

Appendix A: Grant Cover Page
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
21ST CENTURY COMMUNITY LEARNING CENTER GRANT

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

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

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees			Funds Requested
			Per Day	Per Year	Regular*	
Paul Smith Elementary	323	K-3				135,000
Franklin Middle School	402	4-8				135,000
Total: 726						270,000

District Co-Applicant* (required): Franklin Parks & Recreation - The City of Franklin

Community/Faith Based Co-Applicant(s)* (required): _____

Fiscal Agent: Franklin School District DUNS #: 184212850

Grant Contact Person:	<u>Denise M. Sharlow</u>
Address:	<u>119 Central St.</u>
Town, State & Zip Code:	<u>Franklin, NH 03235</u>
Telephone:	<u>603-934-3108 Ex 4418</u>
Email Address:	<u>dsharlow@sau18.org</u>
Superintendent's Email Address:	<u>dlegallo@sau18.org</u>

The undersigned authorized executive officer submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required.

Superintendent's Signature: [Signature] Date 2/20/17

Name (typed): Daniel LeGallo

Principal(s) Signature(s): [Signature] Michael Hoyt Date 2/20/17

Name (typed): Kevin Barbour Michael Hoyt

Chief Executive Officer(s) Signature(s): _____ Date 2/20/17

Name (typed): Daniel LeGallo

[Signature]

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

APPENDIX B: Program Assurances



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

Paul Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

21st Century Community Learning Center Assurances

School District Served: Franklin School District

Fiscal Agent DUNS #: 184212850

1. The program was developed and will be carried out in active collaboration between the identified community partner(s) and the schools the students attend, including private schools.
2. The program will primarily target students and their families who attend high poverty schools demonstrating 30 percent or more free and reduced lunch eligibility, or if it is a middle or high school then the feeder schools are primarily eligible.
3. The funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this program and in no case supplant Federal, State, local or non-Federal funds.
4. The community was given notice of intent to submit an application and the application and any waiver request was available for public review after submission of the application.
5. The program will:
 - Take place in a safe and easily accessible facility
 - Submit timely performance reports that describe project activities, accomplishments and outcomes;
 - Keep accurate and timely records on a state approved web-based data collection system
 - Participate in evaluation studies conducted by the New Hampshire State Department of Education
 - Ensure that Program Directors attend required meetings as designated by the New Hampshire State Department of Education
 - Send a representative team, always including the program director, to one state conference as scheduled by the New Hampshire State Department of Education.

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

2/20/17
Date

APPENDIX C: Application Checklist: To be submitted with application.

Applicant Name: Franklin School District

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

- ☐ Application Cover Page
- ☐ 21st CCLC Program Assurances
- ☐ Application Checklist
- ☐ Application Abstract
- ☐ Table of Contents

Narrative Includes:

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

Attachments Include:

- ☐ Budget Spreadsheet
- ☐ Budgets for partner contracts exceeding \$5,000, if applicable
- ☐ Goals, Outcomes and Evaluation
- ☐ School Board Policy for High School Extended Learning Opportunities, if applicable
- ☐ One Year Timeline
- ☐ Schedule of Operations Form
- ☐ Job Descriptions and Credentials for Key Staff
- ☐ Letter of Support from Principal(s)
- ☐ Memorandums of Understanding
- ☐ Advisory Board Members Roles and Responsibilities
- ☐ Organizational Chart
- ☐ Documentation of Private School Communication, if applicable
- ☐ Evaluation Studies of Current Program, if applicable

Application Abstract
Franklin School District 21st Century Grant Application
Franklin THRIVES

Franklin School District is excited to be applying for the 21st Century Community Learning Center Grant in collaboration with the Franklin Parks and Recreation Department and the Boys & Girls Club of Greater Concord. The Franklin School District, and is requesting \$270,000 to provide enriched after-school and summer programming at the Franklin Middle and Paul Smith Elementary Schools in Franklin, NH.

In recent years, the Franklin School District has benefited from the commitment of the Franklin Parks & recreation Department providing a before and after-school program for children. More recently the Franklin Boys & Girls Club have also engaged students with their enrichment after-school activities. Students enjoy recreation time, a safe place to engage with other students, and some social and emotional support. The Franklin School District recognizes the benefits of a well-designed after-school program that improves achievement, school attendance and the likelihood of graduation for students. We also recognize that in our community the whole family needs support to thrive together in achievement.

We have identified a number of concerns within the District. There are significant gaps in reading and math proficiencies among our students. Many of our students have families who are struggling to meet their children's needs and there is a large need for enriched after-school programs in both the Middle and Elementary School.

The District sets three goals for our children and youth; improve academic outcomes, enhance educational opportunities and social and emotional health, and promote the engagement of families and community members in the academic and positive social pursuits of youth. The Franklin District along with our partners will provide a wide array of programming outside of the school day based on scientifically based research to heal our community. Programs will include: Academic support and instructional programming, Family literacy and parent support programs, Technology instruction and skill development, Summer programming from years 2-5, Programs related to social, emotional and physical wellness enrichment activities, Youth Voice and leadership development activities.

The District is also prepared to develop a sustainable program that will outlast the 21st Century Grant, if received. We will use this funding to engage all stakeholders in the community to support Franklin THRIVES by planning, budgeting and managing the program with excellence from the beginning and engaging our Advisory board to plan from the beginning for continuation of the program.

Franklin School District 21st Century Grant Application
Franklin THRIVES
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A. Need for Program - The need for a 21st Century Learning Center in Franklin (Franklin Thrives) is based on community data and empirical program evaluations from past and current school programs. More importantly, it is based on observation and one on one interaction with our most at risk population. Franklin students are not thriving in our community. Statistics and observation show that children ages 3-5 are not starting academic fundamental studies prior to Kindergarten. Kindergarten assessments demonstrate that children lack pre-academic skills, are identified with speech and language deficits, and have difficulty with both gross and fine motor skills.

Additionally, demographic data suggest that children in Franklin are at risk for academic failure due to low income and low education levels in the community. More than 60% of elementary and middle school students qualify for free and reduced price lunch. Based on the most recent available U.S. Census data (2015) Franklin has an approximate population of 8,450. 15% of the population does not have a high school diploma. 21.1% of the population is considered in poverty with a city per capita income of just \$22,318 in 2015 and a median household income of \$43,237. 30% of the population is under 18 years of age.

Two thirds (2/3) of the Franklin workforce commutes to work in other areas, many leaving from Franklin before 7:00 A.M. and returning between 4:00 P.M and 7:00 P.M. Although family structure is not necessarily indicative of academic hardship, we have a high amount of Franklin households headed by single parents and many households where grandparents are raising their grandchildren. These families face high levels of stress that challenge children's academic success.

Challenges are exacerbated by a lack of educational childcare in Franklin; as of 2016 there are nine licensed providers in the city. This is an increase of 1/3 from 2014 (New Hampshire Division of Health and Human Services, 2016). However, the cost for these programs is prohibitive for many families. Child Care teacher quality is also below what would be recommended for the community represented based on surveys conducted by the State's Division of Health and Human Services for child care services.

Overall Smarter Balanced Assessment indicates: Grade 3- 36.4% of our population is below grade level. Students in Grade 4 are 30.4% below grade level, Grade 5- 25.5% below grade level, Grade 6- 34.4% below grade level, Grade 7 - 30.6 below grade level, Grade 8 - 32.7% below grade level. Without support students will not be able to achieve

academically leading to frustration, behavioral problems, marginal improvement and the strong possibility of leaving school without the skills needed for future success.

Franklin drop out rates in a recent report (2016) site that Franklin High School students are at 97.0% graduation rate. This is an 1% improvement from 2015. We believe this is an important indication of how devoted the staff are with under achieving students, however there is still 20% of the high school population that is not at grade level. This low level of academic confidence starts at a young age. Unless we are able to remediate from an elementary level, the trend for academic failure will continue.

Franklin Middle and High Schools (FMS and FHS) are both Schools in Need of Improvement. Paul Smith School (PSS) and FMS are both Title I School-Wide schools. The focus of the after school program will be in the elementary school (current student population 323) and middle school (current student population 402). We believe that if we focus our efforts on these students we will be able to significantly change the outcomes of achievement by the time these students reach high school.

Grade	ELA	MATH
3	25	20
4	24	17
5	19	21
6	6	9
7	19	21

These are the gap points between the state average and Franklin out of a 100-point scale.

Report the results of an assessment based on objective data supporting the need – See Appendix T

Survey Results: - In February, Franklin School District sent two after school surveys home, one to parents and one to students. – See Appendix U The total number of surveys that went home to Paul Smith Elementary was 323. The total number of surveys that went home with the Franklin Middle School students was 402. We received 40 surveys or 12% from parents at PSS responded to the survey and 51 or 16% surveys were received from students. We received 199 surveys or 49% from students at the Franklin Middle School and 14 surveys or 3% from parents. While student surveys were focused on collecting information on what students wanted to participate in, parents were asked about what they felt was most important in an after school program and what was needed to accommodate having their children participate.

Paul Smith School Results - Not surprisingly, the majority of the parents stated that tutoring and homework help was most important. Next important, parents indicated that the need was their children to participate in physical activities such as gymnastics, dance and organized sports. Arts were equally in this category. In addition, enrichment for higher achieving, social skills, theater, music, and structured programming. Several other suggestions gave us great ideas for clubs.

Franklin Middle School Results - Students at the Franklin Middle School had a vibrant interest in sharing exciting programs interests. Cooking Club had the most votes followed by Art Club. Sports Club and Gaming Club were also very popular. At this level it was noted that most students were confident that they would be able to participate if the clubs they wanted were available. 108 students were comfortable stating that they would participate. 25 students were somewhat confident and 11 students stated that they were not confident that they would be able to attend. The parent response was minimal and did not fill out the entire survey. Those parents that did comment were not engaged with the school nor did they recognize what was already being offered in the community; which clearly shows a need for family engagement.

FMS/PSS Survey Results – **See Appendix V**

Other After School Programing - The Franklin Parks and Recreation Department has been providing early morning and after school child care at a monetary rate that has been favorable to many families. In addition, The Boys and Girls Club of Concord have a site at the Paul Smith School and provides after school child care at a similar rate. Both entities provide snack or breakfast, homework help and club based activities that are not always academically enriching or tied back to the student's' school day. While the programs offer homework help, tutoring and small group instruction does not exist. Enhanced enrichment activities and tutoring for all students have not been available due to budget constraints. Both programs are well established serving approximately 75 students at the Franklin Parks & Recreation and 20 students at the Boys & Girls Club on an average day; neither program is reaching its potential. These programs are serving the need for child care and for a place for children to socialize. Adding tutoring, homework help and enhanced enrichment are essential to attaining higher populations of students. The 21st Century Grant will be used to enhance the success of these two programs and build sustainable academic and enrichment programs in each site that will continue long after the grant is complete.

B. Program Design

Goal, Outcomes and Evaluation with Definitions – See Appendix F

Specific Program Activities - Franklin THRIVES will consolidate and enhance existing services to help elementary and middle school students succeed academically, socially and emotionally as well as engage the entire family. Given the academic needs within the Franklin School District, an emphasis will be placed on academic achievement in an effort to address the below grade level deficiencies. This will include academic support, research based enrichment activities and family engagement that will link back to the school day.

Our New England Common Assessment Program (NECAP) scores and our Smarter Balanced Assessment Consortium (SBAC) scores are well below the state average outlining gaps in academic achievement for many of our students. This directly relates to increased levels of poverty and educational disabilities. We will offer a variety of opportunities for students to develop and practice new academic skills in literacy, math, art, engineering, and science and technology through engaging contexts. We will provide direct instruction from highly qualified, certified teachers and tutors in areas of deficiencies. In addition to academic specific enrichment opportunities for students as described above, other enrichment opportunities will be offered throughout the year for students to participate in. The additional enrichment opportunities will include, but are not limited to, arts, theater, music, cooking, sports and recreation and healthy behaviors.

Academic Support - Students will be offered one hour of instructional opportunities in core academic areas as well as additional individualized tutoring based on individual needs, NECAP scores and SBAC scores. During this one hour of instruction, students will be required to participate in homework help for at least 30 minutes each day but can choose this support for up to an hour. During the academic instructional block, students will also be assigned to activities based on their needs. These include small group direct instruction with certified teachers and tutors, use of computer-assisted instruction in the computer lab, and supervised sustained independent reading.

Our needs assessment outlines gaps in achievement for many of our students; students living in poverty and those with educational disabilities. We will offer a variety of opportunities for students to develop and practice new academic skills reading and math, and have ample opportunities to apply their new learning in engaging contexts. We will provide direct instruction from highly qualified, certified teachers and tutors in reading and mathematics, using well-researched and highly effective interventions.

The following are key elements of our academic program:

In Math, we will align our work with the Common Core State Standards and included well-researched approaches:

- Providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. This approach is consistent with the Standards for Mathematical Practices of the Common Core.
- Devoting 15-30 minutes in each session to building fluent retrieval of basic arithmetic facts. Students in our program will have access to Go Math, a well researched computer-assisted approach to building this fluency

In Reading, we will use research-based interventions.

- Teach students how to use reading comprehension strategies
- Establish an engaging and motivating context in which to teach reading comprehension
- Provide students with opportunity for sustained independent reading at their level

Students will also have access to computer programs such as RazKids, PBS Kids, Brainpop, Kids Place, Go Math and Math Facts that engages students through animated movies, learning games, interactive quizzes, primary source activities, concept mapping, and more.

Tutoring will be spent completing competency recovery. Homework will be progress based assessing supplemental math and reading work as the student needs and the teacher recommends. Program staff and teachers will collaborate on a weekly basis, online and in small groups to get the information that those involved need to assist the students. Students in the after school tutoring and homework club will work toward grade level proficiency. There will be a 1:8 teacher/student ratio for remediation and academic support. This is a great benefit for Franklin students. Of course, students on grade level will receive homework help and will be involved in an activity that will enrich academic achievement, while other students are receiving remediation assistance.

Enrichment Activities - We will offer up to two hours per day of both academically-related clubs and other enrichment activities where students will have the opportunity to apply academic and life skills to engaging, hands-on activities. An emphasis will be placed on STEM enrichment activities due to the deficiencies in math competencies. Activities will be offered in 6-8 week long sessions and will range from 45-90 minutes long. Some will be appropriate for students of all ages,

while others will be designated to specific grade levels. The clubs will be offered on a rotating basis so students will have ample opportunity to participate in all clubs offered over the course of the year.

The Middle School students will be offered programs that will be considered "Drop In" to provide students with an engaging and safe place to go after school. Students will be encouraged to try different clubs and activities, but will not be required to attend different clubs if one particular club peaks their interest. Our goal is to provide the Middle School students with additional programming that encourages them to make positive and healthy decisions in our community. To have this age group engaged, we have determined that the programming needs to appeal to them specifically and their peers to ensure "buy in". Considering social engagement is most appealing to middle school students we believe that we have the best chance to attract and keep them engaged in healthy after school programs by offering the most exciting academic enrichment activities in a fun and appealing way.

