

APPENDIX A: Application Checklist

To be submitted with application.

Applicant Name: **Conway Project SUCCEED – Pine Tree Elementary School**

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

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

Scope of Work/Narrative Includes:

- ☒ a. Planning Process
- ☒ b. Need for Project
- ☒ c. Program Design
- ☒ d. Adequacy of Resources
- ☒ e. Program Management Plan
- ☒ f. Project Evaluation
- ☒ g. Budget Narrative
- ☒ h. Collaboration, Partnerships, Advisory Board, Sustainability

Attachments Include:

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

APPENDIX B: Grant Application Cover Page

STATE OF NEW HAMPSHIRE DEPARTMENT OF EDUCATION NITA M. LOWEY 21st CENTURY COMMUNITY LEARNING CENTER GRANT

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

New Applicant ☐ Current Grantee (Reapplying) ☒

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees		Funds Requested
			Average Daily Attendance (ADA)	Regular Attendees	
Pine Tree School	239	K-6	73	83	\$165,000
Total:	239	K-6	73	83	\$165,000

Applicant (required): Conway Project SUCCEED - Pine Tree School

Partner(s) (required): Conway School District, Tin Mountain Conservation Center, UNH Extension, Conway Public Library, etc.

Fiscal Agent: Conway School District **DUNS #:** 040229718

Grant Contact Person:	Kathryn Wilson, Assistant Superintendent
Address:	176A Main Street
Town, State & Zip Code:	Conway, NH 03846
Telephone:	(603) 447-8368
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In submission of this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required (CBO/FBO signature required if applicant).

Superintendent's Signature: [Signature] **Date** 2/10/2022

Name (typed): Kevin Richard

Email: krichard@sau9.org

Principal(s) Signature(s): [Signature] **Date** 2/10/22

Name (typed): Dr. Aimee Frechette,

Email: a_frechette@sau9.org

CBO's, FBO's Signature(s): _____ **Date** _____

Name (typed): _____

Email: _____

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ABSTRACT: 2.5 POINTS

This grant application seeks funding in support of Project SUCCEED (Schools Under Contract Creating Enriching Extended Days), a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program, Conway School District's before and after school program. Project SUCCEED has been in continuous operation since 1999 and, in collaboration with our partners, serves students in grades K-6 at all three Conway elementary schools. This grant is written on behalf of the 239 students who attend Pine Tree Elementary School, a Title 1 school, as well as on behalf of homeschoolers and charter school students who are eligible to attend out of school time programming at Pine Tree School.

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.

Our comprehensive program operates Monday through Friday before school from 7:30am to 8:45am and after school from 3:15pm until 5:15pm, as well as for approximately eight weeks during the summer for between four to six hours per day. The majority of our programming takes place on site at Pine Tree Elementary School but would be impossible without the close-knit relationships and collaborations within and outside of the school district, allowing us to offer individual and group academic support as well as a variety of enrichment opportunities, camps and more.

Family support varies from formal to informal and can include dozens of families playing a Kahoot together to learn about amazing animals, six families making banana pancakes with an instructor from UNH Extension or one parent getting information on where to get community housing assistance. Well-established, Pine Tree's Project SUCCEED is a community hub for students and families in Conway.

We request funding to continue to 1) strengthen and maintain our morning and afternoon programs, 2) expand our summer offerings, and 3) pilot career exploratory activities as part of a K-12 collaboration in our school district and through our career sampler summer camp.

PLANNING PROCESS: 5 POINTS

Our planning process is outlined in the flowchart found in Figure 1. For this application, our diverse team (Table 1) includes, staff, school leadership, district personnel, students, parents, partners, and homeschoolers. We invited charter school families to participate. There are no private schools that serve our demographic in our area. While the team is primarily responsible for preparation of the grant application, with members interacting regularly through email, editing of shared documents, Zoom, telephone, and in person, our advisory board was also given opportunities for input throughout the process. Our twin priorities have been to meet the needs of our community while using our resources for maximum impact.

In accordance with the RFP, on January 20th, 2022, we notified the community *via* The Conway Daily Sun, our local newspaper (Figure 2), and invited them to participate in planning. In response, we received ten phone calls from members of the greater community noting that they had seen the advertisement. Three asked about job openings, one asked about remote enrichment opportunities, two inquired as to middle and high school offerings, and four inquired about current openings for Spring for students at all three Project SUCCEED sites. None had any comment or concern about our application. None wished to offer input on our application. We then worked through the steps outlined in Figure 1. We ultimately posted the grant application on our website (www.projectsucceed.com), under the “Financial Info” tab listed at the top of the home page.

NEED FOR PROJECT: 10 POINTS

- 1. Provide a description of your community, explaining why the proposed project is appropriate, supported by a needs assessment for the 21st CCLC program in the community. Use specific and relevant data regarding the students to be served by the program and the needs of the community. Always cite sources of data and compare local data to county and/or state figures when possible.
- 3. Cite the needs factors that place students at risk of educational failure; poverty rates in the communities to be served, increase in the number of limited English proficient students and adults, percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community.

2022 Conway Project SUCCEED - Pine Tree Elementary School NH 21st CCLC Grant Application

Pine Tree Elementary School, a schoolwide Title I School, is one of three elementary schools in Conway, New Hampshire, serving students in grades kindergarten through sixth grade. Conway is a rural community located in northern Carroll County, New Hampshire.

The population of Carroll County is 50,107. 29.2% of the population is 65 years or older; 96.9% identifies as Caucasian; 1.6% as Hispanic, and 1.3% as two or more races. The median household income is \$63,153. ([2020 United States Census Bureau](#)) According to the [Mount Washington Valley 2019 Community Health Needs Assessment Report](#) (MWVCHNA Report) and [The Annie E. Casey Kids Count Data Center](#), the percentage of children living in poverty increased from 12.7% in 2008-2012 to 15.5% in 2015-2019. The percentage is higher than New Hampshire overall (9.2% living in poverty 2015-2019).

More specifically, according to the [New Hampshire Department of Education Division of Education Analytics and Resources Bureau of Educational Statistics](#), of the 239 students who attend Pine Tree School, approximately 31.65% of those students are eligible for free and reduced price lunch. 34.06% of students who attend Project SUCCEED are eligible for free or reduced lunch. The number of students qualifying for free and reduced price meals lunch are likely depressed, as, since spring 2020, the USDA has provided waivers to school districts, allowing them to provide free meals to all students without completing an application.

Only 60% of our students at Pine Tree School start here in Kindergarten and end here in sixth grade without moving in or out or both. Eighty three percent of our ESOL students attend Project SUCCEED. Twenty two students are identified as needing special education services or 504 accommodations. There are currently ten homeless families with children attending Pine Tree Elementary School. Twenty students are either homeless, court/law enforcement involved, and/or addressing substance misuse in their family (that we know about). Thirty students regularly receive food bags as part of the *end 68 hours of hunger* program that provides food to get them through the weekend.

Additionally, the Covid pandemic has greatly impacted the social lives and learning of our students. During this year because of Covid more than 170 students have had to quarantine. Last year, when requirements were more stringent, 160 students quarantined over the course of the year. School day staff

attendance varies greatly due to quarantines and illness as well. [SAU 9 'teetering on the edge' of going remote](#)
[| Local News | conwaydailysun.com](#)

2. Provide an evaluation of the community needs and available resources for the program including the needs of the students and their families. The applicant must describe any local “need survey(s)” proving needs or illustrates community support articulated by collaborating school(s), community, parents and students to overcome the need. Include the survey questions, number of surveys that went out, number of responses, and the results in numbers and percentages. If focus groups were used, list the target audience of each focus group, how members were selected, how many members attended, dates, questions asked, documented results and conclusions.

As a small community, our best method of assessing need is by talking with others. During the last two years, guided by our district [strategic plan](#), we participated in ongoing conversation with stakeholders (staff, families, students, partners, advisory board members, principals, district personnel, charter school personnel, families, homeschoolers, and state administrators, taxpayers, business owners), in an effort to genuinely understand our program successes, issues and options. We attended dozens of advisory board, district leadership, and community partner roundtables, as well as family nights, listening posts, PTO, one-on-one, committee meetings and school board meetings.

In addition to the MWVCHNA Report cited above, we also rely on needs assessment information from our district and each of the schools we serve to understand both student needs as well as the ability of our community to support our programs. While we do not have access to the individual questions and answers, needs are communicated with us directly at school and district level meetings and data is shared upon request. Since 2020, the district and each elementary school have sent out numerous surveys to families relating to remote learning, re-entry, summer, and transportation and academic year needs. Our program also underwent both a Risk Assessment and a Site Visit for this program this past year, both of which gave us the opportunity to evaluate our strengths and weaknesses as well as community needs.

Students and families served by Project SUCCEED are primarily composed of working families, with 43.9% of our Conway area students being from a single parent household. ([New Hampshire Department of Health and Human Services, Environmental Public Health Tracking](#)) The three main employers in Conway are the hospital, the school system, and the grocery store, ([Conway, NH](#)), all three of whom have proven essential

employers during the pandemic. There is an overwhelming need for our working families for reliable and fiscally responsible before and after school and summer programs that allow them to know their children are safe and engaged in constructive and enriching activities. A theme we hear is that before school program needs to start by 7:30am, after school needs to extend to 5:15pm and summer programming needs to extend through the weeks when the academic year is not in session.

Even when home, parents may lack tools to assist with homework and academics due to low educational attainment - with 12% of Conway adults not completing high school and only 32% completing college. ([2020 United States Census Bureau](#)) Families and students need academic and educational support.

Poverty and education are inextricably linked, because often students living in poverty leave school to work or care for family members, which leaves them without the skills they need to further their education or improve future career and economic opportunities. ([Poverty and Education | ChildFund](#)) Given our poverty rates, early career exploration is an especially needed intervention for students otherwise at risk for leaving school. By exposing them early to a variety of educational and career options and intentionally helping them find and foster their interests and strengths, we will better prepare them for their future.

Current subgrantees report on the results of objective data that assesses the current participants in the program, the need to increase programming opportunities, any barriers the program has continually overcome for families with the usage of a 21st CCLC program and how the data shows the students' needs have been met.

Results of objective data that assesses the current participants in the program

Four years of evaluation materials (2018-2021) were reviewed for this proposal. The information included, when available, APR reports, surveys, CIPAS and site evaluation reports, Risk Assessments, NWEA and F&P and NHSAS/SBAC testing data, as well as anecdotal input from our community of stakeholders. It should be noted that changes in statewide assessments, the evaluation model, difficulty accessing data, and a two-year global pandemic requiring remote instruction and rolling absences for many students due to exposure and illness, presented challenges with year-to-year comparisons.

Related to the number of students served, the data (Table 2) shows steady growth of the program in years one, two and three. In years four and five, the Covid pandemic hit and yet, despite that, we drastically increased summer participation numbers (where we were able to run programs outside most of the time). We did this intentionally in response to the demonstrated need of students suffering the consequences of the ongoing pandemic. During the regular academic year, we also successfully maintained an average daily attendance well over the 50 minimum required by the grant. Before the pandemic, attendance was almost double that number. This shows the high need for the program among the families whose children attend Project SUCCEED at Pine Tree School.

In 2021, 91.1% of Pine Tree Project SUCCEED students demonstrated excellent school attendance defined as greater than 90% of school days. Academically, of our students with need for improvement, 75% demonstrated improvement in at least one of the ten domains covered, as reported by teachers in the 21st CCLC 2021 Teacher Survey. Furthermore, participation in Project SUCCEED appeared protective against decreases in proficiency seen in Conway (Table 3 and 4). Regular attendees of Project SUCCEED suffered an overall loss of only 9%, compared with 32% loss in ELA, and an overall loss of 15%, compared with a 35% in math.

Need to increase programming opportunities

We see need to increase programming opportunities in three main areas:

NEED 1 Safely return to breadth of pre-pandemic before and after school program offerings.

NEED 2 Extend summer offerings to aid academic and social losses suffered in the past two years.

NEED 3 Expand bridging school/home/community relationships through piloting career explorations program and career sampler summer camp.

Any barriers the program has continually overcome for families with the usage of a 21st CCLC program and how the data shows the students' needs have been met

The main obstacle recently has been mandated remote learning and the quarantining resulting in social isolation related to the pandemic. In addition to the community risk factors, it has impacted our students in many ways and they are in continued need of access to a wide range of support.

Our strength is in maintaining personalized connection to our students and families. That has allowed us to meet their most basic need of belonging before and especially during the last two years. In spring 2020, at a time when many afterschool programs shuttered, and when our entire SAU went remote, our site coordinators worked tirelessly with our principal and school staff to identify remote learning opportunities. We reached out several ways including *via* telephone (to include families who do not use email) family-by-family to share opportunities and to ensure they had the technology to participate. It became clear that weekly, rather than daily enrichments were preferred. Three session times with several choices were offered each session. Table 5 shows dates and attendance, which averaged over 54 students per session.

Additionally, while Covid-related staffing shortages plague education in New Hampshire and nationally, Project SUCCEED at Pine Tree has been fortunate. While we have lost some staff, we have retained most regular long-term staff, and also benefit from a roster of volunteers, alumni students and school day staff (including our principal) filling in in the short term at the program as needs arise.

Due to those staff losses, we also have had to limit some of the breadth of our offerings, for example, holding one ELA-themed enrichment at a time instead of three. Nonetheless, we are proud that with the staff we retained, we continue to offer strong programming in all of our priority subject areas. And, our loyal staff and volunteers do so much more than provide academic support. They fulfill a myriad of roles - - from instructor to mentor to advisor, and in doing so meet needs by developing and maintaining positive relationships with students as well as parents and guardians. 100% of respondents to the Pine Tree 2021 Youth Survey felt they had “at least one adult at this program [they] can talk to if [they] have a problem.”

4. Describe how the proposed program will address the needs of students and their families (including the needs of working families). The applicant must clearly state the specific needs of the students and families to be served and will later address these risk factors in the program design and evaluation sections.

While open to all, our program gives priority to students identified with a risk for retention, low test scores, poor attendance, and economically disadvantaged students in need of additional learning opportunities. This program specifically addresses previously identified needs 1-3 as follows:

NEED 1 Safely return to breadth of pre-pandemic before and after school program offerings.

Our program already offers (1) robust academic support (2) ELA and STEM enrichments to supplement school day learning experiences (3) nutritional and physical education to address obesity rates and poor health outcomes; (4) visual and performing arts education to increase opportunities for creative expression (5) family support needs to address poverty and lack of education. The need for these offerings has not changed and if anything, the pandemic has amplified it. We will focus on recruiting and retaining excellent staff and, as restrictions continue to ease, plan to increase staff and return to more diverse programming. This will encourage more students to return to the program, as parents and students have told us they wish we could return to the variety of previous offerings. We believe that, with lessened restrictions and increased offerings, our numbers will continue to return to pre-pandemic service numbers.

NEED 2 Extend summer offerings to aid academic and social losses suffered in the past two years.

According to our own [NH Department of Education](#),

“children of all ages, backgrounds, and abilities benefit from exposure to short-term summer enrichment programs, including the areas of challenge, friend making, positivity, and emotional safety. For many children, especially those from low-income background or with disabilities, accessing summer enrichment opportunities that support social, emotional, and mental health is more important than ever.”

Our working and at-risk families need enriching summer programming and families repeatedly request programming that bridges the entire summer. We made our first foray into bridging extra summer weeks for students in 2020 with specialty weeks of enrichment beyond the four weeks required by the grant. This year, it looks as though we’ll partner with the district for five weeks and, if funded, we plan to continue to offer new camps, including a career sampler, as well as several STEM camps in 2022. This will extend summer programming for families straight through August to the start of the academic year. As of March 5, 2022, seventeen families had tried to register for these camps with Project SUCCEED.

NEED 3 Expand bridging school/home/community relationships through piloting career explorations program and career sample summer camp.

We work to weave together what is available at school and expand it by integrating community and home resources. Another need we have identified is to add early talent development programming and career and education option exploration to assist students who would not otherwise have access. Through this effort, we hope to help our students start along the path to develop self-awareness and make connections to education and careers that fit their unique strengths, interests and workplace values.

5. Describe other afterschool programs currently serving the targeted population and explain why their services are insufficient to meet identified needs. 21st CCLC funds cannot take the place of secured funding. If an applicant currently operates a community learning center (including before and/or after school or summer time program), it should be noted in this section. A description of how the 21st CCLC grant will expand the program and/or the reasoning as to why 21st CCLC funds are necessary.

There are no other after school programs operating Monday-Friday for K-6 students in our area. Project SUCCEED is the sole comprehensive academic and enrichment program. Thanks to our collaboration within the district as well as with other individual enrichment providers, we are a hub for academic, social and enrichment programs and so no other provider can meet student needs the way we do. Some providers offer short-term activities like music lessons, dance lessons or travel soccer and Conway Parks & Recreation offers a summer recreation camp, but Project SUCCEED operates as the only year-round home base that promotes academic growth, keeps kids connected, prepares them for life and helps them build relationships - all in engaging and fun ways. We are the bridge that enhances access to community resources by linking many of these very to our programs at the school.

PROGRAM DESIGN: 20 POINTS

- 1. Describe how the program aligns and links to the school day for academic enrichment and well-rounded education activities (e.g., date sharing, shared staff, space, training, policies, etc.).**
- 2. Indicate how academic needs will be identified and supported through the program. Include any current or intended connections to school/district improvement plans, graduation requirements, LEA comprehensive needs assessments, and school wide Title I or other state/federal plans.**

We aspire to be an intentional program, defined by quality and personalization of programming, commitment of district leadership and partner organizations, a well-defined organizational structure, and the use and sharing of data confidentially and effectively to serve our students.

A key aspect of intentionality is connecting after school programming supports to school day academic instruction. Academic support includes homework help and enrichment activities that align to, complement, and enhance the school day curriculum. Our building principal and teachers are key to ensuring alignment between the school day and Project SUCCEED in supporting our students’ success. Supporting this is effective communication and coordination between the classroom teacher, the student, and our students’ caregivers. To this end, 2021 state program reviewers noted that, at Pine Tree, the “site coordinator meets with the teachers on skills they are working on during the school day. Well-developed process in place to communicate what each grade level is working on during the day for alignment with activities.” (Appendix N, Site Visit Observation Form, Page 3 of 5)

State evaluators added:

“Students are identified early on and what the student needs are. Input is provided from principal and site coordinator who is a sixth grade teacher. Site coordinator contacts families who should be attending depending on teachers’ input for academic needs. Student needs are identified early on by teachers so program can work with those students. Longer tutoring times implemented for those students who need it. Program follow-ups with teachers on what students need.”

(Appendix N, Site Visit Observation Form, Page 3 of 5)

- 3. Describe how the program will accommodate students with Individualized Education Programs (IEPs), and/or 504 plans, including how the program ensures the specific requirements of each student’s IEP/504 plans are implemented in the program.**
- 4. Describe how the program will accommodate students and families whom English is a second language.**
- 5. How does the LEA ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs?**

We team with SAU9 Special Services Director, as well as the building principal and family support liaisons and classroom teachers to accommodate and include all students, regardless of ability or need. Although the Conway area only has a population of about 0.3% with limited English, in the event that a family or child

needs assistance with language, we would make every effort to enlist a knowledgeable staff member, community member, or parent or family member to accommodate them.

