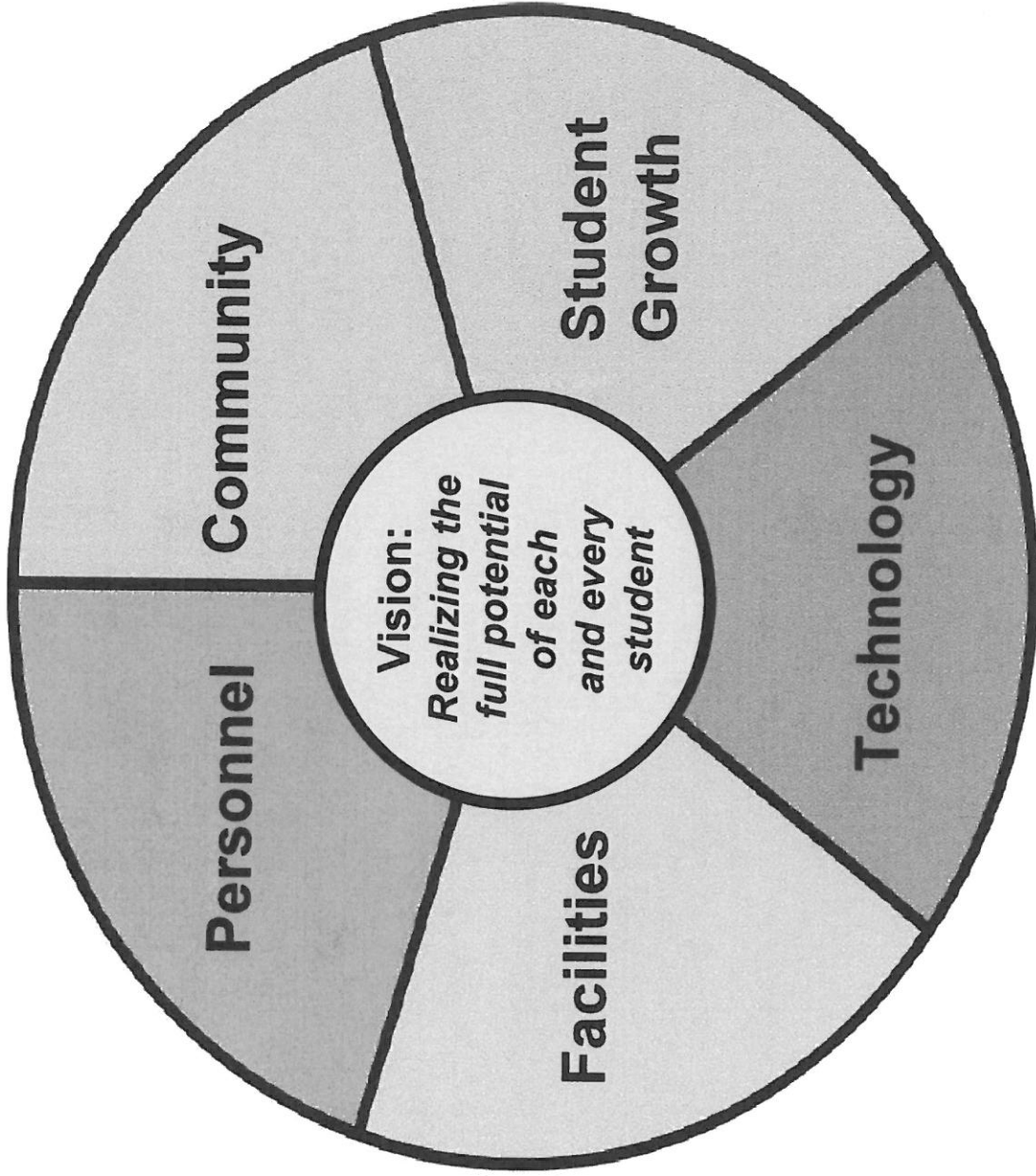
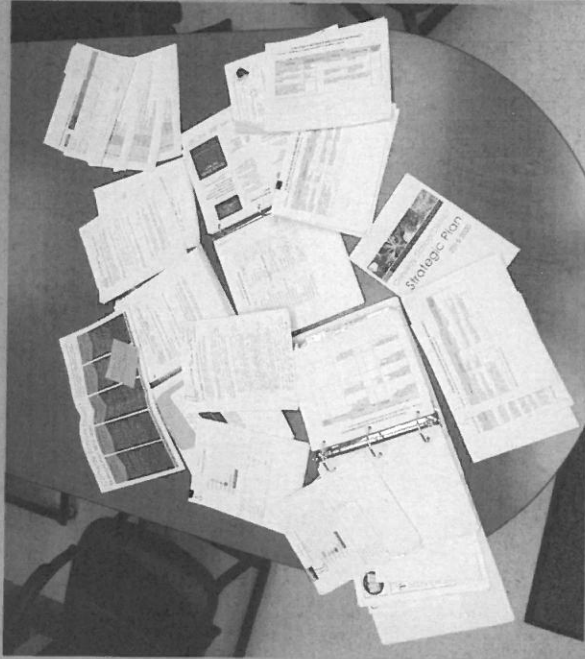


Vision Statement

*Realizing the full  
potential of each and  
every student*



# Summary of Focus Areas



## Focus Area 1: Personnel

# The Strategic Plan

**We will recruit, recognize and develop  
the most effective personnel**

### **Indicators of success...**

- Increased retention rate
- Increased applications for positions
- Increased student achievement
- Regionally competitive salaries
- Staff recognition

*"It is the supreme art  
of the teacher to  
awaken joy in creative  
expression and  
knowledge."*

*-Albert Einstein*

# The Strategic Plan

## Focus Area 2: Student Growth

***We will strive to continuously improve each student's level of achievement and growth***

### **Indicators of success...**

- Consistent curriculum, instruction and assessments practices
- Examples of student-centered learning
- Collaboration among educators
- Innovative programs and ELOs
- Increased student achievement









# The Strategic Plan

***We will provide appropriate facilities and physical resources to support the current and future needs of the district***

## **Indicators of success...**

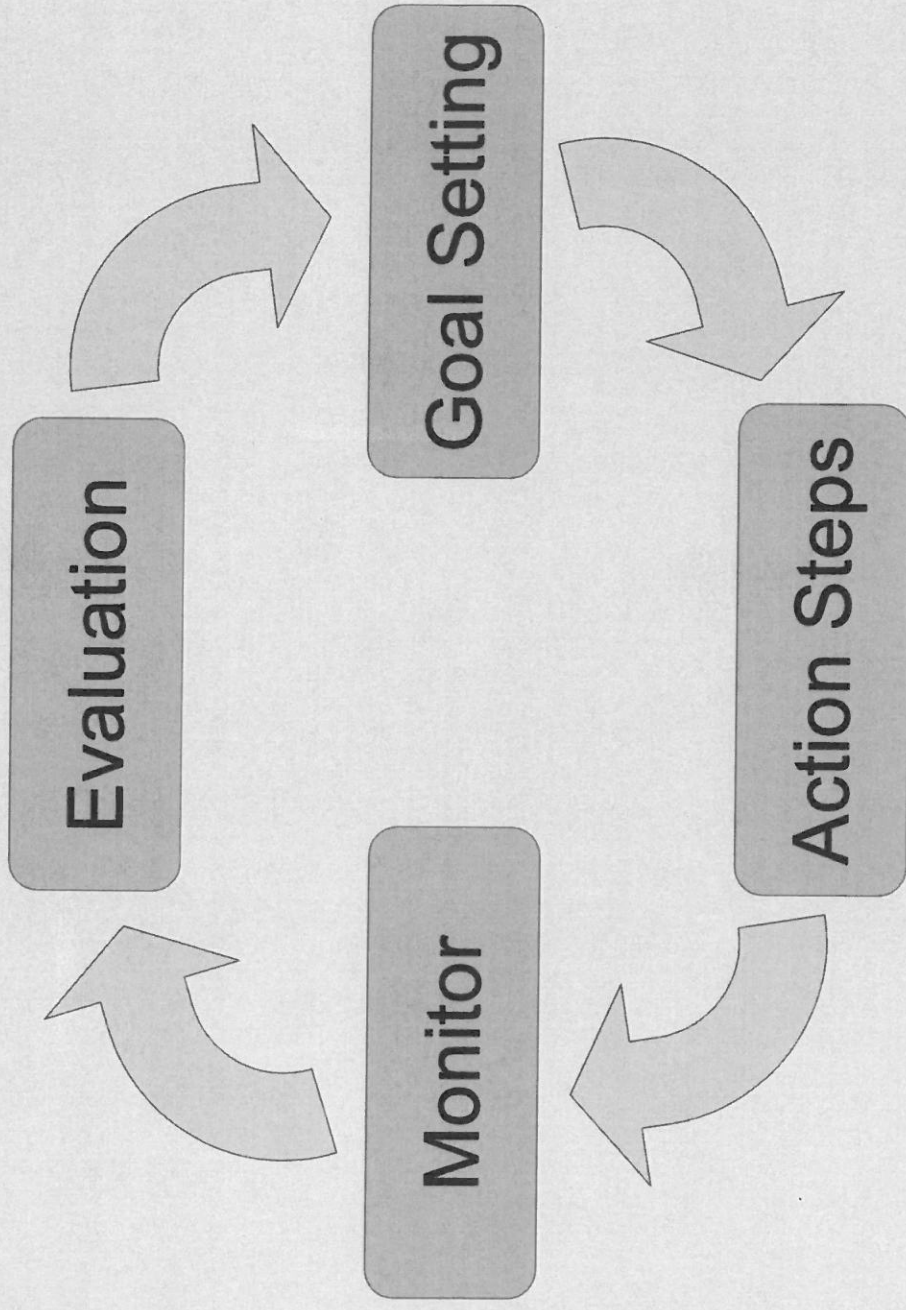
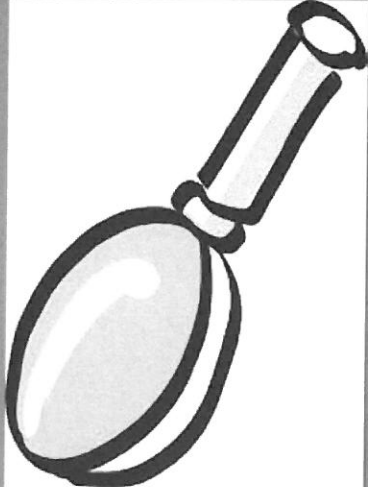
- Monitored financial matrix tied to goals and objectives
- Maximized facility utilization
- Safe and healthy facilities

Focus Area 5:  
Facilities





# Monitoring and Evaluation



# Realizing OUR Potential

**ARE WE  
THERE YET?**

~Heidi Roemer

Ocean maps,  
Weather maps,  
Maps that chart the  
stars.

Fold-up maps,  
Rolled-up maps.  
A globe held in  
my hand.

Road maps,  
Train maps  
Show us where we are.

Tattered maps,  
Treasure maps -  
What secrets are  
they holding?

Builder's maps,  
Landscape maps,  
Maps drawn in the  
sand.

I like maps.  
I read maps.  
They get me  
where I'm going.

# Appendix D

## APPENDIX D Schedule of Operations

SCHOOL(S) SERVED: Pine Tree School

Directions: Complete a typical Schedule of Operation form for each proposed site. If the schedule is the same for each site you may use one form to include all sites. *Guidelines: a minimum of 15 hours per week at five days per week during the school year and four weeks of full day summer programming. At a minimum during the school year, a homework club block staffed by at least one certified teacher and a variety of daily enrichment choices that youth have signed up for in sustained blocks of time (for example 6-8 week sessions), facilitated by skilled community members and staff, based on youth interest, and linked to the school day.*

Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday
Morning program	7:45-8:45	Cafeteria / Morning Program staff	Morning Program	Morning Program	Morning Program	Morning Program	Morning Program
Morning Recreation Program	7:45-8:45	Gymnasium/ Physical Education Teacher	Morning fitness program		Morning fitness program		Morning fitness program
Snack/recess	3:15-3:30	Cafeteria/outside	Snack/recess	Snack/recess	Snack/recess	Snack/recess	Snack/recess
Grades 3-6 Home-work Club	3:30-4:15	Library/1 cert teacher and 3-4 staff	Homework Club	Homework Club	Homework Club	Homework Club	3:30-4:00 1. Ceramics 2. Computer Club
Grades K-2 Literacy activities	3:30-4:15	Library and 1 classroom	Math and Reading literacy activities	Math and Reading literacy activities	Math and Reading literacy activities	Math and Reading literacy activities	4:00-4:50 1. Ceramics 2. Gametime
Enrichment Offerings	4:15-5:00	Various See examples of daily offerings: Ratios are 8-12:1	1. Tin Mountain Nature Programs 2. Weird Science	1. Catch Kids Club(physical fitness 2.Green Team (service Learning)	1.Hoopersize 2. Technology Team	1. Design It! Explore It! 2. Hoopersize	
Check-out	5:00-5:15	Cafeteria	Check-out	Check-out	Check-out	Check-out	Check-out

**SUMMER: 5 week program July 7-August 8**

Activity	Time of Day	Where? By Whom?	Monday-Thursday	Friday
Check-in Circle	8:00-8:30	PTS 2 cert teachers		
Reading	8:30-9:30	PTS 2 cert teachers	Introduction of the theme of the week and Read Aloud based on the theme of the week	
vocabulary	9:15-10:15	PTS	Thematic vocabulary introduced in a variety of ways.	
Recess/ Snack	10:15-10:30	PTS 2 cert teachers	Recess/ snack	
Literacy centers	10:30-11:30	PTS 2 cert teachers	Students rotate to 5 literacy centers: Reading teacher 1:1, listening activity center, writing center, game center, and skills center	
Lunch	11:30-12:00			
Conway Recreation Summer program	12:00-4:00		Conway Recreation Centers Summer programs.	Field Trip Day
****Scholarships will also be available for the Tin Mountain Conservation Center programs.				



# Appendix E

December 2016

# ASP Times

## Project Succeed Newsletter



Project SUCCEED  
Before and After School Program

## PLANTS

By Quinn

Extra! Extra! Read all about it! The school gardens are being harvested by the gardening club. The plants are being made into soup by Farm Crafts and Cooking. The Gardening Club picked 303 green beans. In the Build a Greenhouse club. Three kids will be building mini greenhouses out of ordinary household objects. They are also looking for someone to finish constructing the greenhouse. (Hint, hint! Any parents out there?)

# Kiwanis

# K-Kids

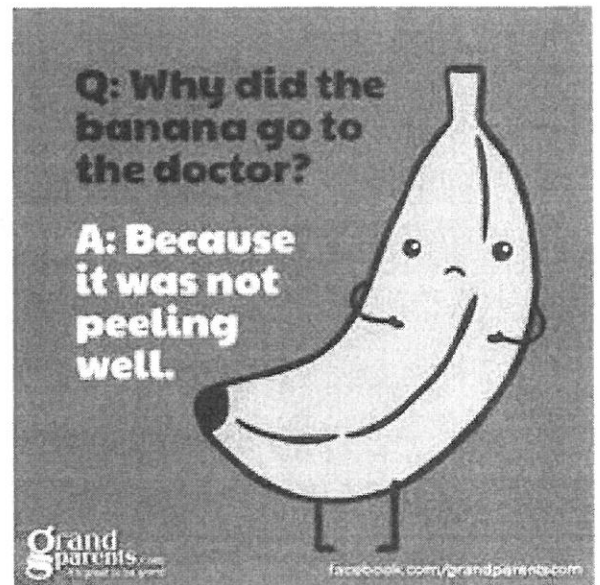
## Young Leaders Helping Others

The participants in K-Kids do a bunch of fun community service activities, like Meals on Wheels, Dinner Bell and Trunk or Treat. We hope to be making a bench with Home Depot to put at Veterans Triangle. I spoke to a couple of young members of K-Kids and they are learning to fill the buckets of others. So next trimester join K-Kids and help out others.