Teen Night will also be offered to the Middle School students where they will be offered a supervised evening each week where they can hang out with friends, play basketball or other related sports in the gym and utilize the game room and activity room at the Bessie Rowell Community Center. A healthy dinner will also be provided.

The Companion Book Club offered to the Middle School students will engage students with their families as well as promote reading and public discussion. The goal of the Club is to: engage book partners to explore and discuss quality literature, build relationships around reading, encourage a regular reading schedule, teach students the value of sharing ideas and opinions about books, create a reading partnership between students and adults, and form a safe social environment for students to enjoy one another's company. Students choose a companion to read with - a parent, a relative, or a community member. The students receive a book (to keep) and are encouraged to meet (at the least) weekly with their companion to read the selected book. They will then meet with the entire group monthly. Companion Book Club meetings consist of 4 parts: 1) a discussion on the book that was read that month; 2) the creation of a "Memory Page" or some other activity surrounding the book; 3) the sharing of an object or snack that relates to the book; and 4) the receiving of a new book to be read for the next meeting.

The Paul Smith School already offers the Companion Book Club to Elementary School students that is funded by the PTO.

We will contract with the Boys and Girls Club of Greater Concord and UNH Cooperative Extension to provide their research based curriculum for the various enrichment activities. We will also utilize the many programming resources provided by Across NH, the NH After School Network, the Boston Museum of Science and others. These programs will directly relate to the enhancement of students' academic learning as well as provide them a foundation of well-rounded enrichment activities both before and after school. – **See Appendix R**

Linking After School to the School Day - We anticipate that a significant number of after school program staff will be Franklin School District teachers, tutors, and educational assistants. Employing district staff will help to ensure links to the school day curriculum, goals and expectations. In addition, the program site directors work days will overlap with the school day and part of their regular responsibilities will be to work closely with Paul Smith School and Franklin Middle School staff, administrators and curriculum leaders. Site Directors will attend a regularly set meeting with special education staff and Title 1 staff to assure coordination of efforts for high risk students. Staff providing homework help and academic instruction will have access to the "School – Home Newslane" and the "Parent Portal" where staff and parents are able to see what homework is due, what assignments may be missing, and other pertinent information from classroom teachers.

Summer Programming - The first summer, 2017, the summer programming will remain the same as in the past through the Parks and Recreation Department.

In years 2-5 the existing 10 week program will be enhanced to offer more enrichment activities that relate back to students academic needs. Students that need additional academic support will attend summer school and will be transported to and from the summer program to receive this service through the school. Students will continue to attend the beach once a week as well as a weekly field trip. All Elementary school students will be given level 1 and 2 swimming lessons as part of the summer program with the option of continuing onto higher lesson levels. Students will also have the opportunity to be involved with additional summer activities such as Golf and Tennis Lessons, Lego and Soccer Camp, Archery Clinic and more through existing partnerships that the Parks and Recreation Department already has in place. Grant funding will pay a portion of the instructor fees to lessen the cost for the participant.

Schedule of Operations: See Appendix I

Parent & Youth Voices - A parent advisory council will be established including parents of students' with disabilities or living in poverty, who will meet with the Program Director and Site Directors quarterly. The Council will also include at least

3-5 middle school students. With staff oversight, the Youth Council will be the voice from focus groups that will be held at both the middle school and elementary school prior to the advisory council meeting to gain the students perspective. They will report any information gained from these focus groups back to the council. The Youth Council will participate in age-appropriate leadership training and serve as a communication conduit for their peers, helping to make programming decisions, and to develop strategies for recruiting students to participate in afterschool programming. The Program Director will attend PTO meetings bi-monthly to update the group on activities, family engagement and literacy opportunities.

Parents and students will be asked to fill out an online or paper survey quarterly to solicit input regarding programming and needs. The Title I staff will seek out and provide support to parents of children in the Title I program in order to gain their input directly. The younger students will be asked the questions as part of the quarterly focus groups lead by the Youth Council.

Family Literacy and Engagement Programs - A series of family engagement and literacy events will be offered bi-monthly at both the elementary and middle school and intended to provide parents with information and skills needed to strengthen families as a means to ensure a child's academic success. Topics will be based on reported parent interests and chosen specifically to address the challenges they face. Offerings may include positive discipline, dealing with difficult behavior, healthy eating and active living, STEM nights, finance, drug and alcohol prevention, mental health awareness and family literacy skills. Additionally, we anticipate using evidence based programing and resources offered by the Harvard Family Research Project, the American Institutes for Research and Youth to Youth to offer various family engagement initiatives. To ensure parent access to the program, there will be no cost for the program, transportation will be arranged on an as needed basis, child care and food will be provided.

Welcoming Environment - The City of Franklin is a very welcoming community. This is shown in various facets throughout the City. The Parks and Recreation Department's before and after school program is located at the newly renovated Bessie Rowell Community Center. It is a vibrant and busy center offering families a wide array of programming. The before and after school program is very accommodating to families both financially and with its hours of operation. Understanding the needs of our families, we are open on snow days, early releases, teacher workshop days and vacation weeks. Our before school program opens at 6:30am and the after school program closes at 6:00pm to accommodate working families that commute to work. Currently, when picking up their children, families are welcome to stay while their child continues with

the activity they are engaged with. Staff communicates with parents about the child's day in our program as well as completion of homework. In addition to the before and after school program the Parks and Recreation Department offers many family programs throughout the year which enables families to be familiar with staff, the facility and our environment which allows them to feel welcome in all our programs.

Attracting Youth and Families, and Maintaining Enrollment - Within the City of Franklin, we currently have 2 After School Programs (one also providing a Before School Program) that is currently servicing about 120 students. With grant funding, the Parks and Recreation Department and the Boys and Girls Club will join forces with the school district to provide one strong program utilizing all our resources. Our goal is to combine and enhance current programming with more academic support and enrichment activities that directly relate to the student's school day. We hope to attract more students with these enhancements as well as add additional clubs for the Middle school program to increase participation at the Middle School level.

In an effort to attract additional youth and their families, and maintain or grow enrollment over time, we will use the following approaches:

- Program Flyers will be sent home and Social Media will be used to publicize activities
- Engage youth to invite friends and encourage parents to suggest the program to friends
- Program referrals through staff, social service organizations and teachers employed in the district
- Program offerings will be exciting and engaging making it appealing to students and families
- Partner with Mix 94.1FM to offer PSA's created by the youth
- Employ engaging staff that the children respect and have fun with
- Advertisements in the City of Franklin Newsletter, Three Rivers News, Local Papers
- Work with our community partners to spread the word amongst their staff, clients and community partners and attend local service agency meetings to spread the word

With a quality program, maintaining enrollment should be easy. The program and site director will stay connected with current families to ensure their needs are being met. With open communication and problem solving, parents will feel comfortable with their children enrolled in the program and will see the value of the services being offered. While some situations are out of the programs staff's hands, such as a family moving, with open communication, staff will know if a

family may not be attending due to financial reasons or other reasons and can remedy the situation to ensure the student will continue attending.

C. Adequacy of Resources

Staffing - The program will be overseen by the Parks and Recreation Director and Superintendent funded through the City of Franklin in partnership with the Franklin School District. Grant funding will provide a 35 hour per week Program Director to run the operations and maintain reporting of the Before and After School and Summer Program. There will be four Site Directors to oversee Franklin THRIVES: one for the before school program, one for the elementary school after school program, one for the middle school after school program and one site director will be contracted through the Boys & Girls Club of Greater Concord through the school year to provide a presence and enrichment programming. The other site directors will be employed by the City of Franklin. They will be employed for 20-30 hours per week during the school year and 40 hours per week during the summer and will provide program management. The City of Franklin will fund the majority of the before and after school program site directors with the remaining funds coming from the grant. Grant funds will employ the Middle School site director.

Grant funding will also employ teachers, teacher assistants, tutors, and both adult and student assistants. The student assistants are older students from a local high school or college looking to gain experience in early childhood development. Through user fees collected a portion of the program staff will be funded to offset expenses and ensure sustainability. Staff and outside presenters will be hired as needed to facilitate family engagement and literacy programs.

Staff Ratios - The Before and After School Programs will maintain appropriate ratios in all programming. For homework and tutoring, this includes a maximum certified teacher to student ratio of 1:8, for enrichment programs a ratio of 1:12 and for recreation programs a ratio of 1:15. Our programming is diverse, we will provide very small group programs in some areas (homework/tutoring) while other programs and activities will be larger group settings. All will maintain the proper staff ratio according to State of NH Child Care Licensing.

Program Space

Before School Program – Elementary and Middle School students - The Before School Program will be located at the Bessie Rowell Community Center. The Parks and Recreation Department will provide activity room space, gymnasium, cafeteria, kitchen, outdoor play space, indoor and outdoor PE equipment, basic program supplies, custodial

services and utilities. Free breakfast will be provided in conjunction with the Child and Adult Care Food Program. Grant funding will be used to enhance program supplies to offer a wider array of and improved enrichment activities as well as employ certified teacher assistants and student assistants emphasizing the need to connect the students activities to what they are learning in school.

After School Program - Elementary & Middle School Program - FSD will provide space at Franklin Middle School including classrooms, library and computer lab as needed for tutoring and academic support. FSD will provide technology equipment and software, custodial services, utilities, and other necessities as needed. At the Community Center, the Parks and Recreation Department will provide activity room space, gymnasium, cafeteria, kitchen, outdoor play space, indoor and outdoor PE equipment, basic program supplies, custodial services and utilities. Middle School students will remain at FMS for tutoring and Homework Club. At the conclusion of the academic support time, students will take a short walk down to the Community Center. Elementary School students will arrive by bus to the Community Center at the same time as the middle school students where a free healthy snack will be provided in conjunction with the Child and Adult Care Food Program in the multi purpose room. Elementary School students will then utilize classroom space, computers and the multipurpose room for academic support and instruction. After snack, Middle School students will participate in their enrichment activities and clubs at the Community Center followed by the Elementary School students at the conclusion on their homework time and academic support. Grant funding will be used for certified teachers for tutoring, as well as homework and enrichment supplies. Funding will also employ teacher assistants emphasizing the need to connect the student's activities to what they are learning in school in addition to the direct academic support they will receive daily. We are licensed through the State of NH for Child Care.

Job Descriptions – See Appendix J

Principals Letter of Support – See Appendix K

Memorandums of Understanding - Lead Partners - See Appendix L

Memorandums of Understanding - Partners - See Appendix M

Community Letters of Support - See Appendix N

Safe Travel between Home and After School Programming - Transportation has been endorsed by parents as a need or benefit for families within the district. The School District will provide bus transportation from the Before School Program at

the Bessie Rowell Community Center to the appropriate school. The School District will provide bus transportation from Paul Smith School to the Bessie Rowell Community Center for the After School Program. Middle School students will walk to the community center at the conclusion of their homework time. Parents will have the option to pick the students up from the community center or at 5:45 P.M. a late bus will be offered to transport students home at the conclusion of the program.

Professional Development - The Parks and Recreation Department is currently connected with ACROSS NH and regularly attends staff trainings throughout the year. "ACROSS NH is project dedicated to supporting afterschool professionals in their work to create high quality, innovative programs for New Hampshire's school age children during out-of-school time hours...we provide consultation and statewide regularly scheduled trainings at no cost to the afterschool community throughout the year." (acrossnh.org) Some examples of trainings that are offered through ACROSS NH or one of their affiliates are Curriculum, Programming, Behaviors, Training Plans, Positive Interactions, Homework Help, Staff Development, Credentialing, Growth and Retention, and Financial Management.

As a member of the New Hampshire Parks and Recreation Association, various training opportunities are offered throughout the year for Recreation professionals directly related to Before School, After School and summer programming, as well as other various topics. The Parks and Recreation Department engages the services of Expert Online Training that will continue through the duration of the 21st Century Program. "Expert Online Training offers customizable libraries of training materials—videos, flash presentations, quizzes, and handouts...**Leadership Essentials**, features nearly 100 videos that teach critical leadership skills every staff member needs to effectively deal with intense social, behavioral, disciplinary, and supervisory challenges. **Safety Essentials**, designed by child psychologist Dr. Christopher Thurber and attorney Jack Erler, is an extended course on child welfare and protection". (expertonlinetraining.com)

Certified teachers receive professional development through requirements within the school department and Child Care Licensing also requires staff to have a minimum of 18 hours of professional development per year to maintain our licensing status.

The Program Director will facilitate monthly meetings with all program staff. New hire orientations will be conducted at the beginning of the school year and then again before the summer program. In addition to attending scheduled trainings through the above listed organizations, a portion of our monthly staff meetings will consist of a "Hot Topic" or a current area of concern for staff. Either the Program Director will present on the topic or a prearranged professional will come in to work

with staff on the "Hot Topic". Each specific training opportunity will include consideration for how the concepts and skills discussed can help the 21st Century Program activities link with school day goals and objectives.

D. Program Management Plan

One Year Timeline - See Appendix G

Advisory Board Members Roles and Responsibilities - See Appendix O

Organizational Chart - See Appendix P

Partnering Organizations - See Appendix S

Relationship between Partnering Organizations - The Parks and Recreation Department has long standing partnerships with many community organizations. In order to provide programs, activities, resources and services, the department partners with organizations from all facets of our community. The Parks and Recreation Director works closely with the Franklin School District on many initiatives including their School Wellness Committee, the Paul Smith School Garden Committee, the Paul Smith School Playground Committee and the Project AWARE Committee. Collaborating and partnering with the Boys of Girls Club will consolidate programs and resources as well as provide nationally known, evidence based enrichment programs. The 21st Century Community Learning Program will be another collaboration that easily aligns with our existing partnership in educating our youth and making our community a great place to live, work and play.

Clear, ongoing communication and linkage with all stakeholders and Disseminating Information about the program to the community: The key to the successful implementation of the program and its sustainability over time involves clear and skillful ongoing communication with all of our stakeholders. The School District currently has a monthly newsletter that is published with school and community calendars, schedules, updates, community news, and updates from the Superintendent of Schools and school Principals. We will use this monthly opportunity to talk about the progress and successes of the program and to engage community members. The Advisory Board and the Program Director are charged with developing the culture, processes and structures to allow for internal communication in each site. Each partner will have a representative on the Advisory Board. We have also included several community partners, parents, students, business representatives and staff who have agreed to participate and sustain the program.

The Program Director will participate in the school's monthly team meeting. The site directors will structure in-person and written communication between after school program staff and the day staff. The team will forge connections to district standards, curriculum and the school day, activities and experiences at the school sites.