With any difference, each child is evaluated on a case-by-case basis and we do all that we can, within our resources, to include everyone. We follow and share all Conway policies on accommodating students. See [Policies - School Administrative Unit 9](#) and [Special Services - School Administrative Unit 9](#). These expansive policies ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age. Additionally, through the breadth of our programming, we aim to ensure that students receive exposure to a broad curriculum that brings them in contact with instruction and experiences that enhance their understanding and appreciation of students different from themselves.

- 6. Describe how the target group will be identified.**
- 7. Describe how the selection will occur and how invitations will be extended. Show how the selection criteria are aligned with the population’s needs as described in the Need for Project section and with the intended outcomes.**

We identify, target, and recruit students in collaboration with our district-wide planning team, using principal, teacher and caregiver input. All students in our catchment (three public schools, charter schools and homeschools) are invited to join Project SUCCEED, with specific targeting of at-risk students done in a variety of ways. These methods include:

- Registration forms sent out through the school within the Beginning of School packets that are distributed to parents and caregivers.
- Registration forms are available on the Project SUCCEED website and sent to parents through email and text on our parent listserv along with updated current programming through our social media, parent email and text listserv, and on both the SAU9 website as well as our website www.projectsucceed.com
- Students are targeted for the need of academic assistance and support, behavioral support, and social emotional needs by administration, educators, guidance counselors, and the student assistance counselor based on academic achievement levels, testing scores, social emotional needs, and behavioral supports needed. Once a recommendation of a student has been identified and either sent or discussed with the Site Coordinator or Program Director, the Site Coordinator or Program Director contacts the caregiver to encourage participation.

- 8. Describe the safety (including physical and/or social-emotional) practices and protocols that will be followed for afterschool programing. Programs should use the school plan as a guide to implement a tailored plan for 21st CCLC program.**

We follow all Conway policies and procedures. We share site-specific behavioral and safety protocols and procedures within our shared Project SUCCEED Google Drive for all staff. The Site Coordinator also keeps physical copies on site. There is also clear signage in every room of the school with emergency information. We communicate behavioral expectations as well as the need for safety in our handbooks and in ongoing conversations with staff. We include it in our Family Handbook as well. We review issues with site coordinators, staff and the principal, as needed, to ensure consistent responses to issues. The superintendent and principals also send out updates regularly and we review those with staff. For students and families, the school also shares a Pine Tree Panda Behavior Expectation Matrix in the Family Handbook (Figure 3).

9. Describe plans to monitor attendance. How this will result in clear communication with parents/guardians and improved student participation, including how the program addresses the issue of students absent from school, students with early dismissal, and the procedure for notifying parents when students are absent from program. Students are expected to participate in 21st CCLC programs on a regular basis, 21st CCLCs are not drop-in programs.

We collect contact information at registration, attendance is taken at the beginning of each session, and students are checked out to a designated adult at the end. Students are expected to attend the program each day they are registered. If a child is absent, we communicate with caregivers to determine why and this allows us to work with them to address issues early and to offer support, as necessary. Generally, caregivers and the site coordinator, who has a designated Project SUCCEED cell phone, use text to communicate updates. The site coordinator also checks in with the school office regularly to verify communication.

10. Current subgrantees only - use the format below to include the numbers of youth and families that were served for each year of the original five (5) year grant. Explain fluctuations in the numbers. Describe strategies to increase enrollment and/or retain enrollment.

Please see Table 6. In years one through three, our numbers steadily grew until March of 2020 when school and our program shut down due to the pandemic. We served over 50 students remotely in months April through June, 2020 (Table 5). When we opened up in-person in fall 2020, a number of students did not return, instead choosing a remote option for schooling. Additionally, of those students who did return to in-person schooling, many suffered rolling absences due to illness or quarantine. Despite the hardships related to the pandemic, we continued to serve a great number of our students.

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

NEED 1 Safely return to breadth of pre-pandemic before and after school program offerings.

Each day, our staff will engage each student in one or more of the following areas of focus:

Academic: Each day a specified amount of time is set aside to work on academic skills such as homework, tutoring or to engage in an alternate academic activity designed with the age group and children's interests in mind. Examples include Spanish, The Walking Classroom, and Kindergarten after-hours.

Health & Wellness: We offer a variety of opportunities to increase the overall physical, emotional, and mental wellness of our students. Choices include organized activities like jump-roping, floor hockey, and cup stacking to learn fair play and good sportsmanship, or even a cooking class to teach nutrition skills.

STEM: STEM includes all enrichments and activities that focus on Science, Technology, Engineering and Math. Choices may include VEX Robotics, Coding, Computer Explorations, Mystery Science, Bedtime Math and more! Two of our biggest partners, Tin Mountain Conservation Center and White Mountain Science, help provide additional STEM programming throughout the year.

Literacy: Reading and writing are the focal points of the enrichments and activities in this category. Examples include Adventures with Eric Carle, Story time, and Image Making.

Leadership/SEL: Leadership activities give Project SUCCEED participants the opportunity to spearhead a community service project or lead an activity for their peers. This may occur in an organized group such as through Kiwanis Kids, or within any of our daily activities where students are allowed to help lead an activity and are encouraged to always model being safe, respectful and responsible. SEL (Social Emotional Learning) activities promote team building, social skills and a sense of belonging to all members of our community.

The Arts: We offer a variety of artistic enrichment opportunities. Participants can choose from offerings such as Drama Club, Recycled Art, Mural Painting, Mosaics, and more.

Within these categories, Project SUCCEED Staff, who get to know each student quite well, personalize planned enrichments using templates, which they submit to the site coordinator for review and which are organized into sessions (see Appendix D, Sample Sessions). We expect these to contribute to improved student learning, including learning outcomes and academic achievement, as our program models itself on best practices similar to those highlighted by the Institute of Education Sciences in the seminal publication, *Structuring Out-of-School Time to Improve Academic Achievement: A Practice Guide* (Beckett et al., 2009).

NEED 2 Extend summer offerings to aid academic and social losses suffered in the past two years.

Another need is bridging the gap between academic years with summer programming. In recent years, as needs dictated, we have added summer programming offerings through various school and community partnerships. Special efforts have been made to reach out to students who had gone remote in 2020, as well as to students suffering academic learning loss for a variety of reasons.

Working together during the summer learning program, Pine Tree Elementary School and Project SUCCEED staff create full weeks of programs that combine academics, SEL, physical education and enrichment. Students engage in academic, hands-on learning experiences in multi-age groupings with a heavier academic focus led by teachers Monday-Thursday and enrichments and field trips led by Project SUCCEED staff on Fridays. Within this structure, the Conway School District runs special education ESY (Extended School Year), which is not so much a program as it is a service, individualized for each eligible student by their IEP (Individualized Education Program) team. Students eligible for ESY services receive special education services embedded within the day of the regular summer programming.

In addition to those weeks with regular school staff, we aim to offer four specialty enrichment weeks, which are intensive, subject-based, weeklong programs with community partners. This year we expect to offer two weeks of Mission to Mars in partnership with the Conway Public Library, a “MWV Career Sampler” with MWV School to Career Camps, and a Makerspace Week with White Mountain Science, Inc. These four specialty weeks will be offered in August, a time when parents have told us they need help bridging the gap between when most summer offerings have ended and before the regular school year begins.

NEED 3 Expand bridging school/home/community relationships through piloting career explorations program and career sampler summer camp.

As part of another district wide collaboration, Project SUCCEED is working with the middle and high schools in our region as well as The Mount Washington Valley Career and Technical Center located at Kennett High School, to expand access to career pathway opportunities and prepare students for careers in STEM-oriented fields.

For our part, starting in fall 2022, Project SUCCEED will incorporate short career exploratory activities using *Beable* and *World of Work* in our after school program. These activities intertwine career exposure and exploration with personalized literacy content that students can access at their own pace. Our goal is to help students make connections between interests, strengths, values and potential careers - - many of which our kids might not have ever heard. According to Frank Edelblut, NH commissioner of education, efforts like this “are the types of creative and innovative opportunities that will provide students and teachers alike the opportunity to grow and expand their horizons.” (See [New Hampshire One of Four States Awarded \\$2.9 Million Grant | Department of Education](#))

12. Describe how youth voice will be included in the ongoing development of the project; (a) Include strategies that will be made to ensure programming is student-centered and every participant has opportunities for high level of engagement. (b) Include these activities in the one-year timeline in the Program Management section.

Student voice and choice are central to Project SUCCEED. In addition to having students on our advisory board and on this grant committee, staff make certain to include students in decision making on a regular basis. Moreover, when asked, about 90% of students responding to the 21st CCLC Youth Survey in 2021 felt program staff asked them for ideas for programming. Additionally, in 2021 we created a new staff position - - “enrichment-providers-in-training” - - to recruit high school students as employees into the program, which serves to not only bring a youthful perspective to our program and mentors to our students, but also offers much needed paying jobs to our older adolescents in the Mount Washington Valley.

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

Ours are the first faces families see in the morning and the last they see at night and we aim to welcome them with kindness first. Family engagement, including literacy programming, is woven throughout our practices and helps inform planning, direction, and implementation of our programs. We engage family members and alumni of the program as volunteers and staff, as well as on our advisory board. They provide invaluable feedback and are especially effective partners in sharing information and promoting attendance and participating in events. Our families are our program. See Table 7 for recent family engagement data.

Most events include a literacy component, like the Amazing Animals trivia event, where students and families were read questions and answers written on their screen and then had to choose the best. We chose this because our staff and students thought it would be fun for a family night. Next year, our career explorations program includes short literacy activities in which students are able to read personalized stories and facts about careers of interest, giving them greater career exposure. While students will move at their own pace, they engage with the program several times per week. We chose this program because it was recommended by the NH Department of Education.

All Project SUCCEED family events are open to all Pine Tree families as well as the charter and homeschool community, as space allows. We always welcome some families that do not partake in regular Project SUCCEED programs that attend our special events. This serves to connect them to our Project SUCCEED community and introduce them to our staff and offerings.

14. Complete a “Schedule of Operations” form (found in Appendix D) for each proposed site. If the schedule is the same for each site, you may use one form to include all sites.

Please see Appendix D.

15. Describe the fees being charged, if any. If fees are being charged, you must include details regarding the clearly defined sliding scale fee, as well as its administration and management. (Fill out the parent fees table on Appendix C).

In 2021, we worked with the state, the district, our advisory board and parents to determine fees that were nominal and reasonable and we’ll review them annually. We do not charge for summer programs, registration or for materials. Scholarships are available through a simple application process and are granted annually. No

student is ever turned away for inability to pay. Project SUCCEED charges sliding fees based on free and reduced lunch federal guidelines.

	<u>Full Pay Lunch</u>	<u>Reduced Pay Lunch</u>	<u>Free Lunch</u>
MORNING PROGRAM	\$4.00 per Morning	\$2.00 per Morning	\$1.00 per Morning
AFTERSCHOOL PROGRAM	\$6.00 per Afternoon	\$3.00 per Afternoon	\$1.50 per Afternoon

ADEQUACY OF RESOURCES: 10 POINTS

- 1. Describe the staffing for proposed programs and services, including the student-to-staff ratios. May include an organizational chart and include which staff with be responsible for the required 21st CCLC roles. For every six (6) sites, it is required to budget for a fulltime program director and additional staff to support the program needs. Site-based coordination within multi-site projects is required.
- 2. Include job descriptions and credentials of key staff in an appendix to your proposal. Academic assistance activities must be offered by a certified teacher or paraprofessional.

Until 2021, the Program Director was a part-time position, but after review of our programs and organizational structures, and with the recommendation of the state and our advisory board, the Conway School Board approved the Director for full time in 2021. The increased work hours include coordinating program and being on-site at school during the day, attending regular district, community-wide and statewide leadership meetings, thus allowing staff to build relationships and to better coordinate with partners and stakeholders. This also allows the director to continue development work essential to long-term sustainability, and includes monitoring our summer and career explorations programs. The rest of the program is supported by a variety of part-time staff including an administrative assistant, a site coordinator who has served in the position for over a decade, as well as certified teachers, enrichment providers, paraprofessionals, volunteers and partners.

Facilities, staffing, and student-to-staff ratios

Project SUCCEED is housed within Pine Tree Elementary School and has full use of the facilities before and after school and during special events. We currently have about 25 part time staff members serving students. Typically, our ratios of staff to students are 1:1 for academic tutoring, 1:12 for academic enrichments and 1:20 for physical enrichments. For more specialized enrichments, like those with tools, such

as SeaPerch robotics, staff to student ratios are more like 1:6. Currently, due to pandemic safety cohorting, the average ratio of staff to student is about 1:8.

We utilize community partnerships to supplement staffing and to ensure high levels of subject matter expertise. So, for example, when we offer a robotics enrichment, we bring in partners who specialize in computer science, coding and robotics. If we do a family cooking night, we partner with an expert in nutrition and cooking classes. When we teach cross country skiing, we partner with our local ski touring center. This place-based investment ensures that we not only have adequate staffing but also that we have expertise in the subject matter of our enrichments and utilize best practices.

3. If your application includes high school, state who will coordinate and administrate the credit bearing Extended Learning Opportunities (ELOs) and non-credit programming.

Not applicable.

- 4. Describe how staff will be selected, trained and supervised.**
5. If volunteers are used, describe how the organization will encourage and use appropriately qualified persons to support proposed activities, including how senior citizens will be used to support activities, if applicable. Describe the structure, qualifications and attributes that will be required.
6. Before starting to work in the 21st CCLC program, all staff working with students must have relevant clearances as required under federal and state statute. Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with students.

Staff selection, training and supervision

Project SUCCEED recruits staff and volunteers from within the District, from within the school administration unit, from within our partnership circles, and from within the community at large. Openings are posted on the school administrative unit’s website, our Facebook page, in the local newspaper, and shared *via* word of mouth and email on a regular basis. We have also, on many occasions, especially in the last two years, personally called potential staff and volunteers, inviting them to apply.

For volunteers, we mainly pull from our alumni and families but to engage older, retired educators who may have more time to dedicate to our program, we also recruit from local service clubs like the Kiwanis Club of Mount Washington Valley, on the radio through DriveTime interviews and in the newspaper through articles and advertisements. Word of mouth is our most effective tool.

We follow all district hiring processes and procedures. All applicants and volunteers must complete district-approved state-level background checks as well. Staff applicants apply through the district’s human resource hiring and tracking system, and, once applications are received, all applicants meet with one or more senior staff as well as the superintendent of the administrative unit, who makes the final offer to join our program. From there, staff applicants are recommended to the Conway School Board for approval and, when approved, receive a contract. With a signed contract and a completed background check, the new employee starts training with the site coordinator and plans a work schedule. All staff and volunteers are supervised. Please see our organizational chart (Appendix M) for more information.

7. Explain how specific organizational leadership support the organization and partnerships to assure project success. Describe expectations that will be set by leadership with regards to lesson planning, course development, pedagogy and integration.

Please see the organizational chart and job descriptions (Appendices M and I). The site coordinator conducts regular staff meetings. All enrichment providers submit enrichment plans each trimester and planning is a regular topic of discussion at these site meetings. The program director conducts two to four senior staff meetings per month as well as approximately one advisory board meeting per month during the academic year. These team meetings are key to maintaining good relationships and foster open communication in identifying both issues and opportunities, planning program development and integrating change.

- 8. Describe the types of professional development that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation.**
- 9. Describe your staffing professional development plans.**
- 10. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.**

Please see Appendix Q for our professional development plan. We are a learning community and we hope to model sharing what we learn for our students. We expect staff to plan enrichment activities using best practices and we offer a variety of ongoing professional development. Development is an agenda item at senior staff meetings and site coordinators check in with staff regularly as well. We organize training based on what we learn, staff requests, and on where we see a need for education. Recent and upcoming trainings include *First*

Aid & CPR, Building a Toolbox of Skills, Connecting with Students Remotely, The Whys and Hows of Planning Enrichments, Teamwork and Relationship-building, Improving Classroom Climate and Management, Mentoring for Leaders, Deescalation Techniques, BellXcel Use and Cayen Use.

PROGRAM MANAGEMENT PLAN: 10 POINTS

1. Include a one-year timeline for program implementation and continued planning as an attachment. Include: youth voice, parent input, community input, family literacy, professional development, and evaluation activities from corresponding sections.

Please see Appendix H for our one-year timeline and goals.

2. Describe the structure and process that includes clear, ongoing communication and linkage with all stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.). For applications that include high school, please attach the School Board policy for ELO. If an ELO policy has not yet been adopted, please provide a description of the timeline and process for implementation.
3. Describe the plan to disseminate information about your program including it's; explanation of what 21st CCLC is, 21st CCLC logo, name, location, etc. to the community in an ongoing manner that is understandable and accessible. If materials need to be translated, describe how this will be accomplished.

Project SUCCEED regularly shares understandable and accessible information about the program (including a description of the services and the program location), as well as the fact that we are a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program *via* our website, the school administrative unit and district website, newspaper articles, telephone calls, social media, emails, texts and targeted messages to families at each program site, newsletters, radio and television interviews and *via* word-of-mouth between teachers, partners, and special education personnel. We use both our logo and the 21st CCLC logo on all our materials (Figure 4). Our program is well-known in the community.

For our plan to disseminate information, please see our collaborative communication plan, at Appendix R. If materials need translation, we utilize services from the [Language Bank](#) or similar.

PROJECT EVALUATION: 20 POINTS

1. Complete Appendix E GPRA Measures template; how you will achieve the set State goals and what your expected outcomes will be.

Please see Appendix E.

2. Identify who will be responsible for data compilation and analysis.

The site coordinator, administrative assistant and director are responsible for data compilation. We will also ask for help from the district and state for SAS (or other testing) data if we have difficulty accessing it, as we have had in the past. The director then works with Project SUCCEED staff, district staff and our advisory board on analysis.

3. Describe how the project will use best practices, including research or evidence-based practices, to provide educational and related activities complementing and enhance academic performance in state assessments (NHSAS), grade point average, school day attendance, teacher-reported behaviors and student engagement in learning.

We define “best practices” as existing practices that already possess a high level of widely-agreed effectiveness. We do our best to hire the most qualified personnel and then we try to care for them with ongoing development. Our staff get to know our students so that once we learn something new through training or feedback we then try to share what we learn to improve our program and adapt it to each student’s needs. The expectation is that this continues to influence academic performance and positive behavioral outcomes.

