

APPENDIX A: Application Checklist

Application Checklist

To be submitted with application.

Applicant Name: Conway Project SUCCEED-John Fuller Elementary and Conway Elementary

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)
 - USED Program Income Questionnaire (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

Conway Project SUCCEED – John H. Fuller Elementary School & Conway Elementary School

Kathryn Wilson, Assistant Superintendent

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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 is 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 385 students who attend both Conway Elementary and John H. Fuller Elementary Schools.

Project SUCCEEDs 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. We have also prioritized career exploration and integrating more opportunities for work-based learning, through various apps and our partnership with a community-based school-to-career organization that bridges the gap between curricula and skills necessary for the job market.

Our comprehensive program operates Monday through Friday before school from 7:30am to 8:45am and after school from 3:15 pm until 5:15pm, as well as for approximately eight weeks during the summer for between four to six hours per day. Much of our programming takes place on site at both John Fuller and Conway Elementary 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 gathering for an evening demo of their child's enrichment activities, families coming to pick up their child and staying until the end of the program to observe their child completing a coding sequence or a parent getting information on how to access other facets of the community for their child. Project SUCCEED serves families in our community with support outside of out of school time programming.

We request funding to continue to 1) strengthen and maintain our morning and afternoon programs, 2) expand our summer offerings, and 3) expand implementation of career exploration activities and work-based

learning opportunities as part of a K-12 collaboration in our school district and through our career sampler summer camp and our collaboration with the OSTCP (Out of School Time Career Pathways) board for the Conway School District.

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 community members. 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 RFA guidance document, on February 10th, 2023, we notified the community *via* The Conway Daily Sun, our local newspaper (Figure 2), and invited them to participate in planning. No one had any comment or concern about our plan to move forward with this 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.

Conway Elementary, a schoolwide Title I School, is one of three elementary schools in Conway, New Hampshire, serving students in grades kindergarten through sixth grade. John Fuller Elementary School is also Title I School and serves the students in grades kindergarten through sixth grade of North Conway, New Hampshire. Conway is a rural town located in northern Carroll County, New Hampshire.

The population of Carroll County is estimated to be 51,500 people. 29.4% of the population is 65 years or older; 96.8% identifies as Caucasian; 1.7% as Hispanic or Latino, and 1.2% as two or more races. The median household income is \$70,873. (Census Bureau Quick FACTS) 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 in the Mount Washington Valley. This percentage is higher than New Hampshire's overall rate (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 197 students who attend Conway Elementary, approximately 48% of those students are eligible for free and reduced-price lunch, with John Fuller having 32.2% of its 188 students eligible for free and reduced lunch. Project SUCCEED students at both sites see 33.2% of its students eligible for free and reduced lunch, one third of our total population.

There are currently 3 homeless families with children attending John Fuller and another 3 at Conway Elementary. To put this in larger context, as of 2021, 1,254 families accessed homeless services in the entire state, according to the New Hampshire Coalition to End Homelessness, and Carroll County represented the largest increase of homelessness between 2017-2019 in New Hampshire.

Compounding this issue is both CES and JFS experience transiency among families, with numbers fluctuating as high as a 19% overall decrease in enrollment from '20-'21 to '21-'22, to an increase of 11% overall between '21-'22 to '22-'23. We make a point as an organization in meetings and planning sessions with school officials, to identify and reach out to families who meet these criteria to offer programming.

Speaking to the overall poverty levels, between the two schools, about 200 students regularly receive food bags as part of the *end 68 hours of hunger* program that provides food to get them through the weekend. All these factors demonstrate a disproportionate need for funding to run quality programs in our area.

According to the New Hampshire Department of Education's iExplore service, 18% of all students at John Fuller students receive Special Education Services and Conway Elementary schools has a rate of 17%, with the entire district's rate at 16% overall.

Also, Conway Elementary is classified under section 1111 (d) of ESEA, as amended by ESSA sec. 4203 (a)(3), as a Targeted Support and Improvement (TSI) school, a target population for 21CCLC programs. This classification is due to the performance level of students with disabilities at Conway Elementary School.

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 three 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), to genuinely understand our program successes, issues and options. We attended dozens of advisory boards, district leadership, and community partner roundtables, as well as family nights, listening posts, PTO, one-on-one, committee meetings and school board meetings. We also survey parents, stakeholders and staff to determine these needs, and this happens at the end of each, “enrichment rotation,” roughly every 6-8 weeks.

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 families who require some form of childcare, with 26% of our registered students from John Fuller Elementary coming from single parent households and 24% from Conway Elementary School. The three main employers in Conway are the hospital, the school system, and Hannaford Brother's Grocery Store (New Hampshire Employment Security, nh.gov), all of which present working hours that are not aligned with the school day's bus, drop-off and dismissal times

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 morning programs need to start by 7:30am, after school needs to run until 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 US 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.

Five years of evaluation materials (2017-2022) 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.

During the regular academic year, we also successfully maintained an average daily attendance well over the 50 minimum required by the grant, with John Fuller averaging almost 34 students per day while Conway Elementary averaged almost 33 students a day in 2022. Before the pandemic, Project SUCCEED served 40-50 students at each site, and we have seen those numbers gradually begin to return to those levels with our efforts to creatively recruit students and families. The COVID-19 pandemic hampered our ability to recruit younger students; with small group restrictions, remote programming and low staff numbers, our ability to advertise our program's successes were minimal.

From September 2021 to March 2023, we have bolstered our K-3 populations to develop attendees that would utilize our program for years to come. We have seen increases overall in our K-3 population; In SY '20-'21, both sites had 39 total K-3 students. In 2021-2022, we saw those numbers grow into 47 K-3 students at JFS and CES, demonstrating the ability for the program to sustain the lull in numbers brought on by circumstances of the pandemic

In 2022, 91% of Conway Elementary Project SUCCEED students and 95% of John Fuller Project SUCCEED students demonstrated excellent school attendance defined as greater than 90% of school days. It should also be noted that we were able to improve that number from the previous year by three students from JFS and 2 students from CES, showing that students who participated in the program received support to improve their overall attendance, year to year.

Academically, of our students with need for growth, 71% demonstrated improvement in at least one of the ten domains at Conway Elementary School and 88% of students demonstrated growth at John Fuller Elementary School. Furthermore, participation in Project SUCCEED seemed to be correlated to overall student engagement, with both Conway Elementary and John Fuller teachers reporting that 89% of Project

SUCCEED students are engaged and productive members of their class.

Students participating in Project SUCCEED demonstrated higher levels of proficiency in ELA and mathematics than the overall cohorts within the schools (Table 3 and 4). Table 3 shows Conway's overall 3rd grade Math and ELA SAS data with 34% of students proficient in Math and 42% proficient in ELA areas. Table 4 represents the improved proficiency level in Project SUCCEED students at John Fuller and Conway Elementary at 48% and 45% respectively.

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.

As noted in question 1, poverty in our area is higher than the state average and presents challenges that our program is equipped to support our community with. Both of our sites are school wide Title 1 schools and receive assistance accordingly. As of '21-'22 the dropout rate for Kennett High School was 1.93% (education.nh.gov), which represents Conway School District as the lone high school. 37.3% of all adults 25 or older in Conway, NH have graduated with bachelor's degree or higher compared to 92.7% of 25-year old's or older who have completed high school (nh.gov).

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 Work with stakeholders, educators and community members to expand the program into a

robust academic, social and wellness driven organization. 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 with a 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 three 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. In Summer 2022, we offered Friday programming in partnership with the Conway School District. This Summer, we will partner with the district for 6 weeks and, if funded, we plan to continue to offer new week-long camps, including a career sampler partnered with Mount Washington Valley School to Career, our Mission 2 Mars STEM camp in partnership with the Conway Public Library, another STEM/Maker Space camp in partnership with White Mountain Science Inc. This will extend summer programming for families straight through August to the start of the academic year. Our Summer program has grown tremendously, and we received great feedback from parents’ students alike through our surveys

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 summertime 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. If there are no afterschool programs in your school district, please state this.

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., data sharing, shared staff, space, training, policies, etc.).

