

## APPENDIX A: Application Checklist

To be submitted with application.

Applicant Name: Raymond School District – SAU #33

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

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

### Scope of Work/Narrative Includes:

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

### Attachments Include:

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

## Appendix B: Grant Cover Page

### STATE OF NEW HAMPSHIRE DEPARTMENT OF EDUCATION NITA M. LOWEY 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANT

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

New Applicant                      Current Grantee (Reapplying) **X**

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees		Funds Requested
			Average Daily Attendance (ADA)	Regular Attendees	
Lamprey River ES	375	K-3	60	65	\$165,000
Iber Holmes Gove MS	439	4-8	50	75	\$165,000
<b>Total:</b>			<b>110</b>	<b>140</b>	<b>\$330,000</b>

Applicant (required): Raymond School District (SAU #33)

Partner(s) (required): Raymond Coalition For Youth, Raymond Recreation Department

Fiscal Agent: Raymond School District (SAU #33)                      DUNS #: 02-6000732

<b>Grant Contact Person:</b>	<u>Patrick Arsenault</u>
<b>Address:</b>	<u>43 Harriman Hill Rd.</u>
<b>Town, State &amp; Zip Code:</b>	<u>Raymond, NH 03077</u>
<b>Telephone:</b>	<u>(603) 895-3394 ext. 4308</u>
<b>Email Address:</b>	<u>p.arsenault@sau33.com</u>

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

Superintendent's Signature:  Date 2/24/22

Name (typed): Dr. David Deruosi

Email: d.deruosi@sau33.com

Principal(s) Signature(s):  Date 2/24/22

Name (typed): Laura Yacek (LRES), Robert Bickford (IHGMS)

Email(s): l.yacek@sau33.com ; r.bickford@sau33.com

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**Abstract:**

The Raymond School District seeks 21<sup>st</sup> Century Community Learning Center (21 CCLC) funding in the amount of \$330,000 to continue and grow its Learning Enrichment After-school Program (LEAP) that was collaboratively envisioned and developed for elementary and middle school students. Our mission is to provide the best academic, SEL, enrichment, and recreational opportunities for the youth of Raymond while providing a safe, nurturing environment where young people are supported to explore new interests, find new passions, develop social skills, increase academic performance, and have fun in a safe supportive environment.

LEAP began in 2011 using 21CCLC funding to provide high quality after school programming at Lamprey River Elementary School (K-3) and Iber Holmes Gove Middle School (4-8). Through collaboration with our community-based partners, we offer a variety of healthy, fun, interesting, engaging, and educational activities with many learning opportunities linked to state of NH educational standards. Program services and activities include homework support, STEM, college & career readiness, arts & music, mindfulness, and structured recreational opportunities. All families have access to our programs and are encouraged to participate in our 3 yearly family night “Educational Expos”. Students are actively involved with the responsibility of making programming choices at both sites, with student leadership groups already in place.

LEAP uses 21CCLC funding to leverage additional resources to serve an average of 110 students per day across both sites for 210 days per year, which includes a 5-week summer program and school-year program starting on the first day of school, operating 3 hours per day, with no days off unless there is a weather cancelation. Our program focuses on facilitating academic growth and family literacy, particularly among those identified as at risk for educational failure, and provides the students of Raymond opportunities to develop into well-adjusted and successful adults.

## **A. Planning Process**

### **1. Provide a brief summary of the planning process used to submit this application.**

Planning to write this grant began in early 2021 when the 2021-2022 21<sup>st</sup> CCLC RFA was released. Although Raymond was not up for renewal until the following year, we recognized the significance of this particular RFA as we were cognizant of the changes being made to New Hampshire's qualifying factors for receiving 21<sup>st</sup> CCLC funding. With Raymond's free and reduced lunch percentages declining, especially with the start of the nation-wide free lunch program starting in the 2020-2021 school year, we started a public campaign encouraging all families in the Raymond School District to apply for free and reduced lunch in the fall of 2021. While we were able raise our percentages slightly, neither school was able to reach the 40% threshold. On December 1<sup>st</sup>, 2021, program leadership was informed by our State Coordinators that both sites are Target Assistant Schools and therefore qualify for reapplication. Once our qualification was confirmed, school leadership and our advisory board were informed that we would be proceeding with reapplication. This ensured the support of all key stakeholders throughout the writing of this proposal which includes school administration, community based organizations, parents, students, and teachers.

### **2. Describe how the community was provided with notice of intent to submit an application.**

There were 2 public announcements of SAU #33's intent to apply for the 21CCLC grant this year. The first came as an article in the January edition of the "Green Gazette", a digital monthly newsletter published by the district and available to all residents of Raymond. The second was an announcement made at the January 18<sup>th</sup> Raymond Budget Committee meeting which was held as a public hearing regarding all 2022 school district warrant articles.

**3. Describe the collaboration with LEA and community based partners.**

There is representation on our advisory board from all of our community based partners. During the writing process, the advisory board is the primary entity that assists and reviews the progress being made on the proposal. By having all of our partners involved with each step of the process, they are able to offer their own contributions as to how their organization can uniquely support the project without any overlap or redundancies. They are also able to see where there may be a deficit in some areas and offer solutions and support through their organizations.

**4. Describe how private schools were consulted while developing the program design.**

There are no private schools in the town of Raymond.

**B. Need For Project**

**1. Provide a description of your community, explaining why the proposed project is appropriate, supported by a needs assessment for the 21<sup>st</sup> CCLC program in the community.**

There are 1,173 students in the Raymond School District, 375 in grades K-3 at Lamprey River Elementary (LRES), 439 in grades 4-8 at Iber Holmes Gove Middle (IHGMS), and 359 in grades 9-12 at Raymond High (RHS). In January 2022, a 6-question survey was made accessible to the entire community through social media and school newsletters, with 82 responses being collected. 92% of responses indicated that supporting academic and social/emotional growth were the main reason for having 21<sup>st</sup> CCLC programs in Raymond with 90% stating that homework support with certified teachers was the most important factor in our programs (Appendix N, pg. 90).

**2. Provide an evaluation of the community needs and available resources for the program including the needs of students and their families.**

In October 2021, universal screening was conducted using SAEBRS, a teacher based rating tool of observable student behavior. 98% of students at LRES were screened and 95% of students at IHGMS were screened. At LRES, it was determined that 21% are at risk overall; 34% are at risk academically; 25% are at risk socially; and 37% are at risk emotionally. At IHGMS, it was determined that 22% are at risk overall; 47% are at risk academically; 24% are at risk socially; and 33% are at risk emotionally.

### **3. Cite the needs factors that place students at risk of educational failure**

The town of Raymond, NH has limited resources and opportunities for its children. According to 2020 census data, 11% of the families in Raymond live in poverty, which is 4% higher than the rate for the state of New Hampshire. Nearly half of Raymond is designated as census tract 550.02, which is classified as a low-income community opportunity zone ([opportunitydb.com](http://opportunitydb.com)). According to the New Hampshire Employment Security website ([www.nhes.nh.gov](http://www.nhes.nh.gov)), 74% of Raymond community members commute an average of 34.4 minutes away from work, potentially leaving their children home without supervision every afternoon. Without engaging, productive, and structured time after school and in the summer, many youth are far more likely to engage in illegal, dangerous, and destructive behaviors. Statewide, our schools rank in the bottom 50% for overall test scores ([www.publicschoolreview.com](http://www.publicschoolreview.com)). IHGMS proficiency in Math is 39% (lower than the state average of 48%) and Reading is 54% (lower than the state average of 56%). 23% of our students have been identified as students with special education needs. In addition, a grade by grade breakdown of students that qualify for Title I services in math and reading can be found in Appendix O, pg. 97.

**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 21<sup>st</sup> CCLC program and how the data shows the students' needs have been met.**

One major barrier we have had to overcome was the transition to standards based grading for grades K-5. It was a culture shift in how we assess our students' performance that needed to be relearned. Another barrier is tracking student achievement in PowerSchool when teachers do not keep their grade books up to date. It takes communication from program staff, teachers, and parents to ensure we have up to date and accurate data, especially in regards to students' late or missing assignments. PowerSchool provides us an objective view of student performance through grades and attendance. When students come to us with failing grades, we see high improvement in assignment completion but only slight improvement in scores. Our greatest need is more staffing in order to lower teacher to student ratios during the homework/academic block to increase focus on test preparation while continuing to support assignment completion.

**4. Describe how the proposed program will address the needs of students and their families (including the needs of working families).**

Based on the average commute time of 34.3 minutes of Raymond residents, our closing times of 5:45 at IHGMS and 6:15 at LRES allow ample time for parents to pick their children up at our programs assuming they are working a 9:00-5:00 shift. Our late bus service provides an option for families who cannot pick their children up before the end of our programs without students being denied any educational support and activities. Our sliding scale fee schedule at LRES, found in Section C. question #15, breaks down to \$2.21/day for families paying full price and utilizing our program every day of the school year, placing us well below the \$10/day maximum fee threshold set by NHDOE for 21<sup>st</sup> CCLC programs. Fees will not be charged to families that are unable to afford to pay for programming.

**5. Describe other after school programs currently serving the targeted population and explain why their services are insufficient to meet identified needs.**

There are no other afterschool programs at LRES and IHGMS.

**C. Program Design**

**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.).**

Gil G. Noam, Gina Biancarosa, and Nadine Dechausay, the authors of “After-school Education: Approaches to an Emerging Field” describe five degrees of bridging between schools and after-school programs: Self-contained, associated, coordinated, integrated, and unified (Harvard Graduate School of Education, 2003). LEAP’s MOU with the Raymond School District has a clear communication plan regarding what data is shared with 21<sup>st</sup> CCLC program leadership including academic performance, behavior, NHSAS scores, and attendance. The Raymond school district also commits to providing LEAP adequate space to conduct high-quality and safe programming within the MOU. Professional staff is recruited from within the school in the form of internal job postings for our group leader positions, which must be filled by certified teachers or paraprofessionals. By having school day faculty on our staff, it gives us people within our organization that have relationships with students and adults outside of the after school setting, and by nurturing those relationships it makes connecting school day and after school more effective. After school staff training is a combination of school district professional development and sessions specific to the after school sector. All staff are required to attend the “District Opening Day” where all required SAU #33 trainings are completed before the school year starts. Staff hired during the school year are required to complete these trainings before beginning

work. These trainings include ALICE (Emergency Response); Workplace Harassment Prevention; Bullying Prevention; Slips, Trips, and Falls; and Blood Born Pathogens. Yearly suicide prevention training is also required of all SAU #33 employees, facilitated by the National Alliance on Mental Illness (NAMI). Staff also participates in NHDOE and ACROSS NH trainings and cohorts, as appropriate and accessible. The program director and LRES site coordinator each attended a national conference in 2019 and will attend at least one national conference during the next project award period. As a school district program, we follow all SAU #33 policies. In addition, we have a program policies document that contains after school specific items such as our fees, targeting procedure, a description of what 21<sup>st</sup> CCLC is, usage of our late bus, etc. that parents and students must sign at registration.

**2. Indicate how academic needs will be identified and supported through the program.**

Rosters are shared with all faculty at both sites at the start of the school year, with teachers being notified individually when a student in their class enrolls in LEAP during the school year. Case workers share missing assignments with program leadership of LEAP participants on their case loads. Furthermore, PowerSchool is used to track grades and Google Classroom is used to track students' missing and upcoming assignments. Transparency in our program policies regarding the academic components of 21<sup>st</sup> CCLC programming inform parents of the importance academic performance amongst our participants and encourages parent engagement and communication with staff regarding academic focuses and priorities. Academic needs will be supported through collaboration with classroom teachers and Title I. When needs are identified, program leaders will open communication with teachers to let them know we are aware of a student's issue and ask for their input on where our attention should be focused in regards to

support. Title I services will offered to all LRES and IHGMS qualifying students regardless of LEAP membership status.

**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.**

With SAU #33 serving as our fiscal agent, LEAP is embedded in the district. We work closely with administration and staff to ensure that the needs of all students are met to the best of our ability. Program leadership may be invited to IEP meetings to ensure best practices when relating to specific students are followed. If the special education department feels participation in LEAP would be beneficial to a student with a 1:1 aide during the school day, LEAP is written into that student's IEP and the special education department actively recruits and hires the proper support for that student which is paid for from the special education budget. If a student with significant disabilities is enrolled in LEAP, the Special Education Director will work with program leadership to help the program adapt to accommodate the needs of that student.

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

SAU #33 employs a district-wide English Language Learners teacher who has previously assisted with a Chinese family utilizing our program. We are also capable of running our forms through online translation software.

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

Program fees will not be a barrier to students targeted to enroll in LEAP. Priority is given to students who would most benefit from participation based on our needs for programming.

Teachers who wish to work for LEAP will go through an interview process and present lesson proposals. Teacher hires will be made based on qualifications, understanding of program purposes, and other objective information to determine the best candidates.

**6. Describe how the target group will be identified.**

There are 4 tiers of qualifiers that determine which students are recruited and receive priority for a spot in LEAP in the following order based on our need for this project: Students who are referred to us by teachers/administration/social workers who identify a need for academic support; students who receive free or reduced lunch; students who are referred to us by guidance/building administration for disciplinary reasons; and finally students who are not identified as needing our services but utilize LEAP to its fullest potential if open spots remain after inviting targeted students.

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

Program leadership works in conjunction with building administration, guidance counselors, special education, social workers, and behavioral specialists to communicate with families of students identified in benefiting from receiving 21<sup>st</sup> CCLC services. Invitations are extended by the most appropriate representative from this group based on reasons for recruitment and familiarity with the parents/guardians. Invitations can be as broad as simply making families aware that our program exists and we are interested in their child participating, and as detailed as providing specific reasons why they are receiving an invitation and why our programs can be of benefit to their children. See Appendix P, pg. 98, for our invitation letter.

**8. Describe the safety (including physical and/or social-emotional) practices and protocols that will be followed for afterschool programming.**

LEAP follows the school-day protocol of ALICE, our emergency response & preparedness system. All staff are trained in appropriate responses for any given situation and participate in drills throughout the school year. Many of our staff also maintain current CPR/First Aide Certification either through district training or in partnership with Raymond Recreation. All staff is also required to complete suicide prevention training which is designed to help recognize signs of distress in students.

**9. Describe plans to monitor attendance. How will this 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.**

Every morning the absentee list is emailed to all building staff including those involved with LEAP. This list is used by our site coordinators to see who is absent from school. At the end of the day, site coordinators check in with the front office for dismissals, bus passes, and any other information that could impact a participant's attendance. This information is noted on our check-in sheets so staff is aware why a student is absent. If any students expected to be present are not without any explanation, the front office is notified and parent contact is made to ensure the student is safe and accounted for. Buses are also contacted through closed circuit radio and if it is determined a student is on a bus that should be at LEAP, they will be transported back to the school at the end of the bus run if no one is at their regular bus stop to receive them.

**10. Current subgrantees only - use the format below to include the numbers of youth and families that were served for each year of the original five (5) year grant. Explain**

**fluctuations in the numbers. Describe strategies to increase enrollment and/or retain enrollment.**

<b>2017 Award Amount: \$324,736.25</b>	2017 RFP Target	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Regular Attendees (Attending 30 days or more) – State Requirement Minimum 50 Attendees	105	154	163	156	71	136
Average Daily Attendance (ADA)	105	103	109	131*	40	111
Youth Served Per Year	175	186	226	229	134	194

\*Date Range used 8/28/19-3/6/20, Data Prior to State Enforced School Shutdowns

Year 1-3 and Year 5 exceeded all of our 2017 RFP targets. Year 4 is an outlier due to the COVID-19 pandemic. Raymond returned to school on 9/1/2020 in the hybrid format which means all students had the option to attend school in person but they were split into groups and only attended in person 2 days per week. Because of this, our enrollment numbers were above the RFP target but ADA was well below. Contributing to the low ADA was the impact created by Raymond going fully remote from early December until mid-January. Because so much of the school day at LRES was asynchronous, we were granted a waiver to offer a full-day program at that site which saw attendance in the mid-teens each day. IHGMS did not qualify for this waiver due to the synchronous nature of remote learning at that school. The fact that all of our numbers have returned to above the 2017 RFP target levels have has very optimistic that we will sustain these numbers.

**11. Describe the specific program activities in your proposal; how they link to the needs identified in the Need for Project section and how they contribute to academic achievement**

**and youth development including how they fit within your Schedule of Operations (Appendix D, pg. 40).**

**Homework Support:** LRES and IHGMS offer homework support led by certified teachers and paraprofessionals every day of the week following check-in and snack. With school day teachers utilizing Google Classroom to track assignments, LEAP staff are able to monitor student assignments, both what's missing and what's upcoming, to ensure students are staying on track. Staff provides alternative academic activities for students that do not have any assignments.

**Academic Enrichment:** At both LRES and IHGMS, students sign up for enrichment choices that are offered in quarterly blocks. As students move up in grade level, more choice is given to them to maintain interest and buy-in to after school programming.

**College and Career Exploration:** Students at IHGMS participate in a course titled "Financial Fitness". The objective of this course is to have students begin to think about what they want to be as adults and then guide them through the experience of what it takes to achieve these goals. Activities students participate in include designing your own business; exploring college websites to get exposed to the admissions process; designing your own college including classes, housing, dining, and extracurricular activities; and budgeting for food, vehicles, and their dream vacations. This program is led by a retired Winnacunnet High School business teacher. See Appendix Q for a detailed synopsis from the instructor.

**SEL/Mindfulness:** Mindfulness has been a regular component of our programming since 2014. "Mindful Monday" at LRES is offered year-round as an enrichment option. At IHGMS, the school health teacher offers supports to help students manage stress and anxiety during our homework club as well as leads weekly guided meditation. Since the beginning of the pandemic in March 2020, our students have been exposed to conditions both at home and at school that no



one could really prepare them for. This has resulted in increased needs for SEL supports as we have seen an increase in dangerous behaviors and suicidal thoughts. Guidance counselors at both schools make regular check-ins with students in need or distress during program hours and make sure our staff are aware of any situations that need to be monitored for student safety purposes.

**Family Literacy:** Family literacy is critically important to our need of raising literacy levels among students, particularly those with special educational needs. A strong focus was placed on literacy during the district's strategic plan update in June 2019. Family literacy events offer a vehicle to engage parents and students.

**STEM:** STEM has strong representation within our enrichment offerings at both sites. Our teachers try to incorporate STEM lessons into all clubs as appropriate (i.e. teaching geometrical shapes during an art club, teaching students ratios during cooking clubs, etc.) In addition to our quarterly offerings, each site offers ongoing programs focused on STEM. At LRES, one regular offering is "Crazy 8's Math Club". A program evaluation conducted by psychologists at Johns Hopkins University shows that Bedtime Math Foundation's Crazy 8s after-school math club significantly reduces children's feelings of math anxiety after just eight weeks. The effect was more pronounced among younger kids in the kindergarten through second-grade club. Our IHGMS program has invested recent carryover funds into building a LEGO Robotics program. We also partner with UNH Cooperative Extension utilizing curriculum such as "The Power of the Wind" and welcoming volunteers from UNH to offer programs such as Rocketry.

**Healthy and Active Lifestyle:** Healthy snacks, yoga, sports, arts and crafts, board games, mentoring, dance, and positive behavioral incentives have all been implemented as a regular part of our program at both LRES and IHGMS. We continue to work with our partners to expand our

current offerings, including collaboration with UNHCE, and Raymond Recreation to develop new enrichment programs that keep students engaged both mentally and physically.

**Title I:** Raymond receives Title I support at both LRES and IHGMS. Many students that qualify for these services do not take advantage of them due to parent inability to pick them up after school when their tutoring is over. We partner with Title I to make their services more accessible by providing automatic enrollment in LEAP for students using Title I to ensure they have a safe place to be after school until they are picked up or take our late bus home.

**12. Describe how youth voice will be included in the ongoing development of the project.**

Youth input has been and will continue to be a driving force behind what is offered at our programs. Students are surveyed to provide input on what they would like to see for programming at both sites and group leaders incorporate the students interests into offering programming aligned with our goals. There will be a youth advisory group formed at IHGMS consisting of regular attendees interested in contributing input and learning activities to lead with their peers. Regular attendees participate in yearly NHDOE Youth Surveys which gathers data on all aspects of 21<sup>st</sup> CCLC programming from the students' perspective. This data is used to help guide staff professional development priorities as well as foster an environment of welcoming and support that students are proud to be a part of.