4. Describe how these best practices will positively influence student outcomes in your program.

Sharing best practices not only nurtures a learning culture, but also helps us to identify and fill knowledge gaps and generate new ideas. It aids staff in becoming closer, more competent, and more efficient, as we share what we learn instead of having to do it on our own. By using evidence-based practices, we expect a correlation between our actions and students' positive responses. We expect “better attitudes toward school and higher educational aspirations; higher school attendance rates and lower tardiness rates; less disciplinary action; lower dropout rates; better performance in school, as measured by achievement test scores and grades; significant gains in academic achievement test scores; greater on-time promotion; improved homework completion; and deeper engagement in learning.” (See [Secrets of Successful Afterschool Programs | Harvard Graduate School of Education](#))

5. Describe how the evaluation information will be used to provide feedback to project staff and stakeholders, and to inform future project direction.

The process for sharing and distributing information is an integral part of our evaluation plan. Distribution occurs at three levels: (1) administrators, (2) staff members, and (3) stakeholders. As part of

continuous improvement, the director attends monthly meetings with the superintendent, all senior district leadership including principals, and other district staff. The director also meets with senior staff bi-weekly and the advisory board monthly. Data trends and operations are reviewed with a focus on program improvement, refinement, and alignment with our goals. Data is utilized by the program director and site coordinators during meetings to help tailor program offerings to the needs and progress of programs. In addition, debriefings are provided, when appropriate, to staff to engage staff in addressing challenges, to promote “buy-in” into evaluation as a “living” process, and to promote discussion, cross-training, and support. Finally, evaluations and findings are shared with all stakeholders (e.g., school administrators, parents, and partners) to share information about the program and encourage feedback.

6. Describe the system being developed to ensure pertinent student data, including academic records, is shared between the school district and agencies providing services while adhering to the Family Educational Rights and Privacy Act (FERPA). This information is also required to be put within the MOU with the school district or within a detailed communication plan for data sharing.

All district staff are authorized to share pertinent information with Project SUCCEED. This information may include, but is not limited to, individualized education plans, 504 plans, behavior plans, medical information, custody information, contact information, and free and reduced lunch status. We also adhere to all Conway School Board policies, including FERPA and PPRA regulations. Conway School District administrators agree to provide all necessary data to complete state evaluation and federal reporting requirements. Please see the MOU in Appendix F for additional information.

7. Current subgrantees include a summary of any evaluation studies, reports or research from your program or partners documenting evidence of previous success, promise of success and effectiveness of the proposed activities/services. Provide documentation that shows the learning or progress was shared with the public.

Please see Appendix N.

BUDGET/BUDGET NARRATIVE: 10 POINTS

1. Attach a detailed budget spreadsheets with two sheets; one for summer programing and one for the school year (a template is provided in Appendix C) itemizing how the grant funds will be used per site.

Please see Appendix C.

2. Provide a detailed budget narrative, including but not limited to, each allowable 21st CCLC category listed below if applicable, including a breakdown for each site to include purpose of expenditures and linkage to activities:

Project SUCEED at Pine Tree has been funded by a variety of sources that include 21st CCLC as well as leveraged funds that include a town warrant article, parent fees as well as fund raising. The following describes our budget in a slightly different way than the budget found in Appendix C, highlighting our use of leveraged funds.

DESCRIPTION (PURPOSE AND LINKAGE TO ACTIVITIES)	CCLC	LEVERAGED
Program Director to Direct Program (shared with two other sites) \$29.00 per hour x 36 weeks x 14 hours (academic year) \$29.00/hour x 8 weeks x 13.33 hours/week (summer)	3,092.56	14,616.
Administrative Assistant to Support Director (shared with two other sites) \$20.00 per hour x 36 weeks x 10 hours (academic year) \$20.00/hour x 8 weeks x 6.67 hours/week (summer)	8,267.20 7,200. 1,067.20	
Site Coordinator to Lead Site Staff, Create Curriculum, etc. 1 coordinator x \$27.00 per hour x 36 weeks x 20 hours	19,440.	
Certified Enrichment Providers to Oversee Academics & Enrichments AM: 3 @\$24.00 x 35 weeks x 6.25 hours PM: 4 @\$24.00 x 35 weeks x 12.5 hours	57,750.	
Enrichment Providers to Oversee Academics & Enrichments AM: 1 @\$18.00 x 35 weeks x 6.25 hours PM: 2 @\$18.00 x 35 weeks x 12.5 hours	19,687.50	
Enrichment-Provider-in-Training to Support Enrichments PM: 1 @ \$12.00 x 20 hours/week x 35 weeks	8,400.	
Benefits (School and Summer) FICA: Retirement: Workers Comp: Health & Life Insurance + Unemployment for certified staff and Director	34,768.76 9,822.39 24,432.78 513.59	6231.59 1,118.12 2,055.01 58.46 3,000.
Summer Program Helping to Bridge the Gap Between Academic Years 2 certified teachers x \$24.00/hour x 8 weeks x 25 hours 1 coordinator x \$27.00/hour x 8 weeks x 10 hours WMSI (Contractor to provide STEM education services to approximately 15-20 students @ \$100.00 per session x 20 1-hour sessions = \$2000.00 Bus: \$2.76 x 50 miles x 8 weeks Program supplies (craft, paper, printing, robotics, etc.)	13,593.98 9,600. 2,160. 1,000.	3104. 2,000. 1,104.

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Office supplies (postage, phone, copier, paper, ink, etc.)	833.98	
Subcontracts with Partners for Specialized Enrichments Tin MT, WMSI, UNH, Art, SeaPerch and Drama		7,500.
Professional Development (School Year and Summer) to Recruit and Retain Excellent Staff 21st CCLC + AcrossN, CPR AND TDP, Summer Symposium, Staff Back to School Orientation and Training		7,500.
Supplies/Materials (School Year) to Ensure Staff and Students have what they Need to Participate in Program Academic classroom supplies such as pens and markers, paper, craft kits, robotics, photography, cooking supplies, etc. and office supplies such as ink, paper, postage, staplers, whiteboards, etc.		4,000.
Entry fees to Allow Students to Attend Competitions and Capstone Events SeaPerch & Vex competitions, Access to Local Lakes for Geology, etc.		500.
Equipment to Allow Staff to work Efficiently Electronics (laptops, cell phone bill, printer)		8,000.
Travel to get Students and Staff Where they need to go School year field trip busing and employee mileage		3,202.
Other Expenses Supplies for collaborative community events, i.e., (family nights, joint educational events with partners, speakers, etc.)		1,200.

3. Provide evidence there is a commitment of adequate resources for all participants that includes a variety of needs.

4. Provide evidence there is a commitment of adequate resources for transportation.

All Project SUCCEED programs are part of a structured and documented program of shared communication, planning and resources that align with state, district, school and student goals in collaboration with all our stakeholders. Through the leveraging of other funding, Project SUCCEED is provided office space, program space, buses, student snacks, and a variety of materials for the on-site coordinator, as well as a full-time director who supervises, and part-time administrative assistant who supports the on-site coordinator at Pine Tree Elementary School. Over the 20 years the district has been in operation, the district has committed substantial resources to our program. It promises to continue to do so. Please see the MOU in Appendix F for more information.

We offer bus transportation to students who lack safe transportation to and from programs at the sites that need it. While we evaluate transportation annually in our programs, transportation is not a barrier to participation at Pine Tree School. Within our MOU with the district, the district agrees to provide bus transportation to Project SUCCEED students as needed.

5. Provide a detailed narrative explaining the anticipated revenues from other sources to be collected throughout the school year identifying and describing each type of program income.

We anticipate collecting approximately \$25,000. in fees as described in our Program Design section, question 15, and listed on the parent fees table in Appendix C. We anticipate one to two fundraisers from longtime local supporters like [Valley Promotions](#), which we expect to raise about \$1500. Also, the program is supported by a warrant article, which, if approved, will contribute \$29,333.

6. Identify federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources (e.g., Juvenile Justice Funds, Title I, Incentive Funds, etc.).

We coordinate with Title 1 through the school for family math and science nights as well as on some summer programming and the Conway Public Library is providing the two weeks of Mission to Mars camp at no cost to our program. The Out-of-School-Time Career Pathways Initiative will contribute *Beable* and *World or Work* Curriculum materials for our career explorations program.

COLLABORATION, PARTNERSHIPS, ADVISORY BOARD, AND SUSTAINABILITY: 10 POINTS

1. Attach a letter of support from the principal(s).

Please see Appendix J.

- 2. Describe the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population.**
3. List established partner(s) and indicate the role and capacity of each partnering organization.
4. Include a signed MOU for each partner, signed by the principal of the school being served and/or the subgrantee administrator. (A sample MOU template is included in Appendix F).

Fortunately, we have a wide range of trustworthy partners with a history of success serving our target population. We worked diligently to build and maintain effective partnerships and plan to continue to do so. Please see Table 8 for partners and collaborators, and Appendix F for signed MOUS.

- 5. Describe the roles and responsibilities of the advisory board.**
- 6. Describe how advisory board meetings will take place a minimum of three (3) times each school year.**
- 7. Include a list of advisory members, their roles including sustainability planning and frequency of meetings.**
- 8. Describe how the advisory board members represent the diverse needs of community.**

Please see Appendix L. 2021 Program reviewers found that Project SUCCEED’s

“advisory board has a diverse group of representatives including three student members. A week prior to the advisory board meeting the program director attaches report and data to be shared with the group. Example: last year the program was evaluating leadership positions. The advisory board gave constructive feedback and plans were changed. Program has a very well developed sustainability plan showing advisory board members, agendas and minutes.”

(Appendix N, page 1 of 5).

- 9. Include sustainability plan and describe how the plan offers viable opportunities for continued sustainability (diverse resources & funding).**
- 10. Current subgrantees discuss what steps for sustainability have been initiated for each year of the last five (5) years; show evidence of partnerships/collaboration that has been made and show documentation (reflected in budget) of support and funding, if applicable. This can include other grants (state what grants were written and if funded), in-kind support, school district funding (Title I, etc.), 21st CCLC champions/supporters, special events, fees, and any other resources to support the program.**

Please see Appendix S for our sustainability plan. 2021 program reviewers noted that our “program has a very well developed sustainability plan.” (Appendix N, page 1 of 5).

APPENDIX C
PROPOSED BUDGET

APPENDIX C: 2022-2023 Proposed Budget Template

2022-2023 21st CCLC Proposed Budget

Program Information	
Agency Name:	Project SUCCEED
Agency Address:	176A Main Street, Conway, NH 03818
Contract Dates:	July 1, 2022 - June 30, 2023
Project Manager:	Jessica DellaValla
Title:	Director
Phone Number:	603-901-2029
Email:	j_dellavalla@sau9.org
Fiscal Contact:	Brigitte Ouellette
Title:	Director of Budget & Finance
Phone Number:	603-447-8368
Email:	b_ouellette@sau9.org
Contact Person (if different):	
Phone Number:	
Email:	
Program Site(s):	Pine Tree Elementary School

Summer Budget

Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
Indirect Cost		
Staff Salaries		
Program Director:	\$29.00/hour x 8 weeks x 13.33 hours/week	\$ 3,092.56
Administrative Assistant:	\$20.00/hour x 8 weeks x 6.67 hours/week	\$ 1,067.20
Site Coordinator(s):	1 coordinator x \$27.00/hour x 8 weeks x 10 hours	\$ 2,160.00
Enrichment Providers Certified:	2 certified teachers x \$24.00/hour x 8 weeks x 25 hours	\$ 9,600.00
Performance Measurement:	Staff evaluations	
Outcome:	Recruitment and retention of excellent staff	
Benefits		
FICA:	staff salaries x .0765	\$ 1,217.86
Retirement:	providers x 21.02% + admin staff x 14.06%	\$ 3,056.81
Workers Comp:	salaries x .004	\$ 63.68
Other Benefits:		
Performance Measurement:	Staff evaluations	
Outcome:	Recruitment and retention of excellent staff	
Contracted Services		
Contracts:	WMSI (\$2000)	warrant
Other(s):		
Performance Measurement:		
Outcome:		
Professional Development		
Required Conference: one in 5 year period:	Summer Symposium (\$1000)	warrant
Other Professional Development:	Staff Back to School Orientation/Training (\$1000)	warrant
Performance Measurement:	Staff evaluations	
Outcome:	Recruitment and retention of excellent staff and high staff morale	
Field Trips		
In State Field Trips:		
Out of State Field Trips:		
Performance Measurement:		
Outcome:		
Travel		
Transportation:		
Field Trip Busing:	Bus: \$2.76 x 50 miles x 8 weeks (\$1104)	warrant
Performance Measurement:	Students will be able to access Camps	
Outcome:	Students explore new opportunities and access new experiences	

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Supplies/Materials		
Supplies/Materials:	Program supplies	\$ 1,000.00
	Office supplies (postage, phone, copier, paper, ink)	\$833.98
Other(s):		
Performance Measurement:	Students and staff will have what they need to be successful in program	
Outcome:	Student and staff will thrive	
Academic/enrichment Activities		
Academic/enrichment Activities:		
Other(s):		
Performance Measurement:		
Outcome:		
Equipment		
Equipment:		
Other(s):		
Performance Measurement:		
Outcome:		
Total Expenses:		\$ 22,092.09

Leveraged Funds and/or Other Funds

If Applicable, Describe These Funds		Total Funds Anticipated to be Received
Title I:		
Title III:		
Title IVA:		
School District Funds:	Warrant Article	\$ 5,083.73
Community Based:		
Grants:		
Other:		
Other:		
Total:		\$ 5,083.73

Anticipated 21st CCLC Program Income Collected		
REVENUES	Explanation of Program Income Received by 21st CCLC Program	Anticipated Total Collected
1. Parent Fees		\$ -
2. Fundraising		
4. Other/Explain Below		
TOTAL REVENUES:		\$ -

21st CCLC Proposed Parent Fees Schedule				
Subgrantee Does Not Collect Parent Fees, Check Box:				
	Full Priced Lunch	Reduced Priced Lunch	Free Lunch	Anticipated Total Collected
1. Per day (School day/Summer)				
2. Morning (School day/Summer)				
3. Afternoon (School day/Summer)				
TOTAL REVENUES:				\$ -
Total Weeks of Program Operation (School Year and Summer):				
40				
Discount(s) Offered (ex: Multiple Family Members):				

**Only indicate morning and afternoon breakdown, if applicable.

2022-2023 21st CCLC Proposed Budget

Program Information		
Agency Name:	Project SUCCEED	
Agency Address:	176 Main Street, Conway, NH 03818	
Contract Dates:	July 1, 2022 - June 30, 2023	
Project Manager:	Jessica DellaValla	
Title:	Director	
Phone Number:	603-901-2029	
Email:	j_dellavalla@sau9.org	
Fiscal Contact:	Brigitte Ouellette	
Title:	Director of Budget & Finance	
Phone Number:	603-447-8368	
Email:	b_ouellette@sau9.org	
Contact Person (if different):		
Phone Number:		
Email:		
Program Site(s):	Pine Tree Elementary School	
School Year Budget		
Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
Indirect Cost		
Staff Salaries		
Program Director:	\$29.00 per hour x 36 weeks x 14 hours	warrant/fees/fundraising
Administrative Assistant:	\$20.00 per hour x 36 weeks x 10 hours	\$ 7,200.00
Site Coordinator(s):	1 Site Coordinator @ \$27.00 per hour x 36 weeks x 20 hours(fees)	\$ 19,440.00
Enrichment Provider Certified	AM: 3 @ \$24.00 x 35 weeks x 6.25 hours PM: 4 @ \$24.00 x 35 weeks x 12.5 hours	\$ 57,750.00
Enrichment Provider	AM: 1 @ \$18.00 x 35 weeks x 6.25 hours PM: 2 @ \$18.00 x 35 weeks x 12.5 hours	\$ 19,687.50
Enrichment Provider-in-Training	PM: 1 @ \$12.00 x 20 hours/week x 35 weeks	\$ 8,400.00
Performance Measurement:	Staff evaluations	
Outcome:	Recruitment and retention of excellent staff	
Benefits		
FICA:	Staff salaries x .0765	\$ 8,604.53
Retirement:	Providers x 21.02%+ admin staff x 14.06%	\$ 21,375.97
Workers Comp:	Salaries x .004	\$ 449.91
Other Benefits:	Health & Life Insurance Director + unemployment for certified staff and Director	warrant/fees/fundraising
Performance Measurement:	Staff evaluations	
Outcome:	Recruitment and retention of excellent staff	
Contracted Services		
Contracts:	Tin MT, WMSI, UNH, Art	warrant/fees/fundraising
Other(s):	SeaPerch and Drama	warrant/fees/fundraising
Performance Measurement:	Evaluations	
Outcome:	Students will learn new skills with our partners	
Professional Development		
Required Conference: one in 5 year period:	21st CCLC + AcrossNH	warrant/fees/fundraising
Other Professional Development:	CPR AND TDP	warrant/fees/fundraising
Performance Measurement:	Staff evaluations	
Outcome:	Recruitment and retention of excellent staff	
Field Trips		
In State Field Trips:	SeaPerch, Vex, Local Lakes for Geology, etc.	warrant/fees/fundraising
Out of State Field Trips:		
Performance Measurement:	Students have access to local resources (lakes, museums, employers, etc.)	
Outcome:	Students explore new opportunities and access new experiences	
Travel		
Transportation:	Field trip busing for students	warrant/fees/fundraising
Other:	Mileage 58.5 x 1200	warrant/fees/fundraising
Performance Measurement:	Students will be able to access Seaperch or similar competitions	
Outcome:	Students participate in competitions and staffaccess required conferences	

Supplies/Materials		
Supplies/Materials:	Office supplies, program supplies, postage	warrant/fees/fundraising
Other(s):		
Performance Measurement:	Sufficient supplies and snacks to run program well	
Outcome:	Students are fed and have enough supplies to participate in programming	
Academic/enrichment Activities		
Academic/enrichment Activities:	Collaborative Community Events (UNH Cooking, etc.)	warrant/fees/fundraising
Other(s):		
Performance Measurement:		
Outcome:		
Equipment		
Equipment:	Electronics (laptops, cell phone bill, printer)	warrant/fees/fundraising
Other(s):		
Performance Measurement:	Sufficient equipment and technology to run program well	
Outcome:	Staff and students have the equipment and technology they need to tun and partipate in program	
Total Expenses:		\$ 142,907.91

Leveraged Funds and/or Other Funds

If Applicable, Describe These Funds		Total Funds Anticipated to be Received
Title I:		\$ -
Title III:		
Title IVA:		
School District Funds: Warrant Article		\$ 24,249.60
Community Based:		
Grants:		
Other:		
Other:		
Total:		\$ 24,249.60

Anticipated 21st CCLC Program Income Collected		
REVENUES	Explanation of Program Income Received by 21st CCLC Program	Anticipated Total Collected
1. Parent Fees		\$ 25,000.00
2. Fundraising		\$ 1,500.00
3. Other/Explain Below		
TOTAL REVENUES:		\$ 26,500.00