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, 2022 state program reviewers noted that, at John Fuller Elementary, 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. Tin Mountain Conservation Center came in to do an education component of the program followed up with an enrichment activity. Students are tutored by the school for about 20 minutes a couple days of week." (Appendix N, Site Visit Observation Form, Page 4 of 6)

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.

As a program we are intertwined with the school districts vision for academic success. "Realizing the full potential of each and every student," is the mission statement of Conway School District that motivates the program's willingness to work with stakeholders in our school sites. We share relevant data with our student's teachers and special educators and in turn, have a working relationship that allows us to assess student needs and achievements, with their collaboration.

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.

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

The program director has experience in the special education field and has relevant knowledge that he shares with site coordinators and staff, as needed. This experience allows staff to interface with case managers and other members of the academic team to better assess needs and achievement. Project SUCCEED also employs special education staff and paraprofessionals who would be familiar with the IEP and 504 process and all of the accommodations and modifications that those plans would entail.

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. 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.

4. Describe how the program will accommodate students and families whom English is a second language.

As has happened several times in the '22-'23 school year, we meet with principals, and other personnel who have prior knowledge that a student is enrolling who requires language support to speak and understand English. We then meet with their team, and if requested, parents to ascertain what supports they would require and create a plan. After a plan is created, we can work with ESL teachers and the student's team to continue to scaffold support at the level that is most appropriate.

5. How does the LEA ensure equitable access for students and teachers to participate in the 21st CCLC federally assisted programs?

The LEA applies the same policy and process for equitable access that they would in any academic setting.

The LEA both provides program and equitable assurances for all its programs and are subject to review at any point in time.

6. Describe how the target group will be identified.

We identify, target, and recruit students in collaboration with our district-wide planning team, using principal, teacher and caregiver input. All students in our three public schools 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. School Counselors and Family Support Liaisons also can support identification for families that would benefit from programming as they have a rapport with families that can be leverage into a positive introduction

7. Describe the safety (including physical and/or social-emotional) practices and protocols that will be followed for afterschool programming. 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 their behavior policies in the Family Handbook.

8. 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.

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.

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

Original Grant Award Amount \$136,412.31	RFA Target	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023

Regular Attendees (Attending 30 days or more) – State Requirement Minimum 50 Attendees	54	54	43.5	47.5	21	33.5
Average Daily Attendance (ADA)	54	53	47.25	41	66.54	77.25
Youth Served Per Year	54	290	153	168	161	161

John Fuller and Conway Elementary’s programs saw its enrollment dwindle as a result of the health and safety measures that were put in place in 2020 and through 2022. This factor also contributed to a loss of staff, as our opportunities for consistent programming became scarce and lead to a drop in available employees willing to fill in both time slots. Considering these two challenges, it affected the overall ability of the program to safely accept the number of students we typically had served. Last year both sites stagnated in their respective enrollment rates.

The new program director, who came on in March 2022, quickly saw this as a priority to tackle. Project SUCCEED began an intensive effort through the late Spring and through the Summer to campaign for the program; by word of mouth, advertising in local media, and recruiting new and old students and families through our camps. For the ‘22-’23 school year, we saw Conway Elementary’s enrollment increase from an average of 22 students/day to 32 students/day and John Fuller increased from an average of 20 students/day to almost 34 students/day. At this rate, and with continued efforts towards bolstering enrollment, we will see a return to pre-pandemic numbers by the beginning of SY ‘23-’24.

9. 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 Work with stakeholders, educators and community members to expand the program into a robust academic, social and wellness driven organization.

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 Ceramics, Crafts, 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 like 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, Conway and John Fuller Elementary, with 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 Tuesday-Friday and enrichments and field trips led by Project SUCCEED staff on Mondays. 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 “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 incorporated 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 Edelblute, 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](#))

10. 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 2022 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.

11. 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 the needs of students and their families.

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.

All Project SUCCEED family events are open to all John Fuller and Conway Elementary families. We always welcome families that do not partake in regular Project SUCCEED programs, any student can attend our special events. This serves to connect them to our Project SUCCEED community and introduce them to our staff and offerings.

(b) Identify the Family Literacy or education programs to be offered, how often and why the programs were chosen

We offer a variety of family engagement events at both CES and JFS. Conway Elementary, through the pandemic and afterwards, has collaborated with UNH Extension on a family cooking unit that started over zoom and continued into our afterschool programs. Students were given ingredients, and all of the necessary materials to cook a simple, nutritious meal that could be prepared and finished within an hour, either on zoom with parents or with staff and parents who were invited prior. We also offer several family engagements events throughout the year that promote Family Literacy with our “enrichment night,” where parents participate in an abridged version of their child’s designated activity.

These events bridge the gap between in school, out of school and family time, the three largest portions of our student’s day to day existence. The programs aim is to allow transparency, but to also engage. These events allow our families to not only see what their children are participating in, but to take ownership themselves by getting involved with Project SUCCEED.

(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?

Project SUCCEED prides itself on being able to communicate with families and seeking feedback. We employ feedback surveys upon the completion of each enrichment “rotation,” and ask for candid thoughts about how they see the program and what their child shares with them. We also send out newsletters in conjunction with each school site and enjoy a robust social media presence on Facebook. The director also encourages all staff to interface with staff upon drop off and dismissal, these interactions allow us to share information live time with parents, as well as receive any updates or concerns.

12. 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.

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 will be responsible for the required 21st CCLC roles. For every six (6) sites, it is required to budget for a full-time program director and additional staff to support the program needs. Site-based coordination within multi-site projects is required.

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 as an enrichment provider in the past, as well as certified teachers, enrichment providers, paraprofessionals, volunteers and partners.

Project SUCCEED is housed within John Fuller and Conway Elementary Schools and has full use of the facilities before and after school and during special events. We currently have about 23 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, or cross-country skiing, staff to student ratios are more like 1:6.

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.

2. Include job descriptions and credentials of key staff in an appendix to your proposal. Academic assistance activities are required to be offered by a certified teacher or paraprofessional. If your application includes high school, state who will coordinate and administrate the credit bearing Extended Learning Opportunities (ELOs) and non-credit programming.

See Appendix I, our application does not include high school.

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.

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.

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

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 Drive Time 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.

Professional development opportunities include basic program structures, policies and norms, and ongoing support for planning enrichments. Once staff understand these fundamental pieces, there is concerted effort to

build upon the knowledge that has been gained and more opportunities arise that are aligned with Math and ELA standards, GPRA measures and other efforts to bolster enrichment programming. Recent and upcoming trainings include *First Aid & CPR, building a Toolbox of Skills, The Whys and How is of Planning Enrichments, Teamwork and Relationship-building, Improving Classroom Climate and Management, Mentoring or Leaders, De-escalation Techniques, and Cayen Use.*

9. Describe your staffing professional development plans.

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. Staff are given notifications through email, and conversations about upcoming opportunities and senior staff take note of number of attendees, etc. Staff are encouraged to take advantage of 3 opportunities or more throughout the school year.

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 P for our professional development plan. We organize training based on what we learn, staff requests, and on where we see a need for education.

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 is 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 online applications or similar technology.

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 lack immediate resources to do so. The Director has participated in almost all the 21CCLC offered training by the DOE with

Demonstrated Success and has contacts within that organization to assist with this as well. 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.

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. List established partner(s) and indicate the role and capacity of each partnering organization.**

- 3. Include a signed MOU for each partner, signed by the principal of the school being served, as well as the Superintendent. (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 on page for partners and collaborators, and Appendix F for signed MOUS.

- 4. Include a list of advisory members and describe how each of their roles represent the diverse needs of the community. Describe how the advisory board meetings will take place a minimum of three (3) times each school year.**

Please see Appendix L. 2022 Program reviewers commented on Project SUCCEED's advisory board.

“Advisory Board has a diverse group of representatives including three student members. A week prior to the advisory board meeting the program director attached 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.” (Appendix N, page 1 of 5).