**13, Describe how families will be engaged to support the students being served to include ongoing regular communication and opportunities for literacy and related educational activities.**

According to the "Critical Hours" report of the Nellie Mae Foundation, integration of family, school and community efforts is a critical factor of a successful after-school program. Both of our programs are based in central locations within their school buildings. When families enter,

they are immediately exposed to our bulletin boards which display our locations, what's currently happening at the program, and different examples of student-created work from their clubs. Once they reach their destination there is a staff member there to greet them, advise them about their student's day, answer any questions, and radio for their child to be dismissed. We also encourage parents to stay and observe what is happening at the time of arrival and participate when appropriate. Quarterly Student Showcases provide our families a snapshot of their child's experiences through displays, demonstrations, art shows, and student prepared food. Parents/Guardians are also kept up to date with program news and events through regular email blasts from the program director as well as monthly articles in the "Green Gazette". For the past eleven years, the Program Director has worked with the PTO and volunteers to help bridge the gap between school and community. Since receiving 21CCLC funds in 2011, LEAP and these entities have been able to collaborate to not only expand on the events that the district had offered in the past, but to develop new ones as well. Over the course of LEAP's involvement, we have introduced annual events such as "Book Bash" and the "Educational Extravaganza". We will continue to hold four family literacy events each year, with a focus on how to work with children to enhance reading and writing skills through activities. Activities will include sharing stories, poetry, book studies, literacy-related games, fun activities and the use of technology. Recruitment of family member volunteers has been crucial in the success and sustainability of these events. With volunteer support we are able to offer students unique experiences. District reading specialists offer suggestions and participate when available in offering activities which are both fun and enlightening.

**14. Complete a "Schedule of Operations" form (found in Appendix D, pg. 40).**

See Appendix D, pg. 40

**15. Describe the fees being charged, if any.**

Quarterly fees will be collected at LRES to help offset the cost of transportation and any other costs incurred by the district. There will be a sliding scale fee of \$100/student or \$50/students that qualify for free or reduced lunch. Families with two or more students attending LRES will pay no more than \$150/quarter. There will be no fees collected at IHGMS. No student will be denied 21<sup>st</sup> CCLC services due to inability to pay these fees.

**D. Adequacy of Resources**

**1. Describe the staffing for the proposed programs and services, including the student-to-staff ratios.**

**Program Director:** This is a full time position. There is one program director, Patrick Arsenault (see Appendix I, pg.59) that manages both site directors and acts as overall facilitator for all aspects of LEAP. Patrick serves as liaison for public relations between LEAP and the community and reports to the LEAP advisory board, SAU, and other stakeholders. He facilitates the evaluation of LEAP, plans for and hires contractors, and performs any and all duties which will produce a successful, sustainable program. Patrick also writes grants, organizes fundraisers, and works with students as needed.

**Site Directors:** There is one site director at each site: Lisa Rush, at LRES (see Appendix I, pg. 60) and Rachel Franco at IHGMS (See Appendix I, pg. 61). These positions are responsible for all daily after-school program management at their respective sites. They report to the program director and act as liaisons with the principals and teachers of the schools and also work with students regularly. The site directors help the program director develop programming at the site level, oversee group leaders and support staff, and are responsible to oversee their building sites on a daily basis.

**Group Leaders:** Group leaders are certified teachers and para educators available for homework help/tutoring and enrichment activities. Group leaders are available at both sites for 2 hours each day. LEAP maintains an 8:1 student to adult ratio for academic activities such as homework help, a 12:1 ratio for enrichment activities and an 18:1 ratio for recreation activities. 60 students are expected at LRES and 50 students at the IHGMS programs each day.

**Program Support Staff:** 5 Adult Aides (3 at LRES and 2 at IHGMS) and 6 student aides (3 at LRES and 3 at IHGMS) are employed to support the efforts of the program director, site directors and group leaders on a daily basis and help support our required personnel ratios. These positions support all daily operations.

**Summer program staff:** Our summer program staff consists of our program director, site directors, and at least 1 group leader facilitating well-rounded educational activities at each site. Our summer program is housed at the same locations as Raymond Recreation's Summer Playground program. Because of the high usage of this program by Raymond youth and collaboration between Raymond Recreation and LEAP, many of our students participate in both programs, which justify Raymond Recreation staff working at LEAP activities to support our efforts and maintain safe ratios.

**2. Include job descriptions and credentials of key staff in an appendix to your proposal.**

See Appendix I, pg. 58

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

This proposal does not include any high school sites.

**4. Describe how staff will be selected, trained, and supervised.**

All job openings will be advertised through SAU #33's approved outlets. Applicants will be interviewed by appropriate program representatives with selected applicants clearing reference checks and SAU #33's new employee screening process (see question 6). Prior to the start of their employment, new hires meet with Human Resources to review school district policies and handbooks, and complete required trainings which include ALICE (emergency response procedures), bullying and harassment prevention, and other safety trainings required of all Raymond School District staff. Our organizational chart provides clear direction of where employees fall under the supervision tree (see Appendix M, 67).

**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.**

Various volunteers will be used throughout our program ranging from high school students offering peer support to our members, senior citizens to come in and participate in leisurely activities with our members, and professional volunteers leading enrichment clubs. High school students will require recommendations from teachers or guidance before being allowed on site. The Ray-Fre Senior Center will be engaged to recruit senior citizens interested in offering service to our program. Volunteers offering professional service/expertise in needed areas will be required to go through the district volunteer screening procedures as well as present qualifications to program leadership before being allowed to participate.

**6. Before starting to work in the 21<sup>st</sup> 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 working and volunteers working directly with students.**

All hired staff and subcontractors will be required to undergo background checks and fingerprinting as stated in the Raymond School District Employee Handbook. Subcontractors may also be required to show proof of liability insurance. Volunteers are also subject to background checks and fingerprinting, with 50% of the cost being reimbursed by the district.

**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.**

Letters of Support from both sites' Principals (see Appendix J, pg. 62) and the Superintendent (see Appendix R, pg. 100) as well as our MOU with SAU #33 (see Appendix F, pg. 50) clearly indicate that program leadership will have access to all pertinent information and accommodations to ensure student success. Group leaders are expected to intentionally plan their activities and provide outlines of each week's outcomes and that they are teaching concepts and skills, not just supervising.

**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.**

Our staff will be trained in best practices revolving around homework support and offering academic alternatives to students with no homework. Furthermore, staff must be prepared to detach themselves from the roles they play during the school day and become a different type of support for students during after school hours. What a student needs during the day can vary greatly from the support they are seeking from their after school program. Staff will trained in

strategies and learn activities focused on how to disconnect and provide these different types of support, especially in regards to SEL. A priority of the Raymond School District going into the 2022-23 school year is Multi-Tiered Systems of Support – Behavior (MTSS-B). Headed by the district’s Director of Student Behavioral Health, our program director sits on the Tier I subcommittee as part of our District-Community Leadership Team (DCLT). The DCLT is setting the path for professional development in regards to student behavioral health and best practices that should be followed. All professional development requirements determined by this committee will be made available and required of LEAP staff.

**9. Describe your staffing professional development plans.**

All staff will attend the District Opening Day, which is a full day of professional development required of all SAU #33 staff. These trainings include either introductions to or refresher courses in emergency response/preparedness, workplace harassment, bullying prevention, and suicide prevention awareness. Program leaders that are not also school-day staff will be required to participate in district in-service days to align our PD with the schools. In addition, LEAP provides professional development relevant to our programming through UNHCE and ACROSS NH as well as encourages staff to seek out opportunities relevant to their positions on their own.

**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.**

As we are regularly onboarding new staff throughout the school year, all employees must complete all of the online training current employees are required to at the beginning of the year before starting work on-site. New employees then go through an orientation process where they review our policies and standard operating guidelines, and are then assigned to an experienced



peer to shadow before taking on tasks themselves. All employees complete a mid-year self-evaluation which encourages them to reflect and understand their strengths and weaknesses from their own perspectives. These evaluations are used to help and encourage employees to seek out development opportunities in the areas that they feel they can improve upon.

## **E. Program Management Plan**

### **1. Include a one-year timeline for program implementation and continued planning as an attachment.**

See Appendix H, pg. 56

### **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.).**

The program director has the responsibility of communicating directly with the schools, stakeholders, partners, and students about the details of the program. The program director promotes and sustains the after school program through direct contact and through various communication media such as local online newspapers, local television channel 22, district websites, and presentations to community (Raymond Coalition For Youth, Raymond Rotary) and school groups. The program director is part of the district administration team and provides program updates during monthly meetings so that an overview of after school operations can be kept current. The program director appears before the school board at least 3 times per year to publically present details of the program (see Appenix U, pg. 103) for a School Board agenda.

### **3. Describe the plan to disseminate information about your program including it's explanation of what 21<sup>st</sup> CCLC is, 21<sup>st</sup> CCLC logo, name, location, etc. to the community in an ongoing manner that is understandable and accessible.**

Every fall, the program director presents to the school board during an agenda item titled “Our Students, Our Schools”. The purpose of this presentation is to give an overview of what 21<sup>st</sup> CCLC is in Raymond and what our goals are for the upcoming school year. Students from LEAP are invited to present with the program director and field questions from school board members to ensure that student voice is represented. Another way that program information gets out to the public is through the district’s monthly newsletter, the “Green Gazette”. There is a dedicated spot in each newsletter specifically for 21<sup>st</sup> CCLC program information which can range from publicizing upcoming events, highlighting current offerings, or appealing to the community to fill a need the program may have. The final way information is regularly disseminated is through our program websites, which each site has its own page dedicated to. General information, registration forms, and announcements are posted on this website, along with 21<sup>st</sup> CCLC logos and locations. The 21<sup>st</sup> CCLC logo can be found on all of our documentation as well. Each website can be found following the links on the LRES and IHGMS homepages.

## **F. Project Evaluation**

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

See Appendix E, pg. 43

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

Data will be compiled by the program director. It will then be analyzed by the program director and site coordinators to identify successes and shortfalls which will be used to inform future programming opportunities for students. Information gathered and disseminated by program leadership will then be used to guide future advisory board meetings and disclosed to the public through presentations at school board meetings.

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

A 2008 study published by the Harvard Family Research Project

(<https://www.gse.harvard.edu/news/uk/08/02/secrets-successful-afterschool-programs>)

determined 3 critical factors to achieve successful outcomes in after school programming:

Access to and sustained participation in programs; Quality programming and staffing; and Strong partnerships. Our numbers have historically shown that there have been very few barriers to participation in our program. Through our ongoing communication with teachers, guidance, and administration we ensure that all students that fit the targeting criteria have no issue attending our program if their families choose to enroll them. Through increased grant funding, we will be able to offer competitive wages to highly qualified staff to facilitate our academic supports.

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

The factors listed in question 3 of this section create programs that students want to attend.

Consistent attendance allows for positive changes in our students outcome through ongoing focus on academic achievement along with sustained positive relationships with program staff.

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

Data gathered through surveys, interviews, and focus groups are used by the program director and advisory board to plan program direction. Youth and their parents need to feel that their voices are being heard. Programming decisions must be based on feedback from these groups to

ensure buy-in and program success. Formal NHDOE Site Observations and the Continuous Improvement Process for After School (CIPAS) recommendations will be shared with staff and stakeholders so they are aware of the strengths and opportunities NHDOE wants us to focus on. The advisory committee will use data collected from these and other sources such as progress made in GPRA measure achievement to develop a strategic plan for the program director to follow, to ensure programming continues to evolve throughout the course of the project.

**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).**

As an administrator for the Raymond School District, the program director has access to all district systems which include PowerSchool to track attendance and grades, Performance Pathways to track NHSAS, i4see to track demographics, and the School-Wide Information System (SWIS) to track student behavior. Our policies have a section that discloses this to all parents who register so they are aware of what information may be disseminated by program leadership (see Appendix S, pg. 101). This level of data sharing is also committed to within the MOU between LEAP and Raymond School District.

**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.**

In March 2020, our programs went through CIPAS (Appendix N, pg 68). In December 2021, we had a formal state visit and evaluation (Appendix N, pg. 83). The most recent results from

teacher surveys can be found in Appendix N, pg. 88. Regular program updates are presented at School Board meetings.

**G. Budget/Budget Narrative**

**1. Attach a detailed budget spreadsheet with two sheets; one for summer programming and one for the school year (Appendix C) itemizing how the grant funds will be used per site.**

See Appendix C, pg. 36

**2. Provide a detailed budget narrative.**

**Summer – Salary:** Program Director - \$8,115.28; Site Director - \$4,007.60; Group Leaders (2) - \$5,376; **Benefits:** FICA - \$1,338.66; Retirement - \$2,835.87; Health Insurance - \$780.44; Dental Insurance - \$191.12; Life Insurance - \$24.96; Disability Insurance - \$22.88;

**Supplies/Materials:** LRES - \$200; IHGMS - \$100; **In-Kind:** Title I - \$500; Raymond Recreation - \$81,000

**School Year – Salary:** Program Director - \$44,634.04; Site Coordinators (2) - \$37,616.80; Group Leaders (7) - \$54,681.60; Adult Aides (5) - \$48,060.00; Student Aides (6) - \$38,448; **Benefits:** FICA - \$17,246.19; Retirement - \$20,876.15; Health Insurance Buyout - \$2,000; Health Insurance - \$4,292.42; Dental Insurance - \$1,051.16; Life Insurance - \$137.28; Disability Insurance - \$125.84; **Contracted Services:** \$26,666.89; **Supplies/Materials:** \$8,000 for snacks and general supplies; **In-Kind:** Title I - \$2,500; **Leveraged Funds:** Raymond School District - \$23,000; **Estimated From Fees:** \$15,000

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

Our budget is developed with the intention of closing the gap of all factors that make our project necessary in Raymond. With our main qualifying factor of 21<sup>st</sup> CCLC eligibility being academic

achievement, we ensure that enough funding is allocated to hiring an adequate number of certified staff to support our students who are struggling in the core areas of Math, Writing, and English/Language Arts. We balance our staff with an appropriate amount of community adults and high school students to foster an environment of social and emotional learning as people our members can relate to as support outside of their academic responsibilities. Our supplies line accounts for all purchases not qualifying as equipment such as snacks, office items, arts & crafts items, ingredients for cooking clubs, items needed for STEM programs, and recreational equipment to be used as either an academic tool or in a structured enrichment club. Professional Development is not included in our proposed 21<sup>st</sup> CCLC budget because the district has made a commitment to support our PD efforts as any other district employee. Transportation is funded by the district general fund as evidenced in Appendix T, pg. 102.

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

The 3-year contract that SAU #33 has with DAIL Transportation includes a budget item for after school program late night bussing (Appendix T, pg. 102). The late bus picks up at IHGMS at 5:00, LRES at 5:15, and then starts its route throughout town. The timing of pick-up at each school aligns with the end of our academic enrichment blocks so students do not lose structured programming. The late bus is available to any student who otherwise would not be able to attend LEAP without it. Transportation is not a barrier to students receiving 21<sup>st</sup> CCLC programming.

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

Quarterly fees will be collected at LRES to help offset the cost of the late bus and any other program expenses incurred by the district. There will be a sliding scale quarterly fee of

\$100/student or \$50/students that qualify for free or reduced lunch. A family with 2 or more students participating at LRES LEAP will not pay more than a total of \$150 per quarter regardless of how many children they have participating. There will be no fees collected at IHGMS. No student will be denied 21<sup>st</sup> CCLC services due to inability to pay these fees.

**6. Identify federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources.**

**Local:** Raymond Recreation Department runs a 7-week summer camp program for grades 1-8 at IHGMS. A very high percentage of Raymond youth attend this camp, including a majority of our school year members. As part of their morning stations schedule, they rotate their participants through different enrichment activities led by LEAP's certified teachers. Because such a high number of our participants come to us from the summer camp, Raymond Recreation staff in on hand with our teachers to offer staff support which is paid for by Raymond Recreation, greatly reducing 21<sup>st</sup> CCLC summer expenditures. In order to ensure equitable access, our activities are advertised and open to any Raymond student, regardless of their participation in the Raymond Recreation summer camp.

**State:** Both LRES and IHGMS are Title I schools with many students qualifying for services. To enhance our academic offerings and make these services more accessible to students after school, LEAP partners with Title I by offering automatic free enrollment to any students receiving after school Title I services. Families that benefit the most from this partnership are those who would not be able to have their student participate in after school tutoring due to inability to pick up when it ends at 3:45 either because of work or other obligations. By incorporating these students into LEAP, this extends the window of pick-up time to when we close or allows them to use our late bus service if necessary while offering them more educational and enrichment opportunities.

**Federal:** LEAP participates in the USDA snack reimbursement program. We purchase snacks through our food service department which we receive partial reimbursement for upon submission of monthly reports.

**H. Collaboration, Partnerships, Advisory Board, and Sustainability**

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

See Appendix J, pg. 62

**2. Describe the extent to which the proposed program will establish partnerships with other appropriate agencies and organizations providing services to the target population.**

LEAP will seek to establish partnerships with any community based organization that can provide services complimentary to our mission and goals. Through our connections with Project Aware, RCFY, Raymond Recreation, UNHCE, and Raymond Rotary, we have connections to an abundance of providers whose services can apply to any given need that can arise in a 21<sup>st</sup> CCLC after school program.

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

Raymond School District	Fiscal agent and management structure for LEAP by hiring and overseeing program director, site directors, aides, and certified teachers. Use of school facilities: gym, media center, cafeteria, classrooms, athletic fields and related equipment, stage, music room, band room, computer lab, internet, utilities, and custodial staff. Professional staff: align programs to support school curricula, and provide consultation to address individual student needs. Professional development: training for LEAP staff members through ACROSS NH and UNHCE. Food services: district food service director will manage nutritious snacks and drinks for LEAP. Data collection: district software used to track student progress in classes to aid LEAP in supporting each student. Staffing: HS student volunteers fulfilling required community service element for NHS, and other student and adult staff paid for their service.
Raymond Coalition For Youth	Facilitating communication with the schools and the community in regards to the program . Grant writing and fund raising sustainabilityof LEAP. Partnering with the Raymond School District to assist in providing adult and student aides, acquire volunteers, and promote the program in the community. Hire and manage para professionals to be subcontracted to LEAP.
Raymond	Town-owned recreational properties/facilities, and equipment:



Recreation	All of the playgrounds, fields, and school buildings in Raymond are under the jurisdiction of Raymond Recreation Dept. during the after school hours and during school vacations. Provides summer recreation for Raymond Youth, including afternoon programming and field trips for LEAP participants.
UNHCE	Programming: 4H projects, materials, and staff training. Staff services: professional development, family workshops, consulting. LEAP has 4H after school program status and lead staff are trained 4H leaders.

**4. Include a signed MOU for each partner, signed by the principal of the school being served and/or the subgrantee administrator.**

See Appendix F, pg. 47

**5. Describe the roles and responsibilities of the advisory board.**

See Appendix L, pg. 66

**6. Describe how advisory board meetings will take place a minimum of 3 times each school year.**

The advisory board will meet at least 3 times per year with annual meetings being held in September, January, and May. The purpose of the September meeting is to evaluate the start of the school year, ensure systems are in place to focus on 21<sup>st</sup> CCLC GPRA measures, and determine needs to achieve our goals. January's meeting is to analyze data from the first half of the school year and determine where adjustments need to be made. The final meeting in May is to evaluate program successes and shortcomings, formulate a plan for the beginning of the next school year, and to make sure we are prepared for the start of our summer program. Additional advisory board meeting may be scheduled as needs arise.

**7. Include a list of advisory members, their roles including sustainability planning and frequency of meetings.**

See Appendix H, pg. 56 for frequency of meetings and ppendix L, pg. 66 for roles, sustainability, and planning.

**8. Describe how advisory board members represent the diverse needs of community.**

Our advisory board is comprised of representation from many sectors of the community. It starts at the top with the Superintendent of Schools, which represents the importance the district places on 21<sup>st</sup> CCLC programming. Other district representation includes the assistant principals from both sites. Their responsibilities also include curriculum coordination. Our final district member is our Director of Student Behavioral Health, who is also the project manager for the district's Project Aware grant. Representing Community Based Organizations, we have the Executive Director of the Raymond Coalition For Youth, which represents youth substance prevention/positive youth choices; the director of Raymond Recreation, representing alternative out of school time opportunities for Raymond youth as well as our collaborating partner for our summer program; and UNH Cooperative Extension/4-H, which provide curriculum, supplies, volunteer recruitment, and training opportunities. And perhaps most importantly, we have community voice represented with parent and middle school membership on our board.

**9. Include sustainability plan and describe how the plan offers viable opportunities for continued sustainability (diverse resources & funding).**

The five year sustainability plan is to leverage financial and service related resources through different channels and providers. Our partnership with Title I creates opportunities for students in LEAP to receive tutoring services outside of the academic support provided and funded for by the 21<sup>st</sup> CCLC grant. School day staff funded by the Project Aware grant keeps program leadership informed of behavioral trends and assists with plans for accommodating students with special behavioral plans. Currently, ACROSS NH and UNHCE provide free trainings for all staff. As LEAP has made its presence known in the community, more and more parents have volunteered to assist and support the program with fundraising. Fundraisers have been and will continue to be held to close the gap between what it costs to run the program and what parents

can pay for our program, within what the state allows. Other in-kind resources and revenues will increase 15-20% per year, with the goal of self-sustainability by 2027. Self-sustainability will be accomplished through program fees, foundation grants, fund raising efforts, USDA Healthy Snack Reimbursement, and increased volunteerism.