Disseminate Information to the Community - We will use the following approaches to engage and disseminate information to the community:

- Program Flyers will be sent home and Social Media will be utilized to publicize activities
- Partner with Mix 94.1FM to offer PSA's created by the youth
- Advertisements in the City of Franklin Newsletter, Three Rivers News, Local Papers
- Work with our community partners to spread the word amongst their staff, clients and community partners
- Attend local service agency meetings to spread the word

Connection with Senior Citizen Volunteers - We will engage senior citizens to work with our students. This includes students that work with the Foster Grandparent Program through the Friends Program as well as seniors from the Twin Rivers Intergenerational Program (local senior center) located at the Bessie Rowell Community Center.

Consultation to Private Schools: Tilton School - The Parks and Recreation Department has partnered with Tilton School through their Community Service Program. Currently, students from Tilton School pre-plan an activity to facilitate on Fridays and then implement the activity to the Middle School students and then the Elementary School students. Each week a different student is the team leader and facilitates activities that are recreational, science experiments, arts and crafts and sometimes culturally related to a student's hometown.

Plymouth State University - Plymouth State University has been partnering with the Parks and Recreation Department in providing a student intern involved in the sports management program. A student intern will attend the after school program 2-3 times per week to offer additional support and assist with the overall operations of the program. Opportunities exist to provide Plymouth State University students with internships in early childhood education and community service programs.

Our vision is to continue the partnership with Plymouth State University and Tilton School. We hope to increase their involvement by involving students daily after school to assist with homework help and with the enrichment activities. Through this engagement students will continue to form positive relationships while mentoring our youth to be

positive role models in our community. Tilton School students are gaining necessary volunteer hours as part of their Community Service program and Plymouth State University students are completing meaningful practicums and fulfilling necessary community service hours. In addition, students from both organizations are understanding all facets of an after school program and what it entails to implement the program from homework help, behavior management, activity management, mentoring, and more.

Both Tilton School and Plymouth State University have submitted a letter of support expressing their continued interest in this partnership should we receive the grant. It is the intent of all parties involved to have Tilton School and Plymouth State University students partake in assisting the after school program on a consistent scheduled basis.

Documentation of Private School Communication – See Appendix Q

Notice of Intent to Submit Application - The Franklin School District announced that they would be applying for the 21st Century Community Learning Center grant by sending out a flyer/survey to parents and students requesting their feedback on what they would like to see in local after school program design. We also utilized the local marquee downtown on Main Street (Central St.) and asked Franklin residents to log on to the school website at www.franklin.k12.nh.us and take the survey giving the community a voice in designing an after school program.

E. Project Evaluation

Data Collection: Ongoing project goals will be directly linked to the Program Goals, needs and short and long term measurable outcomes. There is a complete description of the data sources and performance measures that will be used to evaluate the attainment of our outcomes, as well as timelines for collecting the data. – **See Appendix F**

Compiling, Analyzing and Using Evaluation Information to inform the Program: The Franklin District will work with the teaching and tutor staff in concert with the district's Curriculum Director (CD) to discern data compilation and analysis. The CD will work with the Program Director and Advisory Board to analyze and come to a complete understanding of the data as described above and use that data to inform programming. The collaborative process of inquiry will focus on several guiding questions:

- Process questions related to the on-going implementation of the program's strategies and activities. How are we doing? What are we doing well? What schedules, resources, logistics or activities need to change to deliver services more effectively and efficiently?

- Result questions related to summative evaluation of the project's intended outcomes: Are we getting the results we intended of increased student learning and performance and stronger connections between schools, community organizations, and families? Are we meeting program objectives? Are the selected performance measures and tools providing accurate and reliable information?
- Program planning, design and development questions: As a result of analyzing the information and data gathered, what needs to change to make programs more responsive to individual, family, school and community needs? Are we reaching those most in need of services?

Compliance – FERPA and PPRA - The Program Director and Site Coordinators will be responsible for developing written policies governing the sharing of student data and records that adhere to FERPA and PPRA regulations and are consistent with the Franklin School District policies and procedures. This policy will include guidelines for the sharing of student information between partner agencies, obtaining written release from parents, confidentiality, parent rights and program staff access to student records. Critical components of a system to ensure sharing of data include accurate and secure record keeping, and systems and timelines for regular communication.

Partner Documentation of Previous Success - In 2011, the City of Franklin assumed control of the Bessie Rowell School building and turned the building into a community center to meet the needs of our community partners. The Community Center is now the home of Tiny Twisters Child Care Center, Headstart program, Twin Rivers Intergenerational Program (Senior Center), and the Parks and Recreation Department. Not only do all of the organizations have new homes, the partnership between these organizations and the city creates a model for others to follow! The benefits of co-locating services create not only cost saving opportunities but programming enhancements and conveniences for those that use these programs. Additionally, the Community Center has become the HUB of many family resources through programming, classes, seminars, and the various services that are provided.

For several years the Franklin School District offered a before and after school program through Casey Family Services for the middle and elementary school. In June of 2012, Casey Family Services eliminated the before and after school and summer programs in the City of Franklin. Casey Family Services accepted about 70 children at both the elementary and middle school level. With the closing of Casey, the City of Franklin no longer had any after school care for families with the exception of a couple small in home daycares.

In August 2012 the Parks and Recreation Department presented an afterschool program to City Council for grades K-8 that runs daily from 2:30pm - 6:00pm. The program would give students an opportunity to do their homework, have a healthy snack (provided at no extra charge), engage in physical activity, arts & crafts and other enriching activities on a daily basis. The program was approved and opened in October of 2012 at the Proulx Center with 11 students enrolled.

In December of 2012, the Parks and Recreation Department moved all of their services to the Bessie Rowell Community Center and began increasing programming and services due to the new and improved space. By the end of the school year the after school program had doubled by serving 24 students. In the fall of 2013, a before school program was added to meet the needs of working families. Since the exciting move to the new community center, the Parks and Recreation Departments before and after school program have grown immensely. We currently have 146 enrolled in the before and after school program with an average daily attendance of 30-40 students before school, 65-75 students after school and 60-75 students attending during vacation weeks. The Parks and Recreation Departments 10 week summer program has always been very successful enrolling over 120 students each summer. Summer of 2016 was a record year enrolling 154 children. Not a week goes by that a child does not say to their parent at pick up time "why did you have to come get me so early, we were having so much fun."

Concurrently, in 2012, the Boys & Girls Club saw a need for a program at the Paul Smith School. They began with 10 students enrolled and have increased to 52 students with an average daily attendance of 20.

F. Budget Narrative

Budget Spreadsheet – See Appendix D

Cost per Participant - We aim to serve approximately 275 students per year. We are requesting \$270,000, or \$982.00 per student a year.

Staffing - Program Director – 1 Program Director will be employed at \$20.00 per hour, 35 hours per week and 48 weeks per year. A single health insurance plan will be included.

Site Directors – 2 Site Directors are partially funded by the City of Franklin Parks and Recreation Department. One oversees the After School Program and one oversees the Before School Program. Grant funding will increase their wages (currently \$12.41) by \$2-3 per hour (based on education and experience) to properly align their pay with other program staff. They will be employed year round for 32 hours per week during the school year and 40 hours a week during the

summer. They also receive a single benefit plan that is funded through the City of Franklin. A part time Site Director will be hired for the Middle School Program at \$15.00 per hour, for 20 hours per week during the school year.

Tutors will be hired at 1.5 hours per day, 4 days per week at \$20.00 per hour.

Other staff costs will allow for the comprehensive programming we have outlined. Grant funding will increase the wages currently paid by the City of Franklin by \$2-\$4. This will attract better qualified program staff to run the day to day operations and assist with the academic needs of our participants. Proposed staff will help to facilitate parent activities and engagement evenings, a critical connection to our goals.

Subcontracts - Two subcontracts will allow us to reach our mission of providing supports to our heavily impacted students and families.

Budgets for partner contracts exceeding \$5,000 – See Appendix E

Boys and Girls Club - As outlined in the Memorandum of Understanding with the Boys & Girls Club of Greater Concord, the B&G Club will provide one site director to provide a Boys & Girls Club presence, nationally recognized enrichment programs to the students that participate in the program, some supplies and a family dinner. The Boys and Girls Club is developing an opportunity for family engagement. They will provide a family meal once or twice a week.

Franklin Area Children's Theatre - As outlined in the Memorandum of Understanding with the Franklin Opera House, FACT will offer a four to five week summer theatre production. They will provide instruction, personnel/volunteers, costumes, program design, licensing, performance space, and manage the overall production. Additionally, they will provide various clubs related to Theatre, Arts and Music.

Professional Development - In addition to sending 5 Program staff to the required State Conference, funding will be used to pay for registration fees to other various workshops, trainings, and professional development opportunities. Many training opportunities are offered through ACROSS NH and are offered at a reasonable registration fee ranging from \$0-\$25.

Food and Supplies - A healthy breakfast and snack will be supplied to participants daily. The guidelines set forth by Child and Adult Care Food Program will be followed to ensure proper reimbursement for breakfast and snack. Summer Food Service Program through Belknap-Merrimack Community Action Program will provide breakfast and lunch to participants at no cost to the program. Minimal grant funding will be used for various family events as needed, however, outside sources

will be sought to provide food for events and family engagement nights as available. Food tends to be a considerable draw for family events.

Supplies - Funding will be used to purchase materials for academic support, student enrichment programs and family engagement materials. Many of our partnering agencies will provide the necessary supplies for the enrichment programs they intend to provide.

Evaluation - Funding will be used for the required web-based data collection system as defined by the State.

Transportation - Transportation is a substantial barrier for many of our students. We have budgeted funds for 1 bus at the end of the program Monday – Thursday. This will ensure the students that specifically need tutoring that may lack transportation, will be able to participate on the days that tutoring is offered. Those students that lack transportation but want to participate in enrichment programs on Friday, program staff will work to arrange car pools for families. Funding will also be used for transportation to various field trips during vacation weeks and the summer program. The City of Franklin will also provide some transportation funds for field trips as well.

Equipment - Both sites are large and staff and students will utilize multiple classrooms. To ensure safety and communication among program staff, replacement walkie talkies will be purchased as needed. Up to eight laptops will be purchased for students to utilize computer based instruction and as needed for completion of student's homework assignments.

Commitment of Adequate Resources - We anticipate hiring a range of staff to support students and families with a variety of needs including students with disabilities and students with emotional or behavioral challenges. Franklin School District will supply support for students who require accommodations in order to participate in afterschool programming.

Effective Use of Public Resources - The proposed program will combine resources from Title I and to resources in the Franklin School District.

User Fees - We anticipate charging fees on a sliding scale during the school year and scholarships will be offered during the summer to offset summer registration fees. School year fees will be based on the child's eligibility for free and reduced lunch through the School District. For the After School Program, participants will pay \$8 per day, \$4 per day if on reduced lunch and \$0 per day if eligible for free lunch. A full-time weekly rate will be offered at \$25 per week. For the Before School Program, participants will pay \$6 per day, \$3 per day if on reduced lunch and \$0 per day if eligible for free lunch. A full-time

weekly rate will be offered at \$20 per week. Staff will communicate with the Food Service Director to verify the child's eligibility. The City of Franklin Parks & Recreation Department utilizes RecPro software to administer program billing and management. User fees will be used to pay the portion of program staff that is not covered by the grant and additional supplies. User fees will also assist in the sustainability of the program for the future.

Sustainability - The Advisory Board will focus on sustainability from day one. Along with the many other items that the Board will be overseeing, we have engaged a Board that will be focused on the long term plan of sustaining the after school program long after the grant. The Advisory Board members know the benefits of an after school program in the district and are determined to make sure it will be in place for other generations regardless of district budget cuts. The current After School Program through the Parks and Recreation Department is a break even program which shows the city can sustain a successful program. Through fundraising, grant funding, and partnerships we anticipate sustaining the enhancements of tutoring, additional academic support and enriching activities.

Year 1:	<ol style="list-style-type: none"> 1. Promote the value of the program to the community and build partner relationships. 2. Study and report on the impact of the program and overall program successes 3. Consider incorporating income-based fees and/or minimal program fees for some project activities
Year 2:	<ol style="list-style-type: none"> 1. Apply for small and large grants based on gaps identified as a result of studying program impact in year 1. When appropriate, grant proposals should be co-developed by several partners 2. Implement one major special event fundraiser and at least one smaller, youth-board generated fundraising activity 3. Document program successes to provide strong rationale for future funding sources
Year 3:	<ol style="list-style-type: none"> 1. Apply for small and large grants with partners in preparation for reduced grant funds in year 4 2. Develop proposals for partner driven fundraising activities. Extend partnerships to businesses in Franklin. Consider funding sources outside the typical education funds 3. Continue to document success and promote the value of the program to the community. 4. Implement one major special event fundraiser and at least one smaller, youth-board generated fundraising activity
Year 4:	<ol style="list-style-type: none"> 1. Investigate the feasibility of establishing a non-profit entity to govern the program initiative beyond the federal funding period and establish a fiscal strategy to attract, create and sustain future resources. 2. Continue to develop grant proposals in conjunction with partners. 3. Implement one major special event fundraiser and at least one smaller, youth –board generated fundraising activity
Year 5:	<ol style="list-style-type: none"> 1. Continue to develop grant proposals in conjunction with partners. 2. Implement one major special event fundraiser and at least one smaller, youth –board generated fundraising activity.