5. Include a sustainability plan and describe how the plan offers viable opportunities for continued sustainability (diverse resources & funding). Current subgrantees discuss what steps for sustainability have been initiated for each year of the last five (5) years of the grant; 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. 2022 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: 2023-2024 Proposed Budget Template

Summer 2023-2024 21st CCLC Proposed Budget

Program Information	
Agency Name:	Project SUCCEED
Agency Address:	176A Main St. Conway, NH 03818
Contract Dates:	July 1st 2023-June 30th 2024
Project Manager:	Tim Neugebauer
Title:	Program Director
Phone Number:	603 901 2029
Email:	t_neugebauer@sau9.org
Fiscal Contact:	Brigitte Ouellette
Title:	Financial Manager
Phone Number:	603 447 8368
Email:	b_ouellette@sau9.org
Contact Person (if different):	
Phone Number:	
Email:	
Program Site(s):	John Fuller Elementary School, Conway Elementary School

Summer Budget

Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
<i>Indirect Cost</i>		
<i>Staff Salaries</i>		
Program Director:	\$27.50/hour x 8 weeks x 26.66 hours/week	\$ 5,865.20
Administrative Assistant	\$18.00/hour x 6 weeks x 8 hours/week	\$ 864.00
Site Coordinator(s):	\$25.00/hour x 5 weeks x 20 hours/week	\$ 2,500.00
Enrichment Monday Certified Enrichment Providers	4 @ \$24/hour x 4 hours/week x 5 weeks	\$ 1,920.00
Enrichment Monday Enrichment Providers	3 @ \$18.00/hour x 4 hours x 5 weeks	\$ 1,080.00
Weeklong Camp Site Coordinator	\$25.00/hour x 40 hours/week x 2 weeks	\$ 2,000.00
Certified Weeklong Camp Site Coordinator	\$25.75/hour x 10 hours/week x 4 weeks	\$ 1,030.00
Certified Weeklong Camp Enrichment Provider	2 @ \$24.00/hour x 30 hours x 4 weeks	\$ 5,760.00
Weeklong Camp Enrichment Provider	3 @ \$18.00/hour x 30 hours x 4 weeks	\$ 6,480.00
Enrichment Provider in Training Camps	\$12.36/hour x 10 hours x 4 weeks	\$ 247.20
Enrichment Provider in Trainine Monday	\$12.36/hour x 4 hours x 5 weeks	\$ 247.20

Enrichment Provider in Training Monday	\$12.36/hour x 4 hours x 5 weeks	\$	247.20
Performance Measurement:	Staff Evaluations		
Outcome:	Recruitment and retention of excellent staff		
Benefits			
FICA:	Salaries x .0765	\$	2,344.22
Retirement:	Cert staff salaries x .1964 + Non cert staff salaries x .1353	\$	4,835.57
Workers Comp:	salaries x .004	\$	122.57
Other Benefits:			
Performance Measurement:	Staff Evaluations		
Outcome:	Recruitment and retention of excellent staff		
Contracted Services			
Contracts:	WMSI Camp (\$3,700)	Warrant/fees/fundraising	
Other(s):			
Performance Measurement:			
Outcome:			
Professional Development			
Required Conference: one in 5 year period:	21CCLC Conference (\$2,000)	Warrant/fees/fundraising	

Other Professional Development:	Staff Orientation	Warrant/fees/fundraising	
Performance Measurement:	Staff Evaluations		
Outcome:	Recruitment and retentions of excellent staff and high staff morale		
Field Trips			
In State Field Trips:			
Out of State Field Trips:			
Performance Measurement:			
Outcome:			
Travel			
Transportation:	Bus \$2.76/mile x 90 miles x 8 weeks (\$1,987.20)	Warrant/fees/fundraising	
Other(S):			
Performance Measurement:	Students will be able to access camps		
Outcome:	Students explore new opportunities and access new experiences		
Supplies/Materials			
Supplies/Materials:	Program Supplies	\$	1,500.00

Academic/enrichment Activities	
Academic/enrichment Activities:	
Other(s):	
Performance Measurement:	
Outcome:	
Equipment	
Equipment:	
Other(s):	
Performance Measurement:	
Outcome:	
Total Expenses: \$ 19,951.56	

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:	
Community Based:	
Grants: Warrant/fees/fundraising	\$ 7,687.20
Other:	
Other:	
Total:	\$ 7,687.20

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:	

APPENDIX C: 2023-2024 Proposed Budget Template

APPENDIX C: 2023-2024 Proposed Budget Template

School Year 2023-2024 21st CCLC Proposed Budget

Program Information	
Agency Name:	Project SUCCEED
Agency Address:	176A Main St. Conway, NH 03818
Contract Dates:	July 1st, 2023-June 30th, 2024
Project Manager:	Tim Neugebauer
Title:	Program Director
Phone Number:	603 901 2029
Email:	t_neugebauer@sau9.org
Fiscal Contact:	Brigitte Ouellette
Title:	Director of Budget and Finance
Phone Number:	603 447 8638
Email:	b_ouellette@sau9.org
Contact Person (if different):	
Phone Number:	
Email:	
Program Site(s):	Conway Elementary School, John Fuller Elementary School

School Year Budget

Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
<i>Indirect Cost</i>		
<i>Staff Salaries</i>		
Program Director:	\$27.50 x 26 hours/week x 36 weeks	Warrant/fees/fundraising
Administrative Assistant:	\$18.00 x 10 hours/week x 36 weeks	\$ 6,480.00
Site Coordinator(s):	1 Site Coordinator @ \$25.00/hour x 20 hours/week x 36 weeks, 1 AM Coordinator JFS @ \$25.00/hour x 15 hours/week x 35 weeks	\$ 32,500.00
Enrichment Provider (Certified):	AM: 2 @ \$24.00/hour x 6.25 hours/week x 35 weeks, PM: 3 @ \$24.00/hour x 12.5 hours/week x 35 weeks	\$ 42,000.00
Enrichment Provider:	AM: 1 @ \$18.00/hour x 6.25 hours/week x 35 weeks, PM: 5 @ \$18.00/hour x 12.5 hours/week x 35 weeks	\$ 43,312.50
Performance Measurement:	Staff Evaluations	
Outcome:	Recruitment and retention of excellent staff	

Benefits		
FICA:	Staff Salaries * .0765	\$ 9,508.38
Retirement:	Certified Staff Salaries * .1964 + Non-Certified Staff Salaries * .2102	\$ 56,333.09
Workers Comp:	Salaries * .004	\$ 497.17
Other Benefits:	Health & Life Insurance Director + Unemployment for Certified Staff & Director	Warrant/fees/fundraising
Performance Measurement:	Staff Evaluations	
Outcome:	Recruitment and retention of excellent staff	
Contracted Services		
Contracts:	Tin Mountain Conservation Center, WMSI, UNH Extension/4-H, Jackson Ski Touring, The Artery Ceramic Studio,	warrant/fees/fundraising
Other(s):		
Performance Measurement:		
Outcome:		
Professional Development		
Required Conference: one in 5 year period:	NAA Conference 2024	warrant/fees/fundraising
Other Professional Development:	Staff Orientation 2024	warrant/fees/fundraising

Performance Measurement:		
Outcome:		
Field Trips		
In State Field Trips:	SeaPerch, Geology w/ UNH/4-H	warrant/fees/fundraising
Out of State Field Trips:		
Performance Measurement:	Students have access to local resources	
Outcome:	Students explore new opportunities and access new experiences	
Travel		
Transportation:	Field Trip bussing for students	warrant/fees/fundraising
Other(s):	Mileage	warrant/fees/fundraising
Performance Measurement:	Students will be able to access SeaPerch and other resources in the community	
Outcome:	Students and staff are able to access the community for professional development and off-site opportunities	
Supplies/Materials		
Supplies/Materials:	Snacks, program supplies, office 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	warrant/fees/fundraising
Other(s):		
Performance Measurement:		
Outcome:		
Equipment		
Equipment:	Electronics	\$ 2,000.00
Other(s):		
Performance Measurement:		
Outcome:		
Total Expenses:		\$ 149,318.63

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:	
Community Based: Zeb's Donation	\$ 2,500.00
Grants: ESSER	\$ 67,000.00
Other:	
Other:	
Total:	\$ 69,500.00

Anticipated 21st CCLC Program Income Collected		
REVENUES	Explanation of Program Income Received by 21st CCLC Program	Anticipated Total Collected
1. Parent Fees		
2. Fundraising	K-Kids Fundraiser	\$ 500.00
4. Other/Explain Below		
TOTAL REVENUES:		\$ 500.00

21st CCLC Proposed Parent Fees Schedule	
Subgrantee Does Not Collect Parent Fees, Check Box:	

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	\$ 13,388.88
3. Afternoon (School day/Summer)	\$6.00	\$3.00	\$1.50	\$ 26,677.77
TOTAL REVENUES:				\$ 40,066.65
Total Weeks of Program Operation (School Year and Summer):				
36 weeks of school year programming, 5 weeks x 1 day of Summer Program, 4 weeks x 1 week long camps, we do not charge for Summer program.				
Discount(s) Offered (ex: Multiple Family Members):				
Scholarships are offered to families in need.				