### Disney

T M I C K E Y H O U S E S D  
 U T R O B I N H O O D D C E  
 T L P D E Y R O T S Y O T T  
 S L E E P I N G B E A U T Y  
 D U C K T A L E S R O O T H  
 I N O U O E M C R C B Y I I  
 N R O N C C R C E P H A B D  
 R O T E O D C P O P U A M D  
 O A U C H E O D A H D P A A  
 A E L O I H C C O M I P B L  
 P D P L I O N K I N G G M A  
 C O T Y T S E L U C R E H L  
 O T H E R E S C U E R S D E  
 R E L L E Y O L O L M H Y S

TOP STORY  
 SLEEPING BEAUTY  
 PETER PAN  
 HERCULES  
 THE RESCUERS  
 PLUTO  
 RICKY MOOSE  
 ROBIN HOOD  
 OLD YELLER  
 QUACKLES  
 LION KING  
 ALADDIN  
 TUMBO  
 BANGI  
 PENSOCHIO



# DAB by Hunter

# Appendix F

c\_groves@sau9.org  
Edit this form

## 39 responses

[View all responses](#)

### Summary

[Image]

#### Name (optional but required for raffle entry)

- Jayne mcdevitt
- Nicole Day
- Michaela Clement
- Bethany
- claudia waterman
- Alice Burns
- Kim Iopashanski
- Heather Mudgett
- Shannon Chesley
- Jacqueline Stocumb
- Leah Kelsch
- Nathan Reid
- Meilissa Jerome
- Amanda Abbott
- Ursula Jillette
- Ardis Yahna
- Dawn James
- Maria Daugherty
- Matt Stearns
- Kerry Brooks
- James covert
- Carolyn Roosenboom
- Angela Acone
- Claire Glackin
- Scott Lakoie
- Allie Steigenwalt
- David Trott
- Jennifer and Josh Burkett
- Ryan Fall
- Katie Johnston
- Jessica Pomerleau
- Joanne MacKenzie
- Erin Sweeney

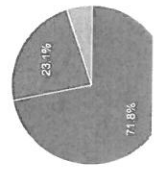
Jackie Goodhart  
Kim Zip

**Email (optional but required for raffle entry)**

- jaynemdevitt@gmail.com
- Chancedi@yahoo.com
- M\_wiii@yahoo.com
- Bethanyhodgdon@yahoo.com
- creiraplaza@gmail.com
- amburnsjs@gmail.com
- kwmkane@yahoo.com
- Arosmack@gmail.com
- Skchesley@yahoo.com
- kilcan@gmail.com
- Leah.en.keisch@gmail.com
- nathan.beaulieu@gmail.com
- Thejeromeband@gmail.com
- akrupp@roadrunner.com
- ujillette@gmail.com
- Theyahns@gmail.com
- the\_james@yahoo.com
- marialhodge@gmail.com
- ntsummits@gmail.com
- kimuroe16@yahoo.com
- james.cover184@gmail.com
- 4roosenbooms@gmail.com
- Angelaaconeladyb@hotmail.com
- englackin@hotmail.com
- S\_lakole@sau9.org
- Amypat1fan@gmail.com
- Jenniferburkett1@gmail.com
- Ryanjoy0512@hotmail.com
- Kjohnston3737@yahoo.com
- Yours\_sweetly@yahoo.com
- Finneus1@msn.com
- esween9@hotmail.com
- jgoodhart129@gmail.com
- thezipis@roadrunner.com

**1. Whether at home or with Project SUCCEED, does your child receive homework help when he or she needs it?**

Response	Count	Percentage
Always	28	71.8%
Often	9	23.1%
Sometimes	2	5.1%
Seldom	0	0%
Never	0	0%



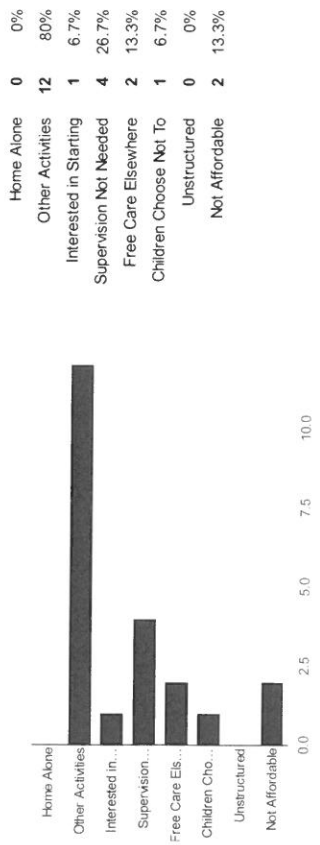
**2. Do you feel informed about activities and opportunities available through Project SUCCEED?**



**3. How affordable are Project SUCCEED program fees for your family?**



**4. If your child does not attend, what is the reason: Check all that apply**



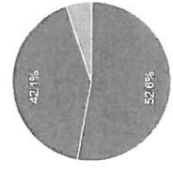
**5. Is there an enrichment activity you would like to see in afterschool?**

- Cooking/ baking (actual recipes not just decorating)
- more dessert lessons
- spanish classes
- No
- Building (small crafts such as bird houses, etc )with wood or other materials
- No there are great ones already
- Cooking class
- Anything outdoors, nature hikes
- Sports enrichments are what our boys enjoy
- Science experiments for K-2
- more robotics, swimming lessons.

- science
- Computer Based and Physical Activity Based :
- More STEM
- Karate
- Health/nutrition
- A lot of options already

Please rate each of the following according to each activity's importance for your child to do after school.

**Enrichment Activities**



**Social Activities**



**Homework Help**



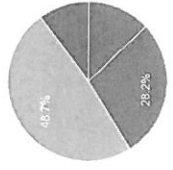
**Physical Activity**



**Free Play**



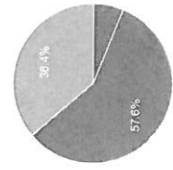
Very Important	5	12.8%
Important	11	28.2%
Neutral	19	48.7%
Unimportant	4	10.3%
Very Unimportant	0	0%



**For Current Project SUCCEED Participants**

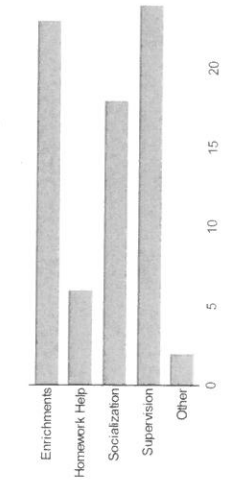
6. Which Project SUCCEED program does your child attend? (Check all that apply)

Morning Afterschool	2	6.1%
Afterschool	19	57.6%
Morning and Afterschool	12	36.4%



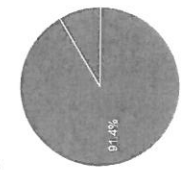
7. Why does your child participate in Project SUCCEED? (Check all that apply)

Enrichments	23	63.9%
Homework Help	6	16.7%
Socialization	18	50%
Supervision	24	66.7%
Other	2	5.6%



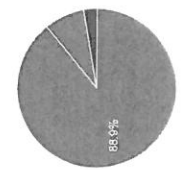
9. Do you feel your child is in a safe and supervised environment while attending Project SUCCEED?

Always	32	91.4%
Often	3	8.6%
Sometimes	0	0%
Seldom	0	0%
Never	0	0%



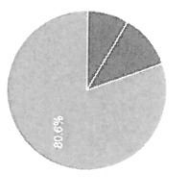
10. Do you have an open line of communication with the Project SUCCEED staff and site director

Always	32	88.9%
Often	3	8.3%
Sometimes	0	0%
Seldom	0	0%
Never	1	2.8%



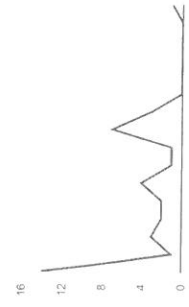
11. How important is it to your family that transportation (late bus) is provided after Project SUCCEED?

Very Important	3	8.3%
Somewhat Important	4	11.1%
Not Important	29	80.6%



it will make my life so much easier if there was a late bus, i dont drive and i always have to find rides for my son when his father is at work  
 Would love to have a bus home - but also treasure the ride home with him -- more a matter of availability for me, but not necessary in our household.  
 No late bus is currently provided. I enjoy the contact with teachers and staff that is obtained by picking my children up every day.  
 pine tree doesnt have that option. it would have been very helpful over the years so that we didnt have to rush to make it here at 5pm on the occasional day when our schedules didnt line up well.  
 I love this program!  
 It may be helpful, but most days I can and like to pick them up on time. What time would the bus leave and where/when would the kids be dropped off?  
 That would make it perfect! Wish pinetree had this option

Number of daily responses



# Appendix G

Appendix G-1

## Job Descriptions

### Program Director

- Hire, supervise, and evaluate staff
- Work collaboratively with partnering agencies to provide programming and increase community involvement
- Develop, disseminate, and collect needs assessments, surveys, and evaluation instruments
- Develop staff development opportunities
- Construct and disseminate print media
- Develop PSA's for cable, TV, radio, and newspapers
- Report activities and outcomes to the Assistant Superintendent of Schools and School Board
- Participate in staff development opportunities
- secure funding for the program through grant writing and development



### Program Assistant: Part-time

- To perform general clerical duties including maintaining records, evaluation, survey instruments and correspondence
- Assist in the preparation of printed materials such as quarterly newsletter
- Assist in the development and dissemination of information regarding all program offerings and schedules at the various sites
- Collect materials for programs
- Time sheet pick up
- Responsible for creating, maintaining and distribution of the program billing system

### Site Director: Part-time

- Secure space usage
- Register children
- Log attendance centrally for all programs
- Assure all children get home each day (dismissal and bus run)
- Communicate with staff, principal, parents and teachers
- Quarterly Report to Program Director
- PR-Ongoing information into the community
- Scheduling Quarterly family involvement activities/
- Recruit and train volunteers (parents and community members)
- Monthly meeting with Project Manager
- Bi-weekly staff meetings and school staff meetings as needed
- Open House attendance
- Help Coordinate and Attend Staff Development opportunities
- Provide Annual Performance Report Statistics

**Certified Homework Club Teachers: Part-time**

- Provide and Supervise Academic Support
- Plan, Provide and Supervise Skill Building Activities
- Communicate with Parents and Teachers
- Bi-weekly staff meetings
- Attend staff development opportunities

**Homework Club Assistants: Part-time**

- Plan and Facilitate enrichment activities
- Distribute Snack
- Provide Academic Support
- Facilitate Skill Building Activities
- Assist Students with Community Service Projects
- Communicate with teachers and parents
- Bi-weekly staff meetings
- Attend staff development opportunities

**Morning Supervision Part-time**

- To provide morning supervision for elementary students from 7:45-8:45 daily

## **Heidi Belle-Isle**

58 Hiram Philbrook Road ▪ Center Conway, NH 03818  
(603) 447-3883 ▪ [h\\_blisle@sau9.org](mailto:h_blisle@sau9.org)

### **Objective**

To continue working in the education field as an elementary school teacher and after school leader.

### **Education**

<b>Antioch New England</b>	Master of Education	2000-2002
<b>Granite State College</b>	Graduate Courses	1997-2001
<b>University of Maine</b>	BA: Elementary Education	1990-1994

### **Employment**

<b>Teaching</b>	<b><i>Pine Tree Elementary School, Center Conway, NH</i></b>	2000-present
	<ul style="list-style-type: none"><li>• Taught 3<sup>rd</sup> grade (1 year) and a 5/6<sup>th</sup> grade loop (10 years)</li><li>• Designed and implemented many hands-on learning experiences</li><li>• Implemented various school wide initiatives including PBIS and PLC's</li><li>• Literate in many educational and business software programs &amp; databases</li><li>• Participated in school and district wide committees</li><li>• Provided a healthy, caring, and supportive environment</li></ul>	
	<b><i>Pine Tree Elementary School, Center Conway, NH</i></b>	Summer 2010
	<ul style="list-style-type: none"><li>• Coordinator and instructor for a summer reading &amp; tutoring program</li><li>• Communicated with classroom teachers on each student's academic strengths and weaknesses before and after the summer program</li><li>• Corresponded with parents about student schedules and progress</li><li>• Scheduled program dates, hours, and student calendar</li><li>• Instructed students in grades K-4 in reading and math</li></ul>	
	<b><i>Conway Elementary School, Conway, NH</i></b>	1997-2000
	<ul style="list-style-type: none"><li>• Taught 5<sup>th</sup></li></ul>	
	<b><i>Kennett Middle School, Conway, NH</i></b>	1995-1997
	<ul style="list-style-type: none"><li>• Taught 7<sup>th</sup> and 8<sup>th</sup> grade math</li></ul>	
	<b><i>Phippsburg Elementary School, Phippsburg, ME</i></b>	1994-1995
	<ul style="list-style-type: none"><li>• Taught 5<sup>th</sup> and 6<sup>th</sup> grade math &amp; science</li></ul>	
<b><i>Classic Upward Bound, University of Maine</i></b>	Summer 1994	
<ul style="list-style-type: none"><li>• Developed a 6 week hands-on math curriculum</li><li>• Taught high school students in the areas of algebra, geometry, &amp; calculus</li><li>• Provided support to students by providing social growth opportunities</li></ul>		



**After School  
Programming**

***Project SUCCEED, Conway, NH***

2005-present

- Site Director (4 years) / Certified teaching staff (2 years)
- Created and taught a variety of educational and social enrichments
- Organized numerous family nights
- Wrote, received, and implemented mini-grants
- Supervised morning and after school program staff
- Communicated program goals and activities to school community
- Corresponded with school day staff regarding student progress and attendance
- Advocated for after school programming

**Special Projects**

***New Hampshire Department of Education*** Site visitor/evaluator for 21CCLC programs

***New Hampshire Department of Education*** Workshop presenter for 21CCLC conference

**Recent Professional Development Activities**

American Heart Association: Heartsaver® First Aid  
Solution Tree: 2010 Pyramid Response to Intervention 2-Day Workshop  
New England Reading Association: Annual Conference 2010  
CATCH Kids Club Training  
UNH Cooperative Extension: Design It & Explore It Science Training  
Heinemann: Using the Continuum of Literacy Learning  
KIDS Consortium: Service-Learning Workshop  
NH Department of Education: NH 21<sup>st</sup> CCLC Summer Conferences  
Solution Tree: Professional Learning Communities at Work™ Institute

**Interests**

Camping, reading, walking, and spending time with my family

**References**

**Laura Jawitz**

Pine Tree Elementary School Principal  
183 Mill Street  
Center Conway, NH 03813  
(603) 447-2882

**Christine Thompson**

Project SUCCEED Program Director  
P.O. Box 388  
Conway, NH 03818  
(603) 447-6158

**\*\* Additional References Available Upon Request \*\***

## **Clayton A Groves**

P.O. Box 1612 Conway, NH 03818

(603) 986-4335

odonatagroves@yahoo.com

### ***Professional Employment***

#### **SAU #9 – Conway School District (Sept 2013-present) September 2013-Present**

##### **Eagle Academy Science Teacher**

Sep 2014-

- High School Biology teacher to a diverse population of struggling students

##### **Project SUCCEED**

Dec 2014-present

Run 21Century Grant funded before and after school enrichment programming in 3 schools

- Oversee 30 Employees
- Manage \$275000 grant to serve all students
- Oversea curriculum development and assessments of programming

##### **Middle School Science Teacher**

Sept 2013-June 2014

- Worked with the team to teach 21st century science curriculum
- Founded the MWV Science and Technology Fair (largest science fair in NH)

##### **Carroll Academy Adult Education (High School) September 2011-Spring 2015**

- Science and Math teacher to adult high school students
- developed lesson plans to meet diverse student needs
- Asses students and coach them through test taking

##### **Community College System of New Hampshire (Jan 2007-Sept 2013)**

###### **Running Start Coordinator- Lakes Region Community College**

Jan 2007- Sept 2013

April 2009-Sept 2013 -

- Serve as liaison to NH High Schools and LRCC
- Oversee all aspects of Running Start at LRCC
- Coordinate with CCSNH credentialing process for new Running Start instructors
- Taught Job Skills courses at the county jail in Laconia

###### **Program Coordinator - White Mountains Community College. Conway Academic Center**

Jan 2007-April 2009

- Managed operations of WMCC Conway
- Council students on programs and courses
- Serve students in ever capacity, tutoring, advising, online support, scheduling and testing

##### **Middle School Science Teacher and Department Head (November 2000-August 2013)**

## **Lawrence Family Development Charter School**

Lawrence, MA

- Taught 8<sup>th</sup> grade life science and 7<sup>th</sup> grade physical science
- Kept records of grades and student progress and communicated this with parents and faculty
- Organized science fair
- Organized 8<sup>th</sup> grade community service projects
- Worked with the local college and a grant that allowed students to use the labs and professors one day a week
- School wide science coordinator

## **Program Naturalist**

### **Amoskeag Fishways**

August 1999-November 2000

October 2005-May 2006

Manchester, NH

- Educated the public about river ecology, Native American history, electricity and the history of the Merrimack River
- Designed, built and maintained educational museum exhibits and aquariums
- Communicated results of programming with the program committee and the partners of the Fishways (NH Audubon, US Fish & Wildlife, NH Fish & Game and Public Service of New Hampshire)
- Organized large scale community events
- Organized volunteers

## **AmeriCorps**

### **City C.O.R.E.**

August 1997-August 1999

Lawrence, MA

- Assisted teaching fourth grade
- Directed after school science club in four inner city schools
- Organized community wide events
- Mobilized local citizens in community education and clean-ups

## ***Education, Honors, Boards and Certifications***

### **Bachelor of Arts, Psychology**

University of New Hampshire, Manchester, 2006

### **Honors**

Massachusetts Governor's Award for Excellence in Environmental Education

### **Boards**

President, Lilliputian Montessori School Board

### **Certifications**

Currently pursuing NH Teacher Certification

Project WET Teacher Workshop Facilitator

Project Learning Tree, Project Wild and Aquatic Wild

CPR

## First AID for the Professional Rescuer





# Appendix H

*Pine Tree School*

183 Mill Street  
Center Conway, NH 03813  
Phone: (603) 447-2882  
Fax: (603) 447-6838

*Aimee Frechette, Principal*

March 6, 2017

21st Century Community Learning Centers  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301

Attention Ashley Fye

Dear Ms. Fye,

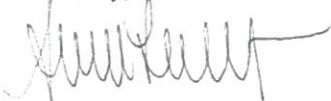
As Principal of Pine Tree Elementary School, I wholeheartedly support Project SUCCEED and their funding request to 21st Century Learning Centers. Historically, Project SUCCEED has been funded, in part, by the taxpayers in the Town of Conway in addition to private donations and fees. Although this community has been responsive to the needs of their children, we cannot fund the program alone. As you know, the research is clear as to the benefits of afterschool programming for communities. We would love for every child to have a supportive parent waiting for them at home with structured homework time and enrichment opportunities; however, we know that this is not the reality for many. Therefore, we must continue to provide these opportunities for the children at school after the regular school day.