**10. Current Subgrantees discuss what steps for sustainability have been initiated for each of the last five (5) years; show evidence of partnerships/collaboration that has been made and show documentation (reflected in budget) of support and funding, if applicable.**

As a project past year five, our federal funding was cut by 35% percent so we needed to make up a gap of \$88,943. In order to do this, we have collected minimal fees from parents, averaging \$40,000 per year. The rest of our items not budgeted in our 21<sup>st</sup> CCLC grant was paid for in school district funding, which our school board has committed to the program every year since the 2014-2015 school year. We have also made great strides in strengthening our collaboration with partners. When we started this current cycle in 2017, we would receive students from the summer recreation program but no additional staff support. Through the course of these five years, we have received at least 2 recreation staff to work with each of our leaders during our summer enrichment blocks so these supports have not had to be taken out of our 21<sup>st</sup> CCLC budget. We have also grown our partnership with Title I to supplement each other's services by automatically enrolling after school tutoring students into LEAP. The district's Project Aware grant, received in 2020, provides behavioral services to all students after school that was not in place at the start of this cycle. And finally our ongoing utilization of free professional development services such as ACROSS NH has significantly reduced the cost of funds allocated towards trainings.

## 2022-2023 21st CCLC Proposed Budget

Program Information	
Agency Name:	Raymond School District
Agency Address:	43 Harriman Hill Rd, Raymond, NH 03077
Contract Dates:	July 1, 2022 - June 30, 2027
Project Manager:	Patrick Arsenault
Title:	Youth Program Development Coordinator
Phone Number:	603-895-3394 ext. 4308
Email:	p.arsenault@sau33.com
Fiscal Contact:	Marjorie Whitmore
Title:	Business Administrator
Phone Number:	603-895-4299 ext. 1110
Email:	m.whitmore@sau33.com
Contact Person (if different):	Ronald Brickett
Phone Number:	603-8945-4299 ext. 1111
Email:	r.brickett@sau33.com
Program Site(s):	Lamprey River Elementary School, Iber Holmes Gove Middle School

### Summer Budget

Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
	<b>Indirect Cost</b>	
	Maximum 3.1%	\$ -
	<b>Staff Salaries</b>	
Program Director:	4 Pays @ \$2,028.82	\$8,115.28
Assistant Director:		
Site Coordinator(s):	LRES: 4 Pays @ \$1,001.90	\$4,007.60
Other(s):	2 Group Leader Teachers: \$32/hr * 3.5 hrs * 24 days	\$5,376.00
Performance Measurement:	Recruitment of qualified staff and the providing of guidance and resources to execute high quality programming	
Outcome:	Progress in meeting GPRA measurement goals and a program that kids are excited to attend	
	<b>Benefits</b>	
FICA:	All Staff Salaries: \$17,498.88 * .07645	\$ 1,338.66
Retirement:	Program Director & Group Leader Teacher Salaries: \$13,491.28 * .2102	\$ 2,835.87
Workers Comp:		
Other Benefits:	Health Insurance: 4 Pays @ \$195.11	\$ 780.44
	Dental Insurance: 4 Pays @ \$47.78	\$ 191.12
	Life Insurance: 4 Pays @ \$6.24	\$ 24.96
	Disability Insurance: 4 Pays @ \$5.72	\$ 22.88
Performance Measurement:	Recruitment of qualified staff and the providing of guidance and resources to execute high quality programming	
Outcome:	Progress in meeting GPRA measurement goals and a program that kids are excited to attend	
	<b>Contracted Services</b>	
Contracts:		
Other(s):		
Performance Measurement:		
Outcome:		
	<b>Professional Development</b>	
Required Conference: one in 5 year period:		
Other Professional Development:		
Performance Measurement:		
Outcome:		
	<b>Field Trips</b>	
In State Field Trips:		
Out of State Field Trips:		
Performance Measurement:		
Outcome:		
	<b>Travel</b>	
Transportation:		
Other(s):		
Performance Measurement:		
Outcome:		
	<b>Supplies/Materials</b>	
Supplies/Materials:	LRES: \$200; IHGMS: \$100	\$ 300.00
Other(s):		
Performance Measurement:	Having the necessary goods on hand to execute enrichment activities	
Outcome:	Fulfilling the obligations of lesson plans	
	<b>Academic/enrichment Activities</b>	

Academic/enrichment Activities:		
Other(s):		
Performance Measurement:		
Outcome:		
<b>Equipment</b>		
Equipment:		
Other(s):		
Performance Measurement:		
Outcome:		
<b>Total Expenses:</b>		<b>\$ 22,992.81</b>

### Leveraged Funds and/or Other Funds

If Applicable, Describe These Funds	Total Funds Anticipated to be Received
Title I: Summer tutoring supplementing enrichment	\$500
Title III:	
Title IVA:	
School District Funds:	
Community Based: Raymond Recreation staff and field trips	\$ 81,000.00
Grants:	
Other:	
Other:	
<b>Total:</b>	<b>\$ 81,500.00</b>

### Anticipated 21st CCLC Program Income Collected

REVENUES	Explanation of Program Income Received by 21st CCLC Program	Anticipated Total Collected
1. Parent Fees	No fees collected for summer programming	\$ -
2. Fundraising		
4. Other/Explain Below		
<b>TOTAL REVENUES:</b>		<b>\$ -</b>

### 21st CCLC Proposed Parent Fees Schedule

	Subgrantee Does Not Collect Parent Fees, Check Box:			Anticipated Total Collected
	Full Priced Lunch	Reduced Priced Lunch	Free Lunch	
1. Per day (School day/Summer)	School Day LRES: \$2.22, IHGMS: \$0 Summer: \$0	School Day LRES: \$1.11, IHGMS: \$0 Summer: \$0	School Day: \$1.11, IHGMS: \$0 Summer: 0\$	\$15,000
2. Morning (School day/Summer)	N/A	N/A	N/A	N/A
3. Afternoon (School day/Summer)	N/A	N/A	N/A	N/A
<b>TOTAL REVENUES:</b>				<b>\$ 15,000.00</b>
<b>Total Weeks of Program Operation (School Year and Summer):</b>				
Summer: 6 Weeks, School Year: 38 Weeks				
\$150/quarter for families with 2 or more students attending LRES				

**\*\*Only Indicate morning and afternoon breakdown, if applicable.**

2022-2023 21st CCLC Proposed Budget

Program Information	
Agency Name:	Raymond School District
Agency Address:	43 Harriman Hill Rd, Raymond, NH 03077
Contract Dates:	July 1, 2022 - June 30, 2027
Project Manager:	Patrick Arsenault
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Fiscal Contact:	Marjorie Whitmore
Title:	Business Administrator
Phone Number:	603-895-4299 ext. 1110
Email:	m.whitmore@sau33.com
Contact Person (if different):	Ronald Brickett
Phone Number:	603-8945-4299 ext. 1111
Email:	r.brickett@sau33.com
Program Site(s):	Lamprey River Elementary School, Iber Holmes Gove Middle School

School Year Budget

Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
<b>Indirect Cost</b>		
	Maximum 3.1%	\$ 3,170.82
<b>Staff Salaries</b>		
Program Director:	22 Pays @ \$2,028.82 per pay	\$44,634.04
Assistant Director:		
Site Coordinator(s):	LRES: 22 Pays @ \$1,001.90 per pay	\$ 22,041.80
	IHGMS: \$25/hr*3.5hrs/day *178days	\$ 15,575.00
Other(s):	7 Group Leader Teachers: \$32/hr * 9.6 hrs * 178 days (5 @ LRES, 2 @ IHGMS)	\$ 54,681.60
	5 Adult Aides: \$18/hr * 3 hrs * 178 days (3 @ LRES, 2 @ IHGMS)	\$ 48,060.00
	6 Student Aides: \$12/hr * 3 hrs * 178 days (3 @ LRES, 3 @ IHGMS)	\$ 38,448.00
Performance Measurement:	Recruitment of qualified staff and the providing of guidance and resources to execute high quality programming	
Outcome:	Progress in meeting GPRA measurement goals and a program that kids are excited to attend	
<b>Benefits</b>		
FICA:	All Staff Salaries plus Health Buyout: \$225,440.44 * .0765	\$ 17,246.19
Retirement:	Program Director & Group Leader Teacher Salaries: \$99,315.64 * .2102	\$ 20,876.15
Workers Comp:		
Other Benefits:	Health Insurance Buyout:	\$ 2,000.00
	Health Insurance: 22 Pays @ \$195.11	\$ 4,292.42
	Dental Insurance: 22 Pays @ \$47.78	\$ 1,051.16
	Life Insurance: 22 Pays @ \$6.24	\$ 137.28
	Disability Insurance: 22 Pays @ \$5.72	\$ 125.84
Performance Measurement:	Recruitment of qualified staff and the providing of guidance and resources to execute high quality programming	
Outcome:	Progress in meeting GPRA measurement goals and a program that kids are excited to attend	
<b>Contracted Services</b>		
Contracts:	2 Group Leader Paras: \$35.67/hr * 4.2 hrs * 178 days (1 @ LRES, 1 @ IHGMS)	\$ 26,666.89
Other(s):		
Performance Measurement:	Recruitment of qualified staff and the providing of guidance and resources to execute high quality programming. \$35.67 includes FICA, Workers	
Outcome:	Progress in meeting GPRA measurement goals and a program that kids are excited to attend	
<b>Professional Development</b>		
Required Conference: one in 5 year period:		
Other Professional Development:		
Performance Measurement:		
Outcome:		
<b>Field Trips</b>		
In State Field Trips:		
Out of State Field Trips:		
Performance Measurement:		
Outcome:		
<b>Travel</b>		
Transportation:		
Other(S):		
Performance Measurement:		
Outcome:		
<b>Supplies/Materials</b>		
Supplies/Materials:	Snacks and general supplies	\$ 8,000.00
Other(s):		
Performance Measurement:	Provide healthy snack to be partially reimbursed at the completion of each month, having the necessary goods on hand to execute enrichment	
Outcome:	Ensure all students have access to food and fulfill the obligations of the lesson plans	

Academic/enrichment Activities	
Academic/enrichment Activities:	
Other(s):	
Performance Measurement:	
Outcome:	
Equipment	
Equipment:	
Other(s):	
Performance Measurement:	
Outcome:	
<b>Total Expenses: \$ 307,007.19</b>	

### Leveraged Funds and/or Other Funds

If Applicable, Describe These Funds	Total Funds Anticipated to be Received
Title I: After School Tutoring for eligible LEAP members	\$ 2,500.00
Title III:	
Title IVA:	
School District Funds: For transportation contract, professional development and additional supplies not covered by parent fees	\$23,000
Community Based:	
Grants:	
Other: USDA Healthy Snack Reimbursement	\$ 6,000.00
Other:	
<b>Total:</b>	<b>\$ 31,500.00</b>

### Anticipated 21st CCLC Program Income Collected

REVENUES	Explanation of Program Income Received by 21st CCLC Program	Anticipated Total Collected
1. Parent Fees	Sliding Scale at LRES: \$100/quarter full lunch, \$50/quarter free and reduced lunch, \$150/quarter family rate	\$ 15,000.00
2. Fundraising		
4. Other/Explain Below		
<b>TOTAL REVENUES:</b>		<b>\$ 15,000.00</b>

### 21st CCLC Proposed Parent Fees Schedule

	Subgrantee Does Not Collect Parent Fees, Check Box:			Anticipated Total Collected
	Full Priced Lunch	Reduced Priced Lunch	Free Lunch	
1. Per day (School day/Summer)	School Day LRES: \$2.22, IHGMS: \$0 Summer: \$0	School Day LRES: \$1.11, IHGMS: \$0 Summer: \$0	School Day: \$1.11, IHGMS: \$0 Summer: \$0	\$15,000
2. Morning (School day/Summer)				
3. Afternoon (School day/Summer)				
<b>TOTAL REVENUES:</b>				<b>\$ 15,000.00</b>
<b>Total Weeks of Program Operation (School Year and Summer):</b>				
Summer: 6 Weeks, School Year: 38 Weeks				
<b>Discount(s) Offered (ex: Multiple Family Members):</b>				
\$150/quarter for families with 2 or more students attending LRES				

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

**APPENDIX D: Schedule of Operations**

**SCHOOL(S) SERVED: Lamprey River Elementary School**

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

**SCHOOL YEAR: 2022-2023**

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

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
3:15-3:30	Check-In/Healthy Snack	Daily Attendance, USDA Approved Snack	Yes	Yes	Yes	Yes	Yes	No	No
3:30-4:15	Homework Help/Academic Support	Homework support and alternative academic activities facilitated by certified teachers and para professionals	Yes	Yes	Yes	Yes	Yes	No	No
4:15-5:15	Academic enrichment/Well-Rounded Activities	Academic enrichment clubs and structured activities facilitated by certified teachers and para professionals	Yes	Yes	Yes	Yes	Yes	No	No
5:15-6:15	SEL/Social Interaction	Recreation and social activities led by program aides	Yes	Yes	Yes	Yes	Yes	No	No



**APPENDIX D: Schedule of Operations**

**SCHOOL(S) SERVED: Iber Holmes Gove Middle School**

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

**SCHOOL YEAR: 2022-2023**

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

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
2:35-3:00	Check-In/Healthy Snack	Daily Attendance, USDA Approved Snack	Yes	Yes	Yes	Yes	Yes	No	No
3:00-4:00	Homework Help/Academic Support	Homework support and alternative academic activities facilitated by certified teachers and para professionals	Yes	Yes	Yes	Yes	Yes	No	No
4:00-5:00	Academic enrichment/Well-Rounded Activities	Academic enrichment clubs and structured activities facilitated by certified teachers and para professionals	Yes	Yes	Yes	Yes	Yes	No	No
5:00-5:45	SEL/Social Interaction	Recreation and social activities led by program aides	Yes	Yes	Yes	Yes	Yes	No	No

**APPENDIX D: Schedule of Operations**

**SCHOOL(S) SERVED: Lamprey River Elementary School & Iber Holmes Gove Middle School**

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

**SUMMER: 2022**

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

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8:00-9:00	Check-In/Group Breakouts	Daily Attendance, split students into morning groups for enrichment and recreation	Yes	Yes	Yes	Yes	Yes	No	No
9:00-12:00	Enrichment	Daily structured activities based on an academic subject with grade-level groups rotating through hourly blocks with different staff (ie Monday Science, Tuesday Math, Wednesday Art, etc.)	Yes	Yes	Yes	Yes	Yes	No	No

**APPENDIX E: GPRA Measures Template**

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

**State Goals for 2022-2023**

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

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

21st CCLC Grant Name (school district or CBO): Raymond School District

State Goals	Performance Indicators	How will you achieve this goal? Include process, planning, timeframe (month and year)	The NHDOE's expected outcomes Specific metrics and timeframes for how the NHDOE will measure the success of that outcome.
<p><b>GPRA MEASURE #1: ACADEMIC ACHIEVEMENT IN NHSAS</b></p>	<p>Percentage of students in grades 4-8 participating in 21<sup>st</sup> 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"> <li>● LEAP will access Spring 2021 SAS data to compile a list of students not already at the top level to target for improvement. Students will be evaluated quarterly</li> <li>● LEAP will collaborate with Title I to ensure that students that need/qualify for services have access by offering free enrollment to LEAP</li> </ul>	<ul style="list-style-type: none"> <li>● The NHDOE expects at least 20% of our students who are not already at the top level to improve one proficiency level between their 2020-21 ELA NH SAS (or DLM) assessment and their 2021-22 ELA NH SAS (or DLM) assessment.</li> <li>● The NHDOE expects at least 60% of our students to achieve a growth score at the end of 2021-22 on the NH SAS above the 50% mark.</li> </ul>

	<p>Percentage of students in grades 4-8 participating in 21<sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p> <p>[include local Assessment growth measures for other grades outside of 4-8, that you plan to track]</p>	<p><b>for any student attending after school tutoring</b></p> <p>See above for ELA. The program will follow a similar process for Math for all students entering grades 4-8 in 2021-22.</p> <p><b>K-3 students will be measured using Acadience and STAR testing data</b></p>	<p>See above for ELA. The NHDOE will follow a similar process for Math for all students entering grades 4-8 in 2021-22.</p>
<p><b>GPA MEASURE #2: GRADE POINT AVERAGE (GPA)</b></p>	<p>Percentage of students in grades 7-8 and 10-12 attending 21<sup>st</sup> CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.</p>	<ul style="list-style-type: none"> <li>● For all students the program will target instruction as defined in GPRA measure 1.</li> <li>● LEAP Directors will check-in monthly with grade level team leaders to identify what students are currently learning and direct staff to focus on those topics</li> <li>● Program Director will use PowerSchool to monitor grades/standards</li> </ul>	<ul style="list-style-type: none"> <li>● For students in grades 7, 8 and 9. The NHDOE 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 NHDOE will expect at least 60% of students not already at the top of the achievement, to have achieved at least moderate growth.</li> <li>● For students in grades 10-12, the NHDOE will expect the over-all GPA to improve from the cumulative value at the end of 2021 to the cumulative value at the end of 2022. The NHDOE will expect at least a .25 for students in grade 10; .15 for students in grade 11 and .1</li> </ul>

				<p>for students in grade 12. The NHDOE 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]	The program will track grades/standards in PowerSchool		
<b>GPRA MEASURE #3: SCHOOL DAY ATTENDANCE</b>	<p>Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:</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>	<p>The program will review the NHDOE i4see report of 2020-21 attendance for all our 2021-22 participants as well as monitor 2021-22 attendance in PowerSchool</p> <ul style="list-style-type: none"> <li>The program will use parent surveys, student focus groups, and student leadership groups to ensure participant voice is included in our planning process</li> </ul>	<ul style="list-style-type: none"> <li>For all students in grades 1-12, the NHDOE will use the state attendance report to identify student attendance progress.</li> </ul> <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show growth.</p> <ul style="list-style-type: none"> <li>Of 21st CCLC participating students who had less than 90% of attendance in 2021, the NHDOE will expect at least 60% of those students will have attendance above 90% in 2022. Additionally the NHDOE expect 80% of those students will have improved attendance in 2022.</li> <li>Schools who have all students above 90% attendance will be expected to continue with that performance level.</li> </ul>	
<b>GPRA MEASURE #4: BEHAVIOR</b>	Percentage of students in grades 1–12 attending 21 <sup>st</sup> CCLC programming during the school	<ul style="list-style-type: none"> <li>The program will review the NHDOE i4see report of 2020-21 suspension for</li> </ul>	<ul style="list-style-type: none"> <li>For all students in grades 1-12, the NHDOE will use the state</li> </ul>	

	<p>year and summer who experienced a decrease in in-school suspensions compared to the previous school year.</p>	<p>all our 2021-22 participants. There is no ISS at LRES.</p> <ul style="list-style-type: none"> <li>The program will use SWIS data monthly to identify students to reach out to. Recruitment may be done by the Program Director or School Social Worker</li> <li>The program will contact parents/students to determine what obstacles they are facing. Provide programming opportunities, including partner engagement, to engage them and monitor their daily behavior during the school day and after school.</li> <li>Program Director will attend meetings of students who are receiving Tier III support during the school day.</li> </ul>	<p>suspension report to identify student suspension.</p> <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show change in suspension for a student.</p> <ul style="list-style-type: none"> <li>The NHDOE expects to see a reduction of at least 20% of students who were suspended more than 5 days in 2020-21. For example, if 10 students had 5 or more days of suspension in 2020-21 then the NHDOE expects at least 2 of those students to have less suspension days in 2021-22.</li> <li>Schools who have no students being suspended, will be expected to continue with that performance level.</li> </ul>
<p><b>GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING</b></p>	<p>Percentage of students in grades 1-5 participating in 21<sup>st</sup> 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"> <li>For all students the program will target instruction as defined in GPRA measure 1.</li> <li>LEAP Directors will check-in monthly with grade level team leaders to identify what students are currently learning and direct staff to focus on those topics</li> <li>Program Director will use PowerSchool to monitor grades/standards</li> </ul>	<ul style="list-style-type: none"> <li>For students in grades 1-5. The NHDOE will use the state survey to have the primary teacher for each student in grades 1-5, identify each student's engagement in learning as 'significant engagement', 'moderate engagement', 'limited engagement', 'poor engagement'.</li> <li>The NHDOE will expect at least 60% to have achieved at least moderate engagement.</li> </ul> <p>Note: a rubric will be developed to help clarify the levels of engagement, to improve the validity of this measure.</p>

## APPENDIX F: Raymond Recreation MOU

Directions: A Memorandum of Understanding (MOU) can help set expectations for your community partners and your program. The following sample memorandum can be adapted to help you outline who will be responsible for what activities. It is particularly helpful to avoid misunderstandings and to ensure continuity if there is turnover in either organization. Make sure that the signers are people with authority to commit the time or resources of each entity. Complete an MOU for each partnering organization.