Appendix D: Budget Spreadsheet

2017 21CCCCLC Proposed Budget

If re-applicant, indicate original award:

Expense	Description	Proposed 21CCCCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Staff Salaries (Subtotal)		\$ 134,332.50	\$ -	\$ -	\$ -	\$ 134,332.50
<i>Program Director</i>	\$20 x 35 hours x 48 weeks	\$ 33,600.00				
<i>Site Director/Elementary - 1 before & 1 after school</i>	2 @ \$16 x 25 hrs x 40 wks - school year & 40 hrs x 10 wks - vacation wks	\$ 8,400.00			*	
<i>Site Director Middle School</i>	1 @ 16 x 25 hrs x 40 wks - school year & 40 hrs x 10 wks - vacation wks	\$ 22,000.00				
<i>Tutors</i>	8 @ \$20 x 1.5 hrs x 128 days	\$ 30,720.00				
<i>Program Assistants</i>	9 @ \$10-\$14 x 40 wks - school year & 10 wks vacation wks	\$ 36,612.50			**	
<i>Student Assistants</i>	6 @ \$8 x 200 days (includes vacations)	\$ -			**	
<i>Teen Night Staff</i>	4 @ \$10 x 2.5 hrs x 30 nights	\$ 3,000.00				
Payroll Taxes & Benefits (Subtotal)		\$ 26,921.50	\$ -	\$ -	\$ -	\$ 26,921.50
<i>Social Security</i>		\$ 8,536.94				
<i>Medicare</i>		\$ 1,996.54				
<i>Workers Comp</i>		\$ 6,380.02				
<i>Unemployment</i>		\$ 64.00				
<i>Insert other benefits</i>		\$ 9,944.00				
Subcontracts (Subtotal)		\$ 27,500.00	\$ -	\$ -	\$ -	\$ 27,500.00
<i>Boys & Girls Club</i>	1 Enrichment Program Site Director - Elementary & Middle School	\$ 19,000.00				
<i>Franklin Opera House</i>	Franklin Area Children's Theatre	\$ 8,500.00				
Professional Development (Subtotal)		\$ 6,000.00	\$ -	\$ -	\$ -	\$ 6,000.00
<i>Required Conferences</i>	State Conference: 5 x \$1,000	\$ 5,000.00				
<i>Professional Development</i>	Registration Fees	\$ 1,000.00				
Supplies (Subtotal)		\$ 12,426.00	\$ -	\$ -	\$ -	\$ 12,426.00
<i>Food</i>	Food for family engagement nights	\$ 1,500.00			***	
<i>Supplies (Subtotal)</i>	Enrichment activity supplies, family programs for 2 sites	\$ 10,926.00				
Evaluation (Subtotal)		\$ 1,000.00	\$ -	\$ -	\$ -	\$ 1,000.00
<i>State Web-Based Data Collection</i>	2 Sites	\$ 1,000.00				
Transportation (Subtotal)		\$ 37,400.00	\$ -	\$ -	\$ -	\$ 37,400.00
<i>Bus transportation</i>	1 bus x 144 days x \$225 per day	\$ 32,400.00				
	Vacation Field trips	\$ 5,000.00				
Equipment (Subtotal)		\$ 4,800.00	\$ -	\$ -	\$ -	\$ 4,800.00
<i>Insert Equipment</i>	4 Walkie Talkie Replacements @ \$200	\$ 800.00				

<i>Insert Equipment</i>	8 Computers @ \$500	\$ 4,000.00			
Indirect Cost	at 5.6%	\$ 15,120.00			\$ 15,120.00
<i>Insert Other Expenses</i>		\$ 4,500.00			\$ 9,000.00
Dolly Parton Library Program	Free books for enrolled community members monthly	\$ 4,500.00			\$ 4,500.00
Total		\$ 270,000.00	\$ -	\$ -	\$ 274,500.00
			Total # Youth Per Day	140.00	\$ 1,960.71
			Total # Youth Per Year	275.00	\$ 7.13

Other Revenue Sources	In Kind Contributions	Other Revenue Sources
* City of Franklin pays health insurance and 10 additional hours for the After School Site Director and 12 additional hours for the Before School Site Director	Boys & Girls Club to supply some enrichment supplies	Community Partners to assist in funding the Dolly Parton Library Program
** City of Franklin employess program & student assistants. The City pays for a portion of their wage.	Franklin Opera House to supply volunteers and set supplies	Community Partners assist with supplies based on programs offered
*** Breakfast and Snack reimburstment through CACFP	City of Franklin to supply Billing Software & Office Supplies	
	Franklin School District & City of Franklin to supply office supplies	
	City of Franklin and Franklin School District to supply space, custodial services, some tutoring supplies, student technology.	

**Appendix E: Budgets for partner contracts
exceeding \$5,000**

2017 21CCCCLC Proposed Budget

If re-applicant, indicate original award: _____

Expense	Description	Proposed 21CCCCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Staff Salaries (Subtotal)		\$ 7,500.00	\$ -	\$ -	\$ -	\$ 7,500.00
FACT Director	Stipened	\$ 2,500.00				
Student Interns	Stipens	\$ 5,000.00				
Other						
Payroll Taxes & Benefits (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Subcontracts (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Supplies (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Evaluation (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Transportation (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Equipment (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Insert Equipment				*		
Indirect Cost						\$ -
Insert Other Expenses		\$ 1,000.00				\$ 1,000.00
Sponsorship	Advertising, show license, venue	\$ 1,000.00				
Total		\$ 8,500.00	\$ -	\$ -	\$ -	\$ 8,500.00

2017 21CCCLC Proposed Budget

If re-applicant, indicate original award: _____

Expense	Description	Proposed 21CCCLC	Fees	In-Kind Contributions	Other Revenue Sources	Total Cost
Staff Salaries (Subtotal)		\$ 19,000.00	\$ -	\$ -	\$ -	\$ 19,000.00
Program Director						
Site Director						
Other	1 Enrichment Site Director	\$ 19,000.00				
Payroll Taxes & Benefits (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
FICA						
Retirement						
Workers Comp						
Insert other benefits						
Subcontracts (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Insert Contracts						
Professional Development (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Required Conferences						
Insert Development						
Supplies (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Snacks/Food						
Insert Supplies						
Evaluation (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
State Web-Based Data Collection						
Insert Evaluation						
Transportation (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Insert Transportation						
Equipment (Subtotal)		\$ -	\$ -	\$ -	\$ -	\$ -
Insert Equipment						
Indirect Cost						\$ -
Insert Other Expenses						\$ -
Total		\$ 19,000.00	\$ -	\$ -	\$ -	\$ 19,000.00

Appendix F: Goals, Outcomes and Evaluation

B. Program Design, Including Evaluation Plan

1. Project Goals, Objectives, and Outcomes:

Franklin THRIVES has identified three goals with supporting program elements and measurable short and long term outcomes which address the needs of our at risk community.

Element: Academic Achievement	
Goal 1: Students who participate regularly in the program will demonstrate improve proficiency in reading, writing and mathematics	
Contextual Factors <ul style="list-style-type: none">• Students who struggle need more time for practice and application – 6.5 hours in school is not enough• Limited time for sustained engagement with literacy, and math, especially hands-on experiences, during the day• Students who struggle are coming to school further behind then their peers each year. They need more time and opportunities for accelerated growth in order to meet academic expectations• Limited opportunities for making academic connections outside of school – many students are either at home or in “childcare” type settings• Many parents do not feel comfortable helping their students at home with basic skills• Some parents do not have feeling of connectedness with school, and the lack of transportation to get to school for traditional evening programs	Program Elements <ul style="list-style-type: none">• Opportunities for students to develop skills and conceptual knowledge through direct instruction (tutoring, small group instruction, computer-assisted learning) and opportunities to apply what is learned through academically-connected enrichment activities• Well trained staff with strong content knowledge and pedagogical skills• Staff with an understanding of cultural issues• Family literacy programs that provide hands-on learning with materials that go home• Opportunities for students to participate in project-based learning and exploration• Workshops for parents in best-practices to help their students• Time for sustained engagement in literacy and math experiences• Provide assistance and encouragement to single parents and grandparents who struggle with current academic processes by providing access to tutors, who assist them in learning to work with students homework needs.• Parent transportation to/from school to participate in programming

Element: Academic Achievement

Goal 1: Students who participate regularly in the program will demonstrate improved proficiency in reading, writing and mathematics.

Objectives:	Activities:	Measure Success Outcomes (Source)
<ul style="list-style-type: none"> ✓Improve math and reading grades for 75% of students in our program needing improvement by ½ grade or more. ✓Decrease retention rates for students in our program by 10% ✓Increase Elementary and Middle School attendance and maintain it. ✓Provide activities that focus on literacy, technology, service learning and physical fitness/healthy choices. 	<ul style="list-style-type: none"> ✓Provide homework assistance by teachers and trained paraprofessionals after school ✓Provide enrichment activities that include literacy, financial education, science and math concepts ✓Coordination and linkage between school day and after school by Site Director ✓Create programming that engages students and record what is most popular. Watch for trends and patterns of participants and sustain the most effective ✓Tie current school programs that are successful to the afterschool programs to record continued improvement in student achievement. ✓Provide a variety of programs that students are interested in participating in encouraging service, good choices and physical activity 	<ul style="list-style-type: none"> ✓50% of students who participate regularly in the program will have at least 2 hours of reading, writing or math practice per week during the after school programming ✓90% of students who participate regularly in the program will successfully complete their homework assignments ✓Improved homework completion for students needing improvement (Teacher Reports) ✓80% of students increase in test scores in the 3rd – 8th grade (School Records) ✓Increase SBAC scores for 3rd – 8th grade (School Records) ✓Improved grades for students needing improvement as reported on student's report cards (Guidance Office) ✓Reduce grade retention (Guidance Office) ✓School Staff and administration satisfaction measured by interviews and surveys ✓Student and program staff satisfaction measured by focus groups and surveys ✓Smarter –Balance Assessment, (annual, spring) Go Math Profiles of Progress (monthly), FASTT Math Assessment (ongoing) District writing Assessment (annually, spring) Student Participation Logs (ongoing) Parent survey (Annually) Parent Participation logs

Element: Increase protective factors for youth

Goal 2: Increase the amount of time that students are actively and positively engaging in learning

Contextual Factors

- Not all students have access to healthy social/emotional relationships outside of school
- Data indicated that some students are missing valuable instructional time in their cases do to behavioral concerns
- Some families, especially very young parents, have limited positive parenting skills
- Some parents do not have feelings of positive connectedness with school
- Some students exhibit behavioral concerns that challenge their parents at home and school
- Not all students have access to healthy meals and snacks
- Not all students have opportunities for healthy physical activity

Program Elements

- Opportunities for parents to learn and discuss positive behavioral supports for parents to use at home
- Opportunities for parents to learn and discuss parenting with other parents with the experts
- Staff with an understanding of cultural and linguistic issues that impact parenting
- Transportation for those needing these services
- Opportunities for students to develop pro-social skills and apply them in engaging activity
- Healthy snacks/evening meals
- Opportunities for physical activity
- Provide assistance and encouragement to single parents and grandparents who struggle with current academic processes by providing access to tutors, who assist them in learning to work with students homework needs.

Element: Increase protective factors for youth		
Goal 2: Increase the amount of time that students are actively and positively engaging in learning		
Objectives:	Activities:	Measure Success Outcomes (Source)
<ul style="list-style-type: none"> ✓ Student surveys indicate that: 75% of students are satisfied with the program 75% of students reducing/avoiding unhealthy activities 75% of Middle School students reporting an increase in positive social interactions with peers and adult program staff ✓ Increase number of 7th and 8th graders participating in the program to 20 youth per day. ✓ Half of the children attending Paul Smith Elementary School and Middle School who are DCYF/DJJS involved will attend an afterschool program. ✓ Identify and reduce barriers that keep students from attending Franklin THRIVES 	<ul style="list-style-type: none"> ✓ Provide high-quality programming that meets child and parent needs ✓ Offer groups a variety of relevant topics for students ✓ Conduct training on a variety of relevant topics for parents ✓ Provide healthy snacks for students ✓ Create excellent programs that draw students to the after school program ✓ Create programming that is of interest to 7th and 8th graders. ✓ Establish and strengthen the relationship with DCYF/DJJS to identify students at risk/delinquent ✓ We will have "Bring a Friend" days that welcome students who have not signed up and engage them in programming 	<ul style="list-style-type: none"> ✓ Participant satisfaction (Focus groups, surveys) ✓ Increase student involvement in after school activities (Program records, surveys) ✓ 75% of students targeted for positive social/emotional supports will regularly attend Franklin THRIVES ✓ Track number of students having healthy snacks ✓ Increase 3rd – 8th grade participation by 20% (Program reports) ✓ 50% of students identified for positive social/emotional support will attend at least one family program offered by the Franklin THRIVES ✓ Increase in court-involved youth by 10% (SAU records) ✓ Track court adjudications (Court Liaisons) ✓ Track number of reports made by Franklin THRIVES to DCYF ✓ 85% of parents whose students regularly attend the program will report positive school experiences for their children after 3 years in the program. ✓ We will see a 50% decrease in disciplinary referrals for students who regularly attend the program for 3 years ✓ The average daily attendance for students at school during the day will increase 97% by the fourth year of the program

Element: Community Engagement

Goal 3: Engage families and community members in the academic and positive social pursuits

Contextual Factors

- Parents working out of town have limited time to connect with other families and neighbors to be connected to their community
- Engage community members in program activities and events
- Engage students in community service activities
- Parents need to connect with those who are providing services to their children
- Engage parents in volunteering to teach something that they love to the students

Program Elements

- Provide opportunities for families to spend time together with other families by engaging in meals, workshops, and community projects
- Provide time for interactivity with other families, students and community members by providing interactive games, art projects and hot topic discussions
- Offer family literacy events and other workshops for both students and parents on a variety of topics
- Offer parent nights where childcare is offered for 1 hour
- Engage parents as partner/program volunteers

Element: Community Engagement

Goal: 3 Engage families and community members in the academic and positive social pursuits of youth

Objectives:

- ✓ 80% of parents/family members engaged in program activities and events.
- ✓ Increased engagement of community members, including senior citizens, in program activities and events by 10 participants.
- ✓ All Franklin THRIVES students will be involved in community service and service learning activities. 100% of all regular attendees.
- ✓ 75% of parents feel that their family is benefitted by the program.