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

APPENDIX D**SCHEDULE OF OPERATIONS****SCHOOL YEAR:****Typical Daily Schedule (hours in order)**

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
<i>Example: 3:00pm - 4:00pm</i>	<i>Academic Assistance</i>	<i>Literacy, STEM, ELL, homework club, and tutoring</i>	X	X	X	X	X		
7:30 am-8:45 am	Morning Program	Variety of physical fitness activities, academic help, cooperative games, crafts	X	X	X	X	X		
3:15 pm-3:45 pm	Snack & Recess	Snack and physical fitness activities	X	X	X	X	X		
3:45 pm-4:20 pm	Academic Block	Short Math/ELA activities, homework help, Beable and World of Work	X	X	X	X	X		
4:15 pm-5:15 pm	Enrichment Block	STEM, Literacy, Art, Health & Wellness, SEL, clubs	X	X	X	X	X		

SUMMER:**Typical Daily Schedule (hours in order)**

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8:30 am	Arrivals and breakfast	Students arrive and greet staff and friends	X	X	X	X	X		
8:50 am - 9:30 am	Block 1	Academic, hands-on learning experience in multi-age-groupings (depending on numbers, but usually incoming K-2 and 3-6)	X	X	X	X	X		
9:30 am - 10:10 am	Block 2	Academic, hands-on learning experience in multi-age-groupings (depending on numbers, but usually incoming K-2 and 3-6)	X	X	X	X	X		
10:10 am - 10:30 am	Outdoor time	Recess	X	X	X	X	X		
10:30 am - 11:10 am	Block 3	Academic, hands-on learning experience in multi-age-groupings (depending on numbers, but usually incoming K-2 and 3-6)	X	X	X	X	X		
11:10 am - 11:30 am	Lunch		X	X	X	X	X		
11:30 am - 11:50 am	Outdoor time	Recess	X	X	X	X	X		
11:50 am - 12:30 pm	Block 4	Academic, hands-on learning experience 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 (300mm 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/HP3/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
-

APPENDIX E

GRPA MEASURES TEMPLATE

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

State Goals for 2023-2024

Congress established a set of measures via the Government Performance Results Act (GPRA) in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The U.S. Department of Education (USED) analyzes this data to report on the GPRA's measures to Congress in the Annual Performance

Report. In New Hampshire, the 21st CCLC, GPRA 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 2023-2024 and reported in the Fall of 2024.

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): Project SUCCEED Conway- John Fuller Elementary School, Conway Elementary School

State Goals	Performance Indicators	How will you achieve this goal? Include process, planning, timeframe (month and year)	The NHED's expected outcomes Specific metrics and timeframes for how the NHED will measure the success of that outcome.
<p>GPRA MEASURE #1: ACADEMIC ACHIEVEMENT IN NHSAS</p>	<p>Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.</p>	<ul style="list-style-type: none"> ● <i>Project SUCCEED staff will identify students in 4th-6th grade who have an area of relative weakness in literacy</i> ● <i>Staff will align this weakness with an appropriate grade level standard in their enrichment choices and implement them as needed</i> ● <i>The program will work with Teachers at the school site to monitor progress in areas of literacy, using benchmark and assessment data at the end of each trimester.</i> ● <i>Program staff will meet with teachers to regularly reformulate goals to meet a different appropriate grade level standard that has not been targeted before.</i> 	<ul style="list-style-type: none"> ● <i>The NHED expects at least 20% of our students who are not already at the top level to improve one proficiency level between their 2022-23 ELA NH SAS (or DLM) assessment and their 2023-24 ELA NH SAS (or DLM) assessment.</i> ● <i>The NHED expects at least 60% of our students to achieve a growth score at the end of 2023-24 on the NH SAS above the 50% mark.</i>

	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.	<ul style="list-style-type: none"> ● <i>See above for ELA, we will use the same process for Math.</i> 	<i>See above for ELA. The NHED will follow a similar process for Math for all students entering grades 4-8 in 2023-24.</i>
	[include local Assessment growth measures for other grades outside of 4-8, that you plan to track]	<ul style="list-style-type: none"> ● <i>The program will build relationships with students in grades K-3 to assist in determining appropriate targeted instruction in areas of Math and Literacy.</i> ● <i>Program staff will share their knowledge on student strengths and weaknesses to workshop a grade level standard that could be targeted to meet a K-3 population's needs.</i> ● <i>The program will look at assessment data at the beginning and end of the school year to track improvement or regressions in the targeted areas amongst the K-3 population</i> 	
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>Conway School District's programming does not serve 7th-12th grade.</i>	<ul style="list-style-type: none"> ● <i>For students in grades 7, 8 and 9. The NHED will use the state survey to have the guidance counselor (or appropriate educator) for each student in grades 7-9, identify each student's academic learning as 'significant growth', 'moderate growth', 'no growth', 'drop in achievement', 'at top no ability to grow'. The NHED will expect at least 60% of students not already at the top of the achievement, to have achieved at least moderate growth.</i> ● <i>For students in grades 10-12, the NHED will expect the over-all GPA to improve</i>

			<p>from the cumulative value at the end of 2023 to the cumulative value at the end of 2024. The NHED will expect at least a .25 for students in grade 10; .15 for students in grade 11 and .1 for students in grade 12. The NHED will expect at least 60% of students not already at a top GPA, to have demonstrated this growth.</p> <p>Note: a rubric will be developed to help clarify the levels of growth for grades 7-9, to improve the validity of this measure.</p>
	[include local GPA growth measures for other grades outside of 4-8, that you plan to track]		
GPRA MEASURE #3: SCHOOL DAY ATTENDANCE	<p>Percentage of youth in grades 1–12 participating in 21st CCLC during the school year:</p> <p>(a) Had a school-day attendance rate at or below 90% in the prior school year; and</p> <p>(b) Demonstrated an improved attendance rate in the current school year.</p>	<ul style="list-style-type: none"> • <i>The program will use the i4see workbench to look at '21-'22 attendance records for our students that register for '22-'23</i> • <i>Using that data, we will identify students with a less than 95% attendance rate</i> • <i>The program will prioritize the recruitment of these students into before and after school programming</i> • <i>The program will use regular communication with parents and students alike to communicate opportunities for interest-based enrichment activities and monitor those student's attendance records.</i> • <i>The program will reach out to Principals, Teachers and other school staff to communicate attendance concerns.</i> 	<ul style="list-style-type: none"> • <i>For all students in grades 1-12, the NHED will use the state attendance report to identify student attendance progress.</i> <p>Note: The NHED 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"> • <i>Of 21st CCLC participating students who had less than 90% of attendance in 2023, the NHED will expect at least 60% of those students will have attendance above 90% in 2024. Additionally, the NHED expect 80% of those students will have improved attendance in 2024.</i> • <i>Schools who have all students above 90% attendance will be expected to continue with that performance level.</i>
		•	•