Project SUCCEED has a proven track record of success for over a decade with data reflecting the gain for students both academically and socially. With a structured homework time, a quiet place to study, and academic supports provided by educators, our most at-risk students have made incredible gains. Many of our teachers work in the afterschool program; therefore, there is constant communication between classroom teachers regarding individual student needs to ensure that reinforcement of skills necessary for success is occurring. Practice of social skills through supervised games and academic enrichment activities are vital aspects of student achievement and are the hallmarks of what Project SUCCEED offers on a daily basis. With a daily attendance rate of almost 100 students, Project SUCCEED is a critical part of many children's lives.

It should be clear that I am a great supporter of this program and hope that funding is not an issue. We should not view Project SUCCEED as a school effort, but rather as a way to ensure that we are promoting productive, successful citizens of our community.

Please do not hesitate to contact me if you require more information.

Sincerely,



Aimee Frechette, Principal  
Pine Tree School

# Appendix I

## Memorandum of Understanding

**Pine Tree Elementary School** will continue to partner with **Project SUCCEED**

Project SUCCEED responsibilities include:

- Providing high quality before and afterschool program to all students who want it at the **Pine Tree Elementary School** five days per week, 3 hours per day, 36 Evaluating the program annually.
- Ensuring that all students and families who want to participate are able to regardless of their ability to pay.
- Communicate regularly with school day staff and building principal in order to best meet the academic and social/emotional needs of the students
- Providing transportation home for all students who need it afterschool.
- Providing a healthy snack to all participating students every day of programming.
- Invite day school staff to appropriate professional development opportunities.
- Leaving all rooms neat and orderly and return space used to the same condition as were in prior to use.

Conway Elementary School responsibilities include:

- Providing access to the cafeteria, library, computer lab, gym (when available) and enough classroom space to properly run the afterschool program.
- Providing afterschool staff access to the phone and main office when necessary.
- Provide basic demographic information on participating students
- provide time and resources for staff to submit student surveys
- involve appropriate personnel in the ongoing evaluation of the program
- invite after-school staff to appropriate in-service trainings
- Invite after-school staff to team or IEP meetings when allowable
- Building principal Attending 21<sup>st</sup> Century Community Learning Centers trainings when appropriate.

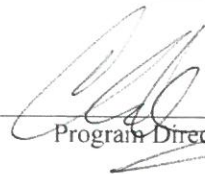
**Pine Tree Elementary School** sees its role as assisting

Project SUCCEED in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

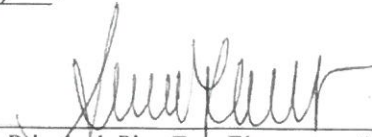
In turn, **Project SUCCEED** will be as flexible as possible in accommodating the concerns of the

**Pine Tree Elementary School**

Signed this 3 day of 3, 2017 :



Program Director, Project SUCCEED



Principal, Pine Tree Elementary School

**Memo of Understanding for  
Project SUCCEED and Tin Mountain Conservation**

**FY 2016-2017**


Tin Mountain Conservation Center  
As a partner I agree to:

- Offer quality nature programming to Project SUCCEED youth at a cost of \$100 per program, Tin Mountain will come up with the match.
- Work together with Project SUCCEED to seek out additional grant funding for after school nature programming.
- Work with Project SUCCEED at Pine Tree School on a summer camp plan.
- Attend family nights and/or open houses when appropriate.
- Serve on the Project SUCCEED Advisory board and attend Advisory meetings and staff meetings when necessary
- Offer nature programming to Project SUCCEED staff when appropriate.
- Require all Tin Mountain staff to have a criminal background check

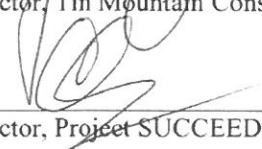
Project SUCCEED

As a partner I agree to:

- Offer scholarships to children who would like to participate in Tin Mountain summer camps and winter break camps, but cannot afford to.
- Work with Tin Mountain to seek out mutually beneficial grant funding for after school nature programming.
- Invite Tin Mountain to Professional Development opportunities, open houses and family nights as appropriate.
- Attend Tin Mountain committee or board meeting when necessary.
- Assist Tin Mountain staff at the three elementary schools.
- Pay Tin Mountain Conservation Center \$50 per afterschool session.

  
\_\_\_\_\_  
Director, Tin Mountain Conservation Center

6/20/16  
Date

  
\_\_\_\_\_  
Director, Project SUCCEED

6/20/16  
Date

  
\_\_\_\_\_  
SAU #9 Superintendent of Schools

6/21/16  
Date

**Memo of Understanding for  
Project SUCCEED and MWV First Robotics**

**FY 2016/2017**

**MWV First Robotics**

As a partner I agree to:

- Offer quality robotics training for the Project SUCCEED staff and their partners
- Work together with Project SUCCEED to seek out additional grant funding for after school nature programming.
- Work with Project SUCCEED at CES PTS and JFS to promote the program
- Attend family nights and/or open houses when appropriate.
- Serve on the Project SUCCEED Advisory board and attend Advisory meetings and staff meetings when necessary

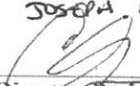
**Project SUCCEED**

As a partner I agree to:


- Work with MWV First to put together a summer robotics program
- Invite MWV First to Professional Development opportunities, open houses and family nights as appropriate.
- Attend MWV First committee or board meeting when necessary.
- Assist MWV First staff at the three elementary schools.
- Pay MWV First \$2000 for staff development
- Supply Robots for programming when they aren't being used in SAU 9 Schools

  
\_\_\_\_\_  
MWV First Robotics  
JOSEPH E. RIDDENSDALE

6/20/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director, Project SUCCEED

6/20/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
SAU #9 Superintendent of Schools

6/21/16  
\_\_\_\_\_  
Date

### Partnership Plan for 4-H in After-School Programs

PROGRAM AND STAFF DEVELOPMENT	
4-H Youth Development Roles...	After-School Program Roles...
<p><i>4-H Youth Development Educators provide opportunities for quality staff training; and tools to implement 4-H in after-school settings.</i></p> <ul style="list-style-type: none"> <li>• <b>Training in 4-H 101</b> – includes:               <ul style="list-style-type: none"> <li>- Positive youth development</li> <li>- Essential elements of a 4-H experience</li> <li>- Experiential learning model</li> <li>- Teaching critical life skills</li> </ul> </li> <li>• <b>Assistance planning 4-H experiences</b> including lesson plans and juried 4-H curriculum compatible with state education frameworks</li> <li>• <b>Access to other 4-H staff development</b> opportunities such as risk management, community service learning, positive behavior management, volunteer management, advisory board development, youth as partners, and family involvement.</li> <li>• <b>Access to 4-H Group Tools *</b> <ul style="list-style-type: none"> <li>- 4-H name &amp; emblem authorization</li> <li>- 4-H flag and 4-H pledge</li> <li>- 4-H achievement certificates</li> <li>- 4-H volunteer recognition</li> <li>- National 4-H Council catalog</li> <li>- 4-H curriculum</li> </ul> </li> </ul> <p><i>* Any 4-H items loaned to the program will be returned if the 4-H Afterschool program disbands.</i></p>	<p><i>The After-School program dedicates planned time for staff development, including 4-H training; and provides access to enrollment data on participants and staff.</i></p> <ul style="list-style-type: none"> <li>• <b>Staff participation in:</b> <ul style="list-style-type: none"> <li>- Initial orientation to the core elements of 4-H Youth Development</li> <li>- 4-H 101 and other 4-H training opportunities</li> </ul> </li> <li>• <b>Initial screening and enrollment of staff</b> (paid and volunteer) as 4-H volunteers</li> <li>• <b>Incorporation of 4-H</b> to include:               <ul style="list-style-type: none"> <li>- Safe facility / space</li> <li>- Use of juried 4-H curricula (rental or purchase of leader copy; purchase of youth work books and other program supplies and materials)</li> <li>- Completion of 4-H program check-lists and evaluations</li> <li>- Credit to UNH Cooperative Extension, 4-H Youth Development</li> <li>- Encouragement of youth to participate in other 4-H experiences</li> <li>- Opportunities for youth leadership and engagement in determining program</li> <li>- Community service learning experiences</li> <li>- Inclusion of the 4-H flag, emblem and pledge during 4-H time</li> </ul> </li> </ul>



## ENROLLMENT OF YOUTH AS 4-H MEMBERS

4-H Youth Development Roles...	After-School Program Roles...
<p><i>4-H provides members, youth and their families with access to many new opportunities:</i></p> <ul style="list-style-type: none"> <li>• <b>Membership</b> in the county, state and national 4-H program *</li> <li>• <b>Discounts</b> on some 4-H project supplies</li> <li>• <b>UNH Cooperative Extension newsletters</b></li> <li>• <b>Membership tools</b> - 4-H membership cards, recording sheets, awards, certificates of achievement, and other recognition</li> <li>• <b>Access to county &amp; state 4-H events and activities</b></li> </ul> <p><i>* Membership lists are not sold or distributed</i></p>	<p><i>The After-School Program supports the opportunity for youth to belong to 4-H by providing:</i></p> <ul style="list-style-type: none"> <li>• <b>Parental permission</b> to participate in 4-H, including photo/media release forms</li> <li>• <b>Contact information</b> of participants *</li> <li>• <b>Attendance records</b></li> <li>• <b>Records of completion</b> of 4-H projects</li> <li>• <b>Celebration and recognition events</b></li> <li>• <b>Support enabling participation in the larger county and state 4-H experience</b></li> </ul> <p><i>* Membership lists are not sold or distributed</i></p>

## EVALUATION & SUSTAINABILITY OF THE 4-H EXPERIENCE

4-H Youth Development Roles...	After-School Program Roles...
<p><i>UNH Cooperative Extension evaluates, documents, and reports 4-H experiences:</i></p> <ul style="list-style-type: none"> <li>• <b>Evaluation and data tools</b> for federal and state reports (ES-237, ECI, Group Activity Report, grants, and logic models)</li> <li>• <b>Public relations assistance</b> to develop stories for the media</li> <li>• <b>Resource development</b> information and assistance on youth mini-grants provided through the National 4-H Council</li> </ul>	<p><i>The AfterSchool program assesses learning and action outcomes of the 4-H experience:</i></p> <ul style="list-style-type: none"> <li>• <b>Assesses youth learning and development</b> of life skills using tools provided by 4-H</li> <li>• <b>Program evaluation</b> - Collects and shares data requested by UNH Cooperative Extension for federal and state reports, including data from other program sponsors (i.e. 21<sup>st</sup> CCLC, CIPAS, PlusTime NH, CYFAR, National 4-H Council)</li> <li>• <b>Fiscal Accountability</b> – Compliance with fiscal spending and reporting requirements of any 4-H related grant funds received</li> </ul>

OTHER	
4-H Youth Development Roles...	After-School Program Roles...
<ul style="list-style-type: none"> <li>- Provide training and support for STEM based programs such as SeaPerch program and 4-H Maker Challenge.</li> <li>- Provide associated Technical Assistance for those programs.</li> <li>- Provide Positive Youth Development training and support for 4-H Afterschool</li> </ul>	<ul style="list-style-type: none"> <li>- Project SUCCEED will commit staff and volunteers for associated programs.</li> <li>- Will pay associated fees for training and materials.</li> </ul>

This Partnership Plan between Project SUCCEED (Program Name) and UNH Cooperative Extension, 4-H Youth Development, Carroll County (County) is in effect for the time period between Fall 2016 and Spring 2017.

By signing this agreement, it is understood that this after-school program does not and will not discriminate in its programs or activities on the basis of race, color, national origin, gender, religion, age\*, disability, political beliefs, sexual orientation, or veteran's, marital or family status.  
 \* The program may limit participation by age if the limitations are directly related to the grades of school-age children served by the program.

Craig McKeown 6/21/16  
 UNH Cooperative Extension Date  
 4-H Youth Development Educator

[Signature] 6/20/16  
 After-School Program Date  
 Site Director  
[Signature]

*The University of New Hampshire Cooperative Extension is an equal opportunity educator and employer.  
 UNH, U.S. Dept. of Agriculture and New Hampshire counties cooperating.*

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# Appendix J

## Staff Development Calendar

MONTH/DATE	TITLE	# of ATTENDEES	GOALS & OBJECTIVES
JULY			
AUGUST	2 CCCLC SUMMER INSTITUTE	9	TO WORK WITH BUILDING ADMINISTRATORS AND AFTER SCHOOL STAFF TO SET GOALS FOR THE COMING SCHOOL YEAR.
SEPTEMBER	9-5 ORIENTATION STAFF GOAL SETTING 9-28- PS ADVISORY	35 7	TO ORIENT NEW STAFF, SET TONE FOR THE NEW YEAR AND PROVIDE SCIENCE ENRICHMENT TRAINING TO SUPPORT OUR GOAL OF OFFERING MORE SCIENCE ENRICHMENTS SET GOALS WITH ADVISORY
OCTOBER	10-12 SITE DIRECTOR MEETING 10-28 PS TRAINING 10-17 UNH DESIGN IT! EXPLORE IT! NPASS TRAINING OCTOBER 21, 24 ,25 YOUTH ADVISORY 10-27 POSITIVE DISCIPLINE	4 30 4 7 2	COMMUNICATION WITH SD GIVES STAFF TIME TO PLAN FOR NEXT QUARTER TO IMPROVE STEM SKILLS TO EXPLORE WHAT YOUTH LEADERSHIP MEANS. GUIDE NEW STAFF
NOVEMBER	11-2 SITE DIRECTOR MEETING	4 7	COMMUNICATION WITH SD
DECEMBER	12-7- SD MEETING 12-7 PS ADVISORY 12-6 PERFORMANCE PATHWAYS TRAINING	4 6 1	COMMUNICATION WITH SD DISCUSS CIPAS AND EVALUATION DATA COLLECTION
JANUARY	1/9/2012 UNH DESIGN IT! EXPLORE IT! TRAINING JANUARY 6,9,10 YOUTH ADVISORIES	4	TO IMPROVE STEM SKILLS YOUTH LEADERSHIP/CHOICE
FEBRUARY	2-2- AMY UPTON SITE VISIT AT JFS 2/4/ CATCH KIDS CLUB TRAINING 2-13 UNH DESIGN IT! EXPLORE	8 15 4	OVERALL PD NEEDS ASSESSMENT IMPROVE HEALTH AND WELLNESS TO IMPROVE STEM SKILLS

Staff Development Calendar

	<p>IT! TRAINING</p> <p>2-1-1- SITE DIRECTOR MEETING</p> <p>2-15-2-18 BEYOND SCHOOL HOURS CONFERENCE</p>	2	<p>COMMUNICATION WITH SD</p> <p>BEST PRACTICES FOR AFTER SCHOOL</p>
MARCH	<p>3-7-SITE DIRECTOR MEETING</p> <p>3-7 PS ADVISORY</p> <p>3-12 UNH DESIGN IT! EXPLORE IT! TRAINING</p> <p>MARCH 16, 19, 20 YOUTH ADVISORIES</p>	<p>4</p> <p>7</p> <p>4</p> <p>7</p>	<p>COMMUNICATION WITH SD</p> <p>ADVOCACY</p> <p>TO IMPROVE STEM SKILLS</p> <p>BUILD YOUTH LEADERSHIP SKILLS</p>
APRIL	<p>APRIL 3<sup>RD</sup> - POSITIVE BEHAVIOR TRAINING WITH AMY UPTON</p> <p>APRIL 4-6 CIPAS</p> <p>4/9 UNH DESIGN IT! EXPLORE IT! TRAINING</p>	<p>15</p> <p>ALL</p> <p>4</p>	<p>IMPROVE BEHAVIOR MANAGEMENT SKILLS</p> <p>PROGRAM EVALUATION</p> <p>TO IMPROVE STEM SKILLS</p> <p>GOAL EVALUATION</p>
MAY	<p>5-2 SITE DIRECTOR MEETING</p> <p>5-16 STAFF CELEBRATION</p> <p>MAY 18, 21, 22 YOUTH ADVISORIES CELEBRATION</p>	<p>4</p> <p>7</p>	<p>COMMUNICATION BUILDING AND STAFF RECOGNITION.</p> <p>YOUTH LEADERSHIP</p>
JUNE	<p>6-7 SITE DIRECTOR MEETING</p>	4	<p>WRAP UP!</p>