21st CCLC Proposed Parent Fees Schedule				
Subgrantee Does Not Collect Parent Fees, Check Box:				
	Full Priced Lunch	Reduced Priced Lunch	Free Lunch	Anticipated Total Collected
1. Per day (School day/Summer)				
2. Morning (School day/Summer)	\$4.00	\$2.00	\$1.00	\$ 9,000.00
3. Afternoon (School day/Summer)	\$ 6.00	\$3.00	\$1.50	\$ 16,000.00
TOTAL REVENUES:				\$ 25,000.00
Total Weeks of Program Operation (School Year and Summer):				
40				
Discount(s) Offered (ex: Multiple Family Members):				

**Only indicate morning and afternoon breakdown, if applicable.

APPENDIX D
SCHEDULE OF OPERATIONS

Conway PTS 2022-2023 APPENDIX D: Schedule of Operations
SCHOOL(S) SERVED: Pine Tree Elementary School

Directions: Complete a typical Schedule of Operations form for each proposed site for both school year and summer. If the schedule is the same for each site you may use one form to include all sites. Programs serving elementary students' afterschool must operate a minimum of: 15 hours per week, five (5) days per week, minimum 32 weeks. Programs serving middle and high school students' afterschool must operate a minimum of: 10 hours per week, five (5) days per week, minimum 32 weeks. Summer programs for all grade levels must operate for a minimum of (beginning 2nd year of grant cycle): four (4) hours per day, five (5) days week, a minimum of four (4) weeks.
SCHOOL YEAR: 2022-2023

Typical Daily Schedule (hours in order) (See details in narrative in grant application)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Example: 3:00pm - 4:00pm	Academic Assistance	Literacy, STEM, ELA, homework club, and tutoring	X	X	X	X	X		
7:30am - 8:45am	Morning Program	Variety of physical fitness activities, academic help, cooperative games, crafts	X	X	X	X	X		
3:15pm - 3:45pm	Recess	Physical fitness activities	X	X	X	X	X		
3:45pm - 4:15pm	Academic Block	Academic activities linked to daily work and/or homework help	X	X	X	X	X		
4:15pm - 5:15pm	Enrichments	STEM, literacy, Art, Health & SEL activities and clubs	X	X	X	X	X		

SUMMER:

Typical Daily Schedule (hours in order) (See details in narrative in grant application)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8:30am	Arrivals and breakfast	Students arrive and greet staff and friends	X	X	X	X	X		
8:50am - 9:30am	Block 1	Academic, hands-on learning experiences in multi-age groupings (depending on numbers, but usually incoming K-2, and 3-6)	X	X	X	X	X		
9:30am - 10:10am	Block 2	Academic, hands-on learning experiences in multi-age groupings (depending on numbers, but usually incoming K-2, and 3-6)	X	X	X	X	X		
10:10am - 10:30am	Outdoor time	Recess							
10:30am - 11:10am	Block 3	Academic, hands-on learning experiences in multi-age groupings (depending on numbers, but usually incoming K-2, and 3-6)	X	X	X	X	X		
11:10am - 11:30am	Lunch		X	X	X	X	X		
11:30am - 11:50am	Outdoor time	Recess	X	X	X	X	X		
11:50am - 12:30pm	Block 4	Academic, hands-on learning experiences in multi-age groupings (depending on numbers, but usually incoming K-2, and 3-6)	X	X	X	X	X		

SCHEDULE OF OPERATIONS - SAMPLE TYPICAL DAY SPECIALTY CAMP

SAMPLE TYPICAL DAY SPECIALTY CAMP: [Mission to Mars Camp with Conway Public Library](#)

Monday

9:00am - drop-off & breakfast

9:30am - Morning Briefing

- Introduce camp facilitators
- Camp rules & expectations
 - Participate fully in each activity
 - Listen to other's ideas and share your own
 - Respect each other, even in competition
- Camp Goals
 - Learn how a 3D printer works and print something of your own
 - Test the principles of aerodynamics and launch an optimally designed rocket
 - Understand how robotics can be used to advance science and human exploration
 - Discover the importance of collaboration to space colonization
 - What are we going to do this week:
 - Build and test rocket designs - highest, most stable flight
 - Design an ideal Martian colony
 - Build robots to collect samples from Martian surface and return to Earth
- Brainstorm Martian knowledge - venn diagram with Earth

10:00am - Astronaut Team Building

- Name Game
 - Participants sit in a circle. Someone starts by saying their name and something they like that begins with the same letter. Going in a circle, each person repeats everyone who went before them before adding their own name and thing.
- Moon Walk
 - Group attempts to cross chasm by placing and hopping between anti-gravity pads.
 - Supplies: colorful pads from Ham Room
- Countdown
 - Place numbered tiles inside a rope circle. Attempt to touch the tiles in order as fast as possible. Only one person inside circle at a time, cannot tap successive tiles.
 - Supplies: numbered tiles, rope
- Core Reactor Malfunction (combine marble madness & dino egg)
 - Transport a tennis ball between points without touching it.
 - Supplies: string, platform with hole, tennis balls
- Space Station Panel Replacement
 - Replace panel by flipping. Stand on top of the panel, restart if anyone steps off.
 - Supplies: small mat or tarp
- Helium Pole
 - Lower a magical floating pole to the floor using only teamwork and fingertips.
 - Supplies: tent pole
- Anti-Gravity Trust Fall
 - Group stands in a circle holding a loop of webbing. All must sit down in unison.
- Supplies: nylon webbing
- Astronaut Run (warrior run)
 - Individuals try to run as far as possible with only a single exhale.
- **Overflow Games:**
 - Airlock (Foxes & Hounds)
 - Tag game where participants sit in pairs on the ground. If the person being chased sits down next to your pair, the person opposite gets pushed out of the airlock to be chased. If the chaser tags the person, their roles reverse.
 - IRL Among Us (Mafia)
 - Martians, Earthlings, and Oxygen
 - Martians abduct Earthlings
 - Earthlings breath Oxygen
 - Oxygen suffocates Martians
 - Alien in the Spaceship
 - Tag aliens on back without them seeing you - aliens only sense movement

12:00pm - lunch

12:30pm - Looking for Life on Mars - [NOVA episode](#)

1:30pm - Intro to Tinkercad - mission ID badge design (100mm x 75mm x 2mm - 1.5-2hrs)

- dropping/editing shapes
- holes/negative space
- workplane tool
- align tool
- grouping objects
- import/export files
- snap to grid

2:30pm - Intro to Cura - print ID badges

- ABS/HIPS/PLA
- printing/bed temps
- infill/shells
- support structures
- build plate adhesion
- changing filament
- starting/stopping prints

3:30pm - wrap-up & decompression

4:00pm - all campers picked-up

- Reminder to bring water bottle for rocket launch

SCHEDULE OF OPERATIONS - SAMPLE SESSIONS

Fall 2021

Afterschool Program

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade K	Story Time (LA) Shiloh Library	Paper Plate Arts & Crafts (ARTS) Shiloh Art Room	I Want to Move It, Move it! (PE) Shiloh Gym	Building Friendships (SEL) Pam Cafeteria	Little Scientists (STEM) Pam Heidi's Room
Grades 1/2	Tis the Season (seasonal art) (ARTS) Hayley / Peg Art Room	Fall Sports (PE) Michaela / Hayley Gym	Bonding Over Board Games (SEL) Michaela / Hayley Cafeteria	(STEM) Michaela / Hayley Tin Mountain? Heidi's Room	Story Illustrations (LA) Michaela Library
Grade 3	Can You Make it Move (STEM) Deb Cafeteria	Kiwanis Kids (SEL) Pam & Diane Gamache Heidi's Room	Create Your Own Story Book (LA) Deb Library	Creative Art (ARTS) Deb Art Room	Game On! (PE) Elaine Gym
Grades 4	Moving Mondays (PE) Ryan Gym	Tranquil Tuesdays (SEL) Ryan Cafeteria	SeaPerch (STEM) Ryan & Jodi Heidi's Room	Telling Tales (LA) Ryan Library	Free Flowing (ARTS) Ryan Art Room
Grade 5/6	SeaPerch (STEM) Gabby & Jodi Heidi's Room	Yearbook (LA) Gabby & Peg Library	Love the Lyrics (Arts) Peg Art Room	There's No I in Team (Team sports) (PE) Peg Gym	Feeling Good (Meditation, Relaxation & the Power of Positive Thinking) (SEL) Peg Cafeteria

Winter 2021-2022

Afterschool Program

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade K	Story Time (LA) Shiloh Library	Paper Plate Arts & Crafts (ARTS) Shiloh Art Room	I Want to Move It, Move it! (PE) Shiloh JH Grade 6 Helper	Building Friendships (SEL) Pam Cafeteria	Little Scientists (STEM) Pam PE Grade 6 Helper Heidi's Room
Grades 1/2 Anderson/King	Tis the Season (seasonal art) (ARTS) Hayley Art Room	Fall Sports (PE) Hayley Gym	Bonding Over Board Games (SEL) Hayley AL Grade 6 Helper Cafeteria	(STEM) Hayley / Tin Mountain Peg's Room	Story Illustrations (LA) Michaela Library AL & BH Grade 6 Helpers
Grades 1/2 Fellows/Jenkins	Tis the Season (seasonal art) (ARTS) Peg Peg's Room	Fall Sports (PE) Michaela Gym	Bonding Over Board Games (SEL) Michaela BH Grade 6 Helper Cafeteria	(STEM) Michaela / Tin Mountain Heidi's Room	
Grade 3	Can You Make it Move (STEM) Deb Cafeteria	Kiwanis Kids (SEL) Pam & Diane Gamache Heidi's Room	Create Your Own Story Book (LA) Deb AP Grade 6 Helper Library	Creative Art (ARTS) Deb Art Room	Game On! (PE) Elaine Grade 6 Helper Gym
Grades 4/5 Doonan/Royer	Moving Mondays (PE) Ryan Gym	Tranquil Tuesdays (SEL) Ryan Cafeteria	SeaPerch Rotation (STEM) Ryan & Jodi with Peg doing snack, recess & academic block Heidi's Room	Tennis & Yoga (PE) Ryan Gym/Library/Cafe	Free Flowing (ARTS) Ryan Art Room
Grade 4/5 Parsons/Svindland	Moving Mondays (PE) Aimee Gym	Tranquil Tuesdays (SEL) Peg Cafeteria	SeaPerch Rotation(STEM) Ryan & Jodi with Peg doing snack, recess & academic block Peg's Room	Tennis & Yoga (PE) Aimee Gym/Library/Cafe	Free Flowing (ARTS) Peg Cafeteria
Grade 6	SeaPerch (STEM) Gabby & Jodi Heidi's Room	Yearbook (LA) Gabby Library	SIXTH GRADERS ACT AS HELPERS	Tennis & Yoga Peg Gym/Library/Cafe	SIXTH GRADERS ACT AS HELPERS

APPENDIX E
GRPA MEASURES TEMPLATE

Conway PTS 2022-2023 APPENDIX E: GPRA Measures Template

New Hampshire Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

State Goals for 2022-2023

Congress established a set of measures via the Government Performance Results Act (GPRA) in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The U.S. Department of Education (USED) analyzes this data to report on the GPRAs measures to Congress in the Annual Performance Report. In New Hampshire, the 21st CCLC, GPRAs are measured by improvements in; New Hampshire Statewide Assessment (NHSAS), Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Data will be collected during the school year of 2021-2022 and reported in the spring of 2022.

Subgrantees will be funded at 100 percent for the first three (3) years of funding. Subgrantees may have the opportunity to receive continued funding for an additional two (2) years based on funding availability and the Department's evaluation of successful progress towards meeting the Government Performance Results Act (GPRA) measures.

21st CCLC Grant Name (school district or CBO): Conway School District, Project SUCCEED, Pine Tree Elementary School

State Goals	Performance Indicators	How will you achieve this goal? Include process, planning, timeframe (month and year)	The NHDOE's expected outcomes Specific metrics and timeframes for how the NHDOE will measure the success of that outcome.
GPRA MEASURE #1: ACADEMIC ACHIEVEMENT IN NHSAS	Percentage of students in grades 4–8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.	<ul style="list-style-type: none">For all students entering grades 4-8 in 2022-23, Project SUCCEED will review the Spring 2022 state assessment results for all students looking for trends, and for each individual student looking at assessment results.Working with Site Coordinators, Teachers, Principals, Family Support Liaisons, Families, Community Partners, and our District Special Educators, we will update our roster of students to target for attendance in our programs.We will evaluate the best methods to recruit students including, but not limited to, specific programs, tutoring, or other interventions.We will review data, at a minimum, annually, and use it to modify methods.We will attend a majority of professional development opportunities offered by the state regarding accessing, interpreting and utilizing data to maximize program outcomes.When appropriate, we will seek input from our advisory board, the state, school and district leadership, teachers and families.	<ul style="list-style-type: none">The NHDOE expects at least 20% of our students who are not already at the top level to improve one proficiency level between their 2020-21 ELA NH SAS (or DLM) assessment and their 2021-22 ELA NH SAS (or DLM) assessment.The NHDOE expects at least 60% of our students to achieve a growth score at the end of 2021-22 on the NH SAS above the 50% mark.
	Percentage of students in grades 4–8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	See above for ELA. The program will follow a similar process for Math for all students entering grades 4-8 in 2022-23.	See above for ELA. The NHDOE will follow a similar process for Math for all students entering grades 4-8 in 2021-22.
	[include local Assessment growth measures for other grades outside of 4-8, that you plan to track]		

GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)	Percentage of students in grades 7–8 and 10–12 attending 21 st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	<i>This measure does not apply to Project SUCCEED, as we only serve students in grades K-6.</i>	
	[include local GPA growth measures for other grades outside of 4-8, that you plan to track]		
GPRA MEASURE #3: SCHOOL DAY ATTENDANCE	Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who: (a) Had a school-day attendance rate at or below 90% in the prior school year; and (b) Demonstrated an improved attendance rate in the current school year.	<ul style="list-style-type: none"> Project SUCCEED will review the NHDOE i4see report of 2021-22 attendance for all our 2022-23 participants. The program will identify students with less than 90% school attendance. The program will target those students who have low attendance rates (<90% attendance) by reaching out to parents and caregivers individually via telephone, email, text and flyer. We will also work with district personnel to identify ways to reach students and encourage participation. 	<ul style="list-style-type: none"> For all students in grades 1-12, the NHDOE will use the state attendance report to identify student attendance progress. <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show growth.</p> <ul style="list-style-type: none"> Of 21st CCLC participating students who had less than 90% of attendance in 2022, the NHDOE will expect at least 60% of those students will have attendance above 90% in 2022. <p>Additionally the NHDOE expect 80% of those students will have improved attendance in 2022.</p> <ul style="list-style-type: none"> Schools who have all students above 90% attendance will be expected to continue with that performance level.
GPRA MEASURE #4: BEHAVIOR	Percentage of students in grades 1–12 attending 21 st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	<ul style="list-style-type: none"> Project SUCCEED schools do not use ISS so we will not use that as a benchmark. The district does limit out-of-school time participation based on in-school disciplinary action. Thus, Project SUCCEED staff will work closely with school day staff to monitor students with disciplinary actions, intervene when appropriate, and so that we can target those most at-risk, we will also follow up by reaching out to parents/caregivers as partners. 	<ul style="list-style-type: none"> For all students in grades 1-12, the NHDOE will use the state suspension report to identify student suspension. <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show change in suspension for a student.</p> <ul style="list-style-type: none"> The NHDOE expects to see a reduction of at least 20% of students who were suspended more than 5 days in 2020-21. For example, if 10 students had 5 or more days of suspension in 2020-21

			<ul style="list-style-type: none">then the NHDOE expects at least 2 of those students to have less suspension days in 2021-22.Schools who have no students being suspended, will be expected to continue with that performance level.
GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING	Percentage of students in grades 1-5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	<ul style="list-style-type: none">Project SUCCEED staff will continue to work closely with students, teachers, family support liaisons, principals and caregivers to monitor student engagement in learning. We will review teacher surveys and follow up, as appropriate.	<ul style="list-style-type: none">For students in grades 1-5. The NHDOE will use the state survey to have the primary teacher for each student in grades 1-5, identify each student's engagement in learning as 'significant engagement', 'moderate engagement', 'limited engagement', 'poor engagement'.The NHDOE will expect at least 60% to have achieved at least moderate engagement. <p>Note: a rubric will be developed to help clarify the levels of engagement, to improve the validity of this measure.</p>
Other Measures	[include other local measures you plan to track]		

APPENDIX F
MEMORANDUM OF UNDERSTANDINGS

APPENDIX F-1 CONWAY SCHOOL DISTRICT



Conway School District's
Project SUCCEED

2021-2022

Memorandum of Understanding

Conway School District, in partnership with the Conway School District's 21st Century Community Learning Center Program, Project SUCCEED, agrees to the following:

The Conway School District is committed to, and supports, the provision of all available space needed for the 21st Century Community Learning Center programs in the Pine Tree, John Fuller and Conway Elementary Schools located in Conway, NH both for program and for administrative purposes. The Conway School District will provide the necessary custodial and facility management support for the upkeep of space used, as determined through collaboration between the Director of Project SUCCEED and School Principals.

A representative of the the Conway School School Board will become a member of Project SUCCEED's Advisory Board, providing leadership guidance, attending meetings, and action toward sustaining out-of-school programming in the Conway School District.

Conway School District staff and Project SUCCEED will collaborate to ensure that students' specific academic, social and physical needs are met to the best of the program's ability.

The Conway School District will also support Project SUCCEED by enabling teachers and professional staff who are required to earn recertification hours, to obtain them through the training of the program staff, parents, volunteers, and community members as well as the research performed in connection with accomplishing the district goals as they relate to the goals of the proposal put forth.

The Conway School District will seek community support by working with Project SUCCEED staff to prepare and advocate for the passage of a warrant article each year at town meeting.

The Conway School District will provide professional support for Project SUCCEED. As a part of the Conway School District, Project SUCCEED staff will work with central office administration to develop budgets, coordinate curriculum, and recruit staff. The Conway School District will provide access to assessment and other available data for the purposes of program evaluation. The Conway School District will also support Project SUCCEED's technology needs and provide access to buses owned by the Conway School District to transport students.

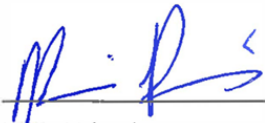
The Conway School District will also provide professional consulting support in the following areas:

Business Office
Curriculum Coordination
IT Support
Special Education Support and Coordination
Staff Recruitment and Human Resources Support
Staff training

In return, Project SUCCEED will continue to provide before and after school programming in coordination and compliance with the 21st CCLC grants under which it operates.

The Conway School District sees its role as assisting Project SUCCEED in achieving its goals, and will be as flexible as possible to accommodate any special needs or changes. In turn, Project SUCCEED will be flexible in accommodating any concerns of the Conway School Board.

Signed this twelfth day of November 2021.