Raymond Recreation (agency/organization) will partner with the  
Raymond School District: Lamprey River Elementary School and Iber Holmes  
Gove Middle School (names of schools) participating in the  
The Raymond School 21<sup>st</sup> Century L.E.A.P. (program name)

### 1. Personnel

Representatives of Raymond Recreation have participated in the design and development of the current 21<sup>st</sup>CCLC grant by serving on the grant writing team.

Representatives of Raymond Recreation will continue to participate as advisory board members attending monthly meeting and sub-committees.

Raymond Recreation will continue to provide a summer day camp. This will be an option for participants to have an additional program they can attend following 21<sup>st</sup>CCLC programs in the summer months. All of our staff will be trained and paid for by Raymond Recreation. We also offer a variety of field trips (both social and adventure based) and group activities.

### 2. Volunteers

Representatives of Raymond Recreation will assist the director with recruitment, training, and screening of volunteers.

### 3. Supplies

### 4. Space

Raymond Rec. will use space at Lamprey River Elementary School and Iber Holmes Gove Middle School during the summer months. This space will include the two school cafeterias and selected classrooms at each site.

### 5. Transportation

6. Programming

Representatives of Raymond Recreation will coordinate with the after school director to generate programs and provide instructors when possible. There will be no fee to Raymond Recreation. There may be a fee for the instructors, this fee would be paid for by the after school program.

7. Funding

8. Advisory Board Representation

See personnel above

9. Other commitments such as:

Raymond Recreation will include program information and schedules in our issues of "On the Common" newsletter. We will also promote the program in our monthly newsletter on our website and send fliers of all program information to parents. Raymond Recreation will also advertise the 21stCCLC program at our programs and place of business.

Raymond Recreation (agency/organization) **will not** receive funding for these activities in the amount of \$ \_\_\_\_\_. (Contracts over \$5,000 need a separate budget breakout and narrative.)

Raymond Recreation (agency/organization) **will not** provide funding for these activities in the amount of \$ \_\_\_\_\_.

Raymond Recreation (agency/organization) sees its role as assisting The Raymond School District After School Program (program name) in reaching its goals and will be as flexible as possible to accommodate any special needs or changes.

In turn, The Raymond School District After School Program (program name) will be flexible in accommodating the concerns of Raymond Recreation (agency/organization).

Signed this 7 day of February, 2022.

Michelle Weaver  
Agency/Organization Representative  
Michelle Weaver  
Director, Raymond Recreation

Patrick Arsenault  
Patrick Arsenault  
Youth Program Development Coordinator  
SAU #33



**MEMORANDUM OF UNDERSTANDING BETWEEN  
THE RAYMOND SCHOOL DISTRICT  
AND  
THE RAYMOND COALITION FOR YOUTH**

The Raymond Coalition for Youth (RCFY) is a community-based organization consisting of a diverse group of disciplines that are committed to supporting Raymond Youth. RCFY has representation from the police department, fire department, recreation department, business leaders, health community, school district, parents and youth themselves. Our mission is to empower the community to promote positive youth development and reduce youth substance use and suicide risk.

RCFY will commit to support the Raymond School District (RSD) participating in the 21<sup>st</sup> Century Community Learning Center funded after school program with In kind services as follows:

1. **Advisory Board Representative**- RCFY staff will serve on the 21 C advisory committee and attend quarterly meetings and sub-committees as appropriate.
2. **Youth Leadership** - RCFY will work with the middle school program and UNH Cooperative Extension to strengthen and increase participation in Youth Action leadership initiatives as well as encouraging youth members to be an active participant in sharing their youth voice on matters related to the afterschool program and areas of concern to them.
3. **Public Relations** - RCFY will promote and share all LEAP information shared with RCFY in RCFY Newsletters, social media posts, volunteer recruitment efforts and outreach activities, to ensure that the community is aware of this resource. It will also be listed on our website and updates can be shared at monthly RCFY meetings.
4. **Volunteers** – RCFY will promote and encourage adult and youth volunteering options in the program with those who are willing to offer time, knowledge, skill set development and more.
5. **In-Direct Services** – RCFY will act as the fiscal agent for payroll services for the programming staff of the 21C. They will be considered contracted employees and as such will follow RCFY policies.

The RCFY is pleased to have a continuing supportive relationship with the Raymond School District. The Coalition sees its role as a partner and will assist the Raymond School District and will be as flexible as possible to accommodate any special needs or changes.

Signed this **22st day of February, 2022**



Celeste Clark, Executive Director  
The Raymond Coalition For Youth



Patrick Arsenault  
Youth Program Development Coordinator

**MEMORANDUM OF UNDERSTANDING BETWEEN  
THE RAYMOND SCHOOL DISTRICT  
AND  
LEAP (21<sup>st</sup> Century Community Learning Center)**

The Raymond School District is the LEA and fiscal agent for our 21CCLC grant.

Raymond School District (RSD) will commit to support participating in the 21<sup>st</sup> Century Community Learning Center funded after school program as follows:


1. **Advisory Board Representative**- RSD will have representation on the 21CCLC Advisory Board from the Superintendent, Assistant Principals, Curriculum Coordinator, and Behavioral Specialist, Teachers, Students, and Finance Director as appropriate.
2. **Public Relations** – RSD will promote LEAP in monthly community newsletters, school board presentations, and online/social media posts.
3. **Sustainability** – District Funding will be used to cover costs not offset by the grant or revenue collected.
4. **Programming** - RSD will ensure that adequate space is provided at each site to accommodate student needs and program activities, as well as assist in the recruitment and hiring of staff.
5. **Data Sharing** – RSD has and will continue to make available to the Program Director all data necessary to assess and target eligible students for LEAP. This includes free/reduced lunch status, SAS data in Performance Pathways, Attendance and Academic Performance Data from PowerSchool, and SWIS Data regarding student behavior. Program staff may also be privy to IEPs when requested and approved by Parents/Guardians.

Signed this 23rd day of February, 2022

Raymond School District

  
\_\_\_\_\_  
Dr. David DeRuosi, Interim Superintendent

LEAP

  
\_\_\_\_\_  
Patrick Arsenault, LEAP Director

## Memorandum of Understanding

UNH Cooperative Extension, 4-H Youth Development (UNHCE-4H) in Rockingham County will partner with the Raymond Public Schools (Lamprey River Elementary School, Iber Holmes Gove Middle School) in their 21<sup>st</sup> Century Learning Center LEAP program providing educational enrichment and support program during afterschool hours.


UNHCE-4H commits to provide or arrange a variety of technical assistance, training and program supports, as requested by the Raymond 21CCLC programs, including but not limited to:


- Training in positive youth development and related topics to support academic enrichment and social/emotional learning activities with youth, as well as family involvement, program management and content specific enrichment activities.
- Access to 4-H group and membership tools, including use of 4-H name/emblem, volunteer leader training, opportunities for participation in local, state and national 4-H events, awards, recognition, and curriculum/materials.
- Assistance with outreach to local youth and families via 4-H in Rockingham County through our county 4-H e-newsletter, website and other social media.
- Demonstration programming during out-of-school time in key 4-H mission mandate areas, including Healthy Living, Citizenship and Science/Engineering/Technology.
- Serve as a liaison with other UNH departments and programs that can assist with the development and implementation of quality afterschool activities in Raymond.
- Serve on a program advisory board to provide support and guidance in the overall development, implementation and evaluation of the program.

UNHCE-4H services and supports may be provided on an in-kind basis to the extent that such resources made are made available at no cost elsewhere in N.H. Training and technical assistance may be provided by UNHCE certified Afterschool Master Professionals at no cost through an arrangement with ACROSS-NH. Some services may also be provided on a fee-for-service basis to cover the cost of supplies, materials, travel and staff time. UNHCE-4H sees its role as assisting the Raymond 21CCLC programs in reaching their goals and will be as flexible as possible to accommodate and special needs or changes.

The Raymond LEAP commits to have at least one staff member in each school age program trained as a 4-H Volunteer/Organizational leader, will invite students enrolling in the program to jointly enroll in 4-H, will meet 4-H requirements regarding risk management and sponsor at least one community service/learning activity with youth during the program year. The Raymond LEAP will be flexible in accommodating the concerns of UNHCE-4H, Rockingham County.

Signed this 24<sup>th</sup> day of February, 2022.

  
\_\_\_\_\_  
*Mike Harris*  
*4-H Program Manager*  
*UNH Cooperative Extension,*  
*Rockingham County, NH*

  
\_\_\_\_\_  
*Patrick Arsenault*  
*Youth Program Development Coordinator*  
*Raymond School District*  
*Raymond, NH*

**Appendix G: ESEA Equitable Services Affirmation**

**There are no private schools to consult with in Raymond**



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

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

## PART B

### Equitable Services for Private School Students

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

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

**Private Schools Identified for Equitable services:**

\*LEA may duplicate this form for each of its private schools

Private School Name *There are no private schools in Raymond*

Address

City

State

Zip

Telephone

Fax Number

Email Address

## AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

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

### **Title I, Part A**

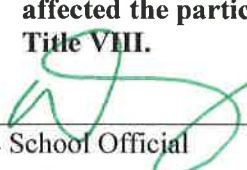
- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school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

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

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

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

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

 2/24/22  
Public School Official Date

N/A  
Private School Representative Date

SAU #33  
Local Education Agency

There are no private schools in Raymond  
Name of Private School Agency or School

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

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

## **Appendix H: One Year Timeline**

\*Program/Site Director weekly meetings with Principals

\*Staff meetings held at least bi-weekly

### Pre 2022-23 Award Year

- April 11<sup>th</sup>, 2022: Begin planning for potential summer program in collaboration with Title 1
- May 9<sup>th</sup>, 2022: Notify all stakeholders and partners that we have won a 21CCLC grant. Begin recruiting teachers and potential new community members to join the Advisory Board as needs arise.
- May 16<sup>th</sup>, 2022: Publicize summer program
- Mid-Late May 2022: Staff reviews and contracts for the 2021-22 school year. Post openings and hire new staff based on openings for 2021-22.

### Summer

- July 1<sup>st</sup>, 2022: Award commences
- July 5<sup>th</sup>, 2022: Summer program begins
- August 12<sup>th</sup>, 2022: Summer program ends
- August 21<sup>st</sup> (pending School Board calendar approval), 2022: District Opening Training Day

### Quarter 1

- August 30<sup>th</sup> (pending School Board calendar approval), 2022: First day of school, LRES and IHGMS programs begin. Session 1 enrichments start first full week of school
- Mid-September, 2022: Raymond Coalition For Youth “Youth Action” service group begins at IHGMS
- September 20<sup>th</sup>, 2022: Advisory Committee Meeting
- “Book Bash” to be held during the fall
- Late September, 2022: Have staff and information available at LRES and IHGMS Open Houses
- September 30<sup>th</sup>, 2022: Teacher in-service day, after school staff participates
- October 3<sup>rd</sup>, 2022: Begin to plan for 2<sup>nd</sup> session, survey youth for input
- October 17<sup>th</sup>, 2017: Publicize 2<sup>nd</sup> session
- Late October: “Lights On After School” Celebration
- Parent survey will be administered at the conclusion of quarter 1

### Quarter 2

- November 7<sup>th</sup>, 2022: 2<sup>nd</sup> session enrichment clubs begin



- November TBD, 2022: Teacher in-service day, all staff trained in Positive Behavior Management
- November 15<sup>th</sup>, 2022: Advisory Committee Meeting
- Mid December 2022: Student work showcase (includes displays and performances)
- January 2<sup>nd</sup>, 2023: Begin planning 3<sup>rd</sup> session, survey youth for input
- January 9<sup>th</sup>, 2023: Publicize 3<sup>rd</sup> session

### Quarter 3

- January 23<sup>rd</sup>, 2023: 3<sup>rd</sup> session begins
- “Educational Extravaganza” family event to be held during quarter 3
- Late January/Early February: Raymond Coalition For Youth “Family Fun Night” event
- February 14<sup>th</sup>, 2023: Advisory Committee Meeting
- Mid February: DOE Youth Survey implementation
- March 6<sup>th</sup>, 2023: Begin planning 4<sup>th</sup> session, survey youth for input
- March 20<sup>th</sup>, 2023: Publicize 4<sup>th</sup> session
- March TBD, 2023: Teacher in-service day, after school staff to participate
- Parent survey will be administered at the conclusion of quarter 3

### Quarter 4

- April 3<sup>rd</sup>, 2023: 4<sup>th</sup> session begins
- April 10<sup>th</sup>, 2023: Begin planning summer program
- April 18<sup>th</sup>, 2023: Advisory Committee Meeting
- Late April/Early May: “Operation: Raymond Clean-Up” at LRES and IHGMS
- May 8<sup>th</sup>, 2023: Publicize summer program
- June 6<sup>th</sup>, 2023: Parent exit survey
- June TBD, 2023: Tentative last day of school

## **Appendix I: Job Descriptions and Credentials**

**Program Director** – 220 days/year. There will be one full-time Program Director. This position will be responsible for oversight of all aspects of the Raymond 21CCLC Learning Enrichment Afterschool Program (LEAP). Primary responsibilities will include: management of the program, hiring site directors and all other staff, development of contracts with partners, reporting to the LEAP Advisory Board and the Superintendent of SAU33, assisting the Advisory Board with the evaluation of the program, planning for and acquiring contractors for the program, procurement of supplies and equipment, grant writing, and working to assure the sustainability of the program. This position will also serve as a key figure for public relations between the LEAP program and the Raymond Community. Credentials for this position will include Bachelor's degree and at least three years experience in youth management.

**Site Directors** – Salaried at LRES, 178 days/year at IHGMS. We will have one Site Director at each site. The IHGMS Site Director will work 3.5 hours per day and the LRES Site Director will be a salaried position due to experience and roles in assisting the Program Director. Responsibilities for both Site Directors will include site management such as scheduling staff, volunteers, and activities, meeting with students and student groups to promote the program, accessing curriculum, instruction and assessment data to inform homework help/ academic support, arranging transportation for students, as needed, and communications with the Program Director and the building administration to ensure smooth operation of the program within the school. These positions will also work directly with students, as needed. Credential for these positions will include Bachelor's degree and a minimum of nine hours of professional development in after-school program philosophy and management.

**Group Leaders** – 210 days/year. There will be five group leaders, three at LRES and two at IHGMS. These positions will be filled by certified teachers with the specific objective of increasing student academic success. These positions will provide homework help, remedial support in academic areas, tutoring, service-learning direction and support, and academic enrichment. Credential for these positions will include Bachelor's degree and a minimum of three hours of professional development in after-school program philosophy.

**Aides** – 210 days/year. Adult community members and responsible high school students will be employed as aides to support the efforts of the group leaders, as needed. Main responsibilities will be to support homework help, enrichment activities and recreation-oriented activities. No specific academic credentials will be required. Adult aides will have to submit to fingerprinting just as any adult working with students in the District must do.

**Volunteers** – As many as can be recruited for as many days that they can serve. No specific academic credentials will be required. Adult volunteers will have to submit to fingerprinting just as any adult working with students in the District must do.

# Patrick Arsenault

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8 Sesame St, Raymond NH 03077 | 1-603-494-0116 | p.arsenault2@yahoo.com

## Objective

- To obtain employment that enables me to use my skills in business, communication, and leadership.

## Education

**BACHELOR'S DEGREE | MAY 2004 | UNIVERSITY OF NEW HAMPSHIRE - DURHAM**

- Major: Business Administration

## Skills And Abilities

### MANAGEMENT

- Managed budgets of various sizes ranging from \$22,000 to \$1.3 million
- Managed staff of varying ages ranging from high school students to senior citizens
- Director of several youth programs including academic after school programs and recreational summer camps
- Data entry and management on multiple databases

### COMMUNICATION

- Employment has required strong and constant communication as I constantly communicate with school administration, faculty, community stake holders, parents, students, and staff

### LEADERSHIP

- Raymond Coalition For Youth Board of Directors member 2012-present
  - Chair 2021-Present
  - Treasurer 2012-2020
  - Secretary 2014-2015

## Experience

**YOUTH DEVELOPMENT PROGRAM COORDINATOR | RAYMOND SCHOOL DISTRICT | JULY 2011-PRESENT**

- Responsible for managing \$1.3 million budget over the course of a five-year 21<sup>st</sup> Century Learning Communities (21CCLC) after school program grant, funding elementary and middle school level programming
- Supervisor of 18 person staff across two after school program sites
- Collaboration with school administration, faculty and community stake holders to develop and implement quarterly schedules of rotating enrichment programs for two separate after school program sites
- Arrange meetings and trainings to keep staff up to date on best practices and new legislature in after school programming to maintain compliance in school protocols
- Publicize information about both after school programs to students, parents, and community stake holders through various mediums including facebook, newsletters, flyers, and announcements in local newspapers and public access television

Lisa Rush  
81 Stevens Hill Road • Nottingham, NH 03290 • (603)-370-8990 •  
l.a.rush5@gmail.com

**Objective:** Special Educator in Early Childhood Education

**Education:**

**M.ED Early Childhood Education Special Needs**

University of New Hampshire, Durham NH, 2011

**B. A. Psychology** University Of Southern Maine, Portland, ME, 1986

GPA 3.65

**Certifications:**

**Assistive Technology**, University of New Hampshire, 2010

**NH Licensed K-8 Educator and ECE Special Needs**, 1991; 2011 #36263

**Professional Experience:**

**10/24/2012-**

**Site Coordinator**, SAU # 33, 21<sup>st</sup> Century CLC. LRES, Raymond NH

Responsible for the supervision and care of up to 70 1<sup>st</sup>-4<sup>th</sup>, grade children in an afterschool program. Oversee lead staff and supervise the assistants in the program. Collaborate with teachers and support staff in meeting academic needs of students.

**04-06/2012**

**Substitute Teacher**, Two year olds, Country Club for Kids, Fremont NH

Lead teacher responsible for developing and implemented thematic activities for up to 15, 22 - 36 months old children. Supervised three assistants and mentored them in child-centered planning. Collaborated with director and assistant director in creating a child-centered classroom environment.

**09/2011-02/2012**

**Lead Teacher**, One year olds & Co-Director, Cross Road Children's Center, Dover NH  
Care for 6 week to 24 month old children implementing social activities through song, movement and hands on activities for up to 12 children, supervised daily operation of the center maintaining safe child ratios, classroom support for other teachers and involved in hiring process supporting the owner's vision for their center. Lead the transition from department of education to childcare licensing.

**02/2011-06/2011**

**Substitute**, One on One Paraprofessional, K-3, Northwood Elementary School, Northwood NH

Supporting the academic needs and social inclusion, discrete trials for a third grade student with health/learning impairments and a kindergarten child with Autism

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# RACHEL FRANCO

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RACHELFRANCO126@GMAIL.COM



603-203-8183

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## SKILLS

I am a conscientious and attentive person who will take on any task no matter the difficulty level. I also am an empathetic and understanding person who is passionate about helping people overcome obstacles: mental, emotional, etc.

In addition to this, I am extremely open to new challenges, while learning new things in the process.

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## EXPERIENCE

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### LAMPREY RIVER ELEMENTARY SCHOOL

After School Program, Student Aide

### IBER HOLMES GOVE MIDDLE SCHOOL

After School Program, Adult Aide

Raymond, NH  
2014 - Present

- Keep children focused and be sure that they are behaving in an age-appropriate manner.
- Helping them with their homework and making sure that they have a basic understanding of what they are learning.
- Make sure that the children are aware that you are now a part of their support system and will be there for them whenever they need to vent, as well as being a role model for them.