# Appendix K

## One Year Timeline

### One Year Timeline for program implementation and continued planning

<b>DATE</b>	<b>Activity</b>	<b>By Whom</b>
April 2017	Advisory/Staff Visioning activity	Program Director staff and PTS principal
May 2017	Notify community of award	Program Director, School Board
February-June 2017	Formalize summer program plans	Title I and PS Staff
July 7-Aug 8, 2017	Title I Summer Reading/Math Recreation Programs	Program staff/Title I staff
July 4 <sup>th</sup> 2017	Project SUCCEED fundraiser in Schuler Park	Volunteers and Program Director
August 6-7	21CCLC Summer Conference/Goal setting with Site Directors	Staff, Administrators and Prog Director
August 2017	Advertising of program registration and mailings home to parents explaining registration process	Program Director and staff
September 2017-ongoing	Registration for Project SUCCEED participants/ Citizen's Bank Backpack distribution for students in need	Program staff
September 4, 2017	Staff orientation	Program Director, Site Directors
September 3, 2017	Morning Program Begins	Program/ Site Directors, Staff
September 9, 2017	After school program begins	Program Staff
September 25, 2017	Advisory Board Bi-monthly Meeting, last Wednesday of every other month	Advisory Board
October 1st, 2017	Site Director Monthly meeting (1st Tuesday of each month) Site Directors submit annual goals	Program Director
October, 2017	Program Director to attend school day staff meetings at each school and request feedback.	Program Director, principals
October 2017	Program Director submits annual goals to Assistant Superintendent	Program Director Assistant Superintendent
October 2017	Fall Family Literacy Night/ Flashlight tag/Lights On! Afterschool event (1st quarterly family night)	Program Staff
November 4th, 2017	Site Director Monthly Meeting	Program Director
October 31, 2017	Quarterly staff Training Day	Program/ Site Director, Staff
November 2017	Begin to distribute, collect and analyze participant and non participant surveys	Program Director, Site Directors,
November 2, 2017	Youth Advisory meets with Program Director (Quarterly)	Program Director
November 20th, 2017	Advisory Board Meeting	Advisory Board
December 2017	Begin to Draft annual Warrant Article Request for School Board	Program Director
December 3rd, 2017	Site Director Monthly meeting	Program Director, Site Directors
December 2017	Project SUCCEED Quarterly Newsletter goes out to all school community members	Project SUCCEED See Appendix
January 7th, 2018	Site Director monthly meeting	Program Director
January, 2018	Youth Advisory meets with Program Director	Program Director
January, 2018	Quarterly Family Literacy night in collaboration with Believe in Books Literacy Foundation	Site Directors/staff
January 29, 2018	Advisory Board Meeting	Program Director
February 4, 2018	Site Director monthly meeting Go over progress on goals with each site director	Program Director
February, 2018	Quarterly Project SUCCEED Newsletter	Program Assistant
March 4, 2018	Site Director monthly meeting	Program Director



## One Year Timeline

March, 2018	Quarterly Family Math Night in collaboration with Title I	Site Director, Title I staff, PS Staff
March 7, 2018	Youth Advisory meets with Program Director	Program Director
March, 2018	Trimester Staff Training Day	Program Director, Site Director and staff
March 2018	Deliberative Session to discuss budget and warrant articles	School Board, Budget Committee and Program director
April 1, 2018	Site Director monthly meeting	Program Director
April 2018	Town Vote on Budget	
April, 2018	Quarterly Project SUCCEED Newsletter	Program Assistant
April, 2018	Do staff evaluations	Program Director
May 2018	Quarterly Family Math/literacy Night(s)	Program Staff/Title I
May 6, 2018	Site Director monthly meeting	Program Director
May , 2018	Youth Advisory meets with Program Director	Program Director
May 14, 2018	Staff Appreciation Party	Program Director and Assistant
May-June 2018	Program evaluation, data collection for annual report	Program Director, Advisory Board
June, 2018	Quarterly Project SUCCEED Newsletter	Program Assistant
June 3rd, 2018	Final Site Director meeting for the year	Program Director
June 2018	Organize summer programs	Title I staff/Program Director/principals

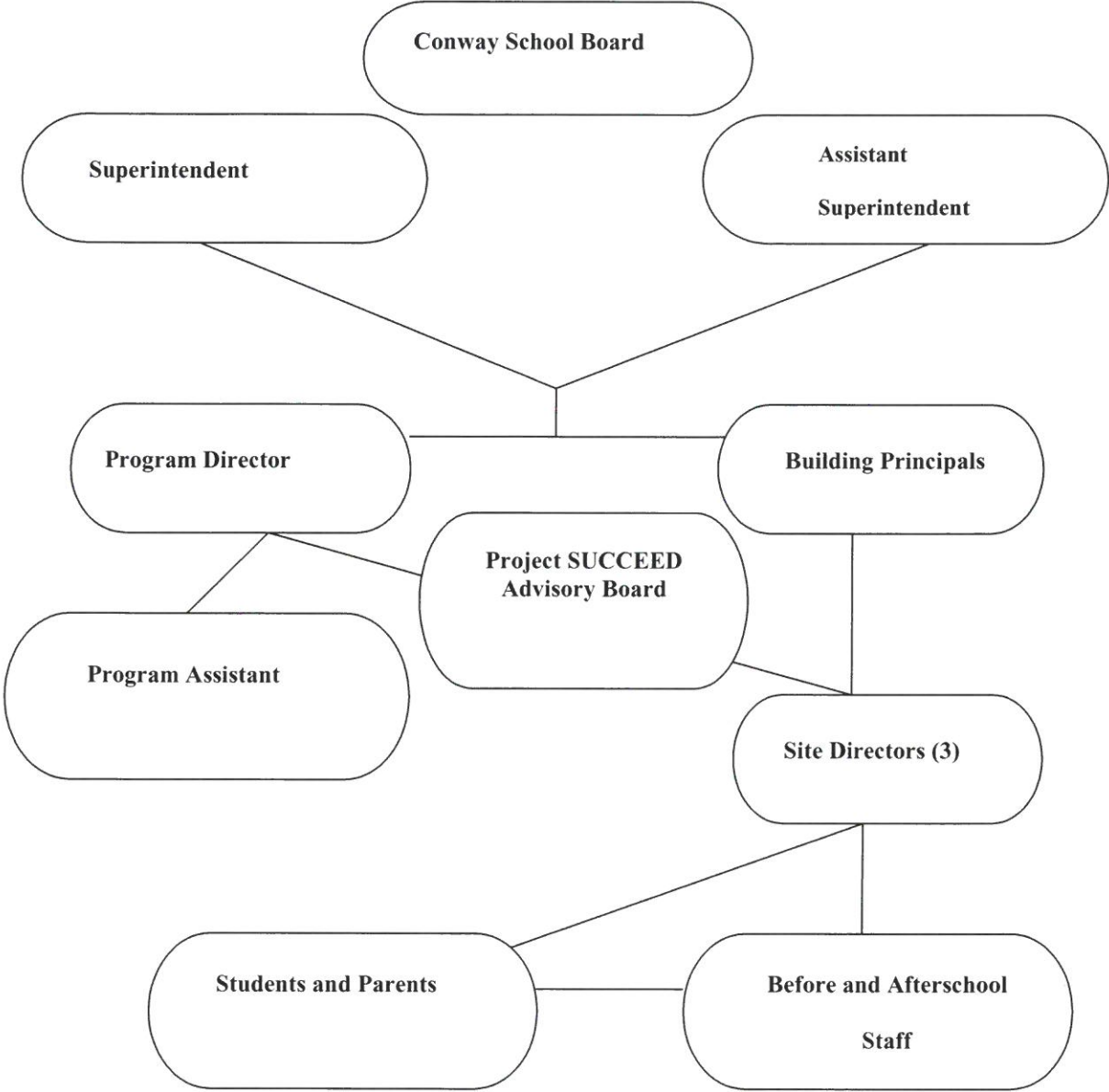
# Appendix L

## Advisory Board Members Roles and Responsibilities

Name	Address	email	Sector/role	responsibilities
Clay Groves	PO Box 388 Conway, NH 03818	c_groves@sau9.org	Project SUCCEED Administration	Meeting Facilitator
			parent	Parent liaison
Syndi White	Conway, NH 03818	glodwhite@aol.com	School board rep	Information dissemination
Aimee Frechette	183 Mill Street Ctr. Conway, NH 03813	A_frechette@sau9.org	principal	School liaison
Claes Thelemarck	73 Main St., PO Box 1480, Conway, NH 03818	Claes.thelemarck@unh.edu	Partner/CBO rep	CBO liaison PD
Heidi Belle-Isle	183 Mill Street Ctr. Conway, NH 03813	heidi@projectsucceed.com	Site rep	Site liaison
Lori Kinsey	1245 Bald Hill Rd. Conway, NH 03818	lkinsey@tinmountain.org	Partner rep	Enrichment

# Appendix M

## Project SUCCEED's Organizational Chart



# Appendix N



# Project SUCCEED

## Morning & Afterschool Program

## First Trimester News & Enrichment Sign-up

September 1, 2016

Dear Pine Tree Families,

It is with great enthusiasm that I welcome you back for another fun year with Project SUCCEED. Staff are excited to offer quality programming that emphasize the academic, physical, and emotional growth of all students.

The **Morning Program will run Monday thru Friday from 7:45 to 8:45 A.M.** The Morning Program is held in the cafeteria and **will begin on Thursday, September 1.** Students must have a completed Project SUCCEED registration form, including the registration fee, in order to attend. Morning Program staff will have registration forms on hand for your convenience.

The **Afterschool Program will begin on Monday, September 12.** The Afterschool Program will run every **Monday thru Friday from 3:15 to 5:15 P.M.** All students need to be picked up by an authorized adult no later than 5:15 P.M.; there are no buses available to transport students home after the program. Students must be registered with Project SUCCEED and complete an online enrichment sign-up form every trimester to attend the program. **New this year – you will be billed for the days that your child signs up to participate in the Afterschool Program, whether or not he/she attends. We also have a new fee schedule, so please read the attached paperwork carefully before completing all of the required paperwork.**

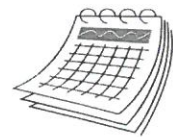
I realize that this is a lot of information, especially if you are new to the Pine Tree Community. Please feel free to contact me at 662-4659 (Project SUCCEED cell phone) if you have any questions about our programs. We look forward to seeing you at our Morning and Afterschool Programs!

Sincerely,

Heidi Belle-Isle

### Important First Trimester Dates

- Thursday, September 1: First Day of Morning Program
- Monday, September 5: Labor Day
- Monday, September 12: First Day of Afterschool Program
- Monday, October 10: Columbus Day
- Tuesday, October 11: No Afterschool Program (Project SUCCEED Staff Professional Development)
- Monday November 7: No Afterschool Program (SAU #9 Staff Professional Development)
- Tuesday, November 8: No School – Teacher Workshop Day
- Friday, November 11: Veterans' Day
- Wednesday, November 23 – Friday, November 25: No School – Thanksgiving Break
- Friday, December 2: Last Day of First Trimester Enrichments





Welcome to Project SUCCEED's first trimester of fun! We have compiled an exciting list of enrichments for the first trimester. We give a lot of thought to what we offer, and have put together a nice assortment of activities that cover a wide range of interests for every age level. Hopefully, everyone will find at least one activity that interests him or her. We look forward to seeing you at our Morning and Afterschool Programs!

### **How Do I Sign My Child Up?**

To sign up for Project SUCCEED **you must fill out a Project SUCCEED Registration form and return it to school with the registration fee.** These forms are always available in the school office. For your convenience there is also one attached to the back of this newsletter. **If you completed a form and mailed it in this summer, you DO NOT need to complete another one.** If you want to participate in the Afterschool Program you will also need to fill out an online enrichment sign-up form every trimester. Computer access will be available at school for completing these forms if needed.



### **How Much Does it Cost?**

The Afterschool Program costs \$8.00 per afternoon. If you receive reduced lunch, the fee is \$4.00 per afternoon. If you receive free lunch, the cost is \$1.00 per afternoon. You will be billed monthly according to what days you signed up for.

The Morning Program is \$4.00 a day. If you receive reduced lunch, the fee is \$2.00 per morning. If you receive free lunch, the daily fee is \$1.00. You will be billed monthly for the days that your child attended Morning Program.

If you have not registered with Project SUCCEED this year, an annual \$15 registration fee per child (with a maximum registration fee of \$30 per family) also applies.

### **Important Information:**

- | If your child has a change in plans, please send a note to school for his/her teacher.
- | There is no Morning Program when there is a 2- hour delay.
- | There will be no Afterschool Program on early release days, early dismissals, when staff have professional development obligations, or on days when the district cancels after school activities due to the weather.
- | If the Afterschool Program is cancelled due to weather, you will receive a call via the Blackboard automated messaging system. The message will request that you call the main office at 447-2882 to notify the school of your child's alternate plans.
- | The daily participant limit for the Afterschool Program is approximately 65 students, depending on the daily enrichment offerings. These students will be determined on a first come first serve basis, so sign up early for your choice of afternoons and enrichments. A newsletter containing enrichment descriptions will be sent home each trimester, with directions on how to sign up online. Computer access will be available at specified times at Pine Tree School for families who do not have access at home.
- | If there is lack of interest for an advertised enrichment, the enrichment will be cancelled; any student who signed up will be notified and given the opportunity to attend a different enrichment.
- | Parents may pick up their child from the Afterschool Program by using the doors near the cafeteria. These doors will be locked during Afterschool Program hours; a walkie-talkie with directions for admittance will be available. Thank you for your patience.



## Sample Afterschool Schedule

- 3:15 - Students sign-in
- 3:20 - Recess
- 3:45 - Snack & Academic Block
- 4:15 - Enrichment activities and clubs
- 5:00 - Clean up from activities & pack up to go home
- 5:15 - Program ends



## Keep Informed about Project SUCCEED with Remind101

If you didn't already sign up last year, I highly encourage you to sign up for the Project SUCCEED Remind101 account. Remind101 allows you to receive any important Project SUCCEED messages or alerts via text message. You may also choose to have as many people receive the messages as you would like (ex Mom, Dad, Grandparent, etc.). Please follow the directions below:

Enter this number

**(603) 685-4740**

With this message

**@psucceed**

## Project SUCCEED at Pine Tree School Enrichment Descriptions & Registration Information

All enrichments run from Monday, September 12 – Friday, December 2.

Please read the following enrichment descriptions carefully before signing up online.

Online registration will be available at: <https://goo.gl/gkqLRm>

Online registration will be available from:  
Friday, September 2 at 4:00 PM – Wednesday, September 7 at 8:00 PM

Computer access will be available in the school cafeteria on:  
Friday, September 2 from 4:00-4:30 PM  
Tuesday, September 6 from 8:00-8:30 AM and 4:00-4:30 PM  
Wednesday, September 7 from 8:00-8:30 AM

You must be registered for Project SUCCEED to participate.  
A registration form is attached.

### Monday

Floor Hockey Grades K-6: Back by popular demand! Come join the fun in the gymnasium, playing floor hockey games with Mr. Liebenow. Sneakers and a positive attitude are required. This ENRICHMENT is LIMITED to 24 STUDENTS.

Intro to Robotics Grades 4-6: Participants in this enrichment will build and program VEX Robots. Due to the nature and popularity of this program, it is very important that students who sign up for this enrichment have strong attendance. This ENRICHMENT is LIMITED to 10 STUDENTS. Priority will be given to kids who did not take Robotics last year.

Delicious Desserts! Grades K-6: Preheat the oven, put on your apron, and prepare to bake some yummy treats with Ms. O'Haire. Gluten free options will be available. This ENRICHMENT is LIMITED to 12 STUDENTS.

Build a Greenhouse Grades 5 & 6: We need your HELP! We have a greenhouse that we purchased last spring that needs to be put together. Focusing on a task to completion and teamwork will be mandatory skills for participants in this once in a lifetime enrichment offering. This ENRICHMENT is LIMITED to 6 STUDENTS. ***We would love to have a parent volunteer to help with this enrichment, please contact Mrs. Belle-Isle if you are interested!***

Doll Making Grades K-6: Dolls have been around for centuries. In this enrichment participants will learn about dolls of the past and present, and be given the opportunity to create a variety of dolls using various materials and methods. This ENRICHMENT is LIMITED to 12 STUDENTS.

Free Choice Grades K-6: After a long day at school do you just want to relax and have fun? Participants in this enrichment will have free play in the cafeteria! Activities may include Legos, coloring, or board games. This is a great choice for older students who need extra time to complete homework or for any student that consistently gets picked up early. This ENRICHMENT is LIMITED to 12 STUDENTS.

## Tuesday

Builder's Club Grades K-3: What's more fun after a long day of school than the chance to build structures with your friends? Participants in this enrichment will practice their social skills while being creative with Legos, marble tracks, dominoes, blocks, gears, and other fun challenges! This ENRICHMENT is LIMITED to 12 STUDENTS.

Book Club Grades 4-6: Students in this enrichment will choose a book that they will read and experience together through a variety of methods including discussions, artistic expression, written language, and dramatization. This ENRICHMENT is LIMITED to 12 STUDENTS.

Green Thumb Grades K-6: Help harvest and maintain the school's vegetable and flower gardens with your friends! This ENRICHMENT is LIMITED to 12 STUDENTS.

K-Kids Grades 3-6: K-Kids is a service learning organization affiliated with the Kiwanis Club. K-Kids work on projects that promote positive changes in their school community. This ENRICHMENT is LIMITED to 20 STUDENTS.

Fairy Tales Grades K-6: Experience fairy tales like never before! Participants will read fairy tales and then have fun with a related craft activity. This ENRICHMENT is LIMITED to 12 STUDENTS.

Free Choice Grades K-6: After a long day at school do you just want to relax and have fun? Participants in this enrichment will have free play in the cafeteria! Activities may include Legos, coloring, or board games. This is a great choice for older students who need extra time to complete homework or for any student that consistently gets picked up early. This ENRICHMENT is LIMITED to 12 STUDENTS.

## Wednesday

"Spa"tastic Grades K-6: Everyone deserves a day a week at the spa! Participants in this enrichment will explore personal hygiene through nail art, facials, hair care, and other fun activities. This ENRICHMENT is LIMITED to 12 STUDENTS.

Fall Sports Grades K-6: Interested in playing flag football, soccer, field hockey, and more? Then Sign up for Fall Sports with Mr. Liebenow, and we will play them all! This will primarily be an outdoor enrichment, so be prepared to enjoy the Autumn Season outside while playing various Fall activities. This ENRICHMENT is LIMITED to 24 STUDENTS.