<p>GPRA MEASURE #4: BEHAVIOR</p>	<p>Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.</p>	<ul style="list-style-type: none"> ● <i>The program will cross reference registration data with '21-'22 suspensions</i> ● <i>The program will identify students with 10 or more days of suspension in 2021-22.</i> ● <i>The program will target these students.</i> ● <i>The program will maintain an effective level of communication with families of students who meet this criterion. Through this communication, we will be able to assess what hurdles they face personally and address any needs that can be met through programming.</i> 	<ul style="list-style-type: none"> ● <i>For all students in grades 1-12, the NHED will use the state suspension report to identify student suspension. Note: The NHED will only include students who have data in the state system for two years – required to show change in suspension for a student.</i> ● <i>The NHED expects to see a reduction of at least 20% of students who were suspended more than 5 days in 2022-23. For example, if 10 students had 5 or more days of suspension in 2022-23 then the NHED expects at least 2 of those students to have less suspension days in 2023-24.</i> ● <i>Schools who have no students being suspended, will be expected to continue with that performance level.</i>
<p>GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING</p>	<p>Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.</p>	<ul style="list-style-type: none"> ● <i>Program staff will engage in conversations with student's teachers to determine their goals and targets for instruction that the program can support in enrichment activities.</i> ● <i>Staff will build a database to store relevant data that aligns with the teachers' goals for their students.</i> ● <i>The program will present this data throughout the year to support an ongoing conversation of where a student is engagement-wise, with their teacher</i> 	<ul style="list-style-type: none"> ● <i>For students in grades 1-5. The NHED 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'.</i> ● <i>The NHED will expect at least 60% to have achieved at least moderate engagement.</i> <p><i>Note: a rubric will be developed to help clarify the levels of engagement, to improve the validity of this measure.</i></p>
<p>Other Measures</p>	<p>[include other local measures you plan to track]</p>		

MEMORANDUM OF UNDERSTANDINGS

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

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

Partnership Plan for White Mountain Science Inc. and Project SUCCEED 2022-23	
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 after school enrichments, camps, and other programs that promote STEM education.	
WMSI Roles	Project SUCCEED Roles
<p>WMSI 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 \$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. 	<p>Project SUCCEED will</p> <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 programming • invite 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 White Mountain Science Inc. is in effect from July 1, 2022 through June 30th, 2023.

By signing this agreement, it is understood that White Mountain Science Inc. 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.



6/20/22

Mike Carmon
Program Director
White Mountain Science Inc.

Date



6/16/22

Tim Neugebauer
Project SUCCEED
Program Director

Date



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


Project SUCCEED - A Rita A. Lowy 21st Century Community Learning Center (21st CCLC) Program

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

Partnership Plan for The Conway Public Library and Project SUCCEED 2022-23	
<p>The Conway Public Library 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.</p>	
MWV School to Career Roles	Project SUCCEED Roles
<p>The Conway Public Library will</p> <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 camp 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 Conway Public Library staff with Project SUCCEED students have a background check. 	<p>Project SUCCEED will</p> <ul style="list-style-type: none"> • offer scholarships or other support to students who would like to participate in Mission 2 Mars summer programming and winter programming, if appropriate (ie, week-long camps) • work with The Conway Public Library to seek out mutually beneficial grant funding for out of school time programming. • invite Conway Public Library staff to professional development opportunities, open houses and family nights, as appropriate. • assist Conway Public Library staff at all sites where we partner. • provide permission to participate in Conway Public Library 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 The Conway Public Library is in effect from July 1, 2022 through June 30th, 2022.


By signing this agreement, it is understood that The Conway Public Library 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.



 David Smolen
 Director
 Conway Public Library

6/17/22

 Date



 Tim Neugebauer
 Project SUCCEED
 Program Director

6/16/22

 Date




Project SUCCEED a Nita M. Lowy 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 Conway Public Library and Project SUCCEED 2022-23	
<p>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.</p>	
MWV School to Career Roles	Project SUCCEED Roles
<p>MWV School to Career staff will</p> <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. 	<p>Project SUCCEED will</p> <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 July 1, 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 Riddersdale 6/20/22
 Executive Director Date
 MWV School to Career



 Tim Neugebauer 6/16/22
 Project SUCCEED Date
 Program Director



Project SUCCEED

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

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

**Partnership Plan for Conway School District and Project SUCCEED
2022-23**

Conway School District and Project SUCCEED agree to partner to support youth and families in the Mount Washington Valley through quality before and after school programming. Programming will include, but not be limited to; opportunities for STEM education, health and wellness, literacy, and career exploration. In this partnership, Project SUCCEED and the Conway School District agree to the following.

Conway School District Roles	Project SUCCEED Roles
<p>Conway School District will</p> <ul style="list-style-type: none"> ● provide available space at all three sites (JFS, PTS and CES) and maintain custodial and facility management in these spaces, as determined by the Director and building Principals ● Include a member of the Conway School Board that will serve on Project SUCCEED's Advisory Board in order to provide community guidance, leadership and action on sustaining before and after school programming ● will partner with Project SUCCEED to seek community support, to prepare and advocate for the passage of a warrant article, each year. ● provide professional support to develop budgets, coordinate curriculum, share relevant data and recruit staff. ● will support Project SUCCEED's technology needs and provide access to transportation with buses owned by the district. ● will provide Project SUCCEED with professional consulting support with; the business office, IT support, special services, staff recruitment and human resources and staff training 	<p>Project SUCCEED will</p> <ul style="list-style-type: none"> ● offer quality before and after school programming that aligns with the district's "portrait of a learner," and it's mission statement. ● offer scholarships or other support to students who would like to participate in Project SUCCEED's before and after school programming, if appropriate ● update the Conway School District and School Board with relevant, timely information on Project SUCCEED's current affairs. ● partner to provide summer programming on and off site. ● provide permission to participate in Project SUCCEED 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. ● Implement career exploration opportunities to students in grades K-6

This Partnership Plan between Project SUCCEED and The Conway School District is in effect from July 1, 2022 through June 30th, 2023.

By signing this agreement, it is understood that the Conway School District 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.

KR 6/17/22
Kevin Richard Date
Superintendent of Schools
SAU9

Tim Neugebauer 6/17/22
Tim Neugebauer Date
Project SUCCEED
Program Director



g Nils M. Lewy 21st Century Community Learning Center (21st CCLC) Program

APPENDIX G USED PROGRAM INCOME

QUESTIONNAIRE

APPENDIX G: USED Program Income Questionnaire



New Hampshire

Department of Education



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

USED Program Income Questionnaire

Per The United States Department of Education (USED), beginning 2023-2024, State Education Agencies (SEA's) in accordance with Uniform Guidance §200.307, are required to submit a request seeking prior approval for **each subgrantee** that intends to generate program income. A **blanket request** for multiple subgrantees **will not be accepted**.


Please provide an answer to each of the three (3) questions below for the 2023-2024 summer and school year. If you **do not** plan to collect program income you do not need to fill this document out.

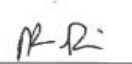
Project SUCCEED Conway

Grant Name: _____

Program Director: Tim Neugebauer

Subgrantee School / Site Name(s): John Fuller Elementary School, Conway Elementary School

Tim Neugebauer  3/13/2023
Program Director Name (Typed or printed) **Signature / Date**

Kevin Richard  3/13/2023
Superintendent's/CBO's Director Name (Typed or printed) **Signature / Date**

A description of how the subgrantee plans to generate program income and an approximate amount of income likely to be generated:

We charge nominal fees to attend Project SUCCEED Programming, our scale and fees are listed as follows;

<u>XI. 21st CCLC Proposed Parent Fees to be Collected</u>				
	<u>Full Priced Lunch</u>	<u>Reduced Priced Lunch</u>	<u>Free Lunch</u>	<u>Anticipated Total Collected</u>
1. Per day (School day/Summer)				
2. Morning (School day/Summer)	\$4	\$2	\$1	\$19,600.00
3. Afternoon (School day/Summer)	\$6	\$3	\$1.50	\$40,425.00
TOTAL REVENUES:				\$60,025.00
<u>Total Weeks of Program Operation (School Year and Summer):</u>35/school year, we will not charge for Summer programming. Summer Programming runs for 8 weeks.				

An explanation of why the program income is necessary to achieve the goals and objectives of the program:

Our grants do not cover the cost of our expenses. We use program income support all areas of our budget from supplies to professional development to programming to other areas the grant does not support. Our community does not have any other after school programming that offers academic support, and they have supported this year in and year out. We also use Program Income to support a wide variety of partnerships that provide programming options to our students.