Activities:

- ✓ Offer family literacy events and other workshops for both students and parents on a variety of topics
- ✓ Holding Parent Advisory Board meetings that are made up of parents, school personnel, and community members
- ✓ Engage parents and program volunteers
- ✓ Holding student advisory board meetings that included guest community members
- ✓ Establish and strengthen partnerships with community businesses and organizations
- ✓ Work through partnerships to establish ideas for service learning and in house service learning activities.
- ✓ Parents are engaged with regularly when picking up students and through phone calls and/or surveys

Measure Success Outcomes (Source)

- ✓ Hold a minimum of five workshops for parents and students (Program Records)
- ✓ Track workshop attendance (program attendance sheet)
- ✓ Regularly held and attended Parent Advisory Board meetings (Board minutes)
- ✓ Regularly held and attended Student Advisory Board meetings (Board Minutes)
- 75% of parents will indicate that their interaction with their children and others is beneficial to their lives in 2 years of attending the program
- ✓ Community members are involved with students and after school activities (Program Records)
- ✓ Increase community partner participation in service learning activities.
- ✓ Number/proportion of participating persons in community service (Program Records)
- ✓ Satisfaction with community service opportunities among students and service recipients (Interviews, surveys)
- ✓ Parents report better behavior from their children, stress is reduced and their family unit is better after 2 years in the program

Appendix G: One Year Timeline

Franklin THRIVES

21st Century Community Learning Center Project Timeline

Activity	Responsible Person/Group	Timeline	Notes	Sustainability
Hire 21CCCLC Program Director & Site Director for FMS. Enter into contract with Boys & Girls Club.	SAU and School Administration, Parks & Recreation Director	June 2017	Other 2 Site Directors already exist – will transfer from existing program	Program Director will become a 20-25 hour per week position at year 4 & 5 of the grant cycle and will be eliminated at the end of the grant cycle. Site Director hours will be increased to assume duties of the Program Director thereafter.
Hire 21CCCLC program staff	Program Director, Site Directors, School Administration	July 2017	Will hire staff on an as needed basis after the initial hiring process.	Will hire as needed
Convene Advisory Board including the Youth Board to plan program implementation	Program Director, Parks & Recreation Director, Site Directors, School Administration	July 2017 – will meet bi-monthly thereafter	Will be ongoing throughout the 21CCCLC Program	Advisory Board will continue to meet and provide input as the program continues for many years
Develop yearlong plan for Family Literacy / Engagement Programs	Program Director & Site Directors meet with Partners, School Administration & Advisory Board	July & August 2017	This will be done yearly throughout the grant cycle	Family engagement and Literacy programs will continue through our current and new partnerships that are formed as the program continues for many years. Funding and sponsorships will be sought as needed to provide this programming
Develop yearlong plan for staff professional development	Program Director	July & August 2017	This will be done yearly throughout the grant cycle	Professional Development will continue yearly as the program continues for years to come. A minimum of 18 hours will be required for Child Care Licensing.
Attend 21CCCLC required State Conference	Required Staff	As scheduled	This will be done as required	Will evaluate the need to continue attending at the conclusion of the grant cycle

Franklin THRIVES 21st Century Community Learning Center Project Timeline

Activity	Responsible Person/Group	Timeline	Notes	Sustainability
Disseminate 21CCLC Program information to the community – parents and students	Program Director, Site Director, Parks & Recreation Director, School Administration, Advisory Board	Late July & August 2017 and on-going throughout the year	Will be done every July & August throughout the 21CCLC Program and ongoing throughout the grant cycle	This will be an ongoing recruitment process as the program continues for years to come
Staff Orientation / Training	Program Director, Site Director, Parks & Recreation Director, School Administration, Outside Agencies	August 2017	Program expectations, positive behavior training, homework / tutoring expectations and training, linking the school day to enrichment activities among other topics	This will be an ongoing process through partnerships, outside agencies, and in house staff. Professional Development will be required as the program continues for years to come
Parent/Family Open House	Program Director, Site Directors, Parks & Recreation Director, School Administrations, Program Staff, Advisory Board	August 2017 – Will be done every August throughout the 21CCLC Program	Families receive program information, meet with partners and program staff, and enroll students. Enrollment will be ongoing throughout the year	Will continue annually to ensure enrollment
Program Begins	Parks & Recreation Director, Superintendent, Program Director, Site Director, Program Staff	1 st day of School - August 2017	Program will begin the first day of school every year throughout the grant cycle.	Will continue annually.
Monthly Staff Meetings	Parks & Recreation Director, Program Director, Site Directors, School Administration	September 2017 – ongoing throughout the year on a monthly basis. Will continue each year throughout the 21CCLC Program	Topics may include: behavior management, engaging students, homework help, linking before and after school to the school day, responsive classroom. Other topics will be generated by the Director, Coordinators and needs of the program.	This will be an ongoing process through partnerships, outside agencies, and in house staff as the program continues for years to come

Franklin THRIVES 21st Century Community Learning Center Project Timeline

Activity	Responsible Person/Group	Timeline	Notes	Sustainability
Family Literacy / Engagement Programs Begin	Program Director, Site Directors, Community Partners, Advisory Board	October 2017 – ongoing, bi-monthly throughout the year	Will continue each school year on a bi-monthly basis throughout the 21CCLC Program	This will be ongoing through partnerships, outside agencies, and in house staff as the program continues for years to come
Parent & Student Evaluations	Program Director, Site Director & Program Staff, Advisory Board	December 2017 & June 2018	Evaluations will continue every December and June throughout the 21CCLC program. Program Director to consolidate responses and formulate reports.	Site Directors will administer semi-annual evaluations as the program continues. They will consolidate responses and report results to Administration and Advisory Board
Evaluate program effectiveness	Program Director, Site Director, School Administration, Advisory Board	January 2018 & July 2018	Semi-annually and as needed, implement changes based on evaluations	The same evaluation process will continue after the grant cycle to ensure the needs of the school district and the communities are being met.
Summer Program Planning and Coordination of Summer School	Program Director, Site Directors, School Administration	April 2018	Link Summer School with the Summer Program to provide students with academic support, enrichment activities and field trips to provide academic fun during summer vacation.	Summer School and the Summer Program will continue to collaborate at the conclusion of the grant cycle.
Evaluate revenue and resources to ensure sustainability	Program Director, Parks & Recreation Director, School Administration, Advisory Board	June 2018	Ongoing throughout the 21CCLC Program	Key program administration and advisory board will continue to ensure sustainability

**Appendix H: Application/Scoring Review
Rating Form**

APPENDIX H: Application/Scoring Review Rating Form

Reader _____

Applicant District _____

Applicant Agency _____

I certify that I do not have a conflict of interest in reading this proposal: _____

Reader Instructions: Give the proposal a score that best describes its attributes in each category. Give the proposal a subtotal as indicated at the end of each section. Total all the subsections in the final scoring chart below.

Total Score of this proposal is _____ Maximum points: 105

TOTAL SCORING CHART

<i>CATEGORY</i>	<i>POINTS</i>
Complete Application (5)	
Priority Points (5)	
a. Need for Project (10)	
b. Quality of Program Design (25)	
c. Adequacy of Resources (15)	
d. Quality of Management Plan (15)	
e. Quality of Program Evaluation (15)	
f. Budget/Budget Narrative (15)	
TOTAL (105)	

COMPLETE APPLICATION (max. 5 points)	YES	NO
Application Cover Page is included with appropriate signatures.	<input type="checkbox"/>	<input type="checkbox"/>
21 st CCLC Program Assurances are included with the appropriate signature.	<input type="checkbox"/>	<input type="checkbox"/>
The Application Checklist is included	<input type="checkbox"/>	<input type="checkbox"/>
A one page Abstract is included.	<input type="checkbox"/>	<input type="checkbox"/>
Table of Contents is included.	<input type="checkbox"/>	<input type="checkbox"/>
The proposal is bound per directions in RFP.	<input type="checkbox"/>	<input type="checkbox"/>
Narrative and attachments follow formatting and page limits as outlined in the RFP.	<input type="checkbox"/>	<input type="checkbox"/>
Appendices are tabbed and labeled.	<input type="checkbox"/>	<input type="checkbox"/>
Scoring: All elements complete—5pts. For each missing element, deduct one point.	Total Possible: 5 pts.	Total No's: _____
Points Calculation	5 points - $\frac{\text{Total No's}}{\text{Total No's}} = \frac{\text{Final Score}}{\text{Final Score}}$ <i>Cannot be less than zero</i>	

TOTAL SCORE (maximum 5 points): _____

	No	Yes
PRIORITY POINTS (max. 5 points)		
Title I Priority or Focus school is included in the application.	0	5

TOTAL SCORE (maximum 5 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
a. NEED FOR PROJECT (max. 10 points)				
Cites community factors that place target population at risk of educational failure.	0	1	2	3
New Applicants - The results of an assessment of objective data regarding the need for before and afterschool programs are provided. Detailed results are included. OR Current Grantees - The results of objective data regarding current usage, gaps in usage, and barriers to usage is provided. Detailed results are included.	1	2	3	4
New Applicants - A description of other afterschool programs currently serving the target population and provides why their services are insufficient to meet identified needs. OR Current Grantees - A description of other afterschool programs serving the target population and the communication link is provided. A description of how they will meet unmet needs and address barriers using data from community survey is included.	0	1	2	3
SUBTOTAL (max. 10 points)				

TOTAL SCORE a (maximum 10 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
b. QUALITY OF PROGRAM DESIGN (max. 25 points)				
The three attached goals* , program elements* , and outcomes* are clearly specified, measurable , and address the needs of the target population.	1	2	3	4
Describes program activities, how they link to identified needs in Need for Project section, academic achievement, and youth development. Scientifically-Based Research (SBR*) is utilized in decision making. <i>HS application refer to NH's HS Redesign ELO guidelines and link to activities. The menu offered includes credit bearing ELOs and non-credit programming.</i>	0	1	2	3
Describes how the program will link to the school day, including homework.	0	1	2	3
A schedule for each proposed site is included and includes the minimum days and hours of operation, academic support and enrichment choices.	0	1	2	3
Describes how youth voice will inform the continued development of the program.	0	1	2	3
Describes Family Literacy programs based on SBR and how often they will be offered.	0	1	1	2
Describes how parent feedback will inform the continued development of the program. If needed, there is a plan for communicating with families with limited English skills.	0	1	1	2
Describes how the program will create a welcoming environment for families.	0	1	1	2
New Applicants - Describes how the program will attract youth and their families and maintain enrollment over time OR Current Grantees - Includes the numbers of youth and families that were served for each year of the original five-year grant. Explains fluctuations in the numbers. Describes strategies to increase enrollment and/or retain enrollment.	0	1	2	3
SUBTOTAL (max. 25 points)				

TOTAL SCORE b (maximum 25 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
c. ADEQUACY OF RESOURCES (max. 15 points)				
Describes staffing for proposed programs and student-to-staff ratios based on guidance in RFP. <i>High School applications include who will coordinate credit bearing ELOs and non-credit programming and describes how it will be done.</i>	0	1	1	2
Attached job descriptions and credentials describe staff roles and requirements. Program director role is included.	0	1	2	3
Includes a letter of support from the principal(s) in the appendix.	0	1	1	2
MOUs are included and clearly specify the role and capacity of each organization named in the proposal. Each school's MOU is signed by the principal.	1	2	3	4
Describes how students will travel safely to and from the program and get home for school-based and/or off-site programs.	0	---	1	---
Describes the types of professional development that will be offered, how often and to whom.	0	1	2	3
SUBTOTAL (max. 15 points)				

TOTAL SCORE c (maximum 15 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
d. QUALITY OF MANAGEMENT (max. 15 points)				
Attached timeline includes program implementation, continued planning, youth voice, parent input, family literacy, professional development and evaluation.	1	2	3	4
Attached is the list of advisory board members and their affiliation. Describes the role and responsibility of this board.	0	1	1	2
Attached organizational chart clearly illustrates the relationships and includes partnering organizations. Relationships are described.	0	1	1	2
Describes the structure and process that includes clear ongoing communication and linkage with all stakeholders. <i>School Board policy for High School ELOs is attached. If not, the timeline and process for completion is described.</i>	0	1	1	2
The plan to disseminate information to the community is understandable and accessible. If materials need to be translated this is addressed.	0	1	1	2
Describes how senior citizens will be used to support activities, if applicable.	0	---	1	----
Documentation indicates that private school administrators were consulted during all phases of the development and design of the project covered by the application. All areas are clearly addressed.	0	----	1	-----
Describes how the community was provided with a notice of intent to submit an application.	0	-----	1	-----
SUBTOTAL (max. 15 points)				

TOTAL SCORE d (maximum 15 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
e. QUALITY OF PROGRAM EVALUATION (max. 15 points)				
Attached Goals, Outcomes and Evaluation template lists what types of data will be collected and when, and which objectives, outcomes, and needs they addressed. The party(ies) responsible for data compilation and analysis is identified.	1	3	4	6
Describes how the evaluation information will be used to provide feedback to stakeholders and staff and inform project direction. It is connected to the data collected in the Goals, Outcomes and Evaluation template.	0	1	2	3
Describes the system that will be developed to ensure that pertinent student data, including academic records, are shared between the school district and agencies providing services.	0	1	1	2
New Applicants - A brief summary of any evaluation studies, reports or research from program or partners that document evidence of previous success or promise of success are included. OR Current Grantees - Includes a summary of evaluation studies, reports or research from your program. Indicates how data was used to inform program development. Studies and evaluations are attached to proposal.	1	2	3	4
SUBTOTAL (max. 15 points)				

TOTAL SCORE e (maximum 15 points) _____

	WEAK (lacks sufficient information)	MARGINAL (requires additional clarification)	GOOD (clear and complete)	EXCELLENT (well-conceived and thoroughly developed)
f. QUALITY OF BUDGET/ BUDGET NARRATIVE (max. 15 points)				
Attached budget spreadsheet(s) is detailed and includes required items. CGR's include the resources that have been used to meet the 35% gap in funding. Cost per participant* is indicated.	1	2	3	4
Budget narrative is detailed and includes all items in the budget.	1	2	3	4
Provides evidence that there is a commitment of adequate resources for all attendees.	0	1	1	1
Provides evidence that there is a commitment of adequate resources for transportation.	0	1	1	1
Describes the fee structure, if applicable.	0	1	1	2
New Applicants – Identifies resources that will contribute to the success/sustainability of the project. Includes a five-year timeline that describes the process that the program will engage in to create a Sustainability Plan. OR Current Grantees – Identifies the amount of the 35% gap in funding, how it has been addressed and future resources. A five-year Sustainability Plan is included.	0	1	2	3
SUBTOTAL (max. 15 points)				

TOTAL SCORE f (maximum 15 points) _____

* Items highlighted in bold are described in the definitions section of this document.

Appendix I: Schedule of Operations

FRANKLIN THRIVES

21st Century Community Learning Center Schedule of Operations

SCHOOL YEAR:

Schedule of Operations Before School Program Location: Bessie Rowell Community Center							
Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday
Student Drop Off	6:30am-8:00am	Parents	X	X	X	X	X
Clubs & Enrichment Activities	6:30am-7:30am	Classrooms / Gym Site Coordinator Program Assistants Student Assistants	X	X	X	X	X
Breakfast	7:30am-7:50am	Cafeteria Site Coordinator Program Assistants Student Assistants	X	X	X	X	X
Dress for School / Recess* / Load Bus	7:50am – 8:10am	Playground* Site Coordinator Program Assistants Student Assistants	X	X	X	X	X

*If raining a recreational game will be played in the gym.

FRANKLIN THRIVES

21st Century Community Learning Center Schedule of Operations

SCHOOL YEAR:

Schedule of Operations Elementary School Program Location: Bessie Rowell Community Center (BRCC)							
Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday
Students transported to BRCC	3:15pm-3:40pm	School Administration	X	X	X	X	X
Snack	3:40pm-4:00pm	Cafeteria Site Coordinator Program & Student Assistants	X	X	X	X	X
Tutoring and Homework	4:00pm-5:00pm	Cafeteria Homework Teachers Program & Student Assistants Interns	X	X	X	X	
Computer Lab: utilize programs to increase math and reading skills	4:00pm-5:00pm	Classroom Program & Student Assistants Interns	X	X	X	X	X
Open Library: Quiet reading once homework is complete	4:00pm-5:00pm	Cafeteria Program & Student Assistants Interns	X	X	X	X	X
Clubs & Enrichment Activities	5:00pm-6:00pm	Various Classrooms / Gym Site Coordinator Program & Student Assistants Interns	X	X	X	X	X

*A late bus will be provided at the end of the program Monday – Thursday. Specific times will be determined by the Advisory Board based on parent feedback.

*A family dinner will also be provided at the conclusion of the program. This will be set on a regular basis and specific nights of the week and times will be determined by the Advisory Board based on parent feedback.