Drama Club Grades 3-6: Do you love to sing? Do your parents and friends call you dramatic? Do you enjoy performing in front of others? If you answered yes to any of these questions this club is for you! Students in the Drama Club will rehearse and perform a play for the school community. **Students in this enrichment must be willing to commit to attending Drama Club every Wednesday from September 14 – March 15 (first and second trimester).** This time allotment will give students ample time to produce and perform a play. This ENRICHMENT is LIMITED to 20 STUDENTS.

Marvelous Math Grades K-2: In this math club you'll build stuff, run and jump, make music, and make a mess. You'll get to do mischief-making activities like Glow-in-the-Dark Geometry, Bouncy Dice, and Toilet Paper Olympics. Come and join the fun! This ENRICHMENT is LIMITED to 12 STUDENTS.

Farm Crafts & Cooking Grades K-6: In this enrichment participants will use fresh vegetables from the school's garden to create delicious dishes! They will also make garden crafts such as Jack O' Lanterns and scarecrows. This ENRICHMENT is LIMITED to 12 STUDENTS.

Free Choice Grades K-6: After a long day at school do you just want to relax and have fun? Participants in this enrichment will have free play in the cafeteria! Activities may include Legos, coloring, or board games. This is a great choice for older students who need extra time to complete homework or for any student that consistently gets picked up early. This ENRICHMENT is LIMITED to 12 STUDENTS.

## Thursday

Fitness Fun Grades K-6: After a hard day of schoolwork, come and relieve your stress by working out and having fun with your friends. We will alternate between Wii Fit and Just Dance videos, trying to perfect our moves! This ENRICHMENT is LIMITED to 24 STUDENTS.

The Press Room Grade 3-6: Help create a school newspaper! We are looking for kids with a variety of interests and strengths: photographers, artists, reporters, technology wizards and more! This ENRICHMENT is LIMITED to 12 STUDENTS.

Claymation Grade 3-6: Students in this enrichment will create their own cartoon using Claymation. They will take an idea and nurture it into a final product to share with their friends. This ENRICHMENT is LIMITED to 10 STUDENTS.

Computer Explorations Grades K-6: Students love to practice their skills, learn new concepts, and have fun using computer technology. In this enrichment participants will begin each session practicing a skill that is emphasized at their grade level. After their practice session, appropriate educational free play on the computer will be allowed. This ENRICHMENT is LIMITED to 18 STUDENTS.

K-Kids Grades K-2: K-Kids is a service learning organization affiliated with the Kiwanis Club. K-Kids work on projects that promote positive changes in their school community. This ENRICHMENT is LIMITED to 20 STUDENTS.

K-Kids Helper Grades 3-6: Part of being a K-Kid is being a good role model to our younger students. Current K-Kids in grades 3-6 can sign up to help run the activities and become buddies to the younger K-Kids. This ENRICHMENT is LIMITED to 6 STUDENTS.

Free Choice Grades K-6: After a long day at school do you just want to relax and have fun? Participants in this enrichment will have free play in the cafeteria! Activities may include Legos, coloring, or board games. This is a great choice for older students who need extra time to complete homework or for any student that consistently gets picked up early. This ENRICHMENT is LIMITED to 12 STUDENTS.

## Friday

Fun Friday Grades K-6: Students choosing this enrichment will have access to games and activities in the cafeteria, computer lab, and gym. Students will be encouraged to engage in activities with their peers and the supervising adults. This ENRICHMENT is LIMITED to 65 STUDENTS.



Robotics



Fall Sports



Fun Friday

# Appendix O

SAU 9  
District Conway  
N/A

## 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 2016-2017 Funds Available Through the "No Child Left Behind Act of 2001"  
PL 107-110

White Mountain Waldorf School

Private School

Address

Box 1069

City

Conway

Telephone

603-447-3168

Email Address Karen@whitemountainwaldorf.org

NH

State

603-447-4433

Fax Number

03818

Zip

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	X No
Title IIA Professional Development for Teachers	<input type="checkbox"/> Yes	X Yes	<input type="checkbox"/> No
Title IID Enhancing Education through Technology	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	X No
Title III Part A: Language Instruction for Limited English Proficient		<input type="checkbox"/> Yes	X No
Title IV Part B 21st Century Community Learning Center Programs	<input type="checkbox"/> Yes	X Yes	<input 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

*Karen Blumenthal*

*White Mt. Waldorf School*

Date

*7/9/14*

REQUIRED (Mark as N/A if not applicable)



## AFFIRMATION OF CONSULTATION

*Duplicate this form as necessary.*

### RETAIN THIS FORM IN THE DISTRICT PROGRAM FILE

#### Verification of School Consultation

School Year **2016-2017**

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

Check the boxes that apply:

Title IA

Title IIA

Title IID

Title III

Title IVB

Title V

Was a school based needs assessment conducted to determine the requested teacher/student activities?	Yes
What services are to be offered?	Professional Development services
What service delivery mechanisms were considered? How, where, and by whom will the services be provided?	Waldorf teachers are trained in very specific ways and the training is done by Waldorf specific trainers. The teachers will attend those trainings.
Describe the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel.	II-A funds will be used to facilitate their Waldorf training needs
Describe the consultation. What decisions were made about the delivery of services? What were the private school's views on the provision of services?	The SAU Grants Facilitator and the White Mountain Waldorf Director met multiple times to discuss their PD needs and discuss how the grants we receive could work best to help them.
Was the private school allocation discussed?	Yes

White Mountain Waldorf

Name of Private School

Signature – School District

Conway

Name of School District

6/30/16

Date of Consultation

7015 0640 0006 5341 6657

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<input type="checkbox"/> Return Receipt (hardcopy) \$0.00	
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Extra Services & Fees (check box, add fee as appropriate)	Postmark Here
<input type="checkbox"/> Return Receipt (hardcopy) \$0.00	
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# Appendix P

## Project SUCCEED

Clay Groves , Program Manager

*Conway School District's Before and Afterschool Program*

Corie Hilton , Program Assistant

*Serving families in the Mount Washington Valley since 1999*

*For Immediate Release*

**3/1/2017**

**Conway**-Project SUCCEED, Conway's before and afterschool program once again is applying for the 21st Century Learning Communities grant in the amount of \$61,000. Director Clay Groves, wrote the grant last year, but the grant did not get approved. It is the hopes that this year the grant earns the money.

If granted the Pine Tree School will be able to continue offering afterschool programming 5 days a week. In the afterschool program, a variety of enrichments are offered, including robotics, Sea Perch, writing club, homework help, gardening and more. For more information on the grant or programs offered by Project SUCCEED, visit [www.ProjectSUCCEED.com](http://www.ProjectSUCCEED.com)

# Appendix Q

## APPENDIX B: Teacher surveys (required)

**Administration of a teacher survey** is required. Teacher surveys should be administered toward at the end of the third quarter. *Teacher selection:* For every student you have identified as a **regular attendee (participated 30 days or more)**, select one of his or her regular school day teachers to complete the teacher survey. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, a Mathematics or English teacher should be surveyed. Although you may include in your sample teachers who are also serving as 21<sup>st</sup> CCLC program staff, it is preferable to survey teachers who are not also program staff. It is also recommended that grantees add project relevant questions to the teacher survey.

In addition, please note that students meeting the definition of a regular attendee that participated only in center-related activities during the summer of 2011 should not be included in the reporting of teacher survey results.

Survey Results		https://new hampshire.cayen-server.net/Aplus/rptSurveyResults2.asp	
<b>Survey Results</b>			
<b>All Sites</b>			
Teacher Survey / Default			
Date Run: Friday, June 24, 2016 at 10:53:06 AM (ET)			
<b>Total # Survey Respondents: 284</b>			
To what extent has your student changed their behavior in terms of:			
1: Turning in his/her homework on time.			284 Response(s)
Did Not Need to Improve	119 Response(s)		42%
Significant Improvement	31 Response(s)		11%
Moderate Improvement	44 Response(s)		15%
Slight Improvement	34 Response(s)		12%
No Change	41 Response(s)		14%
Slight Decline	10 Response(s)		4%
Moderate Decline	1 Response(s)		0%
Significant Decline	4 Response(s)		1%
2: Completing homework to your satisfaction.			284 Response(s)
Did Not Need to Improve	120 Response(s)		42%
Significant Improvement	33 Response(s)		12%
Moderate Improvement	50 Response(s)		18%
Slight Improvement	29 Response(s)		10%
No Change	36 Response(s)		13%
Slight Decline	9 Response(s)		3%
Moderate Decline	2 Response(s)		1%
Significant Decline	3 Response(s)		1%
3: Participating in class.			284 Response(s)
Did Not Need to Improve	85 Response(s)		30%
Significant Improvement	25 Response(s)		9%
Moderate Improvement	58 Response(s)		20%
Slight Improvement	59 Response(s)		21%
No Change	52 Response(s)		18%
Slight Decline	4 Response(s)		1%
Moderate Decline	1 Response(s)		0%
Significant Decline	0 Response(s)		0%
4: Volunteering (e.g., for extra credit or more responsibilities).			284 Response(s)
Did Not Need to Improve	89 Response(s)		31%
Significant Improvement	15 Response(s)		5%
Moderate Improvement	47 Response(s)		17%
Slight Improvement	47 Response(s)		17%
No Change	83 Response(s)		29%
Slight Decline	2 Response(s)		1%
Moderate Decline	1 Response(s)		0%
Significant Decline	0 Response(s)		0%
5: Attending class regularly.			284 Response(s)

Survey Results

<https://newhampshire.cayen-server.net/Aplus/rptSurveyResults2.asp>

Did Not Need to Improve	184 Response(s)	65%
Significant Improvement	9 Response(s)	3%
Moderate Improvement	17 Response(s)	6%
Slight Improvement	13 Response(s)	5%
No Change	58 Response(s)	20%
Slight Decline	2 Response(s)	1%
Moderate Decline	1 Response(s)	0%
Significant Decline	0 Response(s)	0%
<b>6: Being attentive in class.</b>		284 Response(s)
Did Not Need to Improve	97 Response(s)	34%
Significant Improvement	16 Response(s)	6%
Moderate Improvement	45 Response(s)	16%
Slight Improvement	53 Response(s)	19%
No Change	63 Response(s)	22%
Slight Decline	5 Response(s)	2%
Moderate Decline	4 Response(s)	1%
Significant Decline	1 Response(s)	0%
<b>7: Behaving well in class.</b>		284 Response(s)
Did Not Need to Improve	104 Response(s)	37%
Significant Improvement	14 Response(s)	5%
Moderate Improvement	43 Response(s)	15%
Slight Improvement	52 Response(s)	18%
No Change	63 Response(s)	22%
Slight Decline	5 Response(s)	2%
Moderate Decline	2 Response(s)	1%
Significant Decline	1 Response(s)	0%
<b>8: Academic performance.</b>		284 Response(s)
Did Not Need to Improve	82 Response(s)	29%
Significant Improvement	21 Response(s)	7%
Moderate Improvement	71 Response(s)	25%
Slight Improvement	59 Response(s)	21%
No Change	43 Response(s)	15%
Slight Decline	6 Response(s)	2%
Moderate Decline	1 Response(s)	0%
Significant Decline	1 Response(s)	0%
<b>9: Coming to school motivated to learn.</b>		284 Response(s)
Did Not Need to Improve	105 Response(s)	37%
Significant Improvement	13 Response(s)	5%
Moderate Improvement	63 Response(s)	22%
Slight Improvement	46 Response(s)	16%
No Change	51 Response(s)	18%
Slight Decline	3 Response(s)	1%
Moderate Decline	2 Response(s)	1%
Significant Decline	1 Response(s)	0%
<b>10: Getting along well with other students.</b>		284 Response(s)

Survey Results

<https://newhampshire.cayen-server.net/Aplus/rptSurveyResults2.asp>

Did Not Need to Improve	117 Response(s)	41%
Significant Improvement	17 Response(s)	6%
Moderate Improvement	44 Response(s)	15%
Slight Improvement	48 Response(s)	17%
No Change	54 Response(s)	19%
Slight Decline	2 Response(s)	1%
Moderate Decline	2 Response(s)	1%
Significant Decline	0 Response(s)	0%



### Teacher Survey–21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year–Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Significant Improvement**, **Moderate Improvement**, or one of the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

Name of student: \_\_\_\_\_

Grade/school: \_\_\_\_\_

Subject taught (if middle or high school): \_\_\_\_\_

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing homework to your satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering (e.g., for extra credit or more responsibilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being attentive in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Appendix R

## NH Department of Education 21st Century Community Learning Centers



### Annual Performance Report

Project Title:	Project SUCCEED	Project Number:	CES 35330/JFS 36275/ PTS 35344
District Served:	Conway	Reporting Period:	7/1/15-6/30/16
Report Author:	Clayton Groves	Title:	Program Manager

**Authorized Representative Information:**

To the best of my knowledge and belief, all data in this performance report are true and correct.

Kevin Richard

krichard@sau9.org

Superintendent's/CEO's Board Name (Typed or printed)

Email Address

Signature

Date

---

# Instructions

## US Department of Education No Child Left Behind Goals Applicable to 21st CCLC:

**Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Performance Goal 5:** All students will graduate from high school.

The two purposes of the Performance Report are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in your grant application, and (2) collect data that addresses the performance indicators for the 21<sup>st</sup> Century Community Learning Centers program. The Annual Performance Reports were developed by the U.S. Department of Education and amended by the New Hampshire Department of Education and the Statewide Evaluation Task Force. *On-time submission of the Performance Reports is a requirement of your grant and continued funding will be contingent upon grantees making quantifiable progress towards stated objectives. Additional data required by the U.S. Department of Education may be requested of grantees as part of the No Child Left Behind Act.*

Two types of data are collected in the Performance Report: **descriptive data** and **achievement data**. See below for reporting deadlines.

Please read through all the forms before you answer any of the questions. This will give you a better understanding of exactly what information is being requested of you. You may add pages to any narrative section of the report as needed.

Reporting periods for your annual performance report coincide with the school year and include the summer prior to the school year.

### Reporting Deadlines:

Year End Report	USDOE Federal Report (via Cayen)
June 17, 2016 (i4see upload & FY17 budget. Any changes to FY16 budget are submitted.)	July 17, 2016 Data is complete in Cayen and ready for upload
June 30, 2016 (Report & 21 <sup>st</sup> CCLC Program Assurances & CBOs General Assurances)	

Please complete the cover sheet (included) with each report submission. **Please submit the original report and one copy to:**

NH Department of Education  
21st Century Community Learning Centers Program  
101 Pleasant Street  
Concord, NH 03301  
Attention: Marie Blanchard

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

## 21<sup>st</sup> Century Community Learning Center Assurances

School District Served: SAU #9

Fiscal Agent DUNS #: \_\_\_\_\_

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 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.
3. 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.
  - Send a representative(s) to Technical Assistance Workshops and Grantee Meetings.
  - Send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education.

Handwritten signature of Virginia M. Barry in black ink.

Handwritten date "04/06/16" in black ink.

Authorizing Name and Signature

Date

## 1.1: Project Goals, Objectives and Outcomes

**Project Goals, Objectives, and Outcomes:** Provide an update on your project's goals, objectives, and outcomes. Include measurable data to indicate progress toward your objectives/outcomes during the reporting period as well as other pertinent information, including any changes to your original goals and why. Reflecting on your current data and progress, outline clear next steps to support and expand current success and/or address challenges/barriers in meeting your target outcomes. *(Additional rows or pages may be added as needed. Please note: you may need to copy and paste this table onto additional pages to preserve formatting.)*

Goal 1: Academic Achievement- To improve Math and Writing skills for all students		
Objectives/Short Term Outcomes: <i>(list below, insert rows as needed)</i>	Current Data & Progress	Next Steps
75% of regular participants will participate in at least one club that offers writing per year	<p><b>CES-</b> Offered literacy programs 2x per week with an average daily attendance of 11 students- in Addition they offered Arts/Music programming with a strong writing component (especially in drama) that attracted 69 students a trimester and ran 4x a week. 49% of children were exposed to writing activities</p> <p><b>JFS-</b> Offered Literacy programs 2x a week, attracting many students to the program, examples were creative writing and cooking (they wrote cook books) they also offered a lot of extended homework club to help those who needed more writing help</p> <p><b>PTS-</b> Offered Literacy 2x a week with an average attendance of 56 students per trimester. 42% of students participated in writing clubs.</p>	<p>We set the objectives late in the year with the help of the CIPAS team, next year all sites will offer twice the amount of writing enrichments.</p> <p>In addition each site will begin to create a student newsletter written and produced by the students.</p> <p>We are also in talks with the local paper to get student writing to be featured in regular intervals.</p>
75% of regular participants complete homework to teacher satisfaction, when improvement is needed	<p>From our annual teacher survey teachers reported</p> <p>42% of regular attendees did not need to improve their homework completion</p> <p>12% showed significant improvement</p>	<p>We will continue to offer homework club at all sites, in addition we are considering offering morning homework help to those students who we aren't reaching after school.</p>