Kevin Richard
Superintendent, SAU #9



Jessica DellaValla, JD
Director, Project SUCCEED

APPENDIX F-2 MWV SCHOOL TO CAREER

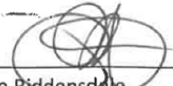
Project SUCCEED a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program

Conway School District's Before and After School Program Serving families in the Mount Washington Valley since 1999

Partnership Plan for MWV School to Career Camps and Project SUCCEED 2021-22	
MWV School to Career Camps and Project SUCCEED agree to partner to support youth and families in the Mount Washington Valley through community Out-of-School-Time programs included but not limited to summer camps. We agree to partner to develop and run at least one camp and other programs, as appropriate, that promote STEM education.	
MWV School to Career Roles	Project SUCCEED Roles
MWV School to Career staff will <ul style="list-style-type: none">provide opportunities for quality staff training.partner in planning quality programming for Project SUCCEED youth.work to provide at least one week-long school to career camp sampler for Project SUCCEED students.work together with Project SUCCEED to seek additional grant funding for additional programming, as appropriate.attend family nights and/or open houses when appropriate.attend planning and staff meetings, as appropriate.require that all MWV School to Career staff working with Project SUCCEED students have a background check.	Project SUCCEED will <ul style="list-style-type: none">offer scholarships or other support to students who would like to participate in MWV School to Career summer programming and winter programming, if appropriate (ie, week-long camps)work with MWV School to Career Camps to seek out mutually beneficial grant funding for out of school time programming.invite MWV School to Careers Camps staff to professional development opportunities, open houses and family nights, as appropriate.assist MWV School to Career Camps Staff at all sites where we partner.provide permission to participate in MWV School to career Camp programs, including photo/media release forms, record attendance.assess youth learning and development.evaluate programming - collect and share data as needed for federal and state reports.

This Partnership Plan between Project SUCCEED and MWV School to Career Camps is in effect from February 5, 2022 through December 31, 2022.

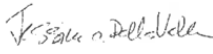
By signing this agreement, it is understood that MWV School to Career Camps and Project SUCCEED do not and will not discriminate in its programs or activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or veteran's, marital or family status.



Joe Riddensdale
Executive Director
MWV School to Career

2/8/22


Date



Jessica Della Valla
Project SUCCEED
Program Director

2/5/22

Date


g Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program

APPENDIX F-3 WMSI

Project SUCCEED a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program

Conway School District's Before and After School Program Serving families in the Mount Washington Valley since 1999

Partnership Plan for White Mountain Science (WMSI) and Project SUCCEED 2021-22	
WMSI and Project SUCCEED agree to partner to support youth and families in the Mount Washington Valley through community Out-of-School-Time programs included but not limited to Afterschool programs. We agree to partner to develop and run WMSI afterschool enrichments, camps, and other programs that promote STEM education.	
WMSI Roles	Project SUCCEED Roles
WMSI staff will <ul style="list-style-type: none">provide opportunities for quality staff training.offer quality programming to Project SUCCEED youth at a cost of \$250-\$300 per after school session, depending on final format. WMSI will come up with the match.work together with Project SUCCEED to seek additional grant funding for after school STEM programming.attend family nights and/or open houses when appropriate.serve on the Project SUCCEED Advisory Board and attend regular Advisory meetings and staff meetings, as necessary.require that all WMSI staff have a background check.	Project SUCCEED will <ul style="list-style-type: none">offer scholarships to students who would like to participate in WMSI summer programming and winter programming (ie, week-long camps)work with WMSI to seek out mutually beneficial grant funding for after school nature programminginvite WMSI to professional development opportunities, open houses and family nights, as appropriate.assist WMSI Staff at all sites where we partner.pay WMSI the rate of \$250-\$300 per afterschool session, depending on final format.provide permission to participate in Project SUCCEED WMSI programs, including photo/media release forms, record attendance.assess youth learning and development.evaluate programming - collect and share data as needed for federal and state reports.

This Partnership Plan between Project SUCCEED and WMSI is in effect from September 2021 through 2022.

By signing this agreement, it is understood that WMSI and Project SUCCEED do 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.



William Church
Executive Director
White Mountain Science, Inc.

10/19/2021

Date



Jessica Della Valla
Project SUCCEED
Program Director

9/3/21

Date



a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program

APPENDIX F-4 UNH EXTENSION – 4H



2021-22

Partnership Plan for UNH Extension/4-H and Project SUCCEED

PROGRAM AND STAFF DEVELOPMENT	
UNH Extension/4-H and Project SUCCEED agree to partner to support youth and families in the Mount Washington Valley through community Out-of-School-Time programs included but not limited to Afterschool and 4-H programs. We agree to partner to develop and run 4-H afterschool Clubs and programs that promote STEM and sustainability including a 4-H Farm to Table Club (gardening, cooking and/or nutrition) and a 4-H Tech Club to include robotics, coding, and/or electronics etc.	
UNH Extension/4-H Roles	Project SUCCEED Roles
<p>UNH Extension/4-H staff will provide opportunities for quality staff training and tools to implement 4-H in afterschool settings.</p> <ul style="list-style-type: none">• Training as needed in<ul style="list-style-type: none">- Positive Youth Development- STEM- 4-H Curriculum• Assistance planning 4-H experiences including lesson plans and 4-H curriculum compatible with state education frameworks.• Access to UNH Extension state specialists for staff development opportunities such as social emotional learning, risk management, community service learning, positive behavior management, volunteer management, youth as partners.	<p>Project SUCCEED will dedicate planned time for development of 4-H clubs. For staff running 4-H program.</p> <ul style="list-style-type: none">• Staff participation in:<ul style="list-style-type: none">- Professional Development- STEM and other 4-H curriculum opportunities• Screening and enrollment of staff as 4-H volunteers who choose to run 4-H Clubs• Any 4-H Program will include:<ul style="list-style-type: none">- Safe facility / space- Use of juried 4-H curricula- Credit to UNH Extension/4-H- Encouragement of youth to participate in other 4-H experiences- Opportunities for youth leadership- Community service-learning experiences- Inclusion of the 4-H flag, emblem and pledge during 4-H time

DEVELOPMENT OF THE 4-H EXPERIENCE

UNH Extension/4-H Roles

UNH Extension/4-H will provide youth and their families with access to many 4-H opportunities:

- **Membership** in the county, state and national 4-H program *
- **UNH Extension newsletters**
- **Access to county & state 4-H events and activities**

** Membership lists are not sold or distributed*

Project SUCCEED Roles

Project SUCCEED will support opportunities for youth to belong to 4-H by providing:

- **Parental permission** to participate in 4-H, including photo/media release forms
- **Contact information** of participants *
- **Attendance records**
- **Records of completion** of 4-H projects
- **Celebration and recognition events**
- **Support enabling participation in the larger county and state 4-H experience**

EVALUATION & SUSTAINABILITY OF THE 4-H EXPERIENCE

UNH Extension/4-H Roles

UNH Extension/4-H help evaluate, document, and report 4-H experiences including:

- Development and sharing of evaluation tools
- Resource development and assistance on grants

Project SUCCEED Roles

Project SUCCEED will help assess learning and action outcomes of the 4-H afterschool experience including:

- Assessing youth learning and development
- Program evaluation - Collects and shares data as needed by UNH Extension/4-H for federal and state reports
- Fiscal Accountability – Compliance with fiscal spending and reporting requirements of any 4-H related grant funds received


This Partnership Plan between Project SUCCEED and UNH Extension/4-H in Carroll County is in effect for the time period from September 2021 through June 2022.

By signing this agreement, it is understood that Project SUCCEED 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.

Claes
Thelemarck
Claes Thelemarck
UNH Extension
4-H Field Specialist

7/24/21

Date


Jessica Della Valla
Project SUCCEED
Program Director

Date 7/24/21

*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.*

a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program

Conway School District's Before and After School Program

Serving families in the Mount Washington Valley since 1999

2021-22

Tin Mountain and Project SUCCEED agree to partner to support youth and families in the Mount Washington Valley through community Out-of-School-Time programs included but not limited to Afterschool programs. We agree to partner to develop and run Tin Mountain afterschool enrichments, camps, and other programs that promote STEM and sustainability.

Tin Mountain Roles	Project SUCCEED Roles
<p>Tin Mountain staff will</p> <ul style="list-style-type: none"> provide opportunities for quality staff training. offer quality programming to Project SUCCEED youth at a cost of \$100. per program for camps, and \$50. per after school session. Tin Mountain will come up with the match. work together with Project SUCCEED to seek additional grant funding for after school nature programming. attend family nights and/or open houses when appropriate. serve on the Project SUCCEED Advisory Board and attend regular Advisory meetings and staff meetings, as necessary. require that all Tin Mountain staff have a background check. 	<p>Project SUCCEED will</p> <ul style="list-style-type: none"> offer scholarships to students who would like to participate in Tin Mountain summer programming and winter programming (ie, week-long camps) 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. assist Tin Mountain Staff at all sites where we partner. pay Tin Mountain Conservation Center the reduced rate of \$50. per afterschool session. provide permission to participate in Project SUCCEED Tin Mountain programs, including photo/media release forms, record attendance. assess youth learning and development. evaluate programming - collect and share data as needed for federal and state reports.

This Partnership Plan between Project SUCCEED and Tin Mountain Conservation Center is in effect from September 2021 through 2022.

By signing this agreement, it is understood that Tin Mountain Conservation Center and Project SUCCEED do 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.

Lori-Jean Kinsey
Director

Date _____

Tin Mountain Conservation Center

Jessica Della Valla

Project SUCCEED

Program Director

Date _____



a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program

APPENDIX G
ESEA EQUITABLE
SERVICES AFFIRMATION



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

PART B
Equitable Services for Private School Students

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

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

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

There are currently no private schools within our geographical area.

Private School Name

Address

City

State

Zip

Telephone

Fax Number

Email Address

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

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

Title I, Part A

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

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

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

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

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

KEVIN RICHARDS 2/22/22

Public School Official Date

Private School Representative Date

CONWAY SCHOOL DISTRICT

Local Education Agency

Name of Private School Agency or School

☐ **THIS SCHOOL DOES NOT WISH TO ACCEPT FEDERAL FUNDS.**

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

APPENDIX H
ONE YEAR TIMELINE

Month(s)	Task	Timeframe	Task	Person(s) Responsible
July	District Collaboration Summer Programs Begin (July 5, 2022 - August 4, 2022)	Weekly	Attendance Reported in Cayen	Site Coordinators
	4th Quarterly Financial/Budget Report - Complete and Have on File for Audits		Maintain Staffing Document	Director
	Cayen Certification for Spring Data		Director Reviews Data in Cayen	Director
	21st CCLC Summer Symposium (July 19-21, 2022)	Bi-weekly	Senior Staff Meetings	Director sets
	Cayen Basic Training for New Program Directors		Payroll	Admin. Assistant
	Confirm Staffing Needs at Sites, Hire Staff, and Create and Keep 2022-2023 Staffing Hires			
	Document Updated	Monthly	21stCCLC Directors' Meetings	Directors/Emily or Kathy
	Plan Back to School kick-off PD for staff		Advisory Board Meetings	Director sets
	Plan Fundraising and Development for the Year		Conway School District PLC Meeting	Superintendent sets
	Out of School Time Career Pathway Grant (OSTCP) World of Work/Beable preparation for 2022-2023		Check on Grant Spending	Director and SAU Finance
	Review and Update Personnel Policies and Family Handbook (Last Updated 2021)		Out of School Time Career Pathway Grant (OSTCP)	Kadie
	Confirm Payment Methods for 2022-2023 and Fee Schedule, if Any		Snack Reports	Admin. Assistant
	Community Partners Collaboration Summer Programs Begin (August 1, 2022 - August 19 2022)		Billing	Admin. Assistant
	Program Close-Out Documents Due from Grants That Ended on 6/30/21		Bills/POs	Admin. Assistant
	Set up Snacks and Transportation Service for Back to School		Principals' Meetings	Shared
	PTS 5th Year Grantee Close-out Procedure due no later than August 14	As Needed/Ongoing	Minutes uploaded to Cayen	Admin. Assistant/Site Coordinators
	Confirm Staffing and Send Recommendations to Superintendent for School Board Approval		Facebook Posts	All Senior Staff
	Work with Site Coordinators on Enrichment Planning		Newspaper Articles	Director and Admin. Assistant
	Confirm Advisory Board and Set Annual Meeting Schedule and Format/Location	Semester	Drivetime Interviews	Director and Admin. Assistant
	Update MOUs		Professional Development	Director sets
	Review and Update Website		Kennett High School /MWV Career & Technical Center	Director sets
	Set up Fall Cayen Registration and Billing for the Year		Family Nights	Site Coordinators
	Confirm Annual Calendar and Weeks of Service		Community Partners	Director sets
	Set Up Timesheet Templates and Google Calendar for the Year			
September	Programs Begin			
	State Will Begin Risk Assessment Analysis			
	Set Annual Goals with Staff			
	Review and Update Annual PD Plan			
	Back to School Kick Off Meeting for All Staff (All Three Sites)			
October	1st Quarter Filled Out on Section 3 of the 2021-2022 Program Income Procedure - Keep on File			
	Start Planning Lights on Afterschool at Each Site			
	Prepare Annual Budget and Recommended Warrant Article - First Meeting with Superintendent			
November	First Family Literacy/STEM Event			
	Plan Winter Enrichments			
	Set up Winter Cayen and Registration			
December	Second Budget Meeting with Superintendent, as Needed			
	Programs Begin			
	1st Quarter Filled Out on Section 3 of the Program Income Procedure - Keep on File			
January	Meet with Summer Partners to Start Planning Summer			
	Beyond School Hours Conference			
	Winter Staff Training (All Three Sites)			
February	Visit Conway School Board to Provide Annual Update on Project SUCCEED			
	Confirm Summer Plans			
	Town Deliberative Session to Discuss Budget and Warrant Articles			
March	Advertise and Hire Summer Staff			
	Town Votes on Budget			
	3rd Quarter Filled Out on Section 3 of the 2021-2022 Program Income Procedure - Keep on File			
	Review Budget and make any changes in MyNH DOE, as necessary			
	2022-2023 Budget Template & Program Income/Targeting Procedure Questionnaire Sent Out to Programs			
	Proposed Budget Template Sent Out to Programs			
	Annual Performance Report Sent Out to Programs			
	Program and General Assurances Sent Out to Districts/CBOs			
	Equitable Services Affirmation Sent Out to Districts/CBOs			
April	2022-2023 Proposed Budget Template TA			
	2022-2023 Budget Template & Program Income/Targeting Procedure Questionnaire TA			
	2022-2023 Budget Template & Program Income/Targeting Procedure Questionnaire Due to State			
	2022-2023 Proposed Budget Template Due to State			
	4th Quarter Filled Out on Section 3 of the 2021-2022 Program Income Procedure - Completed			
	and Signed Document Sent to Program Specialist			
	Memorandum of Understandings Due in Cayen			
	Annual Performance Report Due in Cayen			
	Finalize Summer Staff, Confirm Staffing and Send Recommendations to Superintendent for School Board Approval			
	Second Family Literacy/STEM Event			
	Work with Site Coordinators on Year End Planning			
	Staff Evaluations			
May	If we Have not Heard From the State, Check on Stakeholder Surveys			
	End of Year Celebrations			
	Review and Update Wix, Facebook, Cayen, Powerschool, MyNHDOE Access for Staff, as Needed			
June	Training, Materials, Staff Meetings for Summer Staff, as Needed			
	Set up Summer Cayen Registration			



g. Nita M. Lowrey 21st Century Community Learning Centers (21st CCLC) Program

ONE YEAR TIMELINE
GOALS FOR 2022-2023:

Goal 1 To Stabilize And Develop Project Succeed Staffing

1. Project SUCCEED will safely open all morning and afternoon programs by September 2022. We will work to safely keep the programs open and in-person.
2. All Site Coordinators will successfully enter data in state-required Cayen reporting system on a weekly and monthly basis
3. Staff will effectively utilize software to register students, report program progress and maintain timely data input for all programs
4. Staff will be offered ongoing professional development opportunities

Goal 2 To Stabilize And Develop Project SUCCEED Funding

1. Will stay within budget
2. Will actively manage budget within ever-changing conditions
3. Supporters & Advisory Board members will publicly demonstrate support for Project SUCCEED's budget
4. Will document pursuit of funding opportunities (donations, grants and other income)
5. Will develop warrant article that is reasonable and financially responsible

Goal 3 To Meet The Service Needs At Each Of Our Three Sites

1. Will work with principals and families to continue safely returning to pre-pandemic service numbers as soon as possible
2. Will maintain safe in-person programming
3. Will adjust programming to meet individual community needs at each site

Goal 4 To Maintain Relationships With Our Families And Community Partners

1. Will maintain strong Facebook and media presence to continue communicating with community
2. Will host at least two family nights, community or partner events during the 2022-2023 school year
3. Will host at least 6 advisory board and community partner meetings during the 2022-2023 school year

APPENDIX I - 1
JOB DESCRIPTIONS AND CREDENTIALS FOR KEY STAFF

Approved by the Conway School Board
Effective: July 13, 2020

Conway School District
JOB DESCRIPTION

POSITION: 21st CCLC Program Director – Project SUCCEED

QUALIFICATIONS:

- Bachelor’s degree, or higher, in education or related field
- Five or more years of experience working in a school or community-based out-of-school time organization
- Knowledge of afterschool programs, communities and effective management techniques
- Ability to communicate effectively to multiple audiences in person and remotely
- Ability to perform all tasks identified in this job description
- Valid driver’s license
- Good physical condition with ability to lift 10 pounds

REPORTS TO: Assistant Superintendent and State Director 21st CCLC

JOB GOAL: To provide services and activities that help students improve in academics, attendance, behavior, social connections, promotion rates and graduation rates.

PERFORMANCE RESPONSIBILITIES:

Primary Responsibility

Directly responsible for overseeing program operations for the three SAU9 21st CCLC sites. Ensure delivery of quality, aligned academic curriculum and tutoring and quality recreational opportunities in afterschool sites in accordance with funding priorities.

General Responsibilities

1. Ensure that all program guidelines are met by program and grant partners.
2. Assist with compilation, completion and submission of fiscal reports to the funding agency.
3. Plan and conduct program planning team meetings.
4. Plan and participate in leadership team meetings.
5. Direct, supervise and evaluate program staff.
6. Coordinate and collaborate with program staff and supporting agencies and services.
7. Attend conferences and professional development required for program evaluation and development.
8. Assure the completion of evaluation activities at each site.
9. Develop grant goals and activities, implement activities, and monitor ongoing assessment of program components.
10. Train program staff and program planning team.
11. Conduct program staff meetings as needed.
12. Oversee the selection of relevant materials and resources.
13. Prepare and ensure completion of outreach materials and dissemination of program information.

- 14. Oversee the scheduling of program activities in collaboration with campus principals, program planning teams, program staff.
- 15. Manage site budgets and purchase of materials, while working with the administrative and accounting offices.
- 16. Oversee and support community outreach via social media, news outlets and newsletters.
- 17. Demonstrate behavior that is professional, ethical and responsible, and serve as a role model for all district staff.
- 18. Continually seek additional funding sources from outside the district to include grants.
- 19. Other duties as assigned.