### EXTENDED SCHOOL YEAR (ESY)

Raymond, NH  
Summers: 2016 – Present

- Primary goal of aiding children with developmental disabilities, helping them stay on track with their educational goals.
  - Work one-on-one or one to three with students who need to develop/maintain their math, language, reading, and social skills.
- 

## EDUCATION

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### SOUTHERN NEW HAMPSHIRE UNIVERISTY Manchester, NH

Bachelor of Arts in Psychology

Obtained May 2021

- Relevant Coursework: Counseling and Processing Techniques, Forensic Psychology, Drugs and Behavior, Psychology of Personality, Lifespan Development, Child Development, Sociology of Family

MS in Psychology w/conc.

in Child and Developmental Psych

To be Obtained

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Appendix J

**IBER HOLMES GOVE MIDDLE SCHOOL**

ONE STEPHEN BATCHELDER PARKWAY  
RAYMOND, NEW HAMPSHIRE 03077-9763  
TEL: 603-895-3394 FAX: 603-895-9856  
E-mail: b.bickford@sau33.com

*Robert Bickford, Principal*

*Brigitte Cunningham, Assistant Principal*

March 4, 2022

To Whom It May Concern:

This letter is to support the Raymond School District's application for the 21st Century Community Learning Center grant. Our school is working diligently to find ways to support all students in their learning so that they can meet their academic potential. A large portion of the middle school students are normally eligible for free and reduced lunch with many of their parents economically challenged, especially now as a result of the pandemic. Our teachers have always put the students first and have worked hard to address gaps in their students' knowledge base, but this has not been enough. We have an active and effective Student Intervention Team that provides guidance in the appropriate academic and social interventions to support our students with some of the greatest needs. We have also implemented a school wide academic intervention and enrichment block to provide support for all our students.

We believe the 21st CCLC program is an integral part of providing needed academic and social support to a large number of students and their families who access the program. The program's partners provide additional programming and support that are essential to our students' overall academic and social success. We look forward to ensuring our students continue to have a more equitable opportunity to learn through these many programs and services.

This grant will assist us with our goal to provide every student with the means to reach their potential. At present, we have created individualized plans for those students who have not shown growth on our state testing. We now need to continue to have certified teachers leading an extended learning time for our students. We all are very grateful that our school has had the opportunity to be a part of this grant. This grant will ensure that our students will continue to have that extended learning time: an opportunity that we would not be able to provide for them with our current budgetary challenges. Thank you for this opportunity for our students.

Respectfully submitted,



Robert Bickford, Principal



## LAMPREY RIVER ELEMENTARY SCHOOL

33 Old Manchester Road  
Raymond, New Hampshire 03077-2345  
Telephone: 895-3117  
Fax: 895-9627



Laura Yacek  
Principal

Dorothy Franchini  
Assistant Principal

February 25, 2022

To Whom It May Concern:

This letter is in support of the LEAP Program at Lamprey River Elementary School. Lamprey River Elementary School is a Kindergarten through Grade 3 elementary school. Our school enrollment each year averages 370 students. Almost 30% of our student population is enrolled in the LEAP program. Since my start as an administrator at LRES back in 2015, our students have been fortunate enough to have the LEAP program as an option after the school day ended. The program is extremely popular and there have been years when we had wait lists for participation! The families and staff witness first hand the importance and positive impact that the program has had supporting our students academically and socially. I would worry for our students, if we did not have the means to run this program. The 21CCLC grant is extremely important and necessary for the future of this program.

The LEAP program provides our students with a safe place to go after school, with adult supervision and support. The students have opportunities to receive healthy snacks after a long day of learning, homework help from an adult, positive socialization opportunities with other students through outside play and group activities, and varied exploration and enrichment activities that many times align and support what is being taught during the school day.

I am impressed with Pat Arsenault's investment in the implementation of the programming and in his collaboration with the administration, teachers, and community at large. He is reflective in his role and is continuously looking for feedback and ways to improve the offerings by engaging the school staff, families and the community. We have many teachers and paraeducators whose day does not end at 3:30pm, as they then continue their day as a member of LEAP staff. This shows their support and dedication to this program.

The LEAP program at LRES has done a wonderful job of responding to the COVID pandemic, which has definitely impacted our program in regards to daily attendance. The LEAP program responded immediately to the pandemic last year, while our district followed a hybrid model. LEAP partnered with our school staff to offer collaborative sessions after school, so that we could provide enrichment activities for any student, since they were only attending school two days a week. This was a huge help to all, as it provided our students more time in school for academic and social connection.

This program is an integral part of our students' school experience beyond the school day. It is critical that we continue offering this opportunity for our students. I ask that you consider the Raymond School District as a recipient of the 21CCLC grant.

Sincerely,

Laura Yacek  
LRES Principal

**Your Program Parameters**

Elementary and Middle	NH - Manchester
A school year program	Multiple
A School	110
In a School	Youth:Staff ratio is between 11:1 & 15:1

**Your Calculation Results**

Cost Ranges	Low	Median	High
<b>WEEKLY Costs</b>			
Hours per Week (projected)			15
Costs Per Slot	\$61.65	\$130.31	\$178.53
Total Program Cost	\$6,781.50	\$14,334.54	\$19,638.32
<b>ANNUAL Costs</b>			
Weeks per Year (projected)			36
Costs Per Slot	\$2,219.40	\$4,691.30	\$6,427.09
Total Program Cost	\$244,134.00	\$516,043.54	\$706,979.65
<b>HOURLY Costs</b>			
Costs Per Slot	\$4.11	\$8.69	\$11.90
Total Program Cost	\$452.10	\$955.64	\$1,309.22
<b>DAILY Costs</b>			
Days per Week (projected)			1
Costs Per Slot	\$61.65	\$130.31	\$178.53
Total Program Cost	\$6,781.50	\$14,334.54	\$19,638.32
<b>MONTHLY Costs (assuming 4.33 weeks/month)</b>			
Costs Per Slot	\$266.94	\$564.26	\$773.04
Total Program Cost	\$29,363.90	\$62,068.57	\$85,033.94

Appendix K



**Your Program Parameters**

Elementary and Middle  
 The summer portion of a year round program  
 A School  
 In a School

NH - Manchester  
 Multiple  
 110  
 Youth:Staff ratio is between 11:1 & 15:1

**Your Calculation Results**

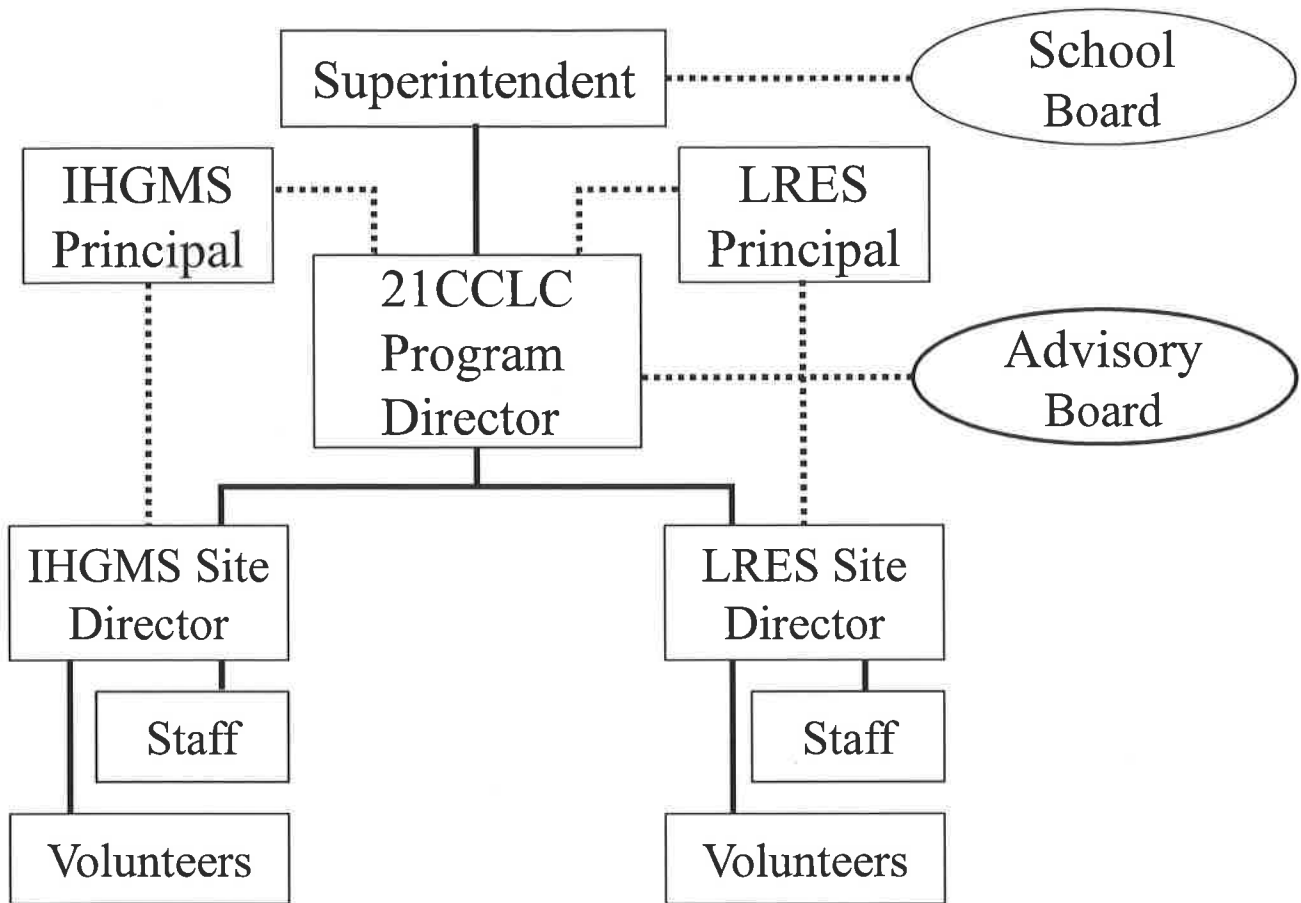
Cost Ranges	Low	Median	High
<b>WEEKLY Costs</b>			
Hours per Week (projected)			20
Costs Per Slot	\$88.16	\$120.78	\$165.46
Total Program Cost	\$9,697.42	\$13,285.46	\$18,201.08
<b>ANNUAL Costs</b>			
Weeks per Year (projected)			5
Costs Per Slot	\$440.79	\$603.88	\$827.32
Total Program Cost	\$48,487.08	\$66,427.30	\$91,005.40
<b>HOURLY Costs</b>			
Costs Per Slot	\$4.41	\$6.04	\$8.27
Total Program Cost	\$484.87	\$664.27	\$910.05
<b>DAILY Costs</b>			
Days per Week (projected)			1
Costs Per Slot	\$88.16	\$120.78	\$165.46
Total Program Cost	\$9,697.42	\$13,285.46	\$18,201.08
<b>MONTHLY Costs (assuming 4.33 weeks/month)</b>			
Costs Per Slot	\$381.73	\$522.96	\$716.46
Total Program Cost	\$41,989.81	\$57,526.04	\$78,810.67

## Appendix L: Advisory Board Members, Roles, and Responsibilities

### Current 21CCLC Advisory Board Members

<b>Name</b>	<b>Position</b>	<b>Responsibilities</b>
Patrick Arsenault	21st Century Program Dir.	Program Management, Information Dissemination, Sustainability
David Deruosi	Superintendent	Oversight of Program Director, Advocacy, Sustainability
Dorothy Francini	LRES Asst. Principal	Liason between on-site program staff, Sustainability
Brigitte Cunningham	IHGMS Asst. Principal	Liason between on-site program staff, Sustainability
Michelle Weaver	Raymond Rec., Community Member	Summer Programming, Sustainability
Celeste Clark	RCFY, Community Member	Subcontract support, Marketing, Advocacy, Sustainability
Michael Harris	UNH Cooperative Ext.	PD, Curriculum, Supplies, Sustainability
Dana Zulagher	Parent, Community Member	Family Events, Advocacy, Sustainability
Jessica Caron	Director of Student Behavioral Health	SEL Support, Sustainability
Grace Elliott	IHGMS Student	Voice of the students

# Organization Chart



Raymond Coalition for Youth (RCFY)	Raymond Recreation Department	Rockingham County Cooperative Extension 4H	Partners with MOUs
Dudley Tucker Library	LRES PTO	IHGMS Parent Core Group	Community and Business Partners

## Appendix N: Evaluation Studies of Current Program

### CONTINUOUS IMPROVEMENT PROCESS FOR AFTERSCHOOL (CIPAS) VISITATION TEAM REPORT

#### LEARNING ENRICHMENT AFTERSCHOOL PROGRAM (LEAP)

#### LAMPREY RIVER ELEMENTARY SCHOOL IBER HOLMES GOVE MIDDLE SCHOOL RAYMOND, NEW HAMPSHIRE

##### EXECUTIVE SUMMARY

Under the leadership of Patrick Arsenault, Program Director, staff and stakeholders in the Learning Enrichment Afterschool Program (LEAP) at Lamprey River Elementary School and Iber Holmes Gove Middle School underwent a thorough documentation process using a program self-assessment rubric based on the seven components of effective afterschool programs. Patrick Arsenault, staff, and LEAP stakeholders also hosted a one-and-a-half day site visit from a team representing the New Hampshire Department of Education 21<sup>st</sup> Century Community Learning Centers Program (21<sup>st</sup> CCLC).

##### Findings:

Based on the documentation, key stakeholder interviews, and direct program observations, the CIPAS team finds the LEAP programs at Lamprey River Elementary School (LRES) and Iber Holmes Gove Middle School (IHGMS) are evolving to be strong programs that meet the needs of students, families, and the community they serve.

##### Strengths:

- The LEAP program has evolved over the past few years. The program provides a safe environment and structured academic support provided by school-day teachers and other staff. Students are also able to participate in a variety of enrichment activities including recreational and sports activities, arts, and science and technology. Interactions among students and between students and staff were observed to be positive, supporting students' social-emotional development.
- The LEAP is well-managed with a long-standing Program Director and elementary school Site Coordinator. The Program Director is engaged with the school district and community through membership in various committees. Communication within and between the program and others was reported to be effective and staff were reported to be responsive.
- The LEAP program is part of a strong local infrastructure for youth in Raymond that also includes the Raymond Recreation Department and the Raymond Coalition for Youth. Additional partners include UNH Cooperative Extension and the Dudley Tucker Library.
- Commitment of the community to LEAP is evident by ongoing funding support from the school district.
- The LEAP program is known and respected by stakeholders. The program enjoys the strong support of partners, parents, school administrators, and the community.

- LEAP has a strong staffing infrastructure including certified teachers and paraprofessionals as well as high school students and some community members.

#### **Key Recommendations<sup>1</sup>:**

- Review and revise the behavior management policies of LEAP to ensure that the program is able to effectively manage behaviors. Work with the District's new Project AWARE staff member tasked with improving school climate and safety in Raymond. The Program may wish to reach out to other NH programs to learn how they handle behaviors.
- Consider ways to strengthen and grow the IHGMS program, recognizing that next year 4<sup>th</sup> graders will be participating. Suggestions include increasing program offerings and offering more age-differentiated programming.
- Provide enhanced opportunities for student voice and leadership by: engaging 8<sup>th</sup> graders in designing and helping to lead programs for younger students; convening a "youth council" as a club to advise the program; and/or establishing a process to regularly solicit student input on programming.
- More formally connect LEAP's enrichment programming with school-day expectations through the regular use of a curriculum planning template that outlines the goals of the clubs with school day expectations.
- Consider ways to more fully engage the Advisory Group members in the program. One option would be to involve them in implementing recommendations provided in this CIPAS report.
- Continue to identify opportunities to delegate more responsibility to the LRES Site Coordinator, including possible hiring and evaluations of staff at LRES.
- Continue to recruit for the IHGMS Site Coordinator.
- Implement the staff evaluation process.
- Enhance data collection processes and identify key data points of interest to stakeholders and compile data about these to share with them. This might include data about enrollment, parent and child satisfaction, and academic progress.

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<sup>1</sup> More detailed recommendations are provided in the report.

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

<b>CIPAS COMPONENT</b>	
<b>PROGRAMMING</b>	
• Program Environment & Safety	Proficient
• Program Design	Proficient
• Program Climate	Proficient
• School Day Alignment	Emerging
• Youth Voice, Recognition & Leadership	Emerging
<b>MANAGEMENT AND ADMINISTRATION</b>	
• Program Leadership & Communication	Proficient
• Program-School Linkages	Proficient
<b>COMMUNITY AND FAMILY INVOLVEMENT</b>	
• Community Partnerships	Proficient
• Family Engagement	Emerging
• Advisory Group	Proficient
• Community Awareness	Proficient
<b>STAFFING AND TRAINING</b>	
• Staff Recruitment & Onboarding	Proficient
• Staff Professional Development	Emerging
<b>FINANCING</b>	
• Financial Oversight	Proficient
• Funding	Proficient
• Sustainability Planning	Proficient
<b>RESEARCH AND EVALUATION</b>	
• Program Goals & Objectives	Proficient
• Data Collection	Emerging
• Data Use	Emerging
<b>POLICY AND ADVOCACY</b>	
• Director & Staff Advocacy	Proficient
• Stakeholder Advocacy	Proficient

**CONTINUOUS IMPROVEMENT PROCESS FOR AFTERSCHOOL (CIPAS)  
March 3<sup>rd</sup> and 4<sup>th</sup>, 2020**

**LEARNING ENRICHMENT AFTERSCHOOL PROGRAM (LEAP)**

**LAMPREY RIVER ELEMENTARY SCHOOL  
IBER HOLMES GOVE MIDDLE SCHOOL  
RAYMOND, NEW HAMPSHIRE**

**Introduction**

Striving for and achieving quality is a continuous process. The National Community Education Association (NCEA) has created a plan for afterschool programs in school settings that promotes a program self-assessment and visit process to encourage local program leaders to assess what they are doing in their communities. The process is an examination of afterschool programs as works in progress and develops a framework for continuous improvement. The framework utilized for this assessment is based on the NCEA framework and informed by continuous improvement processes implemented in other states including Wisconsin, California New York, and Rhode Island.

**Visitation Team Members**

**Karen Horsch** is an experienced evaluator with expertise in process and outcome evaluation and their use in organizational development and change. She currently works as an independent consultant conducting evaluation and assessment and providing training and technical assistance. Prior to that, she was a Research Associate/Project Manager at the Harvard Family Research Project where she conducted research on afterschool programs.

**Kimberly Meyer, J.D.** works as a Vice President & Treasury Payments Officer for Bangor Savings Bank in New Hampshire; a mutual bank dedicated to serving the needs of customers, colleagues, and the community. She is also the interim Project Lead for the New Hampshire Afterschool Network and serves on the Cooperative School Board for SAU 16 in the greater Exeter, NH area. For over six years, Kimberly was the Director of Community Operations for the Southern District YMCA where she oversaw 16 school age childcare programs in the NH seacoast. Kimberly is an independent consultant on areas including nonprofit board development and governance, strategic planning, program quality, and fundraising. She has a legal background and is an active member of the Michigan Bar Association.

**The Process**

The CIPAS process began when Patrick Arsenault, Program Director, and his staff reviewed the CIPAS rubric and identified a preliminary rating in each of the categories comprising the CIPAS review. They compiled supporting documentation for their ratings into a binder that was shared with the visiting team before the CIPAS site visit. The visiting team reviewed the binder and held a conference call with the Program Director prior to the visit to discuss the documentation and review the schedule for the in-person visit.

The in-person visit had two parts. The first was a half-day program observation conducted on March 3<sup>rd</sup> at which time the visiting team was able to observe all aspects of the program at both schools and hold

focus groups with students in the program. On March 4<sup>th</sup>, the team conducted interviews with school staff, parents, teachers, afterschool staff, community partners, and school and district administrators.

## **PROGRAMMING**

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

### **Program Environment & Safety: Proficient**

The LEAP programs at Lamprey River Elementary School (LRES) and Iber Holmes Gove Middle School (IHGMS) provide a safe and nurturing environment for youth, consistent with their goals of engaging elementary and middle school students, respectively. A registration form is required of students participating in the programs. Sign-in sheets at the start and end of the day are used to monitor student participation. LEAP's Standard Operating Guidelines manual outlines emergency procedures.

LEAP safety and rules protocols follow those of the school day. Safety and behavior management policies and procedures are provided in the LEAP Standard Operating Guidelines manual. Background checks are conducted for LEAP staff by the employing organization (school district, Raymond Coalition for Youth, or Raymond Recreation Center). Staff are certified in CPR and First Aid and have received training in ALICE, the district's safety and response system. The programs offer bus transportation, although this is used by few students; interviewees report, however, that some students would not be able to participate in LEAP if transportation were not available.

During the CIPAS site visit, the team observed well-organized and effective monitoring of student safety, including use of sign-in and sign-out processes at the beginning and end of program, good communication among staff relative to student movement through the program, and, for the most part, good monitoring and management of student behavior.

Both programs make good use of available space, although space for program at LRES is very limited and crowded conditions were observed; this was reported to be challenging during the school day as well. This will be addressed in school year 2020-2021 when 4<sup>th</sup> graders will move from LRES to IHGMS. At LRES, the program has access to the gym/cafeteria at the start of program and the art room, library, and some classrooms during program. Recently, use of classroom space has been rotating among several classrooms. At IHGMS the LEAP program has access to the library, computer lab, a conference room, the cafeteria, outdoor space and gyms (when not used by sports teams). Space for physical activity is more limited as the programs compete with school sports teams, which can be particularly challenging during the winter.