75% of parents of regular participants report that the program is “very helpful” or “extremely helpful” in helping their children complete homework	18% showed moderate improvement 10% showed slight improvement Overall of the 164 students who needed to improve 82% showed improvement	That doesn't directly answer the question outlined in the goal, it's the survey we had. We will adjust the survey for 2016/17										
<p>In our annual parent survey parents were asked: With Project SUCCEED, does your child receive homework help when he or she needs it?</p> <table border="0"> <tr> <td>Always</td> <td>74%</td> </tr> <tr> <td>Often</td> <td>19%</td> </tr> <tr> <td>Sometimes</td> <td>8%</td> </tr> <tr> <td>Seldom</td> <td>1%</td> </tr> <tr> <td>Never</td> <td>1%</td> </tr> </table>	Always	74%	Often	19%	Sometimes	8%	Seldom	1%	Never	1%		
Always	74%											
Often	19%											
Sometimes	8%											
Seldom	1%											
Never	1%											
<b>Long Term Outcomes:</b>												
70% of regular participants have teacher-report improvements in their academic performance, when improvement is needed	<p>In our annual teacher survey teachers reported the following</p> <p>29% did not need to improve</p> <p>7% show significant improvement</p> <p>25% showed moderate improvement</p> <p>21% showed slight improvement</p> <p>202 students were in need of improvement- 53% overall showed improvement</p>	<p>These goals were set late in the year and we will implement immediately in September 2016</p> <p>In 2016 – 17 we will work closer with classroom teachers to address the needs of the students</p> <p>We will invite a teacher from each school to join our advisory board to help us guide the program and reach the goal of 70%</p> <p>In September our advisory board will re-write the survey in order to dial down to exact areas where students have improved</p>										
70% of parents of regular participants report positive academic results for their children as a result of participating in the program	<p>In our annual parent survey parents were asked if Project SUCCEED had a positive impact on their children's academics. 73% responded in the affirmative</p>											
<b>Goal 2: To improve community awareness and engagement</b>												
<b>Objectives/Short Term Outcomes:</b>												
At least 50% of regular participants will be involved in service learning projects	<p><b>Current Data &amp; Progress</b></p> <p>All sites offered K-Kids and participated in fundraisers and food drives for the local</p>	<p><b>Next Steps</b></p> <p>All sites will offer service learning for all three trimesters, in addition each site will need to</p>										

	food pantries.	complete a community service project beyond the walls of their school.
At least 60% of program families participate in at least one family event	At PTS the participation in family night has been fantastic. Conway EL And John Fuller have held family nights and anecdotally the numbers have been low	IN 2016 we will partner with Title 1 for family nights and get more press for the events to increase turn out.
80% of parents who participated in a family event report satisfaction with it	Anecdotally parents seem to love the family events, we had over 300 show up to our Lights on Afterschool celebration and they were thrilled with the program.	Currently we do not survey parents in this area, in 2016/17 we will implement a parent survey at our events.
<b>Long Term Outcomes:</b>		
More parents volunteer at program and family events	This is an area where we have not seen a lot of improvement, at PTS we have on average 2 parent volunteers a day. At JFS and CES there are none	Parents who need the program to work don't always have the time to volunteer. We will make a concerted effort to grow our pool of volunteers this year and offer incentives for them.
At least 50% of participants in family events report that they learned [how to support their children in literacy/math at the event]	We currently do no survey parents in this area, but anecdotally we find parents seem to get a lot out of math nights and literacy events.	Currently we do not survey parents in this area, in 2016/17 we will implement a parent survey at our events.
<b>Goal 3: To improve nutrition and health practices</b>		
<b>Objectives/Short Term Outcomes:</b>		
80% of program participants in at least one physical fitness activity and/or health education club per	All sites offer healthy eating clubs, outing clubs and other physical fitness clubs. PTS- Offers Health/Physical fitness activities 4 Days a week reaching an average of 63 students = 81% CES- Offers Health/Physical Fitness activities 3 days a week reaching an average of 18 students = 37% JFS- Offers Health/Physical Fitness activities 4 days a week reaching an	PTS and JFS will continue offering the health and fitness activities they are currently running CES will double the amount of enrichments they are offering in this area

<p>90% of program participants participate in at least 15 minutes of physical activity per day</p>	<p>average of 53 students = 88%</p> <p>ALL students participate in rigorous play at the beginning of each afterschool time for ½ hour. In addition each site offers ½ hour of physical education in the gym during the morning program.</p>	<p>We will continue offering these times for exercise</p>												
<p>50% of parents of regular participants report that the program is “very helpful” or “extremely helpful” in helping their child get physical activity</p>	<p>We surveyed parents and asked how important physical fitness was to their children in afterschool</p> <table border="1" data-bbox="503 1003 998 1411"> <thead> <tr> <th></th> <th>Physical Activity</th> </tr> </thead> <tbody> <tr> <td><b>Very Important</b></td> <td>47%</td> </tr> <tr> <td><b>Important</b></td> <td>34%</td> </tr> <tr> <td><b>Neutral</b></td> <td>8%</td> </tr> <tr> <td><b>Unimportant</b></td> <td>4%</td> </tr> <tr> <td><b>Very Unimportant</b></td> <td>6%</td> </tr> </tbody> </table>		Physical Activity	<b>Very Important</b>	47%	<b>Important</b>	34%	<b>Neutral</b>	8%	<b>Unimportant</b>	4%	<b>Very Unimportant</b>	6%	<p>As we implement a new survey system in the fall we will drill down on this issue and survey for the appropriate data in 2016/17 school year</p>
	Physical Activity													
<b>Very Important</b>	47%													
<b>Important</b>	34%													
<b>Neutral</b>	8%													
<b>Unimportant</b>	4%													
<b>Very Unimportant</b>	6%													
<p><b>Long Term Outcomes:</b></p>														
<p>50% of regular participants students self-report in a post survey an increase in eating fruits and vegetables since participating in the program</p>	<p>We currently do not include this question in our student survey -Anecdotally students have come a long way. This year we ramped up the healthy snack program and began offering more fruit and vegetable options. Initially students were resistant and we had a lot of food waste. As the year went on students began to eat more of the snacks offered.</p>	<p>We will create the correct survey in 2016-17 In addition we will continue our partnership with the food service at our school in order to keep offering healthy snack.</p>												
<p>60% of regular students report an increase in</p>	<p>We currently do not include this question</p>	<p>We will create the correct survey in 2016-17</p>												

<p>participating in physical activity outside of the program</p>	<p>in our student survey          -Anecdotally students have come a long way. They look forward to vigorous play both before and afterschool</p>	<p>In addition we will partner more closely with the local sports programs and physical education departments</p>
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## 1.2 Professional Development:

**1.2a** Describe training, technical assistance, and other professional development activities during this reporting period. Report on activities specific to professional development and connected to a learning objective. Please do not include meetings that work out logistics, organizational or systemic issues. If a Program or Site Director Meeting has an outside expert to teach or instruct you may include these meetings here. You may use this template to share additional activities with your District/CBO leadership.

MONTH/DATE	TITLE	# of ATTENDEES & ROLE (director, site coord., direct service)	LEARNING OBJECTIVE
SEPTEMBER			
1	DIRECTOR'S MEETING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT	PLANNED FOR THE YEAR ORGANIZED THE CALENDAR DISCUSSED PROGRAM GOALS
2	ALL STAFF MEETING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT 30 DIRECT SERVICE STAFF	PLANNED FOR THE YEAR ORGANIZED THE CALENDAR DISCUSSED PROGRAM GOALS NUTS AND BOLTS OF DAILY OPERATIONS
OCTOBER			
5	DIRECTORS MEETING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT	FIRST MONTH REVIEW BEHAVIORAL MANAGEMENT DISCUSSION UPDATE ON CIPAS AND STAFF PROGRAMMING STARTED PLANNING LIGHTS ON AFTERSCHOOL
6	SITE COORDINATOR MEETING	3 SITE DIRECTORS	MET WITH THE REST OF THE SITES IN THE STATE ON COMMON AFTERSCHOOL ISSUES
14	ADVISORY BOARD	1 DIRECTOR 1 SITE DIRECTOR 1 PRINCIPAL 6 COMMUNITY MEMBERS	CIPAS CONVERSATION LIGHTS ON AFTERSCHOOL
22	PROGRAM DIRECTOR MEETING	1 PROGRAM DIRECTOR	MET WITH THE REST OF THE PROGRAM DIRECTORS TO PLAN FOR THE YEAR
NOVEMBER	LIGHTS ON AFTERSCHOOL	1 DIRECTOR 3 SITE DIRECTORS 20 STAFF	CELEBRATED AFTERSCHOOL WITH THE COMMUNITY AT SHERMAN FARM



12	DIRECTORS MEETING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT	EVALUATED LIGHTS ON AFRERSCHOOL CIPAS UPDATE ON BEHAVIORAL ISSUES BUS CONVERSATION EVALUATED PROGRESS SO FAR LEARNED MORE ABOUT CAYEN
12	CAYEN TIPS AND TRICKS	1 DIRECTOR	LEARNED MORE ABOUT CAYEN
17	FRANK CROSS	1 DIRECTOR	NEURODEVELOPMENT TRAINING
17	SITE DIRECTORS MEETING	1 DIRECTOR	STATE WIDE DISCUSSION OF BEST PRACTICES
23	STEM TRAINING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT 30 SITE STAFF	STEM TRAINING IN AFTERSCHOOL IN PARTNERSHIP WITH 4H
DECEMBER			
1	SITE DIRECTORS MEETING	2 SITE DIRECTORS	STATEWIDE MEETING BEST PRACTICES
14	DIRECTORS MEETING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT	EVALUATED TRAINING SITE UPDATES BEST PRACTICES CIPAS AND GRANT CHATS
15	ADVISORY BOARD	1 DIRECTOR 1 SITE DIRECTOR 1 PRINCIPAL 6 COMMUNITY MEMBERS	CIPAS CONVERSATION GRANTS FUNDRAISING
16	ROBOTICS TRAINING	3 SITE STAFF 1 LIBRARIAN 2 MIDDLE SCHOOL TEACHERS	FIRST ROBOTICS TRAINING FOR AFTERSCHOOL STAFF
JANUARY			
13	ROBOTICS TRAINING	3 SITE STAFF 1 LIBRARIAN 2 MIDDLE SCHOOL TEACHERS	FIRST ROBOTICS TRAINING FOR AFTERSCHOOL STAFF
20	FRANK KROSS	3 SITE DIRECTORS 1 PROGRAM DIRECTOR	NEURODEVELOPMENT TRAINING

20	ROBOTICS TRAINING	3 SITE STAFF 1 LIBRARIAN 2 MIDDLE SCHOOL TEACHERS	FIRST ROBOTICS TRAINING FOR AFTERSCHOOL STAFF
21/22	WINTER RETREAT	1 PROGRAM DIRECTOR	2 DAYS OF LEARNING BEST PRACTICES AND NETWORKING
26	SITE DIRECTORS MEETING	1 SITE DIRECTOR	BEST PRACTICES IN AFTERSCHOOL
27	ROBOTICS TRAINING	3 SITE STAFF 1 LIBRARIAN 2 MIDDLE SCHOOL TEACHERS	FIRST ROBOTICS TRAINING FOR AFTERSCHOOL STAFF
FEBRUARY			
7	ROBOTICS TRAINING	3 SITE STAFF 1 LIBRARIAN 2 MIDDLE SCHOOL TEACHERS	FIRST ROBOTICS TRAINING FOR AFTERSCHOOL STAFF
8	DIRECTORS MEETING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT	MONTHLY UPDATE CIPAS UPDATE GRANT UPDATE SITE UPDATES
9	ADVISORY BOARD	1 DIRECTOR 1 SITE DIRECTOR 1 PRINCIPAL 6 COMMUNITY MEMBERS	MONTHLY UPDATE CIPAS UPDATE GRANT UPDATE SITE UPDATES
14	ROBOTICS TRAINING	3 SITE STAFF 1 LIBRARIAN 2 MIDDLE SCHOOL TEACHERS	FIRST ROBOTICS TRAINING FOR AFTERSCHOOL STAFF
MARCH			
4	ROBOTICS TRAINING	3 SITE STAFF 1 LIBRARIAN 2 MIDDLE SCHOOL TEACHERS	FIRST ROBOTICS TRAINING FOR AFTERSCHOOL STAFF
9	CAYEN TIPS AND TRICKS	1 DIRECTOR	LEARNED TIPS ON CAYEN
14	DIRECTORS MEETING	1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT	SITE UPDATES PLANNING FOR SPRING CIPAS WRAP UP

23		SITE COORDINATOR MEETING		1 SITE DIRECTOR		BEST PRACTICES
29		FRANK CROSS		1 DIRECTOR		MORE LEARNING ABOUT NEURODEVELOPMENT
29		PROGRAM DIRECTOR MEETING		1 DIRECTOR		STATEWIDE MEETING BEST PRACTICES
APRIL						
11		DIRECTOR'S MEETING		1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT		SITE UPDATES SUPPLY NEEDS BUDGET AND STAFFING UPDATES
13		ALL STAFF TRAINING		1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT 30 SITE STAFF		UPDATE ON THE YEAR PLANNING FOR 2016/17 BEHAVIORAL MANAGEMENT
MAY						
25		FIRST AID CPR		1 DIRECTOR 1 SITE DIRECTOR 10 SITE STAFF		FIRST AID TRAINING
17		PROGRAM DIRECTOR MEETING		1 DIRECTOR		STATEWIDE BEST PRACTICES
JUNE						
6		GRANTS MANAGEMENT WEBINAR		1 DIRECTOR		GRANT REPORTING INFO
13		DIRECTOR'S MEETING		1 DIRECTOR 3 SITE DIRECTORS 1 ASSISTANT		SITE UPDATES SUPPLY NEEDS BUDGET AND STAFFING UPDATES

**1.2b Professional Development Plan for 2016-2017** List 3-5 priority professional development activities/areas for your staff for the 2016-2017 year. If you have specific trainings scheduled include them here.

- All staff need to become media savvy, news releases, facebook, radio, blogging etc.. our program needs attention so staff will be trained in public relations
- All staff will be required to have CPR and FIRST AID training, already scheduled for the first week of programming
- We will be partnering with UNH Cooperative Extension for a new STEM initiative to be launched in September, training modules will be part of the partnership
- Program Director will find training in grant writing

## **1.3 Project Status:**

This section of the report is for accomplishments and challenges at the project level. If part of an accomplishment/challenge at the project level is for a particular site this may be included. Provide 3-4 bullet points addressing the following:

### **1.3a Key Accomplishments:**

- We built a new partnership with the Conway Public Library, they are now offering Robotics sponsored by Project SUCCEED at their branch and they offer FREE literacy programs at all of our afterschool sites
- Our Robotics Program has grown from our three schools into both Kennett Middle School and Bartlett Middle School. In return those schools have provided us with new partners and volunteers for our robotics program.
- All of our sites have seen a record number of students participating in the program. Our warrant article has passed the vote with almost no descent, the community seems to fully support Project SUCCEED
- Senator Shaheen visited our program and held it up as an example of what quality afterschool programming looks like

### **1.3b Challenges:**

- The biggest challenge this year is losing funding for our Pine Tree School, we will re-apply for the grant next year and do some extra fund raisers to keep it going.
- Another challenge has been at the director level, as director I am charged with supervising staff and evaluating, this year because of CIPAS and grant writing a lot of the time I would have spent in the schools has been spent at my desk (25 hour work week). We are working with the school board to find additional support.

**1.3c** Please share one anecdote and/or selected quote regarding the impact of your program on the students or the community.

**“Joseph, has thrived in afterschool at the Pine Tree School, the Sea Perch program has made him want to be an engineer”**

## 1.4: Lessons Learned and Planned Adjustments

**1.4a Lessons Learned:** What lessons have you learned about your project during the reporting period?

- My biggest lesson I have learned is to stop trying to do things alone, I failed to secure funding for Pine Tree School this year partly because I didn't build a strong enough writing team.
- I have also learned that improved communications with the school board is critical in a successful program

**1.4b Planned Adjustments:** Describe the adjustments, if any, that you plan to make to your project, based on the information collected for this report.

- I plan on spending more time with individual staff in the fall (not just the directors)
- I want to build new partnerships with the high school and get some early childhood education students working in afterschool

## 1.5: Budget

**For the 12 month period from July 2015-June 2016:**

A	B	C	D
<b>2016 Total 21C Expenditure \$226103.85</b>	RFP Target	2015-16 Program Year	Total Expenditure per Student/Hours (2016 <i>Total Expenditure ÷ Column C)</i>
Youth Per Day/Measured by Average Daily Attendance	165	207	\$1092
Youth Served Per Year	330	526	\$429.85



Regular Attendees (30 or more visits)		211	\$1071.58
Service Hours		8079	

**1.5h** Narrative explanation of above

We have been working hard to grow the program and serve more students than the RFP. Because we receive some warrant moneys for afterschool we work hard to avoid a waitlist. The 21CCLC money does not even cover the staff salaries, so it has become important to find as much outside funding as possible, but the money we do get is critical to the program

**1.5i** Submit a budget and budget narrative in the online grants management system for fiscal year 2017 by June 17, 2016.

## 1.6: Sustainability

**1.6a** Describe sustainability successes and challenges.

This year we have streamlined our billing program and have been able to collect a record amount of program fees, this allows us to upgrade equipment and allow us to continue our partnerships with the MWV First Robotics and Tin Mountain Conservation. In addition our Lights on Afterschool event was held at Sherman Farms Maze, we lit up the maze. It was an unintended fund raiser and made us \$800. We also sold glow necklaces at the Fourth of July event and were able to raise \$1500 for supplies for fall.

Our biggest challenge this year has been writing the grant for our Pine Tree School program. The grant did not pass, this will make continuing afterschool at PTS a challenge. (but it will continue). The biggest challenge is finding time to build new partnerships. The director position at Project SUCCEED is 25 hours a week, this leaves little time to spend on securing funding.

**1.6b** Describe planned 2016-2017 sustainability activities.

In 2016/17 school year we have decided to restructure our fee system. Parents will pay for their children to attend program for every day they are signed up. This will help us streamline the staffing. We also raised our afterschool rates from \$7.50 per day to \$8.00 per day, reduced rates have gone from \$3.50 to \$4.00 and all students (including free lunch status) will pay \$1 a day. We have also raised our registration fees to \$15 per year. As always inability to pay will not keep students out of our program.