Supervisory Responsibilities

- Supervise and evaluate the performance of 21st Century Community Learning Centers staff and activities.
- Manage all site coordinators and staff members.
- Responsible for the overall coordination and evaluation of each campus.
- Carry out supervisory responsibilities in accordance with district policies and applicable laws.
- Responsibilities include interviewing and hiring employees; planning, assigning and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
- Supervise and evaluate the performance of the professional and paraprofessional staff.

TERMS OF EMPLOYMENT: In accordance with annual contract.

WORK YEAR: 40 hours per week, 220 days/year (44 weeks)

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Conway School Board’s policy on Evaluation of Professional Personnel. The assistant superintendent and/or administrative designee will be the evaluator.

Approved by the Conway School Board
Effective: July 13, 2020

Conway School District
JOB DESCRIPTION

POSITION: 21st CCLC Site Coordinator-Project SUCCEED

QUALIFICATIONS:

- Associate’s degree from an accredited college or university
- One or more years of experience working in a school or community-based out-of-school time organization
- Knowledge of afterschool programs, communities, positive youth development and effective management techniques
- Ability to communicate effectively to multiple audiences in person and remotely
- CPR and First Aid certifications
- TDP (Trained Diabetes Personnel) training and willingness to carry out TDP duties, as required
- Able to perform all tasks identified in this job description
- Valid driver’s license
- Good physical condition with ability to lift 10 pounds

REPORTS TO: 21st CCLC Project SUCCEED Program Director

JOB GOAL: To provide services and activities that help students improve in academics, attendance, behavior, social connections, promotion rates and graduation rates.

PERFORMANCE RESPONSIBILITIES:

Primary Responsibility

The 21st CCLC Site Coordinator, under the supervision of the Program Director, manages all operations at one school-based center.

General Responsibilities

1. Design and implement programs designed to increase student performance in core academic areas to prepare students for success on state achievement tests.
2. Coordinate all activities and meet all the needs of the program before, during and after school hours.
3. Coordinate with food services to provide daily snacks to students and ensure that accurate counts are given to avoid snack overage charges.
4. Be available during the school day to provide advocacy for students enrolled in the 21st CCLC program.
5. Attend team meetings and implement academic tutoring and homework time designed to support teachers and increase student academic scores.
6. Work with principal and school officials on recruitment efforts and activity planning to ensure alignment with the school day.
7. Meet the required state department of education performance measures for student enrollment and attendance.
8. Conduct the program needs assessment and develop the program service delivery plan.
9. Meet with students, teachers and parents as necessary to communicate student needs.
10. Facilitate strategies for student assessments, student interventions, and determine best course of action.

2022 Conway Project SUCCEED - Pine Tree Elementary School NH 21st CCLC Grant Application

11. Administer student pre-session and post-session evaluations, as applicable and required by 21st CCLC grant requirements.
12. Gather student and program-level data (ensuring the safety and confidentiality of student information) to attendance, behavior, referrals, student program participation, staffing, partners, etc.
13. Ensure data are entered into the online tracking system within specified timelines throughout the grant period.
14. Attend required conferences and training sessions and facilitate training to staff.
15. Assist with instructing and supervising students.
16. Implement family education programs for families of afterschool students to meet state department of education performance indicators.
17. Participate in and support community outreach by writing and publishing program updates via social media, news outlets and newsletters.
18. Recruit staff.
19. Cultivate relationships with community partners, and monitor partner participation in the program.
20. Assist in budget preparation, budget monitoring, and purchasing of needed supplies and equipment.
21. Ensure that team members share the same vision and goals.
22. Assist in evaluating staff performance and make recommendations for hiring, discipline and termination.
23. Assist in providing resources and tools for all team members.
24. Maintain all site supplies.
25. Ensure that students are well-behaved and implement discipline policy when necessary.
26. Keep school staff informed about the program.
27. Maintain the safety of the site and students.
28. Perform routine first aid and seek assistance for serious illness/injury.
29. Perform routine diabetes management, as necessary.
30. Design, facilitate, and compile teacher, student, and parent surveys.
31. Assist in effectively managing site operations, including timely completion and submittal of reports.
32. Perform related duties as assigned.

Supervisory Responsibilities

Supervise and facilitate evaluation of before and after school staff.

TERMS OF EMPLOYMENT: One year with the option for renewal, contingent on funding

WORK YEAR: up to 20 hours per week, 190 days/year (38 weeks), optional 5 weeks during summer (25 days)

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Conway School Board's policy on Evaluation of Professional Personnel. The Program Director will be the evaluator.

Approved by the Conway School Board
Effective: July 13, 2020

Conway School District
JOB DESCRIPTION

POSITION: 21st CCLC Before and Afterschool Enrichment Instructor

QUALIFICATIONS:

- High school diploma or equivalent
- Ability to communicate effectively to multiple audiences in person and remotely
- Willingness to work positively with and mentor youth
- CPR and First Aid Certifications
- Pass required criminal background checks
- Ability to perform all tasks identified in this job description
- Valid driver's license

Preferred Competencies

- Bachelor's degree from an accredited college or university
- Experience working in a school- or community-based out-of-school time organization
- Knowledge of afterschool programs, communities and/or positive youth development

REPORTS TO: 21st CCLC Site Coordinator

JOB GOAL: To provide services and activities that help students improve in academics, attendance, behavior, social connections, promotion rates and graduation rates.

PERFORMANCE RESPONSIBILITIES:

1. Maintain effective communication with the 21st CCLC Site Coordinator and/or school personnel at assigned site.
2. Follow direction of 21st CCLC Site Coordinator or other manager(s) with respect to Conway School District policies and procedures, and adhere to program requirements.
3. Lead, participate in and take responsibility for before and/or afterschool program activities at assigned site.
4. Assists in recording/managing of student attendance and data.
5. Participate in out-of-school time program planning and design.
6. Attend staff meetings.
7. Assists the site coordinator in providing a safe and secure environment for after-school program participants.
8. Monitors student behavior and notifies site coordinator of any issues.
9. Reports all incidents regarding students, staff and/or any unauthorized visitors to site coordinator.
10. Meet with parents, students and community members; communicate in a respectful and confidential manner.
11. Perform routine first aid and seek assistance for serious illness/injury.
12. Identify needed supplies and resources, and inform 21st CCLC Site Coordinator.
13. Participate in professional development and program-related training activities.
14. Perform all other duties as assigned by supervisor.

TERMS OF EMPLOYMENT: In accordance with contract.

WORK YEAR: up to 36 weeks during academic year (180 days), optional 5 weeks during summer (25 days)

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Conway School Board's policy on Evaluation of Professional Personnel. The Site Coordinator will be the evaluator.

Approved by the Conway School Board
Effective: July 13, 2020

Conway School District
JOB DESCRIPTION

POSITION: 21st CCLC - Project SUCCEED Administrative Assistant

QUALIFICATIONS:

- High school diploma or GED
- Special Knowledge/Skills
- Highly proficient in keyboarding, word processing and maintaining files
 - Excellent interpersonal, organizational and communication skills
 - Strong mathematical skills
 - Ability to evaluate data and statistics and translate into formats that meet the needs and requirements of the program
 - Ability to initiate and complete projects and programs
 - Ability to communicate effectively (verbal and written) in person and remotely

Minimum Experience
Three (3) years of secretarial experience, preferably in a public education environment

REPORTS TO: 21st CCLC Project SUCCEED Program Director

JOB GOAL: To provide services and activities that help students improve in academics, attendance, behavior, social connections, promotion rates and graduation rates.

PERFORMANCE RESPONSIBILITIES:

Records, Reports, and Correspondence

1. Prepare and assume responsibility for all correspondence, forms, reports, etc., generated for the entire program.
2. Record and report meeting minutes, as well as agendas, as requested by the Director.
3. Support preparation of program evaluation documents, (i.e., CIPAS, monthly, quarterly, bi-annual and annual reports) as directed by the Director.
4. Compile pertinent data as needed when preparing various state and local reports.
5. Maintain physical and computerized files for the overall program.
6. Assist in compiling, maintaining and updating program policies and procedures.
7. Serve as a liaison with program leaders to help ensure a manageable flow of work and communications.
8. Coordinate and manage Project SUCCEED website.
9. Maintain communication with select outside parties (such as suppliers, business contacts partners) on behalf of the program.
10. Perform related duties as assigned.

Accounting

1. Perform routine bookkeeping tasks, including simple arithmetic operations, for the designated administrator.
2. Perform payroll in accordance with SAU9 timelines and calendar
3. Perform related duties as assigned

TERMS OF EMPLOYMENT: In accordance with annual contract

WORK YEAR: up to 20 hours per week, 220 days/year (44 weeks)

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Conway School Board’s policy on Evaluation of Professional Personnel. The Program Director will be the evaluator.

APPENDIX I - 2
PROGRAM DIRECTOR RESUME

Jessica Anne DellaValla, JD

P.O. Box 568, Jackson, NH 03846 (906) 281-1353 jess.dellavalla@gmail.com

Educator, attorney and administrator experienced at creating, leading and growing programs, organizations and individuals of substance that thrive in a resource rich world.

CAREER HIGHLIGHTS

- Assess individuals, organizations & projects, set goals, and create plans and timelines to ensure success.
- Develop, enhance, and resource curricula and experiences for a variety of educational subjects and topics.
- Enhanced and delivered university level education for a variety of legal topics and related liberal arts subjects.
- Direct and develop funding for well-attended multi-site before and after school program targeting at-risk youth.
- Designed, developed funding for and secured resources to build community play-space and exploration center.
- Directed and managed a high-volume 24-hour crisis intervention, victim services, and prevention center.
- Designed curriculum and developed the funding for after-school enrichment program for at-risk youth.

ROLES

- **Educator:** K-12, Before and Afterschool, University, and Professional Development
- **Advisor:** Personal and Professional guidance to individuals and groups
- **Administrator, Manager, Project Manager, Facilitator, and Strategic Planner:** Develop, resource, and coordinate programs, functions, groups, and activities for organizations of varying size and sophistication
- **Public Servant and Community Activist:** Elected and Appointed
- **Attorney:** Contract, Public Policy, Criminal Law, Employment, End-of-Life, Arbitration, Family and Generalist
- **Assistant District Attorney:** Top tier city in the United States

CONSULTING AND COACHING EXPERIENCE

- 2021 - Present **Executive Function Coach, [Beyond Booksmart](#), Needham Heights, MA**
Provide organizational coaching and executive function intervention to individuals looking to improve skills necessary to complete educational, work, and living tasks. Provide concrete personalized strategies to help clients overcome difficulties, reach goals, and realize potential.
- 2012 - Present **Individual and Group Consulting**
Provide facilitation to groups, as well as guidance, goal-setting, and problem-solving strategies to clients on issues related to work, community, and education. Regularly conduct assessments, training, planning, and document review. Founded DellaValla Group in 2017.

PUBLIC SERVICE EXPERIENCE

- 2020 - Present **Director, [Project SUCCEED](#), Conway School District, Conway NH**
Directly responsible for overseeing program operations for three 21st CCLC sites. Supervising a staff of over 50, ensure delivery of quality academic curriculum, tutoring and recreational opportunities for over 200 students in out of school time sites both in-person and remotely.
- 2015 - 2019 **Jackson School Board, Jackson, NH (ELECTED 2015, RE-ELECTED 2018)**
9 Committees – Public Preschool Exploration Committee (Chair), Budget, Health & Wellness, Start Time, Professional Development, Personnel, Whitney Community Center Oversight, KHS Principal Search Committee, SAU9 Study (Tuition Contract & Cooperative School Governance).

LEGAL AND TEACHING EXPERIENCE

- 2011 - Present **Home Educator**
Develop individual study plans, adapt curricula, research and select appropriate resources, teach a variety of subjects while providing motivation and inspiration. Track progress as appropriate for students working at different levels and abilities. Leverage community partnerships and mentors to engage, educate, and empower students.

2022 Conway Project SUCCEED - Pine Tree Elementary School NH 21st CCLC Grant Application

- 2004 - 2006 **Adjunct Professor – Michigan Technological University, Houghton, MI**
4 Courses: American Sociological Institutions; Stuck in the Middle: Victims in the Criminal Justice System; Freshman Success Seminar; Creating your Success Seminar
- 2000 - 2004 **Assistant District Attorney – District Attorney’s Office, Appellate Division, Philadelphia, PA**
Volunteer: Police District Advisory Council Liaison – 4th District; Emergency Response Team
- 2000 - 2004 **Adjunct Professor – Community College of Philadelphia, Philadelphia, PA**
2 Courses: Introduction to Sociology; Criminology
- Adjunct Professor – Chestnut Hill College, Philadelphia, PA**
7 Courses: American Civil Liberties; Criminal Law; Criminalistics; International Studies; Constitutional Law and Public Policy; Women and the Law; Public Speaking and Persuasive Writing
- Fall 1999 **Research Assistant to Prof. K.G. Jan Pillai, Temple Univ. School of Law, Philadelphia, PA**
[Neutrality of the Equal Protection Clause](#), 27 HASTINGS CONST. L.Q. 89, vol. 27 (2001-2002)

OTHER LEADERSHIP EXPERIENCE

- 2021 - Present **Board Member – [Children Unlimited, Inc.](#), Conway, NH**
- 2020 - Present **Board Member – [New Hampshire Academy of Science](#), Lyme, NH**
- 2019 - 2020 **Coordinator – Jackson Grammar School Nordic Skiing Program, Jackson, NH**
- 2017 - 2020 **Co-President – [Starting Point Serv. for Victims of Dom. & Sexual Violence](#) Bd. of Dir., Conway, NH**
- 2016 - 2019 **Assistant Coach – Rookies and Minors Baseball Teams and K-2 Soccer, Bartlett/Jackson, NH**
- 2009 - 2010 **Committee Chair – Friends of Winter Park/Treehouse, Houghton, MI**
Chair of task force that designed and raised \$100,000 to build and operate an indoor play-space and exploration center for children ages 0-5 and their families. [The Tree House](#) thrives today.
- 2004 - 2006 **Board Member – Omega House Hospice, Houghton MI**
- 2004 - 2006 **Executive Director – [DIAL HELP, Inc.](#), Houghton, MI**
Directed and managed all staff and services at 24-hour community support, crisis intervention, victim services, and prevention center. Volume: 30,000 requests for assistance in 2005.
- 1996 - 1997 **AmeriCorps*VISTA Volunteer – Opelousas, LA**
Designed curriculum for after-school life-skills enrichment program for at-risk youth, [Access to Success](#), and secured over \$100,000 in funding to support it. [Access to Success](#) thrives today.
- 1993 - 1996 **Co-founder – University of Scranton Women’s Center, Scranton, PA**
- 1993 - 1996 **Co-founder – Sexual Assault Response Team, University of Scranton, Scranton, PA**

EDUCATION

- 1997 - 2000 **Temple University School of Law, Philadelphia, PA - Juris Doctor**
- 1992 - 1996 **University of Scranton, Scranton, PA - Bachelor of Arts**
Triple Major: English, Philosophy, Spanish **Minor:** Theology
Double Concentration: Women’s Studies and Peace & Justice
- Fall 1994 **University of Barcelona, Barcelona, Spain**

SCHOLASTIC HONORS

- Lena L. Hale Award** – outstanding extracurricular contributions to the law school
- Barrister Award** – outstanding oral advocate
- S.J.L.A.** (Special Jesuit Liberal Arts Honors Program)
- Alpha Sigma Nu** – National Jesuit Honor Society
- Phi Sigma Tau** – University Vice-President, National Philosophy Honor Society
- University of Scranton Gender Equality and Justice Award**

PROFESSIONAL MEMBERSHIPS

- Michigan Bar, admitted 2005

PERSONAL INTERESTS

- Education and Human Development; Research, Writing, and Editing; Development and Fundraising; Organization

APPENDIX I - 3
SITE COORDINATOR RESUME

Heidi Belle-Isle

58 Hiram Philbrook Road • Center Conway, NH 03813
(603) 662-4171 • hbelleisle@protonmail.com

	<u>Education</u>	
Antioch New England	Master of Education	2000-2002
University of Maine	BA: Elementary Education	1990-1994

	<u>Employment</u>	
Teaching	<i>Conway School District, Center Conway, NH</i>	1995-present
	<ul style="list-style-type: none">• Taught 3rd, 5th, 6th, 7th & 8th grade• Designed and implemented many hands-on, differentiated learning experiences• Implemented various initiatives including PBIS, PLC's, RtI, and Reader's & Math Workshop• Literate in many educational software programs & databases• Participated in school and district wide committees• Provided a healthy, caring, and supportive student environment• Coordinated a school wide summer reading & tutoring program	
	<i>Phippsburg Elementary School, Phippsburg, ME</i>	1994-1995
	<ul style="list-style-type: none">• Taught 5th and 6th grade math & science	
Afterschool Programming	<i>Project SUCCEED, Conway, NH</i>	2005-present
	<ul style="list-style-type: none">• Site Director (14 years) / Certified teaching staff (3 years)• Created and taught a variety of educational and social enrichments• Organized numerous well attended and highly received 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 afterschool programming	
	<i>ACROSS NH, Bedford, NH</i>	2016-present
	<ul style="list-style-type: none">• Designed and presented educational workshops for afterschool staff	

	<u>Special Projects</u>	
Pennsylvania DOE	Workshop presenter for PA State 21 st CCLC Conference	
New Hampshire DOE	Workshop presenter for NH State 21 st CCLC Conferences	
United States DOE	Workshop presenter for National 21 st CCLC Conference	
New Hampshire DOE	Site visitor/evaluator for 21 st CCLC programs	

Current Certifications

New Hampshire DOE Elementary Educator
New Hampshire DOE NH Afterschool Administrator Level 4
New Hampshire DOE NH Afterschool Master Professional: Program Consultant
New Hampshire DOE NH Afterschool Master Professional: Individual Mentor
New Hampshire DOE NH Afterschool Master Professional: Workshop Trainer

Professional Development Activities

Foundations Beyond School Hours Conference XV, XVI & XVII, XXI, XXII, XXIV
Get Wet!
Google Educator Level 1
SEL Institute – Conway School District
OGAP (Ongoing Assessment Project)
STEM CON 2020
NH Department of Education: NH 21st CCLC Summer Conferences
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
Department of Education National 21CCLC Summer Conference 2012
UNH Cooperative Extension: Design It & Explore It Science Training
Heinemann: Using the Continuum of Literacy Learning
KIDS Consortium: Service-Learning Workshop
Solution Tree: Professional Learning Communities at Work™ Institute

Interests

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

References

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

Susan Gimilaro
Project Director
Across NH
165 South River Road Unit F
Bedford, NH 03110
(603) 206-6800

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

Christine Thompson
Title 1 Coordinator
Conway School District
176A Main Street
Conway, NH 03818
(603) 447-8368

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

APPENDIX J

LETTER OF SUPPORT FROM PRINCIPAL

Pine Tree Elementary School

Dr. Aimee Frechette, Principal
183 Mill Street
Center Conway, NH 03813

January 25, 2022

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

To Whom it May Concern,

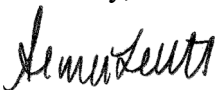
As Principal of Pine Tree Elementary School, I wholeheartedly support Project SUCCEED and their funding request to 21st Century Learning Centers. Historically, Project SUCCEED has been funded, in part, by the taxpayers in the Town of Conway in addition to private donations and fees. Although our community 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 before and after school enrichment experience, but are so thankful that more than two thirds of our students participate on a regular basis in our robust offerings. Before and after school programming is critical to the success of our students, therefore, we must continue to provide these opportunities for our students in the years to come.