Snack is purchased by the school via the USDA program. On CIPAS observation day, fruit loops cereal and milk was offered to LRES students and applesauce and chocolate/strawberry milk was available to IHGMS students. The CIPAS team recognizes that LEAP does not control the snack menu, but would encourage those who do to consider more healthy alternatives.

### **Program Design: Proficient**

The LEAP program began in 2011 with a five-year 21CCLC grant. The program did not receive a grant for school year 2016-17 and operated with school district support and program fees, at lower capacity overall. The current five-year grant has supported the program from school year 2017-18 onward.



Interviewees reported that the program has evolved since it first began. Both programs offer a variety of programming to meet the needs of students, and participation levels are near or over those identified in the most recent grant application. There is no waitlist for either program. LEAP also provides the academic component of a five-week summer program conducted in partnership with the Raymond Recreation Department.

#### Lamprey River Elementary School

The LRES operates each day from 3:15pm until 6:15 pm in the elementary school, serving grades K-4. Average daily participation is about 90 students. LEAP starts each afternoon in the cafeteria, which is busy but orderly. Staff set up tables across half of the cafeteria for program attendees, while students outside of the program who are waiting for parent dismissal wait on the opposite half of the room. Arrival procedures are in place, as students find their names listed on each table, take a seat and enjoy snack until it is time to be dismissed for academic help. Announcements are made once the large group assembles, then students are dismissed to separate classroom spaces with their academic teachers. On the day of observation, 78 students were present.

Most groups are multi-age, except the groups that transition into a sport enrichment later. Those groups are separated K-2 and 3-4. Earlier in the year, kindergartners are kept separate as they have almost 30 children who are adjusting to school-aged care. The program has access to the outdoors during enrichment and free time at the end of program, although they are restricted from using playground equipment in the winter by the school.

Program transitions have been reduced, as most students stay with their teacher for both academic and enrichment time. Homework help is offered in separate classrooms, however there is also academic enrichment offered for students who do not have homework. Students reported it can be challenging to find a quiet space to do homework or they can be distracted by the “lesson” being taught in the room at the same time. During the CIPAS observation, assistant teachers were helping individual students with homework as others participated in larger group discussion.

Enrichment offerings are diverse and were praised by many of the interviewees, including the students. Enrichment options on the day of observation included basketball (3<sup>rd</sup> and 4<sup>th</sup> graders), STEAM, animals, and art. Sports, STEAM, theater, music and games are other options offered during the week in this session. Students did request more outdoor and sports-based offerings, although these seem to be part of the menu. They reported making many friends of all ages in the program and looking forward to attending. Students seem to be very engaged in the program with one reporting that it would be a “nightmare” if the program did not exist. Staff and youth interactions were observed to be positive, for the most part, on the day of observation. However, one staff member did raise her voice and was quickly provided coaching by the Program Director. Appropriate staff to student ratios were observed during program activities.

The program dismissal on the day of observation was orderly and from the library, with parents clearly aware of pick-up procedures.

#### Iber Holmes Gove Middle School

The IHGMS LEAP program operates from 3:30 to 5:30. Average daily attendance in the afternoon program is reported to be 64 and was 42 on the day of the CIPAS observation. Overall, there are slightly more 5<sup>th</sup> and 6<sup>th</sup> graders than 7<sup>th</sup> and 8<sup>th</sup> graders participating in the program. On the day of observation, several school-sponsored afterschool activities were taking place—art club, Title I

homework help, and Math Counts—which contributed to reduced participation that day. The IHGMS program was operating without a Site Coordinator since the fall; the Program Director is serving in this role.

During CIPAS program observation, the sign-in process was observed to be smooth: students and staff knew the sign-in process. During this time, a snack was provided and students were allowed to use technology for a short time before program activities began. The students then spent about 10 minutes enjoying a beautiful early spring day outside. In colder weather, students spend recess time in the cafeteria. The recess time was short, although students were again outdoors after the enrichment time.

During homework time, students gathered in the library: some were together in small groups working on homework with a LEAP staff member while more were on the computers playing educational games. Teachers vary in the amount of homework they assign, according to interviewees; a couple of interviewees reported that it can be challenging at times for staff to engage students in homework. Homework help lasted for about an hour, followed by an hour of enrichment activities. Two enrichment activities are provided each day. There is no age-differentiated programming at the middle school; the arrival of 4<sup>th</sup> grade students next year will necessitate this as well as overall growth in the program. There are no clubs on Friday, but various stations are set up from which students can choose and there is homework time for students who need it.

On the day of the CIPAS visit, the two enrichment activities were Financial Fitness and Science. Appropriate staff to student ratios were observed during program activities. The Science students had set up an egg experiment and then spent the rest of their enrichment time outdoors. Those participating in Financial Fitness were developing board games around the topic of finances and careers. The enrichment clubs ended at 5:00 at which time the bus leaves. Students may stay at the program until 5:45, with pick-up no later than 6:00. During that time, they participate in recess-type and social activities.

During observation, students and staff knew what to do, and interactions were positive. Staff reported few behavior issues with students. One behavior issue over homework was observed during the CIPAS visit and this was well handled by staff.

Students reported that they enjoyed participating in the program mentioning that they learned things at LEAP, got their homework done, and were able to be with their friends. They appreciated the options (other options during this session included sports, art, science, and cooking). They reported that the staff are supportive. When asked for suggestions, the students mentioned that they would like to see more sports and cooking clubs. They also mentioned that they would like access to more age-appropriate computer games during homework time, noting that many of those to which they have access are for younger students. Older students wondered if they could play a greater leadership role in the program, perhaps designing and helping with clubs for younger students.

While there are students who consistently participate in the LEAP program at IHGMS, interviewees reported that attracting new students to the program is challenging. At the same time, they noted that there are some students at IHGMS who would benefit from the program. The CIPAS team sees value to looking to other programs for insights about best practices for increasing participation and program quality.

**Program Climate: *Proficient***

During program observation, the CIPAS team noted appropriate staff to student ratios for activities and this age level. The CIPAS team observed positive interaction between students and staff. As one community partner who has provided programming described, “there is very good community energy with students and staff.” LEAP is fortunate to have many school-day teachers and paraprofessionals as staff who help to ensure that most student behaviors are handled effectively.

Behavior management policies are consistent with those of the school day, and include a “three strikes and you are out” policy and parent calls and suspensions if necessary. However, the policy also states that school day office referral will occur. Challenges with behavior management were mentioned by a few interviewees who said it hard for the program to follow school protocols as the program occurs in different school environments without access to the main office. Others observed that LEAP’s behavior policies and consequences are not taken seriously by students or, in some cases, by their parents. More staff training in behavior management and a revised approach to behavior policies was suggested.

**School Day Alignment: *Emerging***

Alignment with the school day is informal. The involvement of school day teachers and paraprofessionals in both the LRES and IHGMS programs helps to ensure some connection with the school day, especially around the needs of specific students. These staff provide consistency in expectations from the school day to afterschool, know the students, and are a key link to other teachers. Interviewees shared that most teachers in the schools know about the LEAP program and many refer students to it, particularly the homework support. Title I tutors also refer students to LEAP. School day teachers reported that they are comfortable approaching LEAP staff with student updates and concerns.

School-Program communication at IHGMS occurs primarily with the Program Director who has an office at the middle school. At LRES, the Site Coordinator and Principal meet regularly, most often to talk through logistics and school space and specific student behavior, if relevant. The Site Coordinator works out of the LRES teachers’ breakroom which also adds to the communication.

The Program Director and LRES Site Coordinator also have access to Powerschool which they use to track student homework and academic progress to identify LEAP students who need more help or should be more focused on homework while at LEAP. One challenge is that not all who provide homework help have access to Powerschool which can limit their ability to access information about student homework “in real time.”

Overall, while the CIPAS team noted good communication between the program and school day staff relative to the needs of individual students, it did not observe any formal coordination of the school day curriculum with the LEAP program. One way to do this might be through regular use of a curriculum planning form that ties enrichment activities to clear goals and objectives that could be supportive of school day learning.

LEAP clearly supports the goals and mission of the schools and school district, yet is not an explicit component of current strategic plans. IHGMS has a 3-year plan with academic goals for math and language arts; LEAP is not explicitly called out in this but interviewees noted that LEAP plays an important role, particularly the homework support component. Although not explicitly mentioned, LEAP also supports academic goals in the district’s updated strategic plan for the district (2019-2023).

**Youth Voice, Recognition & Leadership: *Emerging***

Students have a strong relationship with the LEAP Program Director, the Site Coordinator at LRES, teachers, and staff. While students get to choose the activities they want to participate in, they reported less direct input into programming. The CIPAS team sees opportunity for LEAP to more actively engage students in identifying the types of clubs they would like.

Youth at LEAP are provided some opportunities to play a leadership role. For example, older students at LRES support younger students at times. Community service opportunities are largely provided through opportunities at the Raymond Recreation Department and the RCFY and 4-H program provides some opportunities for youth leadership. The CIPAS Team sees opportunities for more youth leadership programming, including providing students with volunteer opportunities in the program. This might also be attractive to 7<sup>th</sup> and 8<sup>th</sup> graders who are not currently participating in LEAP.

#### **PROGRAMMING RECOMMENDATIONS:**

- Review and revise the behavior management policies of LEAP to ensure that the program is able to effectively manage behaviors. Work with the District's new Project AWARE staff member tasked with working to improve school climate and safety in Raymond. The Program may wish to reach out to other NH programs to learn how they handle behaviors.
- Consider ways to strengthen and grow the IHGMS program, recognizing that next year 4<sup>th</sup> graders will be participating. The CIPAS Team suggests that LEAP look to increase program offerings and offer more age-differentiated programming.
  - LEAP staff may wish to visit to the Seabrook Adventure Zone for some program ideas;
  - Hold some discussions with 7<sup>th</sup> and 8<sup>th</sup> graders in LEAP and those not in LEAP to identify what types of programs they would like;
  - Expand the number of enrichment opportunities available to IHGMS participants each day. Possible additional programming could include:
    - College and career awareness
    - More hands-on, project-based programming
    - Community service opportunities
    - Field trips;
  - Engage 8<sup>th</sup> graders in designing and helping to lead programs for younger students.
- Provide enhanced opportunities for student voice and leadership including:
  - Engaging 8<sup>th</sup> graders in designing and helping to lead programs for younger students;
  - Convening a "youth council" as a club to advise the program;
  - Establish a process to regularly solicit student input on programming. This could be done formally through a periodic student survey or more informally through use of a whiteboard or other "suggestion" box that encourages students to share ideas in an ongoing way.
- More formally connect LEAP's enrichment programming with school-day expectations through the regular use of a curriculum planning template that outlines the goals of the clubs with school day expectations. This would also help to ensure that clubs can be replicated in the future. Enhance access to PowerSchool for those staff who work with students during homework help.
- Explore whether snack options could be improved with those responsible for ordering snack. One resource to help guide this is the National Afterschool Association's healthy eating and physical activity (HEPA) standards: <https://indd.adobe.com/view/681ce31e-c7b2-4ab2-983d-d644ffb6b71d>.

## MANAGEMENT & ADMINISTRATION

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

### **Program Leadership & Communication: *Proficient***

The LEAP Program Director has been in his position for eight years and according to interviewees, provides excellent leadership of the program and has a strong rapport with advisory group members, staff, administrators, parents, and students. His office at IHGMS enables him to maintain ongoing contact at the school, which is important given the lack of a Site Coordinator there at this time. The LEAP Site Coordinator at LRES has been in place for seven years. Interviewees reported excellent communication and responsiveness on the part of LEAP managers; LEAP staff and partners reported feeling supported in their work and comfortable providing suggestions that improve the program.

Communication among staff was reported to be informal (through email, in person, and cell phones), but effective. LEAP holds staff meetings at each school once a month. Additionally, at LRES, the Site Coordinator holds regular meetings for her high school-aged staff and encourages them to attend professional development.

The CIPAS team commends the Program Director on his recent delegation of additional responsibilities to the LRES Site Coordinator (i.e., lead on interactions with LRES Principal), especially given his additional duties functioning as Site Coordinator at IHGMS. The team wonders whether consideration should be given to delegating LRES hiring and staff evaluation to the Site Coordinator as well (if time allows), enabling her to build her team.

### **Program-School Linkages: *Proficient***

As described earlier, the involvement of school day staff in the LEAP program provides a key link between afterschool and the school day, both relative to academics and with respect to behavior management and safety protocols. The program-school linkage is reinforced in other ways as well. The Program Director participates on numerous district-wide teams including Joint Loss Committee, Wellness Committee, and Workforce Committee, and participates in student IEP meetings, when appropriate. The Program Director also participates on the school district Administrative Team which meets once a month. This provides an opportunity to update other leaders in the school district about the program. Communication between the program and school leadership was reported to be good and principals at both schools are strongly supportive of the program.

LEAP also enjoys the strong support of the Raymond school board; the school district's financial support of LEAP is evidence of this. Finally, the Program Director is also a member of the RCYF Board, a key program partner.

## MANAGEMENT AND ADMINISTRATION RECOMMENDATIONS:

- Continue to identify opportunities to delegate more responsibility to the LRES Site Coordinator, including possible hiring and evaluations of staff at LRES and engagement in school and community committees if time permits.

## COMMUNITY AND FAMILY INVOLVEMENT

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

### **Community Partnerships: Proficient**

The LEAP program has several partnerships that help to enhance programming. The strongest partnerships are with the Raymond Recreation Center and the Raymond Coalition for Youth (RCFY), both key community youth-serving institutions. RCFY originally started afterschool programming in Raymond following the Youth Behavior Risk Survey results that showed the community had high risk factors for substance abuse. LEAP partners with the Raymond Recreation Center for summer programming. These organizations are also represented on the LEAP Advisory Board ensuring ongoing communication. The CIPAS team was impressed by this community-level infrastructure to support youth in the community.

Additional LEAP partners include the Dudley Tucker Library which provides a bedtime math program for 3<sup>rd</sup> and 4<sup>th</sup> graders and 4-H/Cooperative Extension which provides professional development to LEAP staff and some programming. For example, the 4-H's program, *Mind Up*, was piloted with K-3 graders at LRES and the LEAP Program Director and Site Coordinator are trained 4-H leaders, which provides them access to curricula and supplies. MOUs are in place with partners. Community members provide some programming as do the police and fire departments. This year at IHGMS tried a partnership with a local business to provide a gaming enrichment club but the partner faced challenges finding volunteers to participate. Interviewees suggested that additional partnerships could be pursued including the Seacoast School of Technology, the Senior Center, and FIRST Robotics. Expanding RCFY's community service program into the LEAP program was also suggested.

### **Family Engagement: Emerging**

Parents interviewed reported that they were satisfied with the program and valued both the academic support and the opportunity their children had for enrichment and socialization. They—as well as other stakeholder interviewees—described the program as largely academic and socialization (as opposed to “babysitting”). Parents reported that communication with the program was strong, mostly through email. One parent participates on the LEAP Advisory Board. The program has conducted a parent survey in the past but did not do this in 2019; it plans to do so in spring 2020.

LEAP's family engagement activities are limited, as are the schools'; interviewees reported that LEAP participates in school-based family activities including back-to-school nights and parent-teacher nights and holds an annual *Lights On!* event. RCFY holds a Family Fun Night with which LEAP partners. At one time, IHGMS had a Family Engagement Action Team (FEAT) but this no longer exists; however, the Parent Corps at IHGMS was reported to be active in providing parent education and parent engagement opportunities. A planned game and dinner night at IHGMS with PTO was cancelled due to snow. Some family engagement activities are in the works for this spring including a book bash for May. LEAP is also currently working with RCFY to identify need for a Parenting a Second Time Around (for grandparents who are parenting) program in the community that would be offered jointly by both programs.

Overall—for both the schools and the LEAP program—engaging parents of elementary school students is easier than engaging parents of middle school students. Busy schedules and lack of interest were reported to be the primary barrier to this. The program may want to consider additional partnerships

including with the Parent Corps at IHGMS was also reported to be very active and does a lot of programming for parents. Greater partnership with the Title I program which holds periodic parent events was also suggested.

**Advisory Group: *Proficient***

The LEAP program has an Advisory Group that includes a cross-section of stakeholders including representatives from the school and district administration, staff, and partner organizations. The Advisory Group does not have member with financial expertise however, it is able to engage the school district’s Business Administrator when needed. The Advisory Group has a mission statement, but no by-laws. The group meets about three times a year and meeting notes are kept. One parent but no students participate on this board.

The Advisory Group receives information and data about the program, however, their hands-on involvement was reported to be limited. Advisory Group members report that they are well informed about the program and they advocate for it when they can. They would like to have more opportunities to be supportive of staff and management.

**Community Awareness: *Proficient***

The LEAP program was reported to be known and respected by stakeholders—interviewees noted that the financial support the school district makes to the program is evidence of this. Information about the program is shared with stakeholders in a number of ways including the Assistant Superintendent and the LEAP Program Director has made presentations at school board meetings. Information about LEAP is also shared in the school district’s newsletter (Green Gazette). Interviewees did report that the program should continue to “get the word out” to the broader community to continue to ensure that community members are aware of the role LEAP plays in supporting the community and its families.

**FAMILY AND COMMUNITY INVOLVEMENT RECOMMENDATIONS:**

- Consider ways to engage the Advisory Group members in the program. One option would be to engage them in identifying how to implement recommendations provided in this CIPAS report.
- Continue outreach to community members and organizations.
- Continue to work with partners to enhance family engagement. Consider creative ways to engage parents and families that bridge school day learning and enrichment, for example, events that present students’ culminating projects from enrichment programming.
- Raise awareness of the program by inviting stakeholders (including the Superintendent, school board members, the Curriculum Coordinator, and other local leaders) to visit LEAP.

**STAFFING AND TRAINING**

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

**Staff Recruitment & Onboarding: *Proficient***

The LEAP staff are a mix of certified teachers, paraprofessionals, community volunteers, and high school students who work as Group Leaders and Group Aides. Staff, for the most part, have been with the program for a number of years. The substantial presence of school-day staff in the program has positively contributed to the academic supports offered by LEAP. There are job descriptions for each position and a staff handbook. Orientation is conducted after the district day training in August and new staff coming on during the school year are provided an orientation by the Program Director. However, a new staff member began on the day of the CIPAS site visit and it was not clear that this person was sufficiently oriented to the program or their role. New staff spend some time shadowing seasoned staff before taking on their responsibilities.

The Program Director tends to lead on hiring at both schools; while the reason for this is limited hours for the Site Director, the CIPAS team does wonder whether the Site Coordinator at LRES should take on more of this role to build her own team.

LEAP has faced challenges replacing the IHGMS Site Coordinator who left in October 2019. It has received few qualified job applicants. Identifying and hiring other staff was not reported to be an issue. The CIPAS team was impressed by the low turnover rate among LEAP staff and leadership.

#### **Staff Professional Development: *Emerging***

Some LEAP staff, notably school district staff, have participated in professional development opportunities provided by the Raymond School District. Additional training for LEAP staff is offered through ACROSS NH and Cooperative Extension. Staff participation in these has been variable. There has been recent ALICE training and suicide prevention training which was attended by many LEAP staff. The Program Director and Site Coordinator in particular participate in many training opportunities. The CIPAS team was impressed that high school staff are offered professional development.

A couple of interviewees suggested that LEAP staff who are not school-day teachers could benefit from additional training in behavior management. The Program Director would like to do more training of staff, in collaboration with ACROSS NH.

LEAP has a staff self-evaluation form but this has not been used recently. The Program Director receives an annual staff evaluation by the Superintendent.

#### **STAFFING AND TRAINING RECOMMENDATIONS:**

- Continue to recruit for the IHGMS Site Coordinator.
- Implement the staff evaluation process.
- Identify and offer additional professional development opportunities related to behavior management. There may be an opportunity to have LEAP staff join school day professional development opportunities.

#### **FINANCING**

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



**Financial Oversight: Proficient**

The LEAP program manages its funds in an efficient and effective manner. The Program Director has responsibility for overseeing budgeting with the support of the Business Administrator for the Raymond School District. The grant has a yearly budget. The Program Director is familiar with the financial status of the program and regularly reviews financials. The Advisory Group is aware of the program budget and how resources are allocated.

**Funding: Proficient**

Resources for the program come from numerous sources including 21CCLC, program fees, and in-kind contributions. The program fee structure was put in place in year 5 of the previous grant when resources declined and during the year 2016-2017 when there was no 21CCLC funding. The school district's recognition of the value of LEAP is notable by the fact that the budget includes a line item for the program. The program does not currently hold any fundraisers pending clarification from DOE about the parameters related to this.