Lights on Afterschool will be a major fundraiser for the 2016-17 school year, we will involve all of our partners as well as many local businesses.

The July 4<sup>th</sup> fundraiser will also continue, this year in addition to glow necklaces, we are selling glow tattoos and crazy fireworks glasses. We expect to raise \$2500

Project SUCCEED will also be working with the SAU9 grant writer and the school board to identify additional grants to sustain the program. Grants we have already started working on are: Gibson Woodbury, Pequawket Foundation, Ham Foundation and Kiwanis.

## 1.7: Continuous Improvement Process (CIPAS)

**Conway, Dover, Haverhill, Hinsdale, Ossipee, and Portsmouth** please provide updates on your short and long term goals per your 2015-16 CIPAS findings and action plan.

Goals	Updates
Increase Program Director position to full time	Because of failing to secure the 21cclc grant for PTS this option is off the table until we secure more funding
Strengthen the Advisory Board	We've begun recruiting new board members and will have a stronger board in the fall
Establish a structure to ensure that best practices can be shared across sites in a systematic way.	We have created a private facebook group, and have begun google docs set up to centralize the communications
Develop additional professional development opportunities.	We have doubled the amount of staff training opportunities for 2016-17 school year. Invite partners to participate in all trainings.
In partnership with the Advisory Council and school administrators, develop a plan to ensure on-going and diversity of funding.	This fall we will meet with SAU grant writer to identify grant sources. We are make the "Lights On" event into a fundraiser. We are considering starting an annual appeal process
formalize the roles of the advisory board and hold a special advisory board orientation as new members come on	We are writing an advisory board orientation, and will review it with the new board in the fall of 2016
Create a press calendar and work with site staff to engage with the media.	In the fall we will work with advisory board and staff to create the media calendar

## 1.8: Partnerships

**1.8a** Include with your June Report a Memorandum of Understanding (MOU) with your Co-Applicant and major partner/partners for the upcoming program year. Have both parties sign it and include applicable areas for your program from Appendix A.

**1.8b** Include a copy of your original MOU and indicate the results and progress on each point in the agreement.

## **1.9: Data Collection**

Please complete your end-of-year upload from Cayen into i4see by **June 17<sup>th</sup>**. **You may update this in July if there is any outstanding data entry.**

# Appendix T

CONTINUOUS IMPROVEMENT PROCESS  
for AFTERSCHOOL

VISITATION TEAM REPORT

PROJECT SUCCEED  
CONWAY ELEMENTARY SCHOOL  
JOHN FULLER SCHOOL  
PINE TREE SCHOOL  
CONWAY, NEW HAMPSHIRE

Karen Horsch  
Priscilla Little  
Kimberly Meyer

March 9, 2016

## TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	3
VISITION TEAM ASSESSMENT OF THE 7 COMPONENTS	6
Programming	7
Management and Administration	11
Community and Family Involvement	13
Staffing and Training	14
Financing	16
Research and Evaluation	17
Policy and Advocacy	18
CONCLUSION	19



CONTINUOUS IMPROVEMENT PROCESS FOR AFTERSCHOOL  
(CIPAS)  
VISITATION TEAM REPORT

PROJECT SUCCEED  
CONWAY ELEMENTARY SCHOOL  
PINE TREE SCHOOL  
JOHN FULLER SCHOOL  
CONWAY, NEW HAMPSHIRE

**EXECUTIVE SUMMARY**

Under the leadership of Clay Groves, Program Director, staff and stakeholders in Project SUCCEED in Conway, New Hampshire underwent a thorough documentation process using a program self-assessment rubric based on the seven components of effective afterschool programs. Clay Groves, staff and stakeholders prepared for a one-day visit from a visitation team representing the New Hampshire Department of Education 21<sup>st</sup> Century Community Learning Centers Program (21<sup>st</sup> CCLC).

**Findings:**

Based on the documentation, key stakeholder interviews and program observations, the team finds Project SUCCEED to be a solid program that meets the needs of students, families, and the school community it serves. In existence since 1999, Project SUCCEED has created an exciting, nurturing culture that provides academic support, interesting enrichment options, and social skill development. The program is valued by parents and students and is well respected by teachers and school district and school administrators.

**Strengths:**

- Project SUCCEED provides a safe and nurturing environment for students in grades K-6 that supports learning and social and emotional development.
- Project SUCCEED is well attended and offers students a range of programming choices, including homework help and a variety of enrichment activities. The Project SUCCEED relies on community

organizations, school staff, and some parent volunteers to provide programming.

- Project SUCCEED enjoys the support of the principals and school district administrators who view the program as a core part of the educational mission of the schools. There is strong support for the program among teachers and staff and within the school board.
- Project SUCCEED has many elements that enable it to operate in an organized, efficient manner. Project SUCCEED has parent materials explaining the program, a clear "chain of command," and policies and procedures for notification of student absences, and behavioral issues. Site Directors are experienced and two have been in place for many years. The Program Director, although newer, has experience with afterschool programming and provides strong leadership for the program, within time constraints.
- Project SUCCEED has sound staff policies and procedures in place. There are job descriptions, a staff handbook, and new staff receive orientation from the Program Director at the start of employment.
- Project SUCCEED is supported through 21<sup>st</sup> CCLC funding, school district support, program fees, and fundraising revenue.

### **Recommendations:**

- Increase the Program Director position to full time to ensure adequate capacity to enhance and ensure sustainability of program infrastructure.
- Continue to work to identify organizations and individuals to offer enrichment programs.
- Strengthen the Advisory Board.
- Establish a structure to ensure that best practices can be shared across sites in a systematic way.
- Explore ways to formalize efforts to align with the school day and school district goals.
- In partnership with the Advisory Council and school administrators, develop a plan to ensure on-going and diversity in funding.
- Strengthen homework support by examining and addressing space issues and communication between schools and afterschool program relative to expectations.
- Develop additional professional development opportunities. Open staff training to community partner staff offering programming at Project SUCCEED.

- Capitalize on key positive data points to communicate with teachers, administrators, parents and the overall community including about important goals related to academic and social emotional development.

As a result of the above findings, the visitation team determines that Project SUCCEED falls into the following levels as defined by the CIPAS rubric:

<b>CIPAS Afterschool Component</b>	
PROGRAMMING	<b>Proficient+</b>
MANAGEMENT/ADMINISTRATION	<b>Emerging</b>
COMMUNITY/FAMILY INVOLVEMENT	<b>Proficient</b>
STAFFING AND TRAINING	<b>Proficient</b>
FINANCING	<b>Proficient</b>
RESEARCH AND EVALUATION	<b>Proficient</b>
POLICY AND ADVOCACY	<b>Proficient</b>

# CONTINUOUS IMPROVEMENT PROCESS FOR AFTERSCHOOL (CIPAS)

March 9, 2016

Project SUCCEED  
Conway, New Hampshire

## **Introduction**

Striving for and achieving quality is a continuous process. The National Community Education Association (NCEA) has created a plan for afterschool programs in school settings that promotes a program self-assessment and visit process to encourage local program leaders to assess what they are doing in their communities. The process is an examination of afterschool programs as works in progress and develops a framework for continuous improvement.

## **Visit Team Members**

**CIPAS Team Leader, Karen Horsch**, M.Ed., is an experienced evaluator with expertise in process and outcome evaluation and their use in organizational development and change. She currently works as an independent consultant conducting evaluation and assessment and providing training and technical assistance. Karen conducts evaluations for nonprofit organizations and state agencies in the social services, health, and education fields using quantitative and qualitative data collection methods. Prior to that, Karen was a Research Associate/Project Manager at the Harvard Family Research Project where she conducted research on afterschool programs.

**Priscilla Little**, MA, has been working in the education arena and conducting educational research for over twenty years. Currently she is working with The Wallace Foundation to support its afterschool system building work and the U.S. Department of Education on a research study to investigate innovative practices in 21st Century Community Learning Centers Programs. Prior to becoming a consultant she was at the Harvard Family Research Project, where she led research teams to investigate policy-relevant afterschool issues such as improving participation, addressing program quality, building afterschool systems, and supporting expanded learning partnerships. In addition to conducting research on afterschool, Priscilla has worked on issues related to family engagement, early childhood, and using

data for continuous improvement. She received her undergraduate degree in music history and theory from Smith College, and her master's degree from the Eliot-Pearson Department of Child Study at Tufts University.

**CIPAS Team Member, Kimberly Meyer, J.D.** works as a Vice President & Business Development Officer for the Bank of New Hampshire, a mutual bank dedicated to serving the needs of customers, colleagues, and the community. For over six years, Kimberly was the Director of Community Operations for the Southern District YMCA where she oversaw 16 school age childcare programs in the NH seacoast. As a credentialed Master Professional, she trains on topics such as improving program quality, building healthier program environments, and increasing professional opportunities in the school age childcare field. Kimberly also consults on areas including nonprofit board development, corporate governance, employee relations, strategic planning, program quality, and fundraising. She has a legal background and is an active member of the Michigan Bar Association.

### **The Process**

Approximately one month prior to the visit, the visit team reviewed the documentation collected and compiled by Clay Groves, Program Director. The team held a conference call prior to the visit to discuss the documentation, interview the Program Director, and review the schedule for the visit. The visit took place over the course of one full day and included interviews with students, school staff, parents, teachers, afterschool staff, community partners, school administrators, and advisory board members. The visit also included direct observation of Project SUCCEED at the three schools where the program is provided, Conway Elementary School, John Fuller School, and Pine Tree School.

## **FINDINGS ON THE SEVEN COMPONENTS OF AFTERSCHOOL**

### **PROGRAMMING**

Programming is what goes on in an afterschool program and how it happens. Programming includes program design, implementation and adaptation, as well as integration of afterschool with the regular school day, youth engagement, and the quality of programs to engage youth in expanded learning opportunities that meet academic, social and emotional needs.

## **Project SUCCEED achieved a Proficient+ Level rating.**

### **Perceptions:**

Now in its seventeenth year, Project SUCCEED serves the afterschool needs of students in grades K-6 and their families attending the three elementary schools in Conway. Project SUCCEED is a solid program that provides a safe and nurturing environment that supports learning and social and emotional development. About 50% of Conway's elementary school students participate in the program. Project SUCCEED provides before and afterschool care and offers a late bus in two schools. Since 2008, the program has partnered with the Conway Recreation Department and the North Conway Recreation Department, providing scholarship support to enable Project SUCCEED students to attend summer programs.

The CIPAS team found that stakeholders value Project SUCCEED and were able to speak to the positive activities taking place. Project SUCCEED provides academic and enrichment programming Monday through Thursday; on Fridays, more unstructured, fun activities are offered. During the Project SUCCEED observation, staff appeared to have good relationships and were engaged with students. The overall culture of the program was very positive, organized and productive.

Homework help is seen as a critical component of the program, especially valued by parents and teachers. A half hour of homework support is provided, and support comes from school-day teachers and afterschool staff. One certified teacher leads homework help in each school with the support of other staff. Students described the homework support as helpful; a couple of interviewees wondered if more homework time might be needed for some students. Communication about homework between afterschool staff and school-day teachers at two sites takes place through written and verbal communication and was reported to be good. However, interviewees indicated that some attention should be paid to clarifying expectations for homework help at Conway Elementary; it was suggested that staff and teachers work together to create guidelines around homework expectations and completion. Breaking homework groups out by age groups was also suggested for Conway Elementary.

Project SUCCEED offers a variety of enrichment clubs daily for students, with different clubs offered each day of the week, Monday-Thursday. Praise for the variety of enrichment choices was a common theme in interviews. These activities were seen as critical to exposing



students to experiences they would not otherwise get. Enrichment programs include physical activity/sports, crafts, card games, drama, computer, cooking, community service, and STEM. A robotics program was started last year and the afterschool programs in all three schools participate in this. A Sea Perch (underwater rovers) program is offered at Pine Tree School in cooperation with UNH and the school district which runs the program during the day at John Fuller. Some clubs are open to students of all ages, while others are either for younger (K-2 or K-3) or older (grades 4-6) students. Enrichment programming varies across sites and is developed in response to ideas generated by staff and students. Youth reported that they enjoyed the clubs very much and believed that they had many choices. While planning sheets have been developed to link enrichment programming to common core standards, use of these varies across sites and clubs.

Programming is largely provided by afterschool staff, with some clubs provided by community partners. Staff reported receiving training in enrichment club development, which they saw as helpful, although also noted that it would be beneficial to have sharing of best practices across the three sites to generate new ideas (discussed in Management & Administration section below). Interviewees indicated a desire for more community partnerships to enhance enrichment programming (discussed in Community & Family Involvement section below). Additional programming in STEM was also suggested (perhaps through additional training in Next Generation Science Standards), including expansion of the Sea Perch Club to other schools.

Project SUCCEED is exceeding the targets set forth for average daily attendance, youth served per year, and regular attendees in the recent grant proposal. The three programs currently have over 420 students served annually and serve between over 200 students per day. Interviewees reported that the program experiences good participation across the different grades. Although sites periodically experience waitlists, Project SUCCEED works hard to ensure that as many students who want to attend the program can. This is accomplished through the hiring of additional staff and/or shuffling of staff. According to interviewees, the program is viewed as inclusive of youth who need or want afterschool programming, although sometimes faces challenges in meeting the needs of students who require one-to-one support due to the inability to pay for such support.

Project SUCCEED is supported by school principals and district administrators. Many teachers and other school staff participate in the program, providing homework or enrichment programming. Because

Site Directors also have staff positions at their respective schools, there is a natural, albeit informal, bridge between Project SUCCEED and the school day. A couple of interviewees suggested that these links be formalized to ensure that no important information “slips through the cracks.” Interviewees reported that teachers frequently refer students to the program. The Family Liaison at Conway Elementary is a key link to identifying students in need of the program at that school; the other two schools are hiring Family Liaisons and interviewees expect a similar connection to Project SUCCEED.

Administrators reported that Project SUCCEED supports the goals of schools and the school district. The school district recently completed a new district strategic plan. Although Project SUCCEED is not explicitly mentioned in the plan, it was seen as playing a strong role in contributing to the goals outlined in it. Being clear about this connection would be helpful to the program. The Site Director and Principal at Pine Tree meeting regularly, while communication with school administration is more informal at John Fuller and Conway Elementary. Communication was reported to be effective in all cases.

A couple of challenges were noted during the CIPAS visit. At John Fuller School, the program periodically faces space challenges, suggesting the need for additional outreach to school administrators and staff. One new challenge that emerged this year according to interviewees is that snack options have been smaller and there is less variety. A final challenge identified by a couple of interviewees are parents who pick their children up before enrichment activities are completed, which creates logistical challenges for staff and can be disruptive to program activities.

### **Specific Recommendations:**

- Continue to work to identify organizations and individuals to offer enrichment programs (see Community & Family Involvement section below).
- Explore ways to formalize efforts to align with the school day and school district goals:
  - Review the new district strategic plan to identify the explicit goals to which Project SUCCEED contributes and develop ways to measure and report on its contribution.
  - Ensure consistent use of program planning documentation to clarify how enrichment clubs contribute to broader goals for student achievement and social-emotional development.

- Work with school principals to develop mechanisms for school day staff who are not part of the program to provide input on program content. This could include asking teachers to share the themes they will address during the school year so that Project SUCCEED can augment that learning with hands-on activities.
- Strengthen connections across sites so best programming practices can be shared (see Management & Administration section below).
- Strengthen homework support at Conway Elementary School by examining and addressing space issues and communication between schools and afterschool program relative to expectations. Consider having separate space for older and younger students to do their homework.
- Work with school administration to address space constraints at John Fuller School.
- Address identified concerns about snacks.

## **MANAGEMENT AND ADMINISTRATION**

Management and administration includes how an afterschool program operates, such as planning, working with boards, governance, space management, safety, and hours of operation. It also includes collaboration between the afterschool program and other organizations or agencies.

### **Project SUCCEED achieved an Emerging Level rating.**

#### **Perceptions:**

Project SUCCEED has many elements that enable it to operate in an organized, efficient manner. Project SUCCEED has parent materials explaining the program, a clear "chain of command," and policies and procedures for notification of student absences, and behavioral issues. Additionally, Project SUCCEED has a staff handbook, job descriptions, staff orientation, and conducts surveys of parents and students. Site Directors are experienced and effectively take on the role of managing the programs in each of the schools. Site Directors meet monthly with the Program Director and communicate more frequently through text, phone, and email. Although Project SUCCEED Program has many different staff providing homework and enrichment in any given week, interviewees report that the staff works well together as a team to ensure effective operations.

The biggest management challenge Project SUCCEED faces is that the Program Director position is funded as part time. Project SUCCEED is a program of substantial size: it serves many students, takes place in three sites, and has 45 employees. While many systems and processes are in place and have ensured strong programming, some larger administrative functions necessary for long-term viability and sustainability of the program require attention. Specifically, these relate to the need to: continue to build relationships with community partners (discussed in Community & Family Involvement section); ensure the Project SUCCEED Advisory Group effectively serves the program; ensure consistently strong programming across sites through coordination and support for each of the three sites; identify and strengthen staff professional development (discussed in Staffing & Training section); work to ensure sustainability (discussed in Financing section); and continue to ensure the program is visible and supported in the community (discussed in Advocacy section).