Since I first began as Principal at Pine Tree School eleven years ago, I have seen our Project SUCCEED program continue to grow. We have incredible data that supports the need for continued programming, as children are benefiting academically, socially and emotionally as a result of their participation. With a structured academic support time and a quiet place to receive individualized academic support provided by educators, our most at-risk students have made incredible gains. We have a large percentage of our regular daily staff that also work before or after school. This creates a very strong connection between all of the experiences our children have throughout their day and further reinforces the individual skills that each student needs to develop. In addition to academics, we have also seen tremendous growth in our students' social skills and their development of a growth mindset. Through vital aspects of the program such as collaborative games, hands-on projects, multi-age interactions, and extensive community integration, student achievement is impacted positively. With a consistent daily attendance rate of almost 75 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,



Dr. Aimee Frechette, Principal
Pine Tree School

APPENDIX K
WALLACE FOUNDATION OUT-OF-SCHOOL TIME CALCULATOR
(SCHOOL YEAR AND SUMMER PROGRAMMING)

Your Program Parameters

Only Elementary	NH - Manchester
A school year program	Multiple
A School	65
In a School	Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			17
Costs Per Slot	\$69.87	\$102.28	\$140.12
Total Program Cost	\$4,541.55	\$6,647.89	\$9,107.62
ANNUAL Costs			
Weeks per Year (projected)			35
Costs Per Slot	\$2,445.45	\$3,579.64	\$4,904.10
Total Program Cost	\$158,954.25	\$232,676.32	\$318,766.55
HOURLY Costs			
Costs Per Slot	\$4.11	\$6.02	\$8.24
Total Program Cost	\$267.15	\$391.05	\$535.74
DAILY Costs			
Days per Week (projected)			5
Costs Per Slot	\$13.97	\$20.46	\$28.02
Total Program Cost	\$908.31	\$1,329.58	\$1,821.52
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	\$302.54	\$442.85	\$606.71
Total Program Cost	\$19,664.91	\$28,785.38	\$39,435.98

Your Program Parameters

Only Elementary	NH - Manchester
The summer portion of a year round program	Multiple
A School	50
In a School	Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)			20
Costs Per Slot	\$81.26	\$111.33	\$152.52
Total Program Cost	\$4,063.20	\$5,566.58	\$7,626.21
ANNUAL Costs			
Weeks per Year (projected)			6
Costs Per Slot	\$487.58	\$667.99	\$915.15
Total Program Cost	\$24,379.18	\$33,399.47	\$45,757.28
HOURLY Costs			
Costs Per Slot	\$4.06	\$5.57	\$7.63
Total Program Cost	\$203.16	\$278.33	\$381.31
DAILY Costs			
Days per Week (projected)			5
Costs Per Slot	\$16.25	\$22.27	\$30.50
Total Program Cost	\$812.64	\$1,113.32	\$1,525.24
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	\$351.87	\$482.07	\$660.43
Total Program Cost	\$17,593.64	\$24,103.29	\$33,021.50

APPENDIX L

ADVISORY BOARD MEMBERS ROLES AND RESPONSIBILITIES

Project SUCCEED Advisory Board

Member Name	Title and Organization	Responsibility/Specialty Task
Kadie Wilson	Assistant Superintendent, SAU9	District liaison,
Jessica DellaValla	Director, Homeschool parent	Plan, lead and provide follow up for meetings
Heidi Belle-Isle	Site Coordinator, teacher	School liaison
Barbara Lyons	Conway School Board Member	School board liaison
Aimee Frechette	Principal, Pine Tree Elementary School	School liaison
Jason Robert	Principal, Conway Elementary School	School liaison
Danielle Nutting	Principal, John Fuller Elementary School	School liaison
David Smolen	Community Partner, Advisory Board member, parent	Partner and parent input Minutes
Molly DellaValla	Student	Student input
Fabiana Drainville	Student	Student input
Mike Carmon	Director of Youth Programs, White Mountain Science, Inc.	Partner input
Phaedra Demers	Education and Summer Camp Director Tin Mountain Conservation Center	Partner and parent input
Claes Thelemarck	UNH Extension Youth & Family Field Specialist - Science Literacy Team, County Office Administrator	Partner input

Example Meeting Schedule:

Timeframe	2021-2022 DATES
July-October	9/7, 10/26 (no November or December)
November-February	1/25, 2/22
March-June	3/29, 4/26, 5/31 (no June)

APPENDIX M
ORGANIZATIONAL CHART





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

Grant Name: Conway School District

Date of Site Visit: 10/27/21

Grant Director: Jess Dellavalla

Name of Reviewer/s: Kathleen Vestal & Emily Fabian

SECTION 1. Progress / Interview with Grantee

# of Students enrolled in program:	Average Daily Attendance per grant:	Actual Attendance of day of visit:
159	54.21	50

A. Program Management Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
1. The leadership, school staff, and community/business organizations promote the out-of-school time program with families, teachers, and other members of the school and community. The advisory board members and other partners are involved in the efforts of program improvement and sustainability. High school and middle school sites have at least one student member on the board. Recommended one parent for elementary sites.	X			Advisory Board has a diverse group of representatives including three student members. A week prior to the advisory board meeting the program director attaches reports and data to be shared with the group. Example: last year the program was evaluating leadership positions. The advisory board gave constructive feedback and plans were changed. Program has a very well developed sustainability plan showing advisory board members, agendas and minutes.



2022 Conway Project SUCCEED - Pine Tree Elementary School NH 21st CCLC Grant Application

2. The grant and handbooks are located in a place where staff, families and community members can obtain the information. Ongoing communication plan to disseminate information about the program is demonstrated. If materials need to be translated, describe how this is accomplished.		X		There is updated information regarding program specific information posted on the website. 21 st CCLC participated in a 30 minute interview with the local cable channel to work on building relationships with outside constituents. Great Job! The grant is posted on website under the financial section. Flyers and registration forms are on website. Does translate materials on an as needed basis. Data is collected and summarized and shared with constituents. Description about the federal grant is provided and logo is on documents.
3. Receipts of all program income expenditures are available and match the documented expenses on the 2021-2022 Program Income Document. All program income expenses are 21 st CCLC allowable costs.		X		Action Item: MOU with school district does not have a data sharing component. 2021-2022 Program Income Document was completely and correctly kept up-to-date. Has a well-developed filing system for receipts and backup documentation.
4. Professional development is offered to staff on a regular basis.		X		Thorough professional development plan. Action Items Submit agendas and certifications if you have them. Remind staff to upload certifications on Cayen when they are received.

SECTION 2. PROGRAM OBSERVATION

Site Location: Pine Tree Elementary School

B. Program Design and Structure Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
		X		
		X		
1. Students are recruited (targeted) and provided continuous services based on grant requirements. Students have the opportunity to engage in both academic and enrichment opportunities. Classes are designed to meet the needs of all students.				Students are identified early on and what the student needs are. Input is provided from principal and site coordinator who is a sixth grade teacher. Site coordinator contacts families who should be attending depending on teachers input for academic needs. Student needs are identified early on by the teachers so programs can work with those students. Longer tutoring times implemented for those students who need it. Program follow-ups with teachers on what students need.
2. Operating schedule meets the needs of the students. Activities and schedules are posted for students and families. Programming is offered a minimum of 15 hours per week, 5 days per week.		X		Action Items: Academic activities are only 30 minutes. Consider making the academic enrichment time longer. Program is opened Monday through Friday for a full school year. Afterschool is open from 3:15pm to 5:15pm and before school is 7:30am-8:45am. Activities and schedules are posted on the website for students and families. Program is operated sufficient hours and weeks during the summer.
3. Program activities align with the school day. Academic & enrichment opportunities are offered to engage high academic standards preparing youth to succeed in college & careers. High school programs offer opportunities for credit bearing expanded learning opportunities.	X			Site coordinator meets with the teachers on skills they are working on during the school day. Well-developed process in place to communicate what each grade level is working on during the day for alignment with activities. Enrichment activity was: Sea Perch activity (underwater robot) to make the Sea Perch flink. Students learn to use a soldering iron and use multiple tools. Program director expressed interest in offering ELO for their students, recommended to connect with the Nashua program director.
4. Families of participating students have the opportunity to actively engage in their child's education.	X			Many family engagement activities are offered. For example, programs offer monthly virtual family cooking nights. Each school offers their own family engagements activities to meet the needs of the community. Project Succeed has a booth at the upcoming family event, truck or treat, etc.
C. Safe Environment				
	Yes	No	Not Observed	Evidence & Comments

1. Youth adequately monitored and offered engaging activities by staff.	X			1:6 for tutoring, 1:12 for academic & enrichment; 1:18 for recreation. Students appeared to be in engaged in enrichment and academic activities.
2. Safety practices & protocols specific to community learning center needs are in place. The physical environment is safe and free from health hazards.	X			Written safety plan is posted, program space is clean, well-lit, and a comfortable temperature. Office space is sufficient. Program space is sufficient.
3. Appropriate emergency procedures and supplies are present.	X			1st aid kit, fire extinguisher, safety procedures and fire exits posted, etc. Fire drill evacuation is in place and use walkie talkies to communicate in an emergency.
4. Adequate space is provided for program and staff.	X			Adults and youth can move freely, doorways are not blocked, ample space for activities. Supply closet is adequate.
5. Access to indoor and outdoor program space is supervised during program hours.	X			Students have an opportunity to be indoors and outdoors and with plenty of supervision. Site Coordinator is a teacher and works from her classroom. Program director works from home.
6. Healthy food and drink are provided and meet USDA requirements. Does program participate in the USDA program?	X			Cheese sticks and apples for snack were provided. Snacks are distributed at 3:45 and students go to their cohort for the academic portion and academic enrichment activity until dismissal. Program participates in USDA program and evidence has been submitted.
7. Attendance is taken in a timely manner and all youth scheduled for the day are accounted for. Program addresses student absences & early dismissal.	X			Attendance is done in an orderly and efficient manner. Office provides the site coordinator a list of who is attending or absent. Cohort Leaders are given a list of students attending and leaders take kids from their classroom and they go outside for snack. Large sign outside with number of where parents can text staff for student pickup.
D. Supportive Environment	Yes	No	Not Observed	Evidence & Comments
1. Staff provide a welcoming atmosphere.	X			Staff actively engage with youth, smile at youth, make eye contact, speak respectfully, and offer encouragement, etc.
2. Staff responds to and helps youth address conflict safely and respectfully.	X			Staff stop hurtful actions, acknowledge feelings, and apply appropriate consequences.
3. Program pace is relaxed and flexible. Program day flows smoothly and is organized.	X			Pace: Youth have time to get involved; environment is relaxed, and not rushed.

4. Clear communication with parents/guardians is in place.	X			Staff are interacting with parents during visiting times and pick up time, if applicable. Cell phones are given for each site coordinator via text or phone calls. Use system called remind. Communicates through newsletters, and newspapers.
5. Program day offers youth a balance of instructional approaches.	X			Balance of adult-directed time, independent time, and cooperative learning time and has a balance of group sizes.
E. Youth Engagement	Yes	No	Not Observed	Evidence & Comments
1. Youth have structured opportunities to get to know each other.	X			There are team-building activities, introductions, personal updates, welcomes of new members, icebreakers, and a variety of groupings for activities.
2. Youth follow established program rules and behavioral expectations.	X			Youth understand the rules and behavior expectations.
3. Youth are engaged, appear relaxed and in control of themselves.	X			Youth are well behaved, understand personal space appear to be relaxed and enjoying activities.
4. Youth have a voice and choice.	X			Youth help select, lead, or run an activity.
				Example: Youth explain the directions for a game, demonstrate how to do something, offer ideas for an activity, engage staff in discussions about when, why and what they will be doing.
F. Staff / Youth Interaction	Yes	No	Not Observed	Evidence & Comments
1. Staff are actively engaged in activities with youth.	X			Staff are interacting with groups, or individual youth, providing ongoing facilitation, participating with youth.
2. Staff encourages youth to share control/responsibility for activity.	X			Youth help set out materials, youth are encouraged to take the lead in selecting and initiating activities.
3. When providing assistance to youth, staff helps youth think through problems themselves rather than offering answers.	X			Staff are asking "how," "why," "what-if" questions, brainstorm potential solutions.
4. Staff engages youth in structured time for reflection on how the activity went, what they learned, and on next steps.			X	Asking inquiring questions allowing youth to respond in a thoughtful manner.

Overall Comments: Emily and I enjoyed visiting your 21st CCLC program. Students seem to enjoy the program. The program ran smoothly and students were engaged in activities. Heidi runs a very organized program.

Had five weeks of summer programming and two weeks of Mars and Sea Perch programming.

Please submit and/or address action items by November 30, 2021.

APPENDIX O, FIGURES

Figure 1: Grant Development Process Flowchart

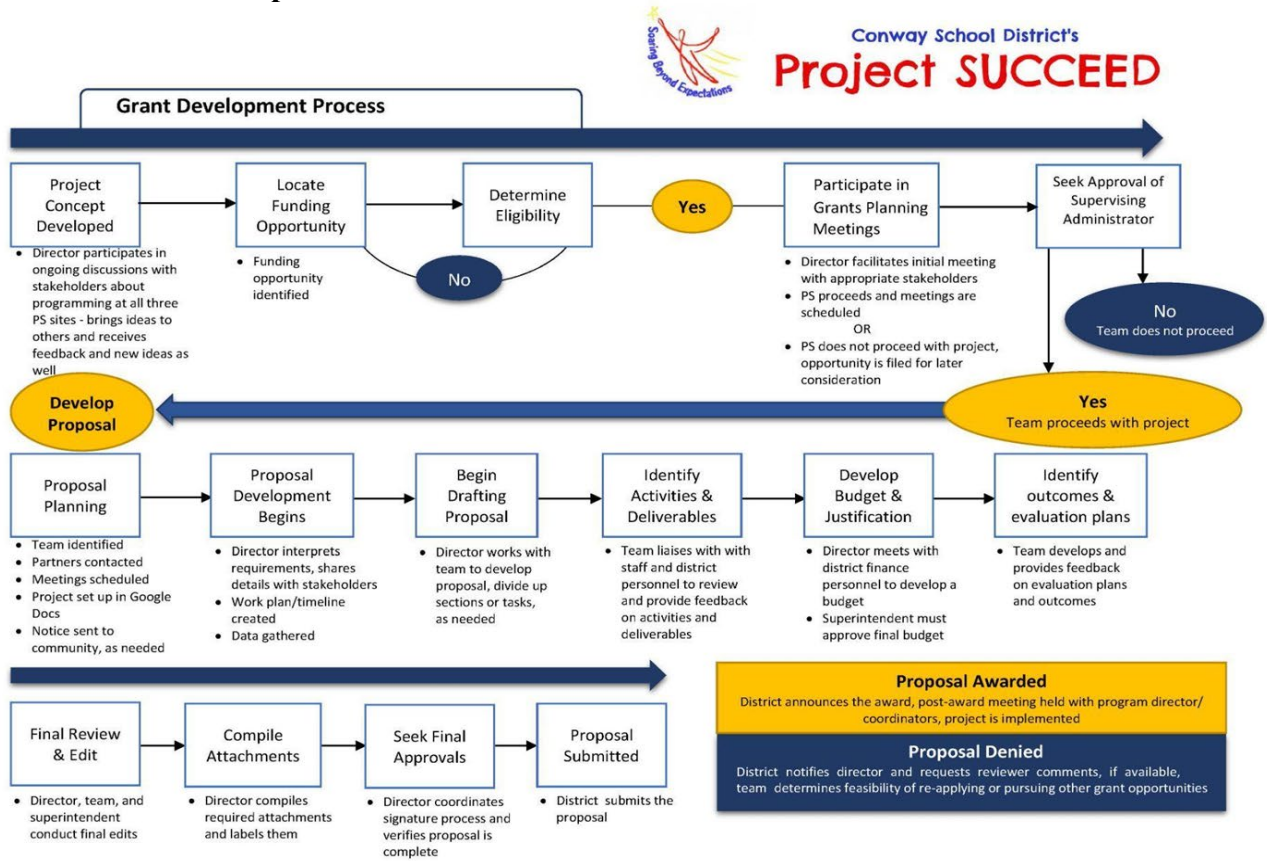


Figure 2: Public Notice

PUBLIC NOTICE
CONWAY SCHOOL DISTRICT
Project SUCCEED After School Program

Project SUCCEED hereby notifies the local community of our intention to apply to the New Hampshire Department of Education 21st Century Community Learning Centers program (21st CCLC) for a grant to support out of school time (OST) programming at Pine Tree Elementary School in Conway, NH. Project SUCCEED will submit the application in March of 2022. If granted, funds will be used to support before and after school academic and enrichment programming at Pine Tree Elementary School.


The purpose of the federally-funded New Hampshire 21st CCLC Grant is to support additional learning time for students in grades K-12 before and/or after school and during the summer that provides creative and engaging academic enrichment opportunities that will help to address college and workforce readiness and success. More information about the 21st CCLC Program may be obtained by visiting the following webpage on the website of the New Hampshire Department of Education: <https://www.education.nh.gov/21cclc>.

For more information about Project SUCCEED, a description of our services, or to view the application when it is complete, visit <https://www.projectsucceed.com/>.

Questions or public input about the 21st CCLC program and grant proposal may be directed to Program Director Jessica DellaValla (j_dellavalla@sau9.org) or Assistant Superintendent Kadie Wilson (k_wilson@sau9.org).

This announcement serves as a public notice of our intent to apply.