**Sustainability Planning: Proficient**

The program does not have a sustainability plan. However, alternate funding scenarios have also been developed in the event of funding loss. The community appears to value LEAP and is willing to make an investment to maintain the program.

**FINANCING RECOMMENDATIONS:**

- Continue current funding efforts and monitor enrollment with an eye to ensuring that the program continues to prioritize participation of students targeted by the 21CCLC program: those who come from low-income families.

**RESEARCH & EVALUATION**

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

**Program Goals & Objectives: Proficient**

The LEAP program has program goals, as required by the 21CCLC program and as outlined in the original grant application.

**Data Collection: Emerging**

To meet NH Department of Education (DOE) requirements, the LEAP compiles a comprehensive progress report annually. Data collected includes demographics, attendance, grades and youth and teacher surveys.

The Program Director, each Site Coordinator and teaching staff have access to student progress through PowerSchool. These data are reviewed to identify the homework assignments of students and to identify students who need additional academic support.

A parent survey has been conducted in the past but was not conducted in 2019; the plan is to do this in 2020. Past response rate to the survey was reported to be good.

**Data Use: *Emerging***

As described above, LEAP staff use data about student assignments and academic progress to identify students who need additional academic support. According to interviewees, currently data are not shared with stakeholders or used to develop enrichment programming.

**RESEARCH AND EVALUATION RECOMMENDATIONS:**

- Identify key data points of interest to stakeholders and compile data about these to share with them. This might include data about enrollment, parent and child satisfaction, and academic progress.
- Examine ways data can be used within the program to inform program design.
- Conduct annual parent survey.

**POLICY & ADVOCACY**

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

**Director & Staff Advocacy: *Proficient***

LEAP staff have participated in some activities to raise the visibility of the program and afterschool more generally, including back-to-school nights and parent-teacher conference nights. The program holds an annual *Lights On!* event. The Program Director is highly visible in the community and present at many school and committee events and serves on various community committees. LEAP has strong relationships in the community.

**Stakeholder Advocacy: *Proficient***

Partners, RCFY and UNH Cooperative Extension are advocates for LEAP and afterschool programming more generally.

**POLICY AND ADVOCACY RECOMMENDATIONS:**

- Continue efforts to raise visibility of the program in the community by: participating in community-wide events; publicly promoting the success of the program through the media and social media; continue to report on program successes to the school board; and invites stakeholders (current and potential) to the *Lights On!* event.

**CONCLUSION**

The CIPAS Visitation Team thanks the LEAP staff, students and parents, the Lamprey River Elementary School and Iber Holmes Gove Middle School administrators and staff, and the Advisory Committee members and community partners for taking the time and effort to be part of this evaluation process. We appreciate your hospitality and openness to answer our questions and make us feel welcome in your school and program. We know it is a time consuming process, but we are hopeful that it provides you with an opportunity to reflect on the progress you have made as a program and how to continue building your capacity for greatness in the years to come.



**Nita M. Lowey 21st Century Community Learning Center (21<sup>st</sup> CCLC) Programs**  
**Site Visit Observation Form**

**Grant Name:** Raymond School District (Lamprey River Elementary)

**Date of Site Visit:** 12/1/2021

**Grant Director:** Patrick Arsenault

**Name of Reviewer/s:** Kathleen Vestal & Emily Fabian

**SECTION 1. Progress / Interview with Grantee**

<b># of Students enrolled in program:</b>	<b>Average Daily Attendance per grant:</b>	<b>Actual Attendance of day of visit:</b>
150	66.70	70

<b>A. Program Management</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Evidence &amp; Comments</b>
<p>Indicators of successful implementation include:</p> <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>A good diverse group of advisory board members including parents but did not include students. Last advisory board meeting was 9/15/21. Agenda, minutes, and attendance sheets are uploaded in Cayen. Program has a wide variety of MOU's. The school MOU includes a data sharing agreement. A student advisory board is currently being considered. Sustainability plan is in place and well done.</p> <p>Action Items: Invite a student to join the advisory board.</p>

<p>2. The grant and handbooks are located in a place where staff, families and community members can obtain the information. Ongoing communication plan to disseminate information about the program is demonstrated. If materials need to be translated, describe how this is accomplished.</p>		X	<p>Policies and procedures, schedules, and registration forms are posted on the website. The program translates materials on an as needed basis. School has a system to translate materials if needed. Data is collected and summarized and shared with constituents such as; the advisory board, Raymond Coalition for Youth, Rotary, the Green Gazette, school board meetings, and principals. Program also shares attendance numbers, activities, and the PowerSchool data with the board. Program Director wrote the GPRR measures outcomes in conjunction with the advisory board.</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 21<sup>st</sup> CCLC allowable costs.</p>		X	<p>Action Items: Change website so it states that the program is a Nita M. Lowey 21<sup>st</sup> CCLC federally funded program in the description. Last year the program partnered with Title I. All receipts examined were used for allowable expenses.</p>
<p>4. Professional development is offered to staff on a regular basis.</p>		X	<p>A strong professional development plan is in place in the Annual Performance Report. Evidence that supports professional development is in Cayen.</p>

**SECTION 2. PROGRAM OBSERVATION**

**Site Location: Lamprey River Elementary School**

<b>B. Program Design and Structure</b> Indicators of successful implementation include:	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Evidence &amp; Comments</b>
1. Students are recruited (targeted) and provided continuous services based on grant requirements. Students have the opportunity to engage in both academic and enrichment opportunities. Classes are designed to meet the needs of all students.		X		The program receives a lot of support from the guidance department. Raymond School District received a project aware grant that funds behavior specialists, it is their main source of recruiting students. PowerSchool and Swiss data are used to identify students. Program reaches out to parents of targeted students by providing them information about the program.
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		The program operates five days per week. Activities and schedules are posted in the building for students and families. Program is operating sufficient hours during the summer and school year. School teachers and para's run activities using multiple ways to reinforces skills that are learned during the school day. Last hour of the day is free time and social time. Teachers and Para's provide the academic portion of the program.
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		Program seems to be aligned with the school day. Good lesson plans in place. Lesson plans are aligned to the schools NHSAS scores and to school day standards. Nicely done. However, this has not happened for this academic year yet due to staffing challenges. Staff are still getting acclimated. Program could have a stronger alignment with the GPRA measures to track outcomes. Currently there is no curriculum coordinator. There was an opportunity for students to work with teachers on their homework.
4. Families of participating students have the opportunity to actively engage in their child's education.		X		Financial Fitness for College and Career readiness are provided by a volunteer which includes assistance with the college and career exploration. Program uses a mailing list called constant contact. Family engagement activity called fall feast occurred this fall with only five students and families in attendance. Program has not provided any virtual events with families.  Action Items: Reach out to families in other ways besides large events.

<b>C. Safe Environment</b>	Yes	No	Not Observed	<b>Evidence &amp; Comments</b>
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 activities. Student to staff ratio is good.
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 but cluttered with backpacks on the floor. Area is well-lit, and a comfortable temperature. Office space is sufficient. Program space is sufficient.
3. Appropriate emergency procedures and supplies are present.	X			Action Items: Provide a space for student's to put their personal items so floor space is not cluttered. 1st aid kit, fire extinguisher, safety procedures and fire exits 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.
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. Students have an opportunity to participate in physical activity.
6. Healthy food and drink are provided and meet USDA requirements. Does program participate in the USDA program?	X			Snack provided was whole grain pop tarts, regular and chocolate milk. Student allergies are accounted for and school prepares snacks. Documentation provided that program participates in the USDA.
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. List of student's absence or left school early are verified through the office. Doors are kept locked and parents ring the doorbell to pick up students
<b>D. Supportive Environment</b>	Yes	No	Not Observed	<b>Evidence &amp; Comments</b>
1. Staff provide a welcoming atmosphere.	X			Staff actively engage with youth, smile at youth, make eye contact, speak respectfully, and offer encouragement, etc.
2. Staff responds to and helps youth address conflict safely and respectfully.	X			Staff stop hurtful actions, acknowledge feelings, and apply appropriate consequences.
3. Program pace is relaxed and flexible. Program day flows smoothly and is organized.	X			Pace: Youth have time to get involved; environment is relaxed, and not rushed.

4. Clear communication with parents/guardians is in place.				X	Flyers are sent home. The program is continually communicating with parents. Staff are interacting with parents during pick up times, if applicable or send emails.
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.
<b>E. Youth Engagement</b>	<b>Yes</b>	<b>No</b>	<b>Not Observed</b>		<b>Evidence &amp; Comments</b>
1. Youth have structured opportunities to get to know each other.	X				Youth continually interact with each other during academic and enrichment times.
2. Youth follow established program rules and behavioral expectations.	X				Students 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				Students have a choice of activities they participate in and students sign up ahead of time.
<b>F. Staff / Youth Interaction</b>	<b>Yes</b>	<b>No</b>	<b>Not Observed</b>		<b>Evidence &amp; Comments</b>
1. Staff are actively engaged in activities with youth.	X				Staff are interacting with groups, or individual youth; providing ongoing facilitation, participating with youth.
2. Staff encourages youth to share control/responsibility for activity.	X				Youth help set out materials, help clean up and youth are encouraged to take the lead in selecting and initiating activities.
3. When providing assistance to youth, staff helps youth think through problems themselves rather than offering answers.	X				Staff are asking "how," "why," "what-if" questions, brainstorm potential solutions. Staff were asking challenging and inquiring questions.
4. Staff engages youth in structured time for reflection on how the activity went, what they learned, and on next steps.	X				Asking inquiring questions allowing youth to respond in a thoughtful manner.

**Overall Comments:** Emily and I enjoyed visiting your program. Students were engaged and enjoyed their time at the program. Also, students were well-behaved. It is recommended that the program have a stronger alignment with the GPRM measures. The program ran smoothly and students were engaged in activities.

Please submit and/or address action items by 1/3/22.

# Appendix N

## Survey Results

### All Sites

#### Teacher Survey / Default

Date Run: Tuesday, March 8, 2022 at 9:54:52 AM (ET)

**Total # Survey Respondents: 51**

To what extent has your student changed their behavior in terms of:

<b>1:</b> Turning in his/her homework on time.		51 Response(s)
Did Not Need to Improve	37 Response(s)	73%
Significant Improvement	0 Response(s)	0%
Moderate Improvement	3 Response(s)	6%
Slight Improvement	2 Response(s)	4%
No Change	8 Response(s)	16%
Slight Decline	0 Response(s)	0%
Moderate Decline	1 Response(s)	2%
Significant Decline	0 Response(s)	0%
<b>2:</b> Completing homework to your satisfaction.		51 Response(s)
Did Not Need to Improve	32 Response(s)	63%
Significant Improvement	1 Response(s)	2%
Moderate Improvement	2 Response(s)	4%
Slight Improvement	3 Response(s)	6%
No Change	12 Response(s)	24%
Slight Decline	0 Response(s)	0%
Moderate Decline	1 Response(s)	2%
Significant Decline	0 Response(s)	0%
<b>3:</b> Participating in class.		51 Response(s)
Did Not Need to Improve	25 Response(s)	49%
Significant Improvement	3 Response(s)	6%
Moderate Improvement	7 Response(s)	14%
Slight Improvement	8 Response(s)	16%
No Change	8 Response(s)	16%
Slight Decline	0 Response(s)	0%
Moderate Decline	0 Response(s)	0%
Significant Decline	0 Response(s)	0%
<b>4:</b> Volunteering (e.g., for extra credit or more responsibilities).		51 Response(s)
Did Not Need to Improve	26 Response(s)	51%
Significant Improvement	1 Response(s)	2%
Moderate Improvement	5 Response(s)	10%
Slight Improvement	6 Response(s)	12%
No Change	13 Response(s)	25%
Slight Decline	0 Response(s)	0%
Moderate Decline	0 Response(s)	0%
Significant Decline	0 Response(s)	0%
<b>5:</b> Attending class regularly.		51 Response(s)
Did Not Need to Improve	39 Response(s)	76%
Significant Improvement	1 Response(s)	2%
Moderate Improvement	0 Response(s)	0%
Slight Improvement	2 Response(s)	4%

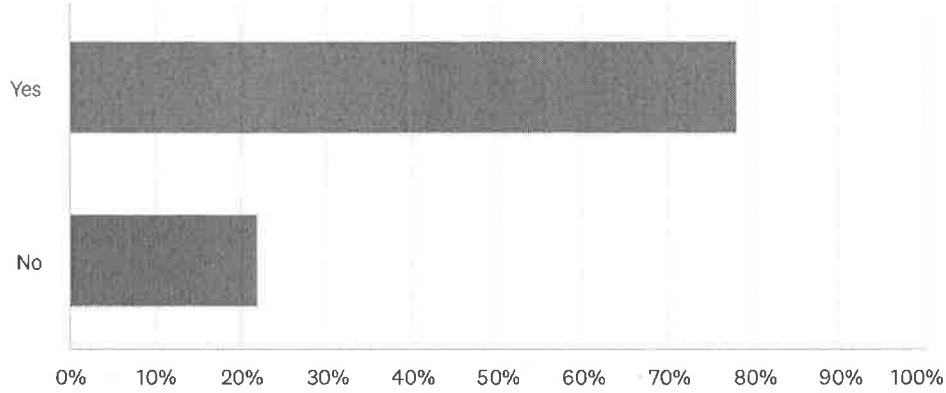


No Change	9 Response(s)	18%
Slight Decline	0 Response(s)	0%
Moderate Decline	0 Response(s)	0%
Significant Decline	0 Response(s)	0%
<b>6: Being attentive in class.</b>		<b>51 Response(s)</b>
Did Not Need to Improve	30 Response(s)	59%
Significant Improvement	1 Response(s)	2%
Moderate Improvement	4 Response(s)	8%
Slight Improvement	4 Response(s)	8%
No Change	11 Response(s)	22%
Slight Decline	1 Response(s)	2%
Moderate Decline	0 Response(s)	0%
Significant Decline	0 Response(s)	0%
<b>7: Behaving well in class.</b>		<b>51 Response(s)</b>
Did Not Need to Improve	32 Response(s)	63%
Significant Improvement	1 Response(s)	2%
Moderate Improvement	3 Response(s)	6%
Slight Improvement	2 Response(s)	4%
No Change	9 Response(s)	18%
Slight Decline	1 Response(s)	2%
Moderate Decline	3 Response(s)	6%
Significant Decline	0 Response(s)	0%
<b>8: Academic performance.</b>		<b>51 Response(s)</b>
Did Not Need to Improve	23 Response(s)	45%
Significant Improvement	2 Response(s)	4%
Moderate Improvement	4 Response(s)	8%
Slight Improvement	12 Response(s)	24%
No Change	9 Response(s)	18%
Slight Decline	0 Response(s)	0%
Moderate Decline	1 Response(s)	2%
Significant Decline	0 Response(s)	0%
<b>9: Coming to school motivated to learn.</b>		<b>51 Response(s)</b>
Did Not Need to Improve	30 Response(s)	59%
Significant Improvement	0 Response(s)	0%
Moderate Improvement	5 Response(s)	10%
Slight Improvement	4 Response(s)	8%
No Change	12 Response(s)	24%
Slight Decline	0 Response(s)	0%
Moderate Decline	0 Response(s)	0%
Significant Decline	0 Response(s)	0%
<b>10: Getting along well with other students.</b>		<b>51 Response(s)</b>
Did Not Need to Improve	32 Response(s)	63%
Significant Improvement	1 Response(s)	2%
Moderate Improvement	3 Response(s)	6%
Slight Improvement	3 Response(s)	6%
No Change	8 Response(s)	16%
Slight Decline	2 Response(s)	4%
Moderate Decline	2 Response(s)	4%
Significant Decline	0 Response(s)	0%

# Community Survey

## Q1 Do you have a student or students currently attending the after school program?

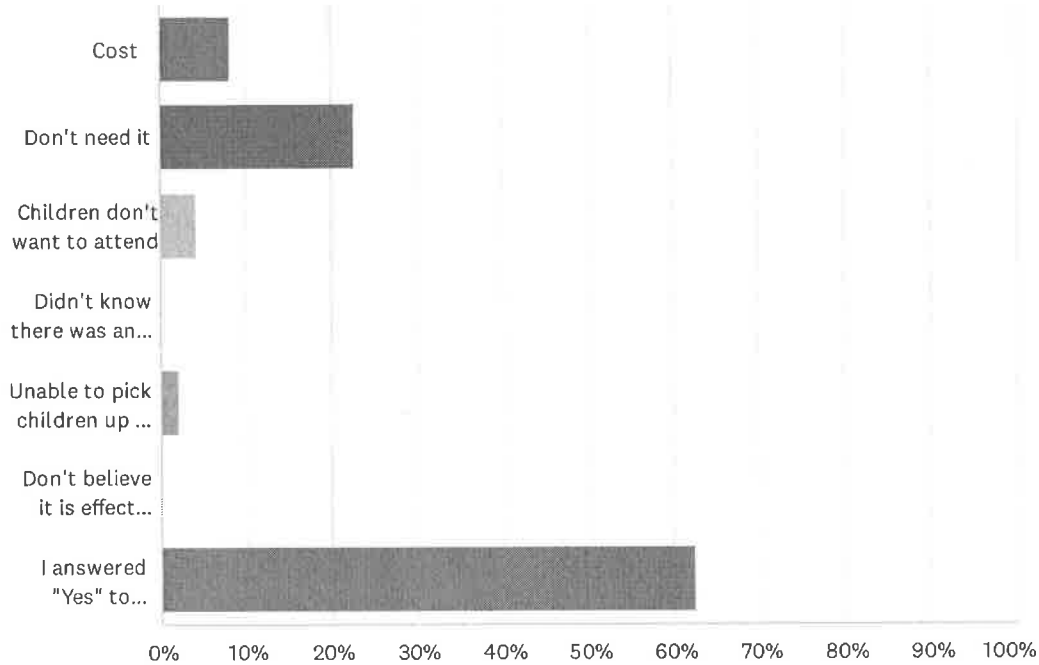
Answered: 82 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	78.05%	64
No	21.95%	18
TOTAL		82

## Q2 If you answered "No" to question 1, what are the reason(s) for not utilizing the after school program? (Please check all that apply)

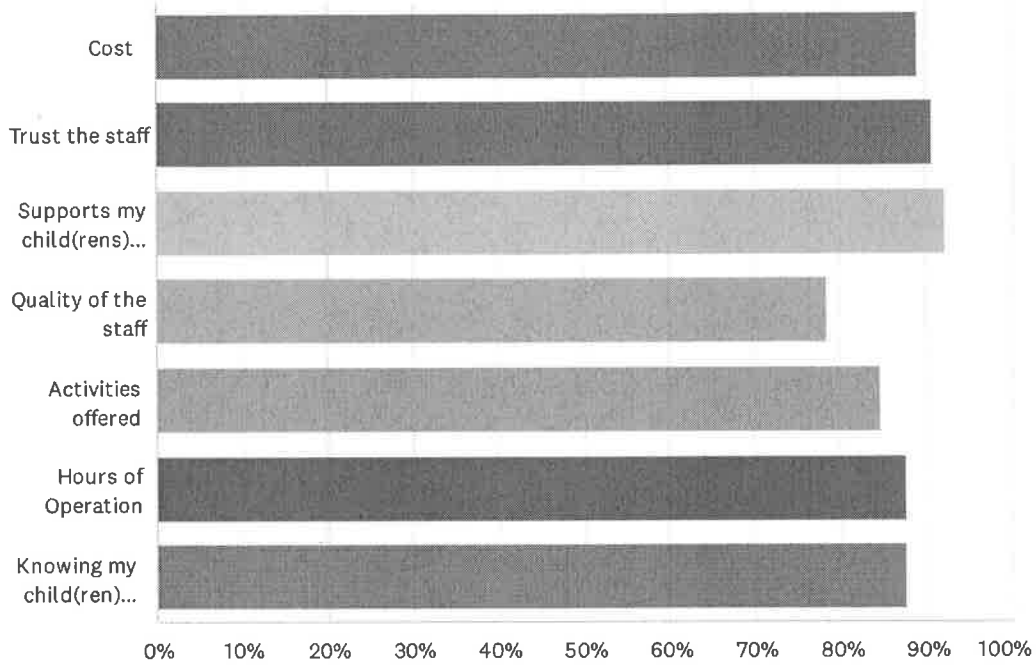
Answered: 48 Skipped: 34



ANSWER CHOICES	RESPONSES	
Cost	8.33%	4
Don't need it	22.92%	11
Children don't want to attend	4.17%	2
Didn't know there was an after school program	0.00%	0
Unable to pick children up by closing time	2.08%	1
Don't believe it is effective in supporting my child(rens) academic and social/emotional growth	0.00%	0
I answered "Yes" to question 1	62.50%	30
<b>TOTAL</b>		<b>48</b>

### Q3 If you answered "Yes" to question 1, what are the reasons you utilize the after school program? (Please select all that apply)

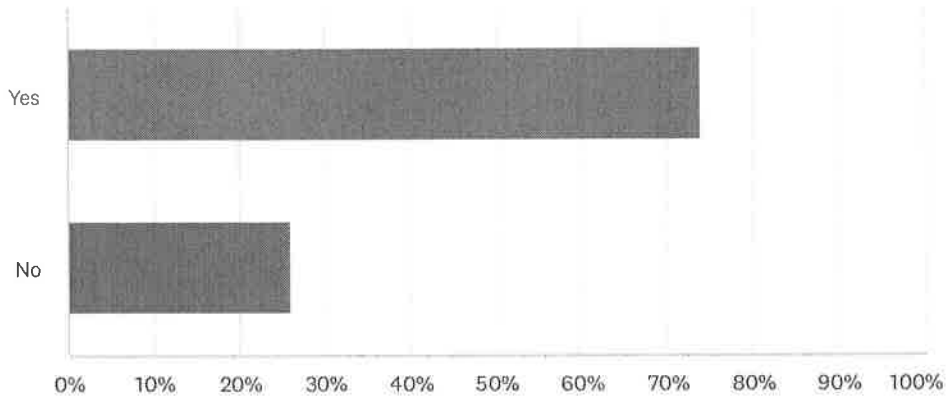
Answered: 65 Skipped: 17



ANSWER CHOICES	RESPONSES	
Cost	89.23%	58
Trust the staff	90.77%	59
Supports my child(rens) academic and social/emotional growth	92.31%	60
Quality of the staff	78.46%	51
Activities offered	84.62%	55
Hours of Operation	87.69%	57
Knowing my child(ren) is(are) safe after school while I'm at work	87.69%	57
Total Respondents: 65		

Q4 If we offered a late bus for after school program participants who would not be able to attend because they can't get picked up before closing time for a nominal fee, dropping off between 5:15-6:15 throughout town, would this service make it possible for your children to attend?