A description of how program income funds will be tracked and reported to the SEA:

Our Business Administrator notes the initial receipt and lists that in our software. Payment is then forwarded to our SAU9 Director of Budget and Finance, who enters it into our ledger and deposits it in the bank. Every category of income and expenditure is coded and tracked. The Director reviews program income and expenses on a regular basis. The Business Administrator sends bills to parents. Bills are sent to families on a monthly basis and has access to ezbillpay.com, which parents utilize. Parents also give payment to site coordinators either through check or cash, the site coordinator then transfers payment to the Business Administrator.

APPENDIX H

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 2023. We will work to safely keep the programs open.
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 2023-2024 school year
 3. Will host at least 4 advisory board and community partner meetings during the 2023-2024 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

Solely 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 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.
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 After school 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

Timothy David Neugebauer

tn3590@hotmail.com

(603) 986 6908

137 Main St. Apt A.

P.O. Box 2134

Conway, NH

N. Conway, NH

03818

03860

Education

B.A. Social Studies/ Gen. Special Ed. (in progress)

Associates Degree in General Studies

Granite State College, 2014

Education Experience

Special Education Program Aide, Fall 2018-Present

Kennett Middle School, Conway, NH

Assisted students to access curriculum

Supported specially designed instruction

Assisted students with emotional/behavioral difficulty

Applied classroom management techniques

Provided feedback/data to General/Special Educators on IEP progress

Assisted case managers with special education modifications and accommodations

Assisted case managers with data tracking

Performed duties assigned to me (lunch, parent pick up, soccer dismissal, etc.)

7.5 hours a day, 5 days a week, August-June

1:1 Aide Special Education Fall 2016-Spring 2018

Kennett Middle School, Conway, NH

Assisted student to access curriculum

Provided 1:1 support in academic and emotional regulation

Assisted students with daily routine

Directly supported 1:1 student's IEP goal

Supported independent living skills development

7 hours a day, 5 days a week, August-June

Program Aide/1:1 Aide,

John Fuller Elementary School, North Conway, NH

Worked with children ages 5-12

Implemented lessons and activities

Communicated with faculty and staff

Followed teacher's classroom management strategies

Worked as a classroom aide August-February 1:1 February-June

Honors/Awards

Dean's List, Granite State College, Fall 2013 and Winter 2014

Certifications/Professional Development

Crisis Prevention Training Certified 2016-present

Crisis Prevention Training Autism Spectrum Disorder Certified 2016, 2020

Trauma Informed Practices w/ Alex Veneta, Fall 2019

Supporting Development of Student Profiles w/ 1:1 Aides 2019-Present

Competency Based Education Design Studio, July 2018

August 2021

SITE COORDINATOR RESUME

See above

APPENDIX J**LETTER OF SUPPORT FROM PRINCIPAL**

51 Pine Street, North Conway, N.H. 03860

Danielle Nutting, Principal
(603) 356-5381

March 9, 2023

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

To Whom it May Concern,

As Principal of John Fuller School for the last eight years and as a teacher in the district for ten years prior to that I have seen the tremendous impact that Project SUCCEED has on our students and families.

The Project SUCCEED program has grown and expanded over the course of time. We have extensive data to support that our students attending Project SUCCEED are progressing academically, socially and emotionally. This growth is due to the expansive enrichment offerings and academic support that Project SUCCEED provides. From mountain biking to tennis to yoga to pottery to robotics to coding to cooking. The Project SUCCEED enrichments provide exciting learning opportunities for students beyond their school day. In addition to enrichment offerings, there are also community service opportunities through K-Kids (junior Kiwanis) and through community partnerships. Almost all of the Project SUCCEED staff at JFS are also full-time employees at the school during the school day. These staff have strong connections with students and families and this creates a cohesive experience for students, staff and families from morning program to the school day to after school program.

I am a strong supporter of Project SUCCEED and all of the opportunities the program provides for our students and families. Please reach out to me if I can assist any further in this process.

Sincerely,

Danielle Nutting
Danielle Nutting, Principal
John H. Fuller Elementary School





Katy Bedley
Principal

Cathy Baker
Administrative Assistant
Heather Odell
Clerical Aide

Conway Elementary School

160 Main Street
Conway, NH 03818-6164

(603) 447-3369
Fax (603) 447-6981

March 1, 2023

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

To Whom it May Concern,

As the new Principal of Conway Elementary School, I have already seen the tremendous impact of this program. Many students both start and end their day with the Project SUCCEED program and staff. Students are able to create connections that last through the years they are in elementary school. The staff is responsive to the needs and interests of students, often working to bring enrichment activities to students that match those interests. Whether it is yoga, cooking class or even tennis, students not only gain valuable skills, but build critical relationships.

In the past, Project SUCCEED has been funded, in part, by the taxpayers in the Town of Conway in addition to private donations and fees. Our community understands the significance and need for this program, however we cannot fund the program alone. 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.

Clearly, I am a great supporter of this program and I am writing in support of their funding request to 21st Century Learning Centers. Project SUCCEED is not simply a school program, but 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,

Katy Bedley
Principal - Conway Elementary 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

Community Based Organization

54

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	\$52.03	\$124.34	\$124.34
Total Program Cost	\$2,809.61	\$6,714.42	\$6,714.42
ANNUAL Costs			
Weeks per Year (projected)		34	
Costs Per Slot	\$1,769.02	\$4,227.60	\$4,227.60
Total Program Cost	\$95,526.82	\$228,290.17	\$228,290.17
HOURLY Costs			
Costs Per Slot	\$3.06	\$7.31	\$7.31
Total Program Cost	\$165.27	\$394.97	\$394.97

DAILY Costs			
Days per Week (projected)		1	
Costs Per Slot	\$52.03	\$124.34	\$124.34
Total Program Cost	\$2,809.61	\$6,714.42	\$6,714.42
MONTHLY Costs (assuming 4.33 weeks/month)			
Costs Per Slot	\$225.29	\$538.40	\$538.40
Total Program Cost	\$12,165.62	\$29,073.42	\$29,073.42

Your Program Parameters

Only Elementary	NH - Manchester
The summer portion of a year round program	Multiple
Community Based Organization	45
In a School	Youth:Staff ratio is less than 11:1

Your Calculation Results

Cost Ranges	Low	Median	High
WEEKLY Costs			
Hours per Week (projected)	20		
Costs Per Slot	\$72.53	\$89.25	\$178.74
Total Program Cost	\$3,264.05	\$4,016.09	\$8,043.17
ANNUAL Costs			
Weeks per Year (projected)	8		
Costs Per Slot	\$580.28	\$713.97	\$1,429.90
Total Program Cost	\$26,112.41	\$32,128.74	\$64,345.33
HOURLY Costs			
Costs Per Slot	\$3.63	\$4.46	\$8.94
Total Program Cost	\$163.20	\$200.80	\$402.16

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
Tim Neugebauer	Director, Site Coordinator John Fuller	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

Katy Bedley	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
Greg Hufford	4-H Program Specialist	Partner 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	2022-2023 DATES
July-October	9/7/22, 10/19/22 (no November or December)
November-February	2/13/23

March-June	4/26, 5/31
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APPENDIX M ORGANIZATIONAL CHART



APPENDIX N SITE VISIT OBSERVATION FORM 2022



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

Site Visit Observation Form

Grant Name: Conway School District **Date of Site Visit:** 3/29/2022

Grant Director: Tim Neugebauer **Name of Reviewer/s:** Kathleen Vestal & Emily Fabian

School: John Fuller Elementary

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	26 Attendance is low due to some students out sick and playing sports. State reviews attendance monthly.

Meet at 3:15

A. Program Management Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments

<p>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.</p>	X			<p>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.</p> <p>Advisory Board agenda and minutes are in Cayan. Last Advisory Board Meeting was 3/22/2022, next meeting is scheduled for 4/19/2022.</p> <p>Has a variety of MOU's; White Mountain Science, UNH Extension, and the school district. Mount Washington Valley School to Career Camps.</p> <p>MOU with the school district has a data sharing component. Program has a very well-developed sustainability plan showing advisory board members, agendas and minutes. Well, done.</p>
<p>2. The grant and handbooks are 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.</p>		X		<p>There is an ongoing communication plan to disseminate information about the program on an ongoing basis.</p> <p>Program has a communication plan which is very well done. Facebook page is active.</p> <p>New program director is introducing himself to families. In the future, will do monthly newsletters and connect with the newspaper.</p> <p>There is updated information regarding program specific information posted on the website.</p> <p>The grant is posted on website under the financial section. Flyers and registration forms are on website.</p> <p>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.</p> <p>Action Items: Post schedule of activities on website.</p>
<p>3. Receipts of all program income expenditures are available and match the documented expenses on the 2021-2022 Program Income Document. All program income expenses are 21st CCLC allowable costs.</p>		X		<p>2021-2022 Program Income Document was complete and correctly kept up to date.</p> <p>Program has a well-developed filing system for receipts and backup documentation.</p> <p>Program has a lot of unspent funds in GMS.</p> <p>Action Items: Balance in John Fuller grant is \$142,489.01 with the last report being completed in October 2021. Program is applying for grant at Pine Tree which also has a balance of unspent funds in the amount \$45,961.21 with the last report completed in October 2021.</p> <p>Reports should be filed monthly and kept up to date. Not filing reports on time puts the grant in noncompliance and at a high risk for future grants.</p>
<p>4. Professional development is offered to staff on a regular basis.</p>		X		<p>Thorough professional development plan.</p> <p>Action Items: Upload evidence of trainings to Cayan.</p>

B. Program Design and Structure Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
1. Students are recruited (targeted) and provided continuous services based on grant requirements. Students can engage in both academic and enrichment opportunities. Classes are designed to meet the needs of all students.	X			<p>Student needs are identified early on by the teachers so programs can work with those students.</p> <p>Input is provided from principal and site coordinator. Site coordinator contacts families who should be attending depending on teachers input for academic needs.</p> <p>Longer tutoring times implemented for those students who need it.</p> <p>Program follows-up with teachers on student's needs.</p>
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		<p>Program is opened Monday through Friday for a full school year. Program is operating with enough hours and weeks during the summer.</p> <p>Activities and schedules are not posted on the website for students and families.</p> <p>Action Item: Post schedule on the website.</p>
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		<p>Site coordinator meets with the teachers on skills they are working on during the school day.</p> <p>Well-developed process in place to communicate what each grade level is working on during the day for alignment with activities.</p> <p>Tin Mountain Conversation Center came in to do an education component of the program followed up with an enrichment activity.</p> <p>Students are tutored by the school for about 20 minutes a couple days of week.</p> <p>Action Items: Programs need a more structured academic component. Lesson plans need outcomes but understand the program is working on this. GPRA measure trainings will help with this.</p>
4. Families of participating students can actively engage in their child's education.	X			<p>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. New program director is planning a welcome night and an end of year activity.</p>
C. Safe Environment	Yes	No	Not Observed	Evidence & Comments

SECTION 2. PROGRAM OBSERVATION Site Location: John Fuller Elementary School

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 exit posted, etc.
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.
6. Healthy food and drink are provided and meet USDA requirements. Does program participate in the USDA program?	X			Snack consists of cereal and milk. Program participates in USDA program and evidence has been submitted. Allergies are listed on power school and marked on attendance sheets, if needed.
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. A list of students attending is provided and leaders take students from their classroom to the afterschool program.
<i>D. Supportive Environment</i>	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 are in place.	X			Staff are interacting with parents during pick up time, if applicable. Cell phones are given for each site coordinator to communicate with parents. Walkie talkies are used to communicate as well. Program also communicates with parents through newsletters, and the local newspaper.

5. Program Day offers youth a balance of instructional approaches.	X			Balance of adult-directed time, independent time, and cooperative learning time and has a balance of group sizes.
E. Youth Engagement	Yes	No	Not Observed	Evidence & Comments
1. Youth have structured opportunities to get to know each other.			X	
2. Youth follow established program rules and behavioral expectations.	X			Youth understand the rules and 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	Program takes a verbal survey on what student interests are.
F. Staff / Youth Interaction	Yes	No	Not Observed	Evidence & Comments
1. Staff are actively engaged in activities with youth.	X			Staff are interacting with groups, or individual youth; providing ongoing facilitation, participating with youth.
2. Staff encourages youth to share control/responsibility for activity.			X	
3. When aiding 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.

Site Visit Observation Form 3/30/2022 Page 5 of 6

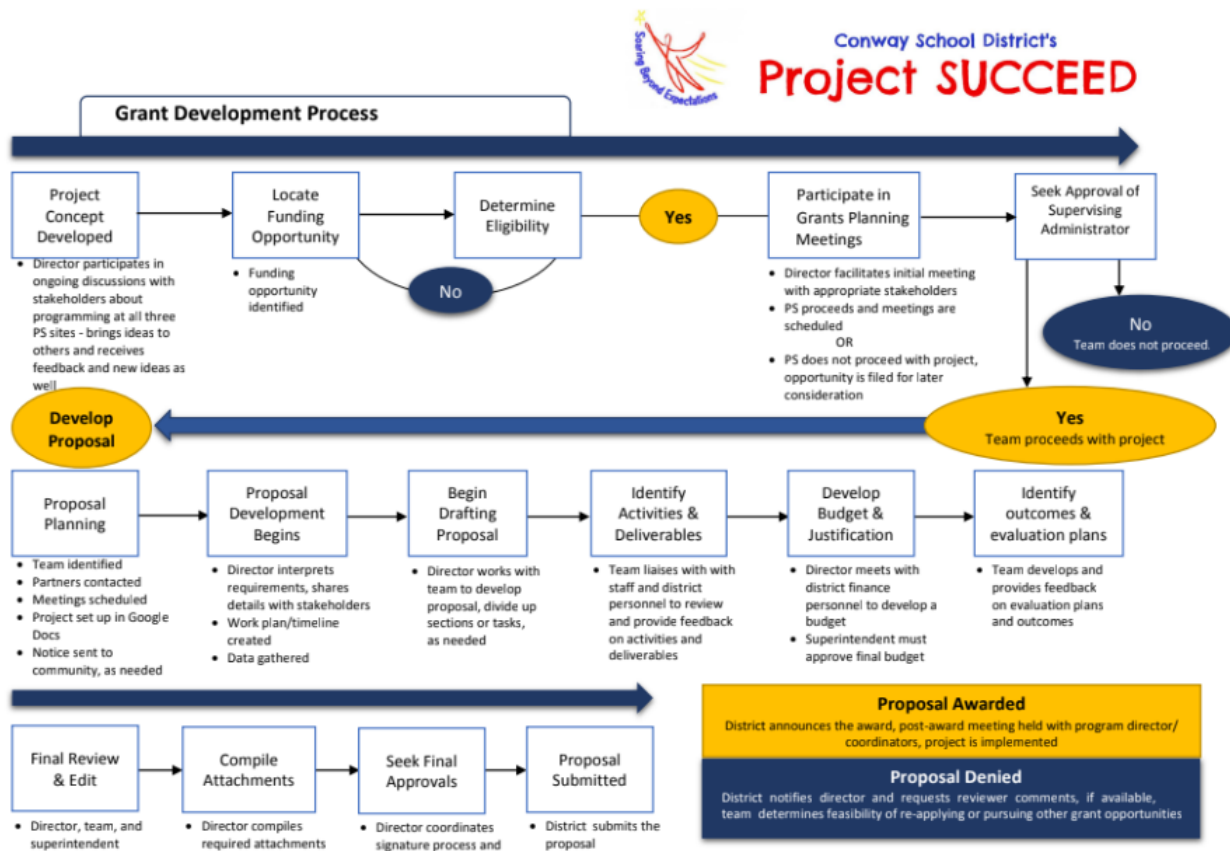
Overall Comments:

Emily and I enjoyed visiting the John Fuller Elementary Schools 21st CCLC program. Students seem to enjoy the program. The program ran smoothly, and students were engaged in activities. The state recommends that the new program director work to build the academic component of the program.

Please submit and/or address action items by April 26, 2022

APPENDIX O, FIGURES

Figure 1: Grant Development Process Flowchart



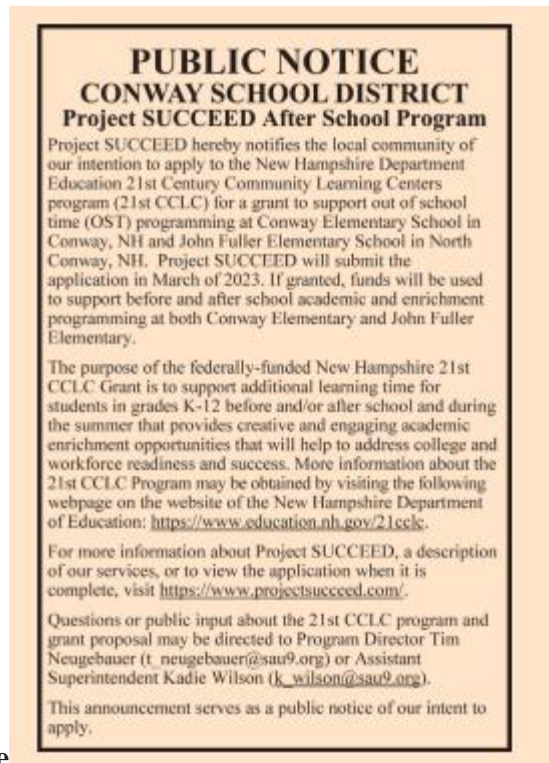


Figure 2: Public Notice

Figure 3: John Fuller and Conway Elementary Behavioral Expectations

STUDENT CONDUCT

As part of the John Fuller School experience, the faculty will be emphasizing principles of good conduct. Although do's and don'ts are specified, our major focus is to build awareness of each student's actions and ability to make good decisions about their conduct. With proper emphasis, we encourage students to internalize a set of principles, which can guide them now and throughout their lives.

SAFETY: All students are entitled to an orderly and safe environment. Eliminating the risk of injury or threat of harm greatly enhances the learning environment. (*Are my actions safe for me and for others?*)

RESPECT: Mutual respect is a cornerstone to a healthy learning environment. Dress, language, mannerisms, tolerance of differences and honoring the rights of others will be emphasized. (*Do my actions uphold the rights of others? Do my actions show tolerance and consideration of others? Do my actions promote open communications?*)

RESPONSIBILITY: Responsibility is the ever-growing process of taking control and being accountable for one's life. It links all our principles together and empowers students to have governance over their condition. The development of responsibility takes a united effort. For a parent, although difficult at the

time, it can be healthier to back away from certain situations and let the student assume responsibility for their actions. It is part of learning. (*Do my actions show that I can take care of myself?*)

These principles interact with each other and link together our personal development. They are ageless and expected of everyone in our school environment. As a faculty we strive to emphasize and model these principles.

When talking to students about behavioral expectations, it is important to understand that “fair is not equal;” however, all students will be held accountable for their behaviors. We will use logical consequences that are respectful, relevant and reasonable to help all students learn from their mistakes. Logical consequences are based upon helping students regain self-control, repairing any damage caused by their actions (either to property or relationships), and maintaining privileges. Some examples of logical consequences are the following:

You break it >>> You fix it

Abuse a privilege >>> Lose a privilege

Disrupt the learning environment >>> Alternate workspace

Incomplete work >>> Alternate time to complete work

Unsafe behavior >>> Restricted privileges or additional supervision

Unkind words or actions >>> Apology and act of kindness

We Care about:

Ourselves

Each Other

Learning

Our Belongings

Figure 4: Project SUCCEED and 21st CCLC Logos



Conway School District's Project SUCCEED

g 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
Tim Neugebauer	Director
Dominique Whitney	Site Coordinator, Parent
Danielle Nutting	Principal John Fuller, Advisory Board member, Parent
David Smolen	Community Partner, Advisory Board member, Parent
Katy Bedley	Principal Conway Elementary, Advisory Board member
Brigitte Ouellette	Director of Budget & Finance School Administrative Unit #9

Table 3: Conway Grade 3 Math & ELA SAS Data

Math

	2021-2022	2020-2021	2018-2019
Student Count	79	75	58
Average Scale Score	419 ± 3	412 ± 3	420 ± 3
Performance Distribution-	33%/33%/20%/14%	52%/28%/11%/9%	33%/26%/34%/7%
Performance Distribution-	26/26/16/11	39/21/8/7	19/15/20/4
Percent Proficient	34%	20%	41%

ELA

	2021-2022	2020-2021	2018-2019
Student Count	79	74	97
Average Scale Score	577 ± 4	557 ± 5	582 ± 4
Performance Distribution- Percents	33%/25%/25%/16%	53%/24%/14%/9%	25%/31%/21%/24%
Performance Distribution- Counts	26/20/20/13	39/18/10/7	24/30/20/23
Percent Proficient	42%	23%	44%

Table 4: Project Succeed SAS '21-'22 Improved Proficiency Level Percentage

Program Provider	School Name	No Improvement	Improved	Total FAY Students	Percent Improved
20340	Conway Elementary School	13	11	24	45.83
20335	John H. Fuller School	17	16	33	48.48

Table 5: 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, signed MOU
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
Tin Mountain Conservation Center	Education and Summer Camp Director sits on advisory board, lead STEM enrichment classes for program
Advantage Kids Youth Tennis	Yoga and tennis instruction for program
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
MWV School to Career Camps	Share resources and collaborate on programming, planning second <i>Career Sampler</i> summer camp for summer 2023, signed MOU
Children Unlimited, Inc.	Share resources and collaborate on programming

Mount Washington Observatory	Investigating possibility of bringing programming to our sites and consulting with them to make this a reality
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APPENDIX Q

PROFESSIONAL DEVELOPMENT PLAN



Conway School District's Project SUCCEED

2022-2023 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
Qualified and well-trained staff, high quality activities and strong relationships	All staff “Welcome Back” Orientation	workshop	8/31/22, 4:30pm – 6:30pm	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	Cayen Use	workshop	9/2/2022	Conway El Site Director, Program Director	
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	Alice Training	workshop	8/30/2022	All staff that also work in the school system during the school day	
offering a variety of enrichments	SeaPerch	In person training	March 2023	Targeted enrichment providers	
well-trained staff	CPR	Training	TBD	All staff at all sites	
well-trained staff	TDP	Training	TBD	All staff at all sites	
well-trained staff	National Conference	conference	7/19 & 7/20	Senior Staff	

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

SUSTAINABILITY PLAN

2022-2023



Conway School District's

Project SUCCEED

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:	Tim Neugebauer		
Telephone:	603-901-2029	E-mail:	t_neugebauer@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. During the last three years, we have shored up partnerships with community organizations and stabilized a program to meet the needs of our students and their families. 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

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, non-profits, 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

The previous director was able to fundraise and develop sustainable options to continue operations for the foreseeable future.

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 Pay scale

Evaluating Pay scale

In October of 2022, the director, in conjunction with the district admin team laid the groundwork for budgeting a significant raise for all staff members. The rates of \$15.45/hour for non certified staff and \$20.60/hour for certified staff were deemed as a hindrance to attracting quality staff. After looking at numbers and figuring out if this was possible, Project SUCCEED met with its advisory board and presented these raises, to which they agreed was necessary in the current job market. The director worked with the assistant superintendent and superintendent to recommend these raises to our personnel committee and school board, to which they agreed. These rate increases will allow Project SUCCEED to be competitive in attracting high quality individuals that will assist our community.

2. What technical assistance for sustainability would be helpful?

More professional development centered around program sustainability and allowable fundraising techniques. It seems that the feds are expecting programs to be able to survive without the grant competition, what have other programs done in the past to fundraise while meeting the grant requirements?

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?

Messaging plays a large role in how Project SUCCEED promotes its success. We work with our school sites to be included in newsletters, bi weekly. Here we are able to talk with parents, who also happen to be members of our community at large. We also enjoy a robust social media presence, with 770 followers on Facebook and are looking to expand to other platforms in order to promote at a greater level. We also have stakeholders who are partners and network regularly with new to us organizations that either provide programming or technical assistance to run programming.

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. We enjoy great community support.

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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.