Figure 3: Pine Tree Panda Behavior Matrix



Pine Tree School
Behavior Matrix

	Responsible	Safe	Respectful
Arrival/Dismissal	<ul style="list-style-type: none">Go directly to your destinationBe on time and be preparedFollow check in and check out procedures	<ul style="list-style-type: none">Wait for an adult to be present to enter a classroomStay in the area to which you were dismissedFollow hallway and classroom safety proceduresStay on the sidewalks	<ul style="list-style-type: none">Enter & leave quietly and appropriatelyFollow hallway proceduresCheck in & check out with your teacher
Instructional Areas	<ul style="list-style-type: none">Be preparedTry your bestFollow directions	<ul style="list-style-type: none">Use supplies & equipment appropriatelyKnow emergency proceduresMove safely & appropriately for the activity	<ul style="list-style-type: none">Allow teachers to teach, students to learnBe kind & cooperativeConserve & recycle
Hallways	<ul style="list-style-type: none">Go directly to your destinationKeep hallways cleanMove quietly through hallways	<ul style="list-style-type: none">Keep hands & feet to selfAlways walk & stay to the rightFollow directions	<ul style="list-style-type: none">Respect others' spaceUse appropriate & friendly words & actionsEnjoy artwork & displays with eyes
Cafeteria	<ul style="list-style-type: none">Keep your area cleanCome prepared for lunch & recessFollow lunch time rules	<ul style="list-style-type: none">Walk at all timesStay in seat while eatingKeep hands & feet to self	<ul style="list-style-type: none">Use good table mannersUse inside voiceBe polite
Bathrooms	<ul style="list-style-type: none">Always flushConserve water & paper towelsReturn to class promptly	<ul style="list-style-type: none">Notify adult if there is a problemUse facilities appropriatelyWash hands	<ul style="list-style-type: none">Use quiet voicesGive people privacyKeep bathroom clean
Assemblies	<ul style="list-style-type: none">Listen to & follow adult directionsStay seated during performancesBe attentive	<ul style="list-style-type: none">Keep aisles clearStay seatedCarry chairs correctly	<ul style="list-style-type: none">Look at & listen to the presenterRespond appropriately to the programSit appropriately
Playground	<ul style="list-style-type: none">Be preparedFollow playground rulesFollow directions	<ul style="list-style-type: none">Stay in playground areaRespect others' spaceReport unsafe behavior	<ul style="list-style-type: none">Good sportsmanshipTake care of yourself & the schoolUse appropriate words & actions
Buses	<ul style="list-style-type: none">Load & unload quietly and promptlyFollow bus rulesKeep bus clean & aisles clear	<ul style="list-style-type: none">Know & follow emergency directionsKeep body & belongings inside the busFollow loading & unloading proceduresStay seated, face forward at all times	<ul style="list-style-type: none">Be polite to bus driver & passengersUse quiet voices & appropriate conversationMaintain school property

Figure 4: Project SUCCEED and 21st CCLC Logos



Conway School District's

Project SUCCEED

in partnership with

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

APPENDIX P TABLES

Table 1: Grant Team

Kadie Wilson	Assistant Superintendent, Conway School District, Advisory Board Member
Jessica DellaValla	Director, Elementary, Middle and High School Homeschool Parent
Heidi Belle-Isle	Site Coordinator, Teacher, Advisory Board member
Aimee Frechette	Principal, Advisory Board member
David Smolen	Community Partner, Advisory Board member, Parent
Molly DellaValla	Homeschool Student, Advisory Board Member
Brigitte Ouellette	Director of Budget & Finance School Administrative Unit #9

Table 2 : Pine Tree School Program Attendance

Category	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Average daily attendance/youth per day	63	71	91	64	73
Total youth served per academic year	125	140	154	93	109
Total youth served per summer	0	10	29	72	86
Regular attendees	92	112	114	84	89

Table 3: Conway SAS

Conway Grade 3 Math Data - District

	District 2020-2021	District - 2018-2019	District - 2017-2018
Student Count	75	58	87
Average Scale Score	412 ± 3	420 ± 3	432 ± 3
Performance Distribution- Percents	52%/28%/11%/9%	33%/26%/34%/7%	20%/25%/40%/15%
Performance Distribution- Counts	39/21/8/7	19/15/20/4	17/22/35/13
Percent Proficient	20%	41%	55%

Table 3 continued

Conway Grade 3 ELA Data -District

	2020-2021	2018-2019	2017-2018
Student Count	74	97	87
Average Scale Score	557 ± 5	582 ± 4	587 ± 4
Performance Distribution- Percents	53%/24%/14%/9%	25%/31%/21%/24%	21%/24%/32%/23%
Performance Distribution- Counts	39/18/10/7	24/30/20/23	18/21/28/20
Percent Proficient	23%	44%	55%

Table 4: Project Succeed SAS

NH SAS ~ ELA ~ Grade 3 (2017-2018)		NH SAS ~ ELA ~ Grade 4 (2018-2019)		NH SAS ~ ELA ~ Grade 6 (2020-2021)	
Overall ELA Scale Score		Overall ELA Scale Score		Overall ELA Scale Score	
640	L4 - Above Proficient	688	L4 - Above Proficient	699	L4 - Above Proficient
L1 - Below Proficient	14	L1 -	8	L1 -	4
L2 - Approaching Proficient	8	L2 -	8	L2 -	24
L3 - Proficient	16	L3 -	11	L3 -	19
L4 - Above Proficient	15	L4 -	7	L4 -	8
NH SAS ~ Math ~ Grade 3 (2017-2018)		NH SAS ~ Math ~ Grade 4 (2018-2019)		NH SAS ~ Math ~ Grade 6 (2020-2021)	
Overall Math Scale Score		Overall Math Scale Score		Overall Math Scale Score	
514	L4 - Above Proficient	509	L4 - Above Proficient	592	L4 - Above Proficient
L1 -	12	L1 -	9	L1 -	15
L2 -	8	L2 -	19	L2 -	14
L3 -	21	L3 -	21	L3 -	19
L4 -	12	L4 -	8	L4 -	7

Table 5: Weekly Remote Enrichment Attendance

Date	Participants
April 17, 2020	53
April 24, 2020	50
May 15, 2020	36
May 22, 2020	42
June 12, 2020	92

Table 6: Youth and families that were served for each year of the original five (5) year grant

2017 Original Grant Award Amount: \$61,022	2017 RFA Target	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Regular Attendees (Attending 30 days or more) - State Requirement Minimum 50 Attendees	66	92	112	114	84	89
Average daily attendance/youth per day	66	63	71	91	64	73
Total youth served per academic year	132	125	140	154	93	109

Table 7: Recent Family Engagement

Fall 2020 Amazing Animals	28 families/103 students
Winter 2020 Holiday Family Night	24 families/92 students
Spring 2021 Adopt a Pine Tree Panda Family Night	50 families/89 students (does not includes how many adults attended)
Fall 2021 Trunk or Treat	Over 200 students and their families

Table 8: Partnerships and Collaborations

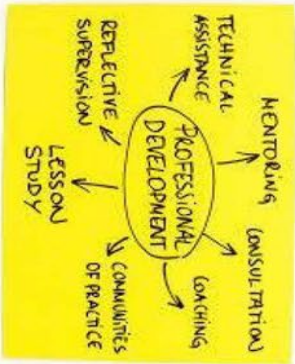
Partner	Role(s)
Conway School District	Project SUCCEED’s home organization, main partner and collaborator, signed MOU
Conway Public Library	Director sits on advisory board, partner to run two Mission to Mars Camps for Project Students each summer
4H UNH Cooperative Extension	Director sits on advisory board, train staff, lead Seaperch camp(s), working with director to investigate bringing MWV science fair back to valley, signed MOU
Kennett High School Spanish Honor Society	Students volunteer at program to teach Spanish enrichment(s)
Tin Mountain Conservation Center	Education and Summer Camp Director sits on advisory board, lead STEM enrichment classes for program, signed MOU
Advantage Kids Youth Tennis	Yoga and tennis instruction for program
School’s Out	Share resources and collaborate on programming
White Mountain Science, Inc.	Director of Youth Programs sits on advisory board, lead STEM enrichment classes for program, signed MOU
Jackson Ski Touring Center	Cross country ski instruction for program
North Conway Community Center	Share resources and collaborate on programming
MWV School to Career Camps	Share resources and collaborate on programming, planning first <i>Career Sampler</i> summer camp for summer 2002, signed MOU
Children Unlimited, Inc.	Share resources and collaborate on programming
New Hampshire Academy of Science	Investigating possibility of bringing <i>Introduction to Scientific Research</i> camp to program
Kennett High School Future Business Leaders of America	Students working on <i>Sweet Dreams Project</i> pillowcase fundraiser for program

APPENDIX Q
PROFESSIONAL DEVELOPMENT PLAN



Conway School District's
Project SUCCEED

2021-2022 Project SUCCEED Professional Development Plan and Calendar



Our goal at Project SUCCEED is to be a learning community. We seek:

- Good partnerships between schools and our sites/programs, including communication, sharing of academic resources, and alignment of activities;
- High quality activities, especially availability of choice, opportunities for leadership, structured activities, consistency and sustainability of activities, and staff involvement;
- Positive relationships including a sense of belonging, respect and trust among youth participants and between staff and youth participants;
- Qualified and well-trained staff including high levels of education, consistent professional development, and higher numbers of school-day staff employed.

To that end, we encourage all staff and volunteers to suggest and participate in as many community opportunities as possible. On an annual basis, we will:

1. *Assess ourselves as individuals and as a program to identify training needs*
2. *Explore development needs*
3. *Seek and create development opportunities*
4. *Record and analyze progress*

Learning and Development Goal	Title/Topic	Type of Development	Dates and Times	Participants	Comments
well-trained staff	21st CCLC Summer Symposium	online conference	7/21/21 & 7/22/21	Site Director at Pine Tree School	
Qualified and well-trained staff, high quality activities and strong relationships	All staff "Welcome Back" Orientation and Toolbox of Skills with Percy Hill PART 1	workshop	9/8/21, 4:00pm – 7:00pm	All staff at all sites	Staff greatly enjoyed this. Learned some great tools for working with kids and liked the team building opportunities.
Qualified and well-trained staff, high quality activities and strong relationships	Bulding a Toolbox of Skills with Percy Hill PART 2	workshop	TBD	All staff at all sites	
well-trained staff	Out of School Time Grant Training	online workshop	10/21/21 9:00am	Director	
well-trained staff	Cayen GRPA Training	online workshop	8/27/21 9:00am	Director, Site Coordinators, Administrative Assistant	https://f.hubspotusercontent10.net/hubfs/2100863/Cayen/Training%20Info/NH%20STAI%E%20DOE%20-%20GPRA%20Discussion-20210827_090556-Meeeting%20Recording.mp4
well-trained staff	Suicide Prevention Training	webinar	Prior to 9/01/21 2 hours	All staff that also work in the school system during the school day	
well-trained staff	CPR	In person training	8/31/21 9:00-11:30	Pine Tree School staff that are also school day staff	
well-trained staff	Mike Anderson SEL	In person training	8/31/21 1:00-3:30	Pine Tree School & John Fuller staff that are also school day staff	

offering a variety of enrichments	SeaPerch	In person training	11/6/21 9:00-3:00	Targeted enrichment providers	
well-trained staff	CPR		TBD	All staff at all sites	
well-trained staff	TDP		TBD	All staff at all sites	
well-trained staff	Across NH Fall		TBD	All staff at all sites	
well-trained staff	Across NH Spring		TBD	All staff at all sites	
	National Conference			Senior Staff	
	Primex training				

Examples of Development (not inclusive):

- course or workshop
- conference
- self-development (research or reading)
- coaching or mentoring
- job shadowing
- project work
- committee membership
- join a committee (or form/lead a committee)
- join a collaborative learning group (or form/lead a group, e.g. SDMG)
- take a course (on campus or online)
- mentor or be mentored
- self-study to learn a topic at your own pace
- meet with others to discuss ideas and look for collaborative partnerships
- attend social events at work to create/deepen relationships with colleagues

APPENDIX R
COLLABORATIVE COMMUNICATION PLAN



Conway School Districts
Project SUCCEED

COLLABORATIVE COMMUNICATION PLAN

ONLINE COMMUNICATION	IN PERSON	TAKE HOME UPDATES	COMMUNITY OUTREACH
<ul style="list-style-type: none">• Website (new) with facebook scroll, all events, site information and partner links• Student frequently asked information• Centralized portal for registrations, calendar and notices• Form to submit feedback and questions• Site newsletters and communications from Director• Site updates with photos• School Messenger• Communicate• Emergency Posts and Important Updates• Pre and Post event updates• Emails returned within 48 hours	<ul style="list-style-type: none">• Teacher meetings and conferences• Parents meetings• Policy/escalation administration sessions• PTO meetings• Community meetings• Site Director meetings• Staff Meetings• School Board meetings• Town meetings• Principal meetings• Advisory Board meetings• Administration meetings• Partner meetings• 21CCCLC meetings• Agendas <p>Purpose of meetings to:</p> <ul style="list-style-type: none">• Create a climate of respectful and open communication• Surface and address issues• Support continued evaluation of achievement and mission• Collaborate and work toward good attendance	<ul style="list-style-type: none">• Notes from Site Directors• Flyers• Newsletters• Calendars• Important changes and notices• Links to on-line contact	<ul style="list-style-type: none">• Submit or participate in one monthly article/PSA to Conway Daily Sun• Submit all events to SAU newsletters, Conway Daily Sun, radio and television partners• Attend any meeting invited to on behalf of PS• Thank you notes• Emails• Post events and news on boards around town and on PS boards at sites



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APPENDIX S
SUSTAINABILITY PLAN

2021-2022



Conway School District's
Project SUCCEED

Sustainability Plan

Subgrantee Name:	Conway School District	Program Name:	Project SUCCEED
Name of Center(s):	Pine Tree Elementary School, Conway Elementary School, John Fuller Elementary School		
Program Contact:	Jessica DellaValla		
Telephone:	603-901-2029	E-mail:	j_dellavalla@sau9.org
Fiscal Contact:	Brigitte Ouellette		
Telephone:	603-447-8368	E-mail:	b_ouellette@sau9.org

Context for Project SUCCEED'S Sustainability Plan

This plan describes strategies for securing partnerships and other sources of funding or in-kind resources to maintain the level of program services beyond the grant period.

Sustainability Plan Questions

1. What sustainability planning have you conducted to date?

Ever since January 2020, sustainability planning has been an ongoing topic for Project SUCCEED and is an overarching issue in every conversation we have, whether with the district, community partners, staff, or the state. Given the global pandemic that started at about that same time, most of our resources have gone to responding to the changing needs of our community and our students. However, several key initiatives have moved Project SUCCEED's sustainability planning forward. These include, but are not limited to, the following:

Coalition Building

This is the cornerstone of our sustainability planning. Building on previous work, and capitalizing on the openness that the pandemic created between those serving students and families, we have worked to break down barriers that typically separate the school district from our nonprofit and for profit sectors in the Mount Washington Valley. This has created additional space for our institutions across the valley to learn from one another and to work collaboratively to serve our students. Our goals are all the same - - to serve MWV students - - and in making this the heart of our planning, we are all benefitting from sharing resources and planning so that we can offer more services, more efficiently and at lower costs. It is also allowing us to have more fun doing so!

These efforts began with monthly roundtables to which any student-serving group was invited. Conversations led to grant funding, additional programming opportunities and better use of resources for the partners participating.

We continue to work with partners and to seek new ones. These include other public, private and homeschools, nonprofits, community centers, recreation centers, local and national funders, higher education, the school district, our home sites, town agencies, individuals, businesses, parks, museums and cultural institutions. We know we have a community rich in resources and our priority is to focus on place-based investment as our long-term sustainability strategy.

Development and Fundraising

While we are not a nonprofit, since January of 2020, our development and fundraising planning has mirrored that of those that are successful. As with the other aspects of our programs, we first evaluated our history and status in this realm. While fundraising is important, we also felt the first effort should be toward development - development of relationships, enhancing understanding of Project SUCCEED, and generating support for our work and our people. We know that if we do that well, fundraising will be much more successful.

Our main focus has been to educate our community in order to create community awareness and build relationships. This has taken significant time, as we needed to educate stakeholders within our district as well as outside. Other priorities include

- 1) identifying “champions” of Project SUCCEED who can serve as ambassadors for our program,
- 2) identifying the diversity of funding streams and the variety of fundraising techniques open to a program like ours,
- 3) identifying clear development goals and objectives, and
- 4) working with our board and staff and champions to get their support and commitment to and involvement with development activities.

Evaluating programming needs and job descriptions and updating job descriptions. With a new director, a review of operations seemed inevitable. She brought her background in organizational management and strategic planning to the program and, while initially waiting to make changes so she could learn about and understand the program and all the nuances, a review of all aspects of the program was completed. This resulted in the Director position moving from 20 hours per week to 34 hours per week in 2020. In 2021 we submitted a proposal to the Superintendent to make the Director position full time. We also proposed that the Administrative Assistant position be combined with a site coordinator reposition at one of our sites so that position could be made full time as well. The result would be that the Director would be on site at one site, the Administrative Assistant would be on site at a second site and a long-serving coordinator would be on site at the third site. Not only will these changes allow Project SUCCEED to recruit the best professional staff, but having leadership on site, getting to know daytime staff, will allow us to continue to bridge in-school and out-of-school time services more effectively.

2. What technical assistance for sustainability would be helpful?

It would be very helpful for there to be some PD on how 21st CCLC programs can fundraise effectively and for you to go over the rules on fundraising each year. It would also be helpful to get a primer once a year on the definitions. We know they are there and we refer to them but reminders and discussions would be helpful.

3. On a scale of 1 to 5, with 1 being “not prepared” and 5 being “highly prepared,” how prepared are you to sustain programming beyond the life of your grant? Please describe.

While we are still getting pieces in place for long-term sustainability, we feel well prepared to sustain programming beyond the grant. The pandemic has delayed progress significantly. In looking at a one year, three year, and five year plan, we are most comfortable at five years but feel we are getting the pieces in place for continued community support and growth.

4. How are you promoting your program and outcomes to stakeholders, partners, potential partners, and district and school leadership?

See above under “Development and Fundraising”. We consider promotion “development” and it is a main role for our director. Promotion occurs on an individual basis. It also occurs at meetings, networking events, at promotional events, roundtables, in the newspaper, on Facebook, on television, on the radio, via email and text and via word of mouth from our champions. In short, if there is a place for us to celebrate Project SUCCEED, we are working hard to be there.

5. What current champions (internal to the district/school and external) exist beyond your 21st CCLC team?

Champions include our Superintendent, Assistant Superintendent, Director of Special Services, Budget and Finance Director, Transportation Coordinator, the principals at each site, each member of our advisory board, our staff, our parents, our alumnae, parents, donors and other funders, businesses, nonprofits, the local newspaper and in particular Lloyd Jones, columnist, our elected Selectmen, a number of our state representatives, and our partners. We are fortunate that Project SUCCEED is a beloved program in our district. With the pandemic, our services are appreciated more than ever. We enjoy great community support.

6. How are you planning on sustaining 21st CCLC activities and programs after 21st CCLC funding ends? What will change? What new funding will come in? What will the impact be on your programming?

In addition to taxpayer support, we are actively seeking grants and appropriate donations. We will also continue to leverage community partnerships to reduce expenditures and to maximize efficiencies. We spent the past year and a half reviewing the program and are working to make staffing changes that will enhance our abilities and conserve our budget as much as possible. We are also investigating other ways to grow, which include starting a nonprofit connected to the program as well as collaborating with Kennett High School to create an entrepreneurship enterprise that would benefit Project SUCCEED.