FRANKLIN THRIVES

21st Century Community Learning Center Schedule of Operations

SCHOOL YEAR:

Schedule of Operations Middle School Program Location: Franklin Middle School (FMS) & Bessie Rowell Community Center (BRCC)							
Activity	Time of Day	Where? By Whom?	Monday	Tuesday	Wednesday	Thursday	Friday
Student Check In Tutoring and Homework	2:30pm-2:40pm 2:40pm-3:40pm	School Library (FMS) Site Coordinator Homework Teachers Program & Student Assistants Interns	X	X	X	X	
Computer Lab: utilize programs to increase math and reading skills	2:40pm-3:40pm	Computer Lab (FMS) Program & Student Assistants Interns	X	X	X	X	X
Open Library: Quiet reading once homework is complete	2:40pm-3:40pm	School Library (FMS) Program & Student Assistants Interns	X	X	X	X	X
Walk to BRCC Snack	3:40pm-4:00pm	Cafeteria (BRCC) Site Coordinator Program & Student Assistants Interns	X	X	X	X	X
Clubs & Enrichment Activities	4:15pm-6:00pm	Various Classrooms / Gym (BRCC) Site Coordinator Program & Student Assistants Interns	X	X	X	X	X

*A late bus will be provided at the end of the program Monday – Thursday. Specific times will be determined by the Advisory Board based on parent feedback.

*A family dinner will also be provided at the conclusion of the program. This will be set on a regular basis and specific nights of the week and times will be determined by the Advisory Board based on parent feedback.

FRANKLIN THRIVES

21st Century Community Learning Center Schedule of Operations

SUMMER PROGRAM:

Schedule of Operations Elementary and Middle School Program Location: Bessie Rowell Community Center (BRCC)			
Activity	Time of Day	Where? By Whom?	Monday, Tuesday, Thursday
Student Check In Activity Time* as students arrive	6:30am-8:30am	Gym/Classrooms Site Coordinator, Program & Student Assistants	X
Wash Hands & Breakfast	8:30am-9:00am	Cafeteria Program & Student Assistants	X
Summer School Transport students to school	8:00am	Paul Smith School, Franklin Middle School School Administration	X - As well as Wednesday
Recess	9:00am-9:30am	Outdoor Play space Program & Student Assistants	X
Enrichment Activities	9:30am-10:30am	Classrooms, Outside Play space, Gym Site Coordinator, Program & Student Assistants	X
Wash Hands & Snack	10:30am-11:00am	Outside – picnic style Program & Student Assistants, Interns	X
Enrichment Activities	11:00am-12:30pm	Classrooms, Outside Play space, Gym Site Coordinator, Program & Student Assistants	X
Summer School - Transport students to BRCC	12:00pm	School Administration	X - As well as Wednesday
Wash Hands & Lunch	12:30pm-1:00pm	Cafeteria Program & Student Assistants	X
Recess	1:00pm-1:30pm	Outdoor Play space Program & Student Assistants	X
Enrichment Activities or Theme Day Activities	1:30pm-4:00pm	Classrooms, Outside Play space, Gym Site Coordinator, Program & Student Assistants	X
Student Check Out Activity Time* as students depart	4:00pm-6:00pm	Gym/Classrooms Site Coordinator, Program & Student Assistants	X

FRANKLIN THRIVES

21st Century Community Learning Center Schedule of Operations

Summer Program Notes:

- *Activity Time – Students will participate in various physical activities, legos, board/card games, reading, etc. While this time will be structured, a variety of activities will be offered and students will be allowed to choose the activities they participate in. Activities provided at this time will be appropriate for all ages.
- **Wednesdays** students will spend the day at Griffin Beach. Students enrolled in Summer School will be transported from BRCC to the schools and will then come to the beach for the afternoon.
- **Fridays** students will attend a Field Trip. Field Trips will vary week to week.
- Interns will be utilized throughout the summer for various enrichment activities and theme day activities. Schedule will be determined based on the needs of the program and the availability of the intern.
- The Summer Program will be offered at the conclusion of the school year and run to the beginning of the following year. Dates will be determined by the Advisory Board. Summer School will run for a minimum of 4 weeks during the Summer Program.

Appendix J: Job Descriptions and Credentials for Key Staff

Franklin THRIVES
Before / After School & Summer Program

JOB TITLE: Before and After School Program Director

DEPARTMENT: Parks & Recreation Department

STATUS: Part-Time, Non-Exempt, contingent upon funding

SUPERVISION RECEIVED: Works under the supervision of the Parks and Recreation Director.

SCHEDULE OF WORK HOURS: This is a part-time, grant funded position averaging 35-39 hours per week year round.

SALARY: \$20.00 per hour, benefitted position

MAJOR DUTIES: (The listed examples are illustrative only and may not include all duties found in this position.)

Responsibilities:

Goal- To successfully implement and monitor the 21st Century Franklin After School Program grant and to ensure the long-term sustainability of the program through...

- Implementation of 21st Century After School Program at all sites (Paul Smith School, Franklin Middle School, Bessie Rowell Community Center)
- Supervise site coordinators.
- Develop relationships and coordinate activities with community partners.
- Manage program budget, evaluation and reports.
- Promote the Program within the applicable schools and the Franklin community-at-large.
- Participate on local and state committees related to the Program.
- Ensure implementation of applicable district, agency and grant policies and regulations.
- Coordinate long-term sustainability activities including fundraising and grant writing.
- Facilitate the Program's Advisory Council and Youth Council.
- Performs other related duties as required.

Qualifications:

- Master's Degree or Bachelor's Degree in a related field and three or more years of experience working with adolescent youth and families or the equivalent number years of experience in community education programming.
- Demonstrated experience and skill with budgeting, supervision and curriculum development.
- Good interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds
- Good level of responsibilities, reliability, and punctuality to provide high quality support to students
- Ability to develop effective instructional and supervisory relationships with students
- Knowledge of community resources and how to form collaborative relationships.
- Strong organizational and project management skills.
- Strong oral and written communication skills.
- Knowledge of the developmental stages of children.
- Knowledge of CPR and first aid.

- Ability to assess needs.
- Ability to impose discipline.
- Ability to be outdoors and lead and participate in physical activities.
- Ability to manage and chaperone small group activities.
- Knowledge of the principles and techniques of planning, promoting and organizing a wide variety of recreational programs
- Knowledge of tools, equipment and material used in recreational activities.
- Knowledge of arts and crafts, dramatics, music, and/or other athletics.
- Ability to instruct others in activities and to work with and direct people of all ages individually and in groups.

SUPERVISORY CONTROLS: The supervisor provides continuing or individual assignments by indicating generally what needs to be done, limitations, quantity and quality expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual assignments including suggested work methods or advice on source material available. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations not covered by instructions to the supervisor for decision or help. The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

GUIDELINES: Specific, detailed guidelines covering all the important aspects of the assignment are provided to the employee. The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

COMPLEXITY: The work consists of duties that involve related steps, processes or methods. The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of, and differences among, a few easily recognizable situations.

SCOPE AND EFFECT: The work involves treating a variety of conventional problems, questions or situations in conformance with established criteria. The work product or service affects the design or operation of systems, programs or equipment; the adequacy of such activities as field investigations, testing operations or research conclusions; or the social, physical and economic well-being of persons.

PERSONAL CONTACTS: The personal contacts are with employees within the immediate organization, office, project or work unit and in related or support units. The contacts are with members of the general public in very highly structured situations, i.e., the purpose of the contact and the question of with whom to deal are relatively clear.

PURPOSE OF CONTACTS: The purpose is to obtain, clarify or give facts or information regardless of the nature of those facts, i.e., the facts or information may range from easily understood to highly technical.

PHYSICAL DEMANDS: The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as typewriters and record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

WORK ENVIRONMENT: The work involves moderate risks or discomforts that require special safety precautions (e.g., working around moving parts, carts or machines; with contagious diseases or irritant chemicals; etc.). Employees may be required to use protective clothing or gear such as masks, gowns, coats, boots, goggles, gloves or shields.

SUPERVISORY AND MANAGEMENT RESPONSIBILITY: Lead workers at this level possess the authority to assign, coordinate and review the quality and quantity of the work of other employees. They instruct employees in specific techniques or technical methods for accomplishing work assignments. They usually perform the same type of work as the employees supervised, but may be responsible for performance of the more technically difficult, controversial or sensitive work assigned to the unit or group. They are not normally responsible for counseling or disciplining employees or for performing personnel management functions such as evaluating performance, recommending hiring or discharge or making salary decisions, etc.

Franklin THRIVES
Before / After School & Summer Program

JOB TITLE: Before and After School Homework Teacher / Tutor

DEPARTMENT: Parks & Recreation Department

STATUS: Part-Time, Non-Exempt, contingent upon funding

SUPERVISION RECEIVED: Works under the supervision of the Parks and Recreation Program Director in conjunction with the Site Director

SALARY: \$20.00 per hour

SCHEDULE OF WORK HOURS: This is a part-time position averaging 5-10 hours per week during the school year.

MAJOR DUTIES: (The listed examples are illustrative only and may not include all duties found in this position.)

Responsibilities:

Homework Club Teachers may be asked to assume any of the following responsibilities:

- Provide one-to-one homework help; test preparation and long-term project help for students in a one on one or small group environment
- Tutor students in specific subject matter to assist children in meeting grade level expectations and requirements.
- Homework helpers will be able to create an assessment for students to identify challenges and/or areas of improvement based on current course requirements
- Maintain a system of communication with daytime teachers including an accurate record of attendance, goals, and progress of each session

Qualifications:

- Certified and Highly Qualified Teacher for the content area involved
- Good interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds
- Good level of responsibilities, reliability, and punctuality to provide high quality support to students
- Ability to develop effective instructional and supervisory relationships with students
- Knowledge of the developmental stages of children.
- Knowledge of CPR and first aid.
- Ability to assess needs.
- Ability to impose discipline.
- Ability to manage small group activities.
- Ability to instruct others in activities and to work with and direct people of all ages individually and in groups.

SUPERVISORY CONTROLS: The supervisor provides continuing or individual assignments by indicating generally what needs to be done, limitations, quantity and quality expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual

assignments including suggested work methods or advice on source material available. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations not covered by instructions to the supervisor for decision or help. The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

GUIDELINES: Specific, detailed guidelines covering all the important aspects of the assignment are provided to the employee. The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

COMPLEXITY: The work consists of duties that involve related steps, processes or methods. The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of, and differences among, a few easily recognizable situations.

SCOPE AND EFFECT: The work involves treating a variety of conventional problems, questions or situations in conformance with established criteria. The work product or service affects the design or operation of systems, programs or equipment; the adequacy of such activities as field investigations, testing operations or research conclusions; or the social, physical and economic well-being of persons.

PERSONAL CONTACTS: The personal contacts are with employees within the immediate organization, office, project or work unit and in related or support units. The contacts are with members of the general public in very highly structured situations, i.e., the purpose of the contact and the question of with whom to deal are relatively clear.

PURPOSE OF CONTACTS: The purpose is to obtain, clarify or give facts or information regardless of the nature of those facts, i.e., the facts or information may range from easily understood to highly technical.

PHYSICAL DEMANDS: The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as typewriters and record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

WORK ENVIRONMENT: The work involves moderate risks or discomforts that require special safety precautions (e.g., working around moving parts, carts or machines; with contagious diseases or irritant chemicals; etc.). Employees may be required to use protective clothing or gear such as masks, gowns, coats, boots, goggles, gloves or shields.

SUPERVISORY AND MANAGEMENT RESPONSIBILITY: Lead workers at this level possess the authority to assign, coordinate and review the quality and quantity of the work of other employees. They instruct employees in specific techniques or technical methods for accomplishing work assignments. They usually perform the same type of work as the employees supervised, but may be responsible for performance of the more technically difficult, controversial or sensitive work assigned to the unit or group. They are not normally responsible for counseling or disciplining employees or for performing personnel management functions such as evaluating performance, recommending hiring or discharge or making salary decisions, etc.

Franklin THRIVES
Before / After School & Summer Program

JOB TITLE: Before and After School Site Coordinator

DEPARTMENT: Parks & Recreation Department

STATUS: Part-Time, Non-Exempt, contingent upon funding

SUPERVISION RECEIVED: Works under the supervision of the Parks and Recreation Program Director

SCHEDULE OF WORK HOURS: This is a part-time position averaging 32 hours per week during the school year and 40 hours during the summer.

SALARY: \$16.00 per hour

MAJOR DUTIES: (The listed examples are illustrative only and may not include all duties found in this position.)

Responsibilities:

Goal- To Provide on-site support to implement the 21st Century After School Program grant at the school site

- Plans, implements, and supervises programs and activities related to the Before and After School program and Summer Program.
- Organize and work closely with all involved to implement the Program.
- Coordinate requests for and implementation of supplies, equipment and transportation.
- Assist with the planning activities designed to implement goals of the grant.
- Coordinate the implementations of programs, daily activities and special events sponsored by the Program, including participation in those activities and events.
- Assist the Project Director with Program evaluation, collection of required data for funding sources and preparation of reports on the Program's activities.
- Represent the Program in meetings of teachers and students and the community-wide meetings as appropriate.
- Attend meetings and trainings as assigned by the Program Director.

Qualifications:

- A Bachelor's Degree in a related field and three or more years of experience working with children and families or the equivalent number of years of experience in community education programming.
- Good interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds
- Good level of responsibilities, reliability, and punctuality to provide high quality support to students
- Ability to develop effective instructional and supervisory relationships with students
- Knowledge of community education programming.
- Strong organizational and project management skills.
- Strong oral and written communication skills.
- Knowledge of the developmental stages of children.
- Knowledge of CPR and first aid.

- Ability to assess needs.
- Ability to impose discipline.
- Ability to be outdoors and lead and participate in physical activities.
- Ability to manage and chaperone small group activities.
- Knowledge of the principles and techniques of planning, promoting and organizing a wide variety of recreational programs
- Knowledge of tools, equipment and material used in recreational activities.
- Knowledge of arts and crafts, dramatics, music, and/or other athletics.
- Ability to instruct others in activities and to work with and direct people of all ages individually and in groups.

SUPERVISORY CONTROLS: The supervisor provides continuing or individual assignments by indicating generally what needs to be done, limitations, quantity and quality expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual assignments including suggested work methods or advice on source material available. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations not covered by instructions to the supervisor for decision or help. The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

GUIDELINES: Specific, detailed guidelines covering all the important aspects of the assignment are provided to the employee. The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

COMPLEXITY: The work consists of duties that involve related steps, processes or methods. The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of, and differences among, a few easily recognizable situations.

SCOPE AND EFFECT: The work involves treating a variety of conventional problems, questions or situations in conformance with established criteria. The work product or service affects the design or operation of systems, programs or equipment; the adequacy of such activities as field investigations, testing operations or research conclusions; or the social, physical and economic well-being of persons.

PERSONAL CONTACTS: The personal contacts are with employees within the immediate organization, office, project or work unit and in related or support units. The contacts are with members of the general public in very highly structured situations, i.e., the purpose of the contact and the question of with whom to deal are relatively clear.

PURPOSE OF CONTACTS: The purpose is to obtain, clarify or give facts or information regardless of the nature of those facts, i.e., the facts or information may range from easily understood to highly technical.

PHYSICAL DEMANDS: The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as typewriters and record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

WORK ENVIRONMENT: The work involves moderate risks or discomforts that require special safety precautions (e.g., working around moving parts, carts or machines; with contagious diseases or irritant chemicals; etc.). Employees may be required to use protective clothing or gear such as masks, gowns, coats, boots, goggles, gloves or shields.

SUPERVISORY AND MANAGEMENT RESPONSIBILITY: Lead workers at this level possess the authority to assign, coordinate and review the quality and quantity of the work of other employees. They instruct employees in specific techniques or technical methods for accomplishing work assignments. They usually perform the same type of work as the employees supervised, but may be responsible for performance of the more technically difficult, controversial or sensitive work assigned to the unit or group. They are not normally responsible for counseling or disciplining employees or for performing personnel management functions such as evaluating performance, recommending hiring or discharge or making salary decisions, etc.

Franklin THRIVES
Before / After School & Summer Program

JOB TITLE: Before and After School Program Assistant

DEPARTMENT: Parks & Recreation Department

STATUS: Part-Time, Non-Exempt, contingent upon funding

SUPERVISION RECEIVED: Works under the supervision of the Parks and Recreation Site Director

SALARY: \$10.00 - \$14.00 per hour

SCHEDULE OF WORK HOURS: This is a part-time position averaging 15-20 hours per week during the school year and 40 hours during the summer.

MAJOR DUTIES: (The listed examples are illustrative only and may not include all duties found in this position.)

Responsibilities:

Assistants may be asked to assume **any** of the following responsibilities:

- Plans, implements, and supervises programs and activities related to the Before and After School Program and the Summer Program.
- Work with the individual students and with small groups of students to implement academic, social, and behavioral objectives.
- Carry out academic, social, and behavioral management strategies.
- Contribute information relevant to project activity planning.
- Provide anecdotal reports when deemed necessary.
- Assist with non-instructional duties, such as preparing and cleaning up materials for activities, maintaining individual's student work folders, preparing displays and bulletin boards, caring for materials and equipment, etc.
- Carry out enrichment activities in small and large group settings. Activities will include but not limited to, STEM programming, arts and music, physical health and well-being, reading and writing clubs, etc.
- Oversee small and large group activities in the context of the Project.
- Maintain behavioral and academic standards, safety, attendance records, etc. in the above settings.
- Perform other duties as assigned by the Site Coordinator.

In addition to the above responsibilities, it is expected that each educational assistant will also;

- Maintain consistent attendance which is important in meeting the educational needs of students.
- Exhibit the patience, flexibility and understanding necessary in dealing with a varied student population.
- Participate in orientation program and ongoing training and monthly meetings as scheduled by Site Coordinator.

Qualifications:

- Minimum education: 2-year college degree
- Strong interpersonal skills
- Ability to develop effective instructional and supervisory relationships with students

- Ability to communicate clearly and concisely, both orally and in writing
- Good interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds
- Good level of responsibilities, reliability, and punctuality to provide high quality support to students
- Ability to develop effective instructional and supervisory relationships with students
- Knowledge of the developmental stages of children.
- Knowledge of CPR and first aid.
- Ability to assess needs.
- Ability to impose discipline.
- Ability to manage small group activities.
- Ability to instruct others in activities and to work with and direct people of all ages individually and in groups.

SUPERVISORY CONTROLS: The supervisor provides continuing or individual assignments by indicating generally what needs to be done, limitations, quantity and quality expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual assignments including suggested work methods or advice on source material available. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations not covered by instructions to the supervisor for decision or help. The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

GUIDELINES: Specific, detailed guidelines covering all the important aspects of the assignment are provided to the employee. The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

COMPLEXITY: The work consists of duties that involve related steps, processes or methods. The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of, and differences among, a few easily recognizable situations.

SCOPE AND EFFECT: The work involves treating a variety of conventional problems, questions or situations in conformance with established criteria. The work product or service affects the design or operation of systems, programs or equipment; the adequacy of such activities as field investigations, testing operations or research conclusions; or the social, physical and economic well-being of persons.

PERSONAL CONTACTS: The personal contacts are with employees within the immediate organization, office, project or work unit and in related or support units. The contacts are with members of the general public in very highly structured situations, i.e., the purpose of the contact and the question of with whom to deal are relatively clear.

PURPOSE OF CONTACTS: The purpose is to obtain, clarify or give facts or information regardless of the nature of those facts, i.e., the facts or information may range from easily understood to highly technical.

PHYSICAL DEMANDS: The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as typewriters and record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

WORK ENVIRONMENT: The work involves moderate risks or discomforts that require special safety precautions (e.g., working around moving parts, carts or machines; with contagious diseases or irritant

chemicals; etc.). Employees may be required to use protective clothing or gear such as masks, gowns, coats, boots, goggles, gloves or shields.

SUPERVISORY AND MANAGEMENT RESPONSIBILITY: Lead workers at this level possess the authority to assign, coordinate and review the quality and quantity of the work of other employees. They instruct employees in specific techniques or technical methods for accomplishing work assignments. They usually perform the same type of work as the employees supervised, but may be responsible for performance of the more technically difficult, controversial or sensitive work assigned to the unit or group. They are not normally responsible for counseling or disciplining employees or for performing personnel management functions such as evaluating performance, recommending hiring or discharge or making salary decisions, etc.

Franklin THRIVES
Before / After School & Summer Program

JOB TITLE: Before and After School Student Assistant

DEPARTMENT: Parks & Recreation Department

STATUS: Part-Time, Non-Exempt, contingent upon funding

SUPERVISION RECEIVED: Works under the supervision of the Parks and Recreation Site Director and Program Assistants

SCHEDULE OF WORK HOURS: This is a part-time position averaging 15-20 hours per week during the school year and 40 hours during the summer.

SALARY: \$8.00 per hour

MAJOR DUTIES: (The listed examples are illustrative only and may not include all duties found in this position.)

Responsibilities:

Goal- To provide on-site support to implement the 21st Century Community Learning Center grant at the Franklin School District.

- Assist Program Assistants in supervising small groups of students as they participate in Project activities
- Reinforces learning skills as assigned by the Program Assistant and Site Coordinator with groups of students or single student
- Assist Program Assistants in tutoring students
- Assist Program Assistants with non-instructional duties, such as preparing and cleaning up materials for activities, preparing displays and bulletin boards, caring for materials and equipment, etc.
- Assist Program Assistants in carrying out enrichment activities in small and large group settings. Activities will include but not limited to, STEM programming, arts and music, physical health and well-being, reading and writing clubs, etc.
- Assist with small and large group activities in the context of the Project.
- Assist with behavioral and academic standards, safety, attendance records, etc. in the above settings.
- Perform other duties as assigned by the Site Coordinator and Program Assistant.

In addition to the above responsibilities, it is expected that each student assistant will also;

- Maintain consistent attendance which is important in meeting the educational needs of students.
- Exhibit the patience, flexibility and understanding necessary in dealing with a varied student population.

Qualifications:

- Must be enrolled in high school or college at the time of employment
- Ability to develop effective working relationships with students, staff and the school community.
- Ability to communicate clearly and concisely, both orally and in writing.
- Ability to perform duties with the awareness of all job responsibilities.
- Ability to develop effective instructional and supervisory relationships with students

- Good interpersonal communication skills and ease in relating to people from varying educational, cultural, and social backgrounds
- Good level of responsibilities, reliability, and punctuality to provide high quality support to students
- Ability to develop effective instructional and supervisory relationships with students
- Knowledge of the developmental stages of children.
- Ability to assess needs.
- Ability to manage small group activities.
- Ability to instruct others in activities and to work with and direct people of all ages individually and in groups.

SUPERVISORY CONTROLS: The supervisor provides continuing or individual assignments by indicating generally what needs to be done, limitations, quantity and quality expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual assignments including suggested work methods or advice on source material available. The employee uses initiative in carrying out recurring assignments independently without specific instruction, but refers deviations, problems and unfamiliar situations not covered by instructions to the supervisor for decision or help. The supervisor assures that finished work and methods used are technically accurate and in compliance with instructions or established procedures. Review of the work increases with more difficult assignments if the employee has not previously performed similar assignments.

GUIDELINES: Specific, detailed guidelines covering all the important aspects of the assignment are provided to the employee. The employee works in strict adherence to the guidelines; deviations must be authorized by the supervisor.

COMPLEXITY: The work consists of duties that involve related steps, processes or methods. The decision regarding what needs to be done involves various choices requiring the employee to recognize the existence of, and differences among, a few easily recognizable situations.

SCOPE AND EFFECT: The work involves treating a variety of conventional problems, questions or situations in conformance with established criteria. The work product or service affects the design or operation of systems, programs or equipment; the adequacy of such activities as field investigations, testing operations or research conclusions; or the social, physical and economic well-being of persons.

PERSONAL CONTACTS: The personal contacts are with employees within the immediate organization, office, project or work unit and in related or support units. The contacts are with members of the general public in very highly structured situations, i.e., the purpose of the contact and the question of with whom to deal are relatively clear.

PURPOSE OF CONTACTS: The purpose is to obtain, clarify or give facts or information regardless of the nature of those facts, i.e., the facts or information may range from easily understood to highly technical.

PHYSICAL DEMANDS: The work requires some physical exertion such as long periods of standing; walking over rough, uneven, or rocky surfaces; recurring bending, crouching, stooping, stretching, reaching or similar activities; recurring lifting of moderately heavy items such as typewriters and record boxes. The work may require specific, but common, physical characteristics and abilities such as above-average agility and dexterity.

WORK ENVIRONMENT: The work involves moderate risks or discomforts that require special safety precautions (e.g., working around moving parts, carts or machines; with contagious diseases or irritant chemicals; etc.). Employees may be required to use protective clothing or gear such as masks, gowns, coats, boots, goggles, gloves or shields.

Appendix K: Letter of Support from Principals

Feb. 16, 2017

To Whom It May Concern,

I am writing this letter in support of the 21st Century Grant Proposal by the Franklin School District in conjunction with the Franklin Recreation Center and the Boys and Girls Club. I have worked in the Franklin School District for the past 38 years with the last 18 coming as Principal at Paul Smith Elementary School. During that time, I have seen how urgent it is that the community establish after school programming for our students.

This is especially true for the young elementary kids. Many of them are too young for organized athletics, which is one of the only local activities available for kids. We have no movie theatres, bowling alleys, arcades or any other types of entertainment. Many of these children go home to be taken care of by brothers and sisters who are not much older than their siblings. In many cases, care is provided by a different person on different days. We often have calls from the bus company (almost daily) of children who can't be delivered because no one is there to get them. I frequently see 5 and 6 year olds walking on Central St. by themselves or playing in the street at other places.

Homework has also gotten to be a very difficult subject. Many parents are too tired or don't have time to help with student work when they get home. Others do not want to battle with behavioral students to do schoolwork. Still others aren't capable of helping students as they are not literate enough to be a help.

The proposed grant would give the children of Franklin a consistent, safe place to be every day after school. It would help them with their homework, give them some exercise and help with organized social activities. With the increase in childhood obesity, this has become a major priority of our Wellness committee.

In summary, I feel that this community really needs the organized program that this grant would provide.

Michael Hoyt

Principal

Paul Smith School



Kevin L. Barbour, Principal

Jack K. Finley, Assistant Principal

200 Sanborn Street
Franklin, New Hampshire 03235
Telephone 603-934-5828
Fax 603-934-2432

February 15, 2017

To Whom It May Concern:

This purpose of this letter is to serve as intent of support on behalf of Franklin Middle School in Franklin, NH for the 21st Century Grant. If Franklin is to receive this grant, it would provide many opportunities for our students. We have a positive and open line of communication with the organizations that support education, learning, athletics and outreach within the community.

If we were awarded the grant, we are confident that the impact would be tremendously positive and a benefit to the students, schools, families and community at large. It will provide students additional enrichment and academic support after school and develop stronger family involvement with the child and school community. Franklin Middle School welcomes the 21st Century Grant to our school and hopes that you consider us as the impact will be significant to our community.

We thank you in advance.

Kind Regards,

A handwritten signature in black ink, appearing to read "Kevin Barbour".

Kevin Barbour

Principal

A handwritten signature in blue ink, appearing to read "Jack Finley".

Jack Finley

Assistant Principal

Appendix L: Memorandums of Understanding - Lead Partners

Memorandum of Understanding
March 4, 2017
Grant Period: 2017 - 2022

Partnership of Franklin, NH School District with Paul Smith Elementary School and Franklin Middle School.

The Franklin School District will partner with the Paul Smith Elementary and Franklin Middle Schools during the 2017-2022 grant period by providing the following resources and supports to help achieve the projects identified goals as in kind donations.

Personnel:

- Custodial Support
- Bookkeeping support for fiscal agency
- Coordination with federal funding received by the District
- School secretaries for assistance at each school site as necessary
- Supervisory support from the Central Office Administration

Space:

- Class office and library-media spaces, computer labs, outdoor playground or field and multi-purpose space at the school site provided in-kind to the program as needed for academic and enrichment programs, family events and parent gatherings.
- Office space for Project Director and Site Coordinators

Programming:

- District-sponsored professional development activities such as workshops, courses, literacy, math and other training
- Data on participating students
- Assistance identifying students in need of additional support, registration for the program, oversight, program assignment, program development and staff supervision support
- Removing barriers to participation including child care, food and transportation

Funding Resources:

- The Franklin School District will be the fiscal agent for the federally funded 21st Century Community Learning Center grant
- Webpage availability on the District website
- Reference to partners on all promotional materials
- Coordinate grant writing opportunities with grant partners

Supplies:

- Photocopying, office supplies provide to the program as needed

Equipment:

- Technology for Project Director and Site Coordinators, including laptop computers, access to printers and copies, phones and other technology needs.

The Franklin School District sees its role as assisting the 21st Century Community Learning Center grant, Franklin THRIVES and partner with community agencies in meeting state program goals and objectives. The District will be as flexible as possible in accommodating the concerns and needs of the program. We will promote the participation in the extended learning programs, sharing in the responsibility for the growth and development of Franklin's children.



Daniel Le Gallo, Superintendent of Schools
Franklin School District

Memorandum of Understanding
March 4, 2016
Grant Period: 2016 - 2021

Partnership of Franklin, NH School District with City of Franklin.

The Franklin School District will partner with the City of Franklin during the 2016-2021 grant period. The City of Franklin will provide the following resources and supports to help achieve the projects identified goals as in kind donations.

Personnel:

- Program Management and Oversight from the Parks and Recreation Director
- Custodial Support at Bessie Rowell Community Center
- Employee personnel, provide payroll services and proper financial management associated.
- Supervisory support from the City Manager

Space:

- Classrooms and office space, outdoor playground or field and multi-purpose space at the Bessie Rowell Community Center provided in-kind to the program as needed for academic and enrichment programs, family events and parent gatherings.
- Office space for Project Director and Site Coordinators

Programming:

- Parks and Recreation-sponsored professional development activities such as workshops, courses, literacy, math and other training
- Data on participating students
- Assistance identifying students in need of additional support, registration for the program, oversight, program assignment, program development and staff supervision support

Funding Resources:

- The Franklin School District will reimburse the City of Franklin for expenditures associated with payroll, program activities and supplies.
- Webpage availability on the City of Franklin website
- Reference to partners on all promotional materials
- Coordinate grant writing opportunities with grant partners

Supplies:

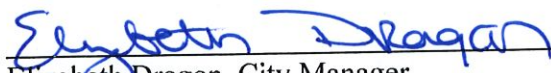
- Photocopying, office supplies provided to the program as needed

Equipment:

- Existing computers will be provided for Project Director and Site Coordinators, access to printers and copies, phones and other technology needs.

The City of Franklin sees its role as assisting the 21st Century Community Learning Center grant, Franklin THRIVES and partner with community agencies in meeting state program goals and objectives. The City will be as flexible as possible in accommodating the concerns and needs of the program. We will promote the participation in the extended learning programs, sharing in the responsibility for the growth and development of Franklin's children.

This MOU is contingent on award of grant funding and formal city council approval.


Elizabeth Dragon, City Manager
City of Franklin

Appendix M: Memorandums of Understanding - Partners

March 7, 2016

Memorandum of Understanding (MOU)

The Boys & Girls Clubs OF Central NH, Inc. serves to provide recreational, educational, athletic and related activities for the youth in the Greater Concord, New Hampshire area. It is noted that the Boys & Girls Clubs of Central NH, Inc. is a current partner with the Franklin School District and serves the Franklin community as a club in the Paul Smith School.

As a partner with Franklin THRIVES, Boys & Girls Clubs of Central NH, Inc., will provide the following:

- Provide continued programing at Paul Smith Elementary school site for the 2017-2018 school year. Provide one site director for the Bessie Rowell Community Center site for 25-30 hours per week for the entire school year as discussed to provide a presence and enrichment programing (180 school days, a minimum of 5 additional planning days, teacher workshop days, snow days, early release days, snow delays, Christmas Vacation, February Vacation, April Vacation). Total hours committed by the Boys & Girls Clubs of Central NH will be dependent on the level of 21st Century funding in the final budget for the Boys & Girls Clubs of Central NH. It is an expectation that 21st Century will cover \$19,000 a year for three years and prorated there after as required by the grant.
- Designated Staff will work collaboratively with all Franklin Thrives and Parks and Recreation personnel and work under the guidelines of Franklin Thrives.
- Designated Staff will plan and implement enrichment activities that link to the students school day, focus on academic achievement, critical thinking, skills building, creativity and hands on approaches to learning, good character and citizenship and healthy lifestyles as approved by the Program Director.
- Coordinate supplies for enrichment programs through Franklin Thrives funding, outside partnerships and funding sources through the Boys and Girls Club.
- Coordinate enrichment activities and programs with outside partners as outlined in the Memorandum of Understandings.
- Help students develop social-emotional skills critical to long term success.
- Will research and make a recommendation on the viability of providing and funding an evening meal for families participating in the Franklin THRIVES program in conjunction with NH Food Bank on a schedule to be determined by all parties.
- Work directly with the students on various community initiatives, as well as work with families during family engagement evenings.
- Attend meetings and trainings as assigned by the Site Director
- Represent the program in meetings of teachers and students and community meetings as appropriate.
- Assist the Program Director with program evaluation data collection and preparation of reports.

As a partner with Boys & Girls Clubs of Central NH, Franklin THRIVES will do the following:

- Budget \$19,000 to be paid out during the school year on a reimbursement basis.
- Assist in the recruitment of students and families for the various programs.
- Assist in the ongoing notification to students and families of available programming.
- Provide program staff to oversee students and implement programming as set forth.
- Provide minimal supplies as needed.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programming will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

Boys & Girls Clubs of Central NH is pleased to be a collaborating partner with Franklin THRIVES.



Christopher Emond
Executive Director
Boys & Girls Clubs
Of Central NH
Concord, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH



February 25, 2017

Memorandum of Understanding

Franklin Healthy Eating Active Living (HEAL) Coalition aims to have Healthy People and Healthy Places allowing residents to have options to make healthy choices. The Franklin HEAL Coalition is a group of community partners focused on improving the nutrition and physical activity environment in Franklin and surrounding areas. Healthcare, public health partners, non-profits, civic clubs, city government, media, schools, workplaces, interested citizens and more make up the membership of the Greater Franklin HEAL Coalition. Our work in the community is part of a larger statewide HEAL Initiative coordinated by the Foundation for Healthy Communities.

Our local coalition goals are driven by the HEAL NH's "Healthy People Healthy Places" Plan published in 2014. This plan prioritizes work that promotes improved access to healthy foods and places for physical activity in communities and populations with the greatest health disparities. The Franklin HEAL Coalition's local action plan aims to meet the follow goals:

- Increase access to healthy foods and physical activity in Franklin.
- Encouraging all community and civic organizations to consider the health of the community in all policies.
- Engage community in educational opportunities, and activities that promote healthy food choices and engagement in physical activity

As a partner with Franklin THRIVES, the Franklin HEAL Coalition will provide the following:

- Provide various activities and resources around Healthy Eating and Active Living.
- Work directly with the students on various community initiatives as well as work with families during family engagement evenings.
- Co-sponsor various family events throughout the year.
- Participate in the "Healthy Behaviors" enrichment sessions with both Elementary and Middle School students.
- Delivery of material will be age appropriate.

As a partner with the Franklin HEAL Coalition, Franklin THRIVES will:

- Disseminate resources around healthy eating active living to families through activities,

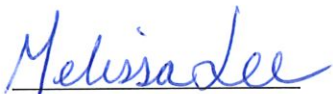
community initiatives, family engagement evenings and events.

- Coordinate staff and students to participate in “Healthy Behaviors” enrichment sessions.
- Include the HEAL Coalition in family engagement opportunities.
- Recruit students and families for various programs.
- Provide ongoing notification to students and families of available programming.
- Provide space for programs to be held at the site.
- Provide support staff as needed for programs.
- Provide minimal supplies as needed.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Franklin HEAL Coalition is pleased to be a collaborating partner with Franklin THRIVES.



Melissa Lee
Coordinator
Franklin HEAL Coalition
Franklin, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH

February 26, 2017

Memorandum of Understanding

Project AWARE (Advancing Wellness and Resilience in Education) is designed to increase access to behavioral health supports and services among school-aged youth, increase culture and climate of schools and provide YMHFA (Youth Mental Health First Aid) training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health concerns in children and young adults. The Project AWARE Community Management Team (CMT) has developed a comprehensive and coordinated work-plan that is approved by SAMHSA which is the funding source for advancing wellness and resilience in educational settings for school-aged youth.

As a partner with Franklin THRIVES, Project AWARE will:

- Provide at no cost YMHFA (Youth Mental Health First Aid) to all Franklin THRIVES staff during the AWARE funding period.
- Co-sponsor 4 family events throughout the school year; 2 at the elementary level and 2 at the middle school level. These family events will be specific to the Project AWARE work-plan goals of increasing connectedness among families, schools, and communities through knowledge building and family engagement.
- A Master's level clinician will facilitate 2 6-week evidenced-based behavioral health curriculums related to the "Healthy Behaviors" enrichment sessions. One series will be held for students at the elementary level and one series will be held for students at the middle school level.

As a partner with Project AWARE, Franklin THRIVES will:

- Disseminate behavioral, mental, and emotional health resources to families through activities, community initiatives, family engagement evenings and events.
- Coordinate staff and students to participate in "Healthy Behaviors" enrichment sessions.
- Include Project AWARE in family engagement opportunities.
- Recruit students and families for the various programs.
- Provide ongoing notification to students and families of available programming.
- Provide space for programs to be held at the site.
- Provide support staff as needed for programs.
- Provide minimal supplies as needed.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

Project AWARE is pleased to be a collaborating partner with Franklin THRIVES.



Jean Sumner, LICSW
Project AWARE
Program Coordinator
Franklin, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo, CAGS
Superintendent
Franklin School District
Franklin, NH

February 27, 2017

Memorandum of Understanding

The Friends Program strengthens communities by building relationships that empower people, encourage community service, and restore faith in the human spirit. The Foster Grandparent program brings children and loving retired adults who have all been deeply enriched by new relationships. Senior volunteers are trained and placed in schools, non-profit childcare centers and other youth service organizations to help set children on the path to a successful future.

As a partner with Franklin THRIVES, the Friends Program will provide the following:

- Foster Grandparents will be trained by teachers and child-development experts in monthly workshops provided by the Friends Program. They learn reading support methods and other skills to work with children needing extra attention to accomplish their academic goals, improve their behavioral or social skills, emotional support, encouragement or nurturing.
- Foster Grandparents will serve regular, consistent hours at the same site, so they become highly valued members of the team.
- Foster Grandparents will provide assistance to children each week, receiving the love of the children and the respect of the teachers and staffs.
- Foster Grandparents will serve as 1:1 mentors and assist in group activities.
- The Friends Foster Grandparent Program will provide each Foster Grandparent with excess accident and personal liability insurance, a tax-free hourly stipend, monthly workshop trainings and annual recognition events. An annual physical exam is required and may be funded by The Foster Grandparent Program. Friends Foster Grandparent Program staff will provide reasonable support services to assure quality service.

As a partner with the Friends Program, Franklin THRIVES will do the following:

- Identify and refer students for 1:1 mentoring or group activities..
- Provide space adequate for the Foster Grandparents to carry out their duties and will provide time and space for them to have adequate breaks.
- Implement Curriculum provided for enrichment activities to assist in linking the students school day to the before and after school program.
- The Site will provide information and training for the Foster Grandparents adequate to assure quality of service and a comfortable environment for the volunteer. Site staff will speak freely with the Foster Grandparents about their expectations.
- Provide aggregate data regarding homelessness, free and reduced lunch, youth risk

behaviors, and academic achievement as needed to assist UNH Cooperative Extension for further funding to continue programing and partnerships.

Restrictions:


- Foster Grandparents may not take the place of employed staff at the Site. A Foster Grandparent may not perform custodial duties or be left alone with children, unless by prior agreement with The Foster Grandparent Program. Under no circumstance is a Foster Grandparent to provide transportation for children at the Site.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Friends Program is pleased to be a collaborating partner with Franklin THRIVES. Children who receive the consistent presence of Foster Grandparents often achieve significant progress in their educational, emotional and behavioral abilities. Volunteers enjoy the smiles and hugs of children, meaningful new community connections and the wholehearted appreciation of teachers. The whole program is a unique and wonderful winner for children, seniors, teachers, after school programs, and school systems.

Anne Sanuth
Senior Programs Coordinator
Friends Program
Concord, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH

** Anne was unavailable to sign this document at the time of grant submission. The Parks and Recreation Department has been partnered with the Friends Program for over five years and plans to continue its partnership throughout the grant cycle. A copy of last years MOU is attached to this document showing previous commitment for 21CCLC.

Friends Program

February 26, 2016

Memorandum of Understanding

The Friends Program strengthens communities by building relationships that empower people, encourage community service, and restore faith in the human spirit. The Foster Grandparent program brings children and loving retired adults who have all been deeply enriched by new relationships. Senior volunteers are trained and placed in schools, non-profit childcare centers and other youth service organizations to help set children on the path to a successful future.

As a partner with Franklin THRIVES, the Friends Program will provide the following:

- Foster Grandparents will be trained by teachers and child-development experts in monthly workshops provided by the Friends Program. They learn reading support methods and other skills to work with children needing extra attention to accomplish their academic goals, improve their behavioral or social skills, emotional support, encouragement or nurturing.
- Foster Grandparents will serve regular, consistent hours at the same site, so they become highly valued members of the team.
- Foster Grandparents will provide assistance to children each week, receiving the love of the children and the respect of the teachers and staffs.
- Foster Grandparents will serve as 1:1 mentors and assist in group activities.
- The Friends Foster Grandparent Program will provide each Foster Grandparent with excess accident and personal liability insurance, a tax-free hourly stipend, monthly workshop trainings and annual recognition events. An annual physical exam is required and may be funded by The Foster Grandparent Program. Friends Foster Grandparent Program staff will provide reasonable support services to assure quality service.

As a partner with the Friends Program, Franklin THRIVES will do the following:

- Identify and refer students for 1:1 mentoring or group activities..
- Provide space adequate for the Foster Grandparents to carry out their duties and will provide time and space for them to have adequate breaks.
- Implement Curriculum provided for enrichment activities to assist in linking the students school day to the before and after school program.
- The Site will provide information and training for the Foster Grandparents adequate to assure quality of service and a comfortable environment for the volunteer. Site staff will speak freely with the Foster Grandparents about their expectations.

Friends Program

- Provide aggregate data regarding homelessness, free and reduced lunch, youth risk behaviors, and academic achievement as needed to assist UNH Cooperative Extension for further funding to continue programing and partnerships.

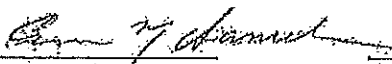
Restrictions:

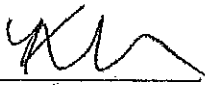
- Foster Grandparents may not take the place of employed staff at the Site. A Foster Grandparent may not perform custodial duties or be left alone with children, unless by prior agreement with The Foster Grandparent Program. Under no circumstance is a Foster Grandparent to provide transportation for children at the Site.

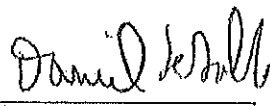
Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Friends Program is pleased to be a collaborating partner with Franklin THRIVES. Children who receive the consistent presence of Foster Grandparents often achieve significant progress in their educational, emotional and behavioral abilities. Volunteers enjoy the smiles and hugs of children, meaningful new community connections and the wholehearted appreciation of teachers. The whole program is a unique and wonderful winner for children, seniors, teachers, after school programs, and school systems.


Anne Sanuth
Senior Programs Coordinator
Friends Program
Concord, NH


Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH


Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH



February 26, 2017

Memorandum of Understanding

The Franklin Opera house aims to nourish the soul. To indulge the human spirit. To be *the resource* for distinctive, quality arts, entertainment and enrichment for all members of the Franklin community and surrounding areas. The Franklin Opera House in conjunction with Franklin Area Children's Theater aims to expose area children to see a live theatrical performance, provide a meaningful opportunity for children to participate in a live theatre production, and encourage parents and families to have a greater appreciation for arts and culture and live theatre experiences.

As a partner with Franklin THRIVES, the Franklin Opera House and Franklin Area Children's Theater will provide the following