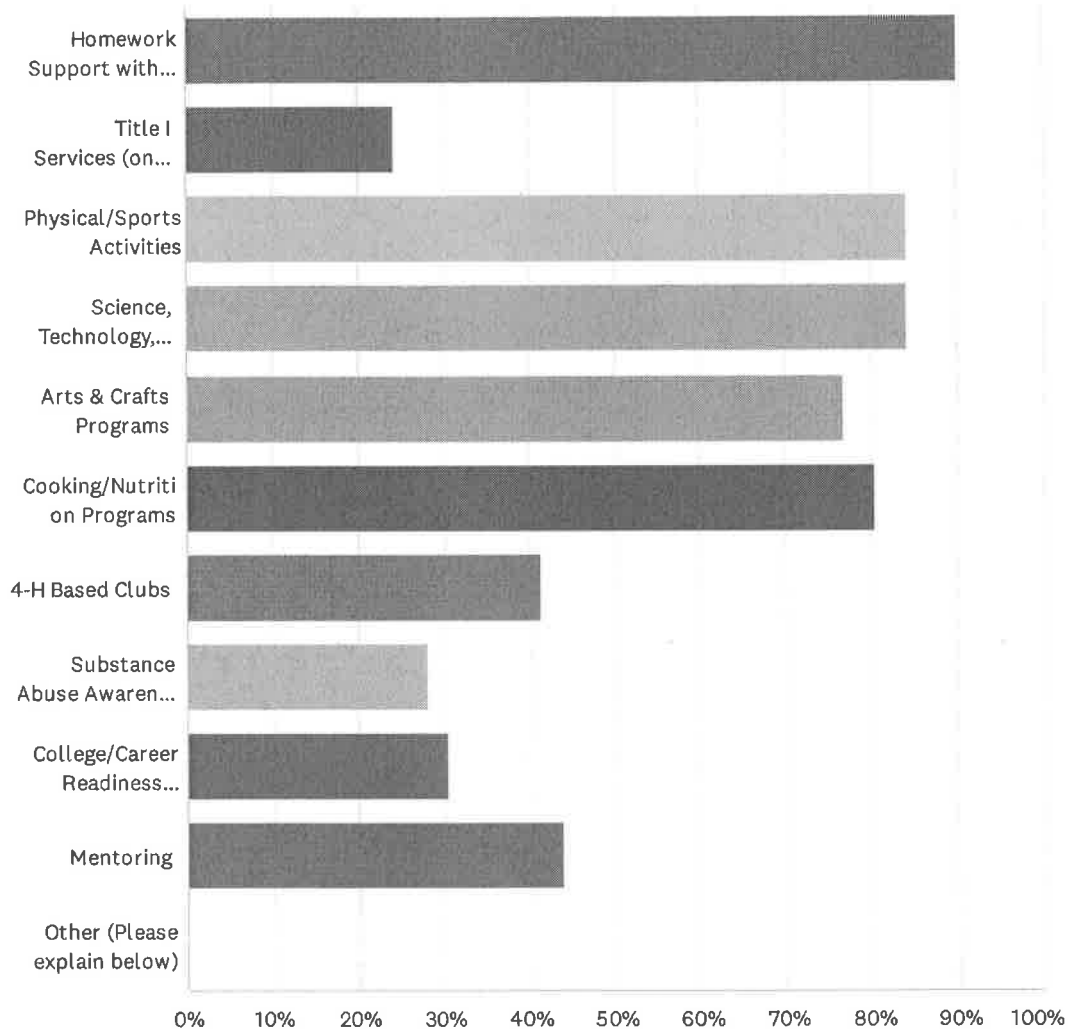
Answered: 69 Skipped: 13



ANSWER CHOICES	RESPONSES	
Yes	73.91%	51
No	26.09%	18
TOTAL		69

### Q5 What kind of activities would your student(s) be interested in participating in, or you would be interested in having your students participate in, during after school hours? (Please select all that apply)

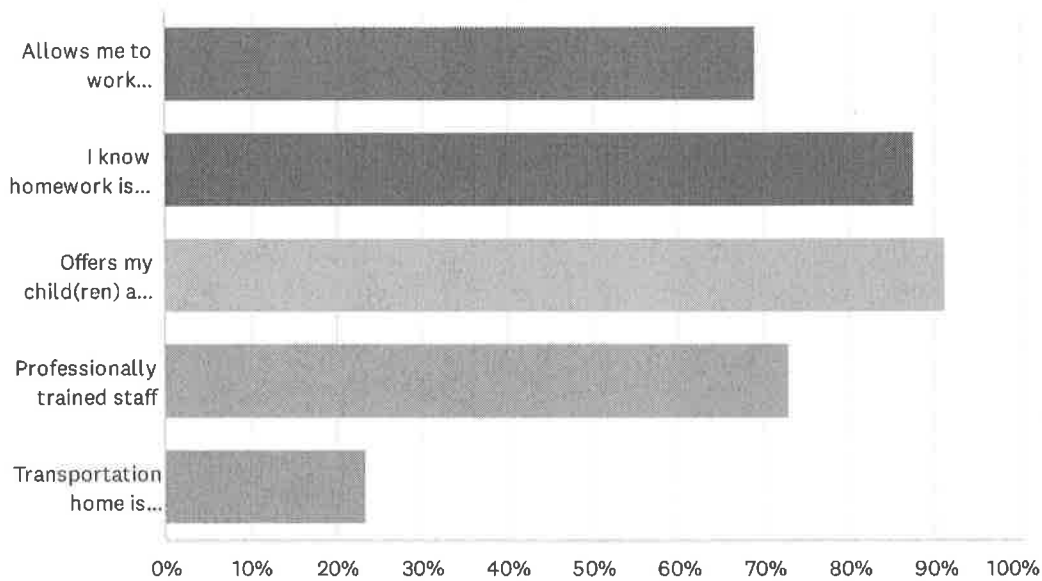
Answered: 82 Skipped: 0



ANSWER CHOICES	RESPONSES	
Homework Support with Certified Teachers	90.24%	74
Title I Services (only if you qualify)	24.39%	20
Physical/Sports Activities	84.15%	69
Science, Technology, Engineering, and Mathematics Clubs	84.15%	69
Arts & Crafts Programs	76.83%	63
Cooking/Nutrition Programs	80.49%	66
4-H Based Clubs	41.46%	34
Substance Abuse Awareness Programs	28.05%	23
College/Career Readiness Programs	30.49%	25
Mentoring	43.90%	36
Other (Please explain below)	0.00%	0
Total Respondents: 82		

Q6 Reasons for enrolling your student(s) in an after school program reach farther than a cheap babysitting service. Please indicate all reasons you would consider using or continue using our after school program:

Answered: 81 Skipped: 1



ANSWER CHOICES	RESPONSES	
Allows me to work longer/after hours knowing my child(ren) are safe	69.14%	56
I know homework is worked on or completed at the program, allowing more family time at home	87.65%	71
Offers my child(ren) a strong variety of opportunities to try new things and further explore current interests	91.36%	74
Professionally trained staff	72.84%	59
Transportation home is available (only if we receive the 21CCLC grant)	23.46%	19
<b>Total Respondents: 81</b>		



**Appendix O: Title I Percentages**

**LRES:**

<b>Grade Level</b>	<b>% of students qualified for Title I reading</b>	<b>% of students qualified for Title I math</b>
K	12%	20%
1	31%	13%
2	35%	19%
3	20%	18%

**IHGMS:**

<b>Grade Level</b>	<b>% of students qualified for Title I reading</b>	<b>% of students qualified for Title I math</b>
4	34%	43%
5	36%	44%
6	35%	46%
7	22%	40%
8	22%	28%

## Raymond School District

SAU 33, 43 Harriman Hill Road, Raymond, New Hampshire 03077  
Tel. 603-895-4299 Fax. 603-895-0147 [www.sau33.com](http://www.sau33.com)

Dr. David DeRuosi, Jr., Interim Superintendent of Schools



Marjorie Whitmore, Business Administrator

Michael J. Hatfield, CAGS, Student Services Director

Todd

Ledoux, Safety & Facilities Director

Karen Stuart, Director of Human Resources

Judith DiNatale, School Nutrition Services Director

Jessica Caron, Director of Student Behavioral Health  
Patrick

Arsenault, Youth Program Director

Brittany L'Heureux, Technology Director

Dear \_\_\_\_\_,

My name is Patrick Arsenault. I am the Administrator in charge of LEAP, our 21<sup>st</sup> Century Community Learning Centers After School Program. I am reaching out to you today to provide information about our program. We operate every day after school from 2:35-5:45. We start the day by providing a healthy snack and a place to wind down from the school day until 3:00. From 3:00-4:00 we provide homework support and academic enrichment activities facilitated by certified teachers. At 4:00 we begin our enrichment clubs which can range from anything including STEM, Art, Music, College & Career Readiness, and Physical Activity. Once 5:00 comes, it's time to interact with friends through structured activities provided by our aides until we close at 5:45.

Data has shown that after school programs such as ours help improve academic performance, reduce behavior referrals, and contribute to the social and emotional growth of youth during their formative years. Our program is no different. In past years our participants have outperformed the student body as a whole on standardized testing and teacher surveys indicate that negative behaviors reduce in students who start LEAP with a history of consistent office referrals.

I have attached our registration information if you are interested in enrolling your child in LEAP. Payment is not a barrier to enrollment so if that is an issue you can reach out to me and we can discuss it. We also have a late bus that leaves IHGMS at 5:00 every day if transportation would be a factor in your decision to join us. If you have any questions, please reach out to me at the information provided below.

Sincerely,

Patrick Arsenault

LEAP Program Director

SAU #33

[p.arsenault@sau33.com](mailto:p.arsenault@sau33.com)

(603) 895-3394 ext. 4308

## **Appendix Q: Financial Fitness Synopsis**

Leap Program  
Iber Holmes Gove Middle School  
Raymond, NH

**Financial Fitness** Activities in the financial fitness sessions are designed to teach students personal finance, at appropriate grade levels, that will help them through out their lives. This is taught, however, keeping in mind that these kids have been in school all day and any after school lesson needs to include fun.

### **Grades 4 - 5**

#### **Session One**

Students developed business ideas that could be done in the afterschool program and decided on what products would be made and sold.

Students made products (bookmarks, wooden ornaments, pet rocks, etc) during the afterschool program. They calculated the cost of materials needed to do so. They calculated the price that the items would be sold for.

During the last meeting of the session, students in other groups came to the 'store' with play money (given to them) and purchased goods from the 4 - 5 th graders.

With the money earned from the sale of these goods, the 4th and 5th grade students purchased fun items that were donated to us.

This was a fun, learning experience.

### **Grades 6 - 8**

#### **Session One**

These students became junior entrepreneurs. The thought of a business that they would want to pursue. They researched and found business choices, laws and rules that need to be followed to run the business, locations, descriptions of the business activities, employees, physical space, equipment needed (and costs), employees needed to run the business, etc.

The culminating activity is a presentation of their businesses to their peers.

#### **Session Two**

Students will do some career and college research. In one activity they play a game where they need to find an unusual job and get their peers to guess what it is by offering clues about what the job requires, where it is done, etc. Students will also create a college by identifying the location, majors offered, tuition, extra curricular activities offered, school colors, mascot, school store description, etc. There are a variety of activities that lead the students to exploration of careers and colleges (including four year schools, two year schools, trade schools and training) Combining careers and colleges includes students who are thinking about higher education and those who may enter the workforce after high school.

## Raymond School District

SAU 33, 43 Harriman Hill Road, Raymond, New Hampshire 03077  
Tel. 603-895-4299 Fax. 603-895-0147 [www.sau33.com](http://www.sau33.com)

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Michael J. Hatfield, MS Ed,

Judith DiNatale, School Nutrition Services Director

Marjorie Whitmore, Business Administrator

CAGS, Student Services Director

Jessica Caron, Director of Student Behavioral Health  
Patrick

Todd

Date: February 28, 2022

To Whom It May Concern:

This letter is in support of the 21<sup>st</sup> Century After School Program and the organization's work with our elementary and middle school students. As the interim superintendent I noticed early in my tenure the importance this program for our community. This program offers a safe and supportive environment for our students to take part in afterschool academic supports, enrichment opportunities and a place to socialize with peers.

Our 21<sup>st</sup> Century After School Program also plays a strong role in community by partnering with The Raymond Coalition for Youth, the Raymond Recreation Program, The Raymond Public Library and UNH Cooperative Extension just to name a few. The leadership of our 21<sup>st</sup> Century After School program make a conscience effort to build and sustain community partnerships which is a large part of this program.

The 21<sup>st</sup> Century After School Program has done an outstanding supporting the students of Raymond for several years now. Both staff and parents have voiced their appreciation of the program as a bridge to support our students. It is the depth of opportunities both on an academic and social emotional level for our students that keeps our community invested in this program. It is my hope that the 21<sup>st</sup> Century Grant After School Program will be able to continue to do its good work for the students and parents of Raymond.

I support the work of this program and would like to see it continue.

Sincerely,

  
Dr. David DeRuosi, Jr.  
Interim Superintendent of Schools



## Appendix S: Program Policies Page 3

**Student Data Access:** As a NHDOE-funded program, we are required to report certain aspects of our members' academic performance. The program director has full access to student powerschool information as well as Statewide Assessment Data in order to fulfill these requirements.

**Pick-up Policy:** Pick-up is no later than 6:15 pm. Late fees of \$1 per minute starting at 6:20 will be enforced on a session basis if a student is picked up late more than 3 times per session. **If transportation is a barrier to enrolling your student in LEAP, contact the director at 895-9943 ext. 4308 to secure a spot on our late bus route.**

**Lost & Found:** We cannot be responsible for lost or stolen property. Most items left at the after school program will be put in the school's lost & found bin. Any items of value (video games, ipods, etc.) will be left in the Site Coordinator's possession until the next afternoon when they can personally be returned to their rightful owner. It is the student's responsibility to ensure that they leave with everything they brought with them.

**Emergency Form:** The registration form you fill out at the beginning of the program will also serve as your child's emergency information form. It is absolutely imperative that this form is filled out thoroughly in the event you need to be reached in a hurry.

**Emergency Response:** Raymond School District has adapted the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) method of response to an active shooter/violent critical incident. Students and staff participate in various drills throughout the school year to reinforce these strategies. New employees are trained online at hiring with returning employees receiving refresher trainings annually.

**Check-Out Policies:** Students may be signed out by parents and people authorized on the emergency form. The Site Coordinator reserves the right and is encouraged to request ID from anyone she/he may not recognize. If your child will be picked up by someone not on the form, please be sure to inform the Site Coordinator in writing exactly who and what date this person will be picking up your child. \*Please let us know immediately if there is anyone, especially a relative, that your child may recognize but you do not want them leaving with them, and please provide proper documentation legitimizing these claims.

Appendix T

RAYMOND SCHOOL DISTRICT

SCHOOL TRANSPORTATION BID FORM

(This form becomes "Schedule A" upon signature of a contract)

The undersigned agrees to furnish student transportation as described in the specifications of the Raymond School District Request for Proposals, due December 19, 2018, at the following costs:

	Year One 2019-20	Year Two 2020-21	Year Three 2021-22	Year Four 2022-23	Year Five 2023-24
Total cost for providing daily transportation services for nine (9) District buses	<u>512,131</u>	<u>535,176</u>	<u>559,259</u>	<u>576,037</u>	<u>593,318</u>
Cost for extra-curricular and/or athletic trips					
a. Cost per mile	<u>2.45</u>	<u>2.50</u>	<u>2.50</u>	<u>2.55</u>	<u>2.55</u>
b. Cost per hour	<u>28.25</u>	<u>29.00</u>	<u>29.75</u>	<u>30.50</u>	<u>31.25</u>
Cost for Kindergarten and After-School Programs					
a. Cost per trip	<u>79.00</u>	<u>81.50</u>	<u>84.00</u>	<u>86.50</u>	<u>89.00</u>

CONTRACTOR: Dall Transportation, Inc - Student Transportation of New Hampshire

103 Route 107

Epsom, NH 03234

AUTHORIZED SIGNATURE:



Gregg Stinson

# Appendix U

Raymond School Board Meeting  
Wednesday, July 21, 2021, 6:00 PM  
Raymond High School Media Center  
Agenda

Options for view only beginning at 6 PM:

RCTV Channel 13 or 22, RCTV Streaming at <https://cloud.castus.tv/vod/rctv>

Google Meet Livestream: <https://stream.meet.google.com/stream/367e3f4c-d4fe-4ad8-8f00-23b583a9a9b3>

(This Google link requires an @sau33.com or @student.sau33.com account. The preferred method is the RCTV Streaming link.)

Option for participating by telephone:

To participate by phone: 1-419-812-2611 PIN: 725 407 720#

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- |      |         |   |             |
|------|---------|---|-------------|
| I.   | 6:00 PM | <u>Call to Order: Joseph Saulnier, Chair</u>  |             |
| II.  |         | <u>Proof of Posting: Joseph Saulnier, Chair</u>   |             |
| III. |         | <u>Pledge of Allegiance</u>   |             |
| IV.  |         | <u>School Board Vacancy Candidates</u> -----  | Discussion  |
| V.   |         | <u>Non-Public Session RSA 91-A:3 II (b)(c)</u>  |             |
| VI.  |         | <u>Public Input</u>   |             |
| VII. |         | <u>Business</u>   |             |
|      | 6:20 PM | <u>A. Appointment of School Board Member</u> -----  | Action      |
|      | 6:25 PM | <u>B. Donation Acceptance</u> -----<br>\$7,446.71 from Miss Raymond Scholarship Program to<br>Student Meal Service Debt   | Action      |
|      | 6:35    | <u>C. Principals' Year End Reports</u> -----  | Action      |
|      | 7:20 PM | <u>D. LEAP Update</u> -----   | Information |
|      | 7:35 PM | <u>E. 2021-22 RHS Student Handbook Adjustments</u> -----  | Action      |
|      | 7:50 PM | <u>F. Educator Effectiveness Plan Updates</u> -----   | Action      |
|      | 8:05 PM | <u>G. Bid Award: PA Classroom Speakers</u> -----  | Action      |
|      | 8:10 PM | <u>H. New/Revised Policies – Second Reading</u> -----<br>JIC Student Conduct (Revised Policy)<br>JICD Student Discipline an Due Process (Revised Policy)<br>JIA Student Due Process (Withdraw)                                | Action      |
|      | 8:15 PM | <u>I. New/Revised Policies – First Reading</u> -----<br>DB Annual Budget (Revised Policy)<br>DBC Budget Preparation (New Policy)<br>DBI Budget Implementation (New Policy)<br>DBJ Transfer of Appropriations (Revised Policy) | Discussion  |