The Project SUCCEED Advisory Board is an area for growth. Board development has been limited by the lack of Program Director time. The Board is small—six members—representing the school, the program, and partners. By-laws have not yet been developed. Although well represented by community partners, some others are missing, such as parents and business representatives. Interviewees also suggested that the principals and Site Directors of all three sites participate on the Board. However, this may not be realistic but perhaps the program could consider rotating their participation across the meetings. Interviewees agreed that the Board plays a critical role in the areas of program sustainability, community visibility and potential connections to additional enrichment program partners.

An additional challenge identified by a couple of interviewees is that of “ownership” of the program. Although the school is the fiscal agent for the program, and staff are paid through the school district, there are some issues about whether this is a school program.

### **Specific Recommendations:**

- Increase the Program Director position to full time.
- Strengthen the Advisory Board:
  - Expand membership to include parents and business.
  - Develop bylaws that clearly identify the role of the board.
  - Consider rotating participation on the Board by Site Directors and Principals to ensure communication. Ensure complete minutes are taken and shared with members.

- Work on board development, especially as it relates to the Board's role in sustainability and grantwriting, leveraging relationships with community agencies, and outreach and visibility.
- Establish a structure to ensure that best practices can be shared across sites in a systematic way. This could include "site visits" to each site, enhanced communication across programs through the Program Director, and observations and technical assistance by the Program Director.

## **COMMUNITY AND FAMILY INVOLVEMENT**

Community and Family Involvement is about getting and keeping parents, business leaders, neighbors and others who care about afterschool engaged in the program. This includes such things as educating stakeholders and others about the program, creating partnerships with local organizations, and keeping public officials informed about the programs successes and needs.

### **Project SUCCEED achieved a Proficient Level rating.**

#### **Perceptions:**

Project SUCCEED is well-respected among stakeholders – school, students, families, partners and the broader community. School and school district administrators expressed appreciation for the program, recognizing the support it creates for families and the benefits for youth. Project SUCCEED also enjoys the strong support of the Conway school committee. Community perceptions of the program were perceived to be positive overall, although several interviewees reported that it would be helpful to raise awareness about the importance of youth programming in the community and continually reach out to enhance the visibility of Project SUCCEED.

Community partners, as well as school staff, play a role in providing enrichment programming at Project SUCCEED. Project SUCCEED has partnered with Tin Mountain Conservation Center, the Mount Washington Observatory, MWV First Robotics, and UNH Cooperative Extension. Last year, for example, the program partnered with Robotics and introduced a robotics program in all three sites. This year, a partnership with the Mount Washington Observatory has formed. Interviewees valued these partnerships and wondered if there were additional organizations or individuals who could be "tapped" for enrichment programming or existing partnerships that could be



expanded. One example cited was a recent partnership with a local nonprofit that provides ice skating programs.

Parent engagement in Project SUCCEED varies and reflects parent participation at the different schools. Parent participation at events and volunteerism was reported to be high at Pine Tree and parent participation in events was reported to be high at Conway Elementary. In both of these schools, Project SUCCEED holds a number of family events each year that reported to be well attended by program parents. Parent participation was reported to be a challenge at John Fuller, where fewer parent engagement programs have been held. Project SUCCEED held a very successful *Lights On!* family event this fall at a local farm that was very well attended. Parent feedback about the program has been solicited through surveys.

### **Specific Recommendations:**

- Continue to outreach to community organizations that may be able to provide programming or other support. This should include identifying community members with specific talents (i.e., musician, dancer, chess master, builder, etc.). Advisory Board members could be a good resource to tap for such contacts.
- Continue to work with schools and other partners to hold family-oriented events. If possible, work with the staff at John Fuller to identify barriers to participation to see if they can be addressed and more clearly identify needs of parents. Suggestions included activities that highlight student talent and ensuring that family programs offered food.

### **STAFFING AND TRAINING**

Staffing and Training covers practices that affect the people who work in the afterschool program, including full and part time staff and volunteers. It includes staff orientation and development, compensation and benefits, and staff-to-youth ratios. Staffing and Training also includes professional development and training, career paths, volunteer coordination and professional membership organizations.

**Project SUCCEED achieved a Proficient Level rating.**

### **Perceptions:**



Project SUCCEED is led by a part-time (25 hrs/wk) Program Director who has been in place for two years. As noted above, the part-time nature of this position is problematic for the program. The three Site Directors are experienced educators: the Pine Tree Site Director has been in place for over ten years, the Conway Elementary Site Director for XX years, and the John Fuller Site Director has been in place for two years. School staff comprise much of the other Project SUCCEED staff. Many have been engaged with Project SUCCEED for a number of years, which has also contributed to effectiveness and ensured program stability. Pine Tree has additionally been able to draw on support for programs from parent volunteers and high school students. Middle school program "alumni" help out at Conway Elementary and Pine Tree. Several community partner organizations provide staffing for some enrichment programming. As noted earlier, interviewees expressed a desire for additional community partner engagement in the program to add some "fresh faces." Partnering with the local community college for student volunteers was suggested by one interviewee as a way to bring new staff into the program.

Leadership at sites was reported to be strong with Site Directors engaging in many of the management responsibilities for their sites. Although contracted for 20 hours a week, Site Directors reported spending more hours on the program, especially during the transition time between trimesters. In part, this is a reflection of constraints on the Program Director's time.

Project SUCCEED has sound staff policies and procedures in place. There are job descriptions, a staff handbook, and new staff receive orientation from the Program Director at the start of employment. A staff evaluation process exists but it was not implemented this year due to limitations on the Program Director's time.

During the CIPAS observation, staff seem very engaged and committed to the students and to the success of the program as a whole. Roles and responsibilities are clear and those staffing the program report that communication works well. There is on-going communication among staff, according to interviewees. Community partners report generally good communication about program closings and other program-related issues with the more regular program staff, but expressed a desire for more communication about any concerns or issues with specific students so they can be more prepared. Parents reported good communication with program staff and felt that it is easy to raise any concerns they might have.

Professional development opportunities are available to staff from the school district. There have been limited trainings through Project SUCCEED although this is being addressed. A day-long program on enrichments was offered to staff by one of the Site Directors which was very well received. Staff indicated a desire to participate in more training but lack of time and funding to pay staff to attend training is a constraint. Additional training needs identified by interviewees included pedagogy, academic standards, Cayen, managing challenging behavior, Next Generation Science standards, and training that enhances enrichment programming. As described earlier, a more systematic process for the three sites to learn from each other and to receive guidance and technical assistance from the Program Director would also help to support staff development.

### **Specific Recommendations:**

- Reinstitute staff evaluation process.
- Develop additional professional development opportunities. Open staff training to community partner staff offering programming at Project SUCCEED.
- Establish a structure to ensure that best practices can be shared across sites in a systematic way. This could include "site visits" to each site, enhanced communication across programs through the Program Director, and observations and technical assistance by the Program Director.
- Explore partnership with local community college.
- Develop a communication process to provide a "heads up" to community member staff about any student needs of which they should be aware.

### **FINANCING**

Financing includes a wide range of practices related to money, from funding to accounting and budgeting to sustainability and investments. It covers grants, donations, financial management, identification and procurement of funding streams, and strategic financial planning.

**Project SUCCEED achieved a Proficient Level rating.**

### **Perceptions:**

Funding sources for Project SUCCEED include 21CCLC funds, town funding, fundraisers, and program fees. Town support for the program has been strong, with the town voting to fund the program for 13 of the past 14 years. The level of town funding varies depending on

program costs in any given year, as well as other revenue sources. Several interviewees remarked that in recent years. In 2016, this amount was XX. The money raised through program fees has also increased in recent years, largely because of enhanced follow up with families to collect these fees. Scholarships are available and the program does not turn away a family that cannot pay.

Interviewees recognized the need to continue to diversify funding sources for the program, including through grants. The Advisory Board could play an important role in this.

**Specific Recommendations:**

- In partnership with the Advisory Council and school administrators, develop a plan to ensure on-going and diversity in funding. Consideration might be given to identifying small grants, leveraging partnerships with other organizations, and soliciting support from individual donors.

**RESEARCH AND EVALUATION**

Research and evaluation includes both external and internal assessment of afterschool programs. It covers measuring achievement, performance and behavior and the impact of programs on outcomes, as well as building a body of evidence for afterschool programs' effectiveness. This section includes such things as assessing student achievement, sharing and disseminating information, and technical assistance for program improvement.

**Project SUCCEED achieved a Proficient Level rating.**

**Perceptions:**

To meet NH Department of Education (DOE) requirements, Project SUCCEED compiles a comprehensive progress report annually. Data collected includes demographics, attendance, grades, and youth and teacher surveys that target homework completion and academic and social-emotional skills and behaviors. Additionally, Project SUCCEED conducts its own survey of parents and collects feedback from students about the clubs in which they participate and the activities in which they would be interested. Project SUCCEED uses these data as well as informal feedback to identify areas for program adjustments. The school district was also described by a couple of interviewees as "data driven."

Interviewees did see a need for more dissemination of information about Project SUCCEED Program to key audiences, both those who are not aware of the program, as well as to the school board. While the program is well perceived among many in the community, there was a sense that this dissemination for information should continue periodically to ensure that the program continues to be visible to stakeholders. Information about participation (who participates and at what levels) as well as what is achieved through the program was seen as beneficial to demonstrating both the need for the program and its benefits.

### **Specific Recommendations:**

- Capitalize on key positive data points to communicate with teachers, administrators, parents and the overall community through the media, flyers, and presentations.
- Share data about important goals related to academic and social emotional development with school administrators.

### **POLICY AND ADVOCACY**

Policy and Advocacy includes legislation, public will and activism at the local, state, regional and national levels. Policy and Advocacy also include effective strategies that aim to impact governance structures and the provision of resources that influence the quality of afterschool programs, as well as public engagement and will to increase the capacity of afterschool programs for children and youth.

### **Project SUCCEED achieved an Proficient Level rating.**

#### **Perceptions:**

When asked about visibility of Project SUCCEED in the broader community, interviewees largely reported that it is perceived very positively. A couple specifically mentioned that they perceived an evolution in public support for the program over the years, as evidenced by the fact that the program has received school board funding. Among a few community members, one interviewee noted, there is still a perception that the program is “child care” but this is not a prevalent view.

The program has a communication plan that outlines different communication vehicles for different audiences.

The program has received positive press coverage which also goes a long way to raising the visibility of the program among those who are not directly connected to it. In 2015, the program was chosen by U.S. Senator Jeanne Shaheen as an example of quality afterschool programming. The *Lights On!* event was also seen as an effective way to raise awareness of the program. The Advisory Board has not, to date, been active in advocacy but this is a role that members could play.

### **Specific Recommendations:**

- When ready, engage Advisory Council members in understanding their role as advocates for the program in the community.
- Continue to promote the program to the local community and others through the steps outlined in the communications plan. Consider enhanced sharing of data.
- Consider developing a website for the program.

### **CONCLUSION**

The CIPAS visit team thanks the Project SUCCEED Program staff, students and parents, the Conway Elementary School, the John Fuller School, and the Pine Tree staff and administrators, the Conway School District administrators and staff, and the Advisory Board members and community partners for taking the time and effort to be part of this evaluation process. We appreciate your hospitality and openness to answer our questions and make us feel welcome in your school and program. We know it is a time consuming process, but we are hopeful that it provides you with an opportunity to reflect on the progress you have made as a program and how to continue building your capacity for greatness in the years to come.



# Appendix T

## CONTINUOUS IMPROVEMENT ACTION PLAN Project SUCCEED 2016

Submit Action Plan to the State that includes short term and long-term goals. Due 6 weeks post-visit.  
 After reviewing the final CIPAS report recommendations for improvement, select three to five (3-5) top priority areas for your program to address in the coming year with specific action steps, using the template below. Consider the following criteria when selecting the priority areas:

- Level of impact on the overall program;
- Resources needed to accomplish the action steps;
- Level of importance to the overall success of the program;
- Urgent or imperative nature of the recommendation for the optimal functioning of the program.

COMPONENT AREA	RECOMMENDATION TO BE ADDRESSED	GOAL TO BE ACCOMPLISHED	ACTION STEPS TO REACH GOAL [3-5 STEPS]	PERSON RESPONSIBLE (BY ROLE)	RESOURCES NEEDED	DATE TO BE COMPLETED
Management/Admin	<ul style="list-style-type: none"> <li>*Increase Program Director position to full time</li> <li>*Strengthen the Advisory Board</li> <li>*Establish a structure to ensure that best practices can be shared across sites in a systematic way.</li> </ul>	<ul style="list-style-type: none"> <li>*Find funding to support the full time position of director</li> <li>*Work with the advisory board to expand membership that includes businesses and parents, develop bylaws that clearly identify the role of the board.</li> <li>*Create a common planning site for communications for the staff, Facebook, Google docs etc...</li> </ul>	<ul style="list-style-type: none"> <li>*Seek grants and additional town funding</li> <li>*Formalize Advisory Board by creating a mission statement/purpose and assign roles, bylaws and subcommittees. Work with the board to identify potential new members and recruit them</li> </ul>	<ul style="list-style-type: none"> <li>*Program Director</li> <li>*Assistant Superintendent</li> <li>*Existing board members and new recruits as they come on</li> <li>*Director and Site Directors</li> </ul>	<ul style="list-style-type: none"> <li>*Invested Administrators and money</li> <li>*Time</li> </ul>	January 2017
Staffing/Training	<ul style="list-style-type: none"> <li>*Reinstitute staff evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>*Perform informal staff self-reflection and work on goal</li> </ul>	<ul style="list-style-type: none"> <li>*Work with site directors to schedule visits with all staff.</li> </ul>	<ul style="list-style-type: none"> <li>*Site Director/Program Director</li> </ul>	<ul style="list-style-type: none"> <li>*Time</li> </ul>	September 2017



	<p>* Develop additional professional development opportunities.</p> <p>* Establish a structure to ensure that best practices can be shared across sites in a systematic way</p>	<p>setting with staff. Schedule formal evaluations for each staff member.</p> <p>* Double the amount of staff training opportunities for 2016-17 school year. Invite partners to participate in all trainings.</p> <p>* Build an online group to connect staff across sites all in one place. Digitize enrichment forms</p>	<p>* Close program four times for the school year and offer four weekend/evening trainings.</p> <p>* create a private Facebook group as a central communication forum. Create a Google doc with all the enrichment forms for sharing across sites.</p>	<p>* Program Director/Site Directors</p>	<p>* Time</p>	<p>FB=Done Google Doc Training Fall 2016</p>	<p>September 2016</p>
<p>Financing</p>	<p>* In partnership with the Advisory Council and school administrators, develop a plan to ensure on-going and diversity of funding.</p>	<p>* Identify small grants, leverage partnerships with other organizations and solicit support from individual donors.</p>	<p>* meet with SAU grant writer to identify grant sources.</p> <p>* Make the "Lights On" event into a fundraiser</p> <p>* Start an annual appeal process</p>	<p>Program Director Advisory Board Site Directors</p>	<p>Time</p>	<p>2016-17 School Year ongoing</p>	
<p>Policy/Advocacy</p>	<p>* engage Advisory Council members in understanding their role as advocates for the program in the community</p> <p>* Continue to promote the program to the local community and others through the steps outlined in the communication plan.</p>	<p>* formalize the roles of the advisory board and hold a special advisory board orientation as new members come on</p> <p>* create a press calendar and work with site staff to engage with the media.</p>	<p>* write an advisory board orientation, and hold the first meeting</p> <p>* work with advisory board and staff to create the media calendar</p>	<p>Program Director and Advisory Board</p> <p>Advisory Board, Site Directors and Program Director</p>	<p>Time</p>	<p>2016-17 School Year</p>	

# Appendix V

Pine Tree School 2016/2017

ORIGINAL AWARDS = \$ 94,309

Description	21 CCLC \$61022	Other Funding Sources	In-Kind
Program Director \$23.50hr x 10 Hours x 44 (these are hours dedicated to PTS the Program Director works 25 hours a week)	\$9,468	\$1,206	
Program Assistant 7.5 hrs a week @13.48 x44 (these are hours dedicated to PTS the program Manager works 15 hours a week)	\$4,448.40		
Site Director \$20 hour x 20 hours x 40	\$7,600	\$10,000	
Homework Club Teacher \$20 Hour x 8Hours x 38 weeks	\$6,080		
10 Homework Club Assistants \$15 hour x (total 42 hours a week) x 38 Weeks	\$22,680		
Morning PE \$15 hour x 2 hours a week x 38		\$1,080	
2 Morning Program Supervisors \$15 hour x 5 hours a week x 36		\$5,400	
FICA (7.64) and workman's comp	\$3,629		
Retirement (not including Program Director or assistant) 15%	\$7,116		
Field Trip Transportation		\$500	
Nutritional Snacks 50 per day x 180 days x .75		\$6,750	
Enrichments Contracted (Tin Mountain, MW OBS, UNH Coop)		\$5,000	
UNH Coop STEM Training		\$500	
Robotics Training		\$500	
Program Supplies		\$2,000	
Office Supplies		\$1,000	
Staff Training and Mileage		\$3000	
Cell Phone		\$1,400	
Cayen Data Collection		\$525	
Rent 4 classrooms + Café x180 x \$33			\$20,340
Bank of NH 436 sq feet @1.72 per sq ft x 12			\$8,999
Rent The Met Meeting Space x 9 x 50			\$450
Total In Kind			\$29,789
Total Cost of the project	\$100,269		
Total Other grants: Donations Fundraising		\$8,900	
Total Annual Fees and Donations		\$20,000	
Total Requested from 21CCLC	\$61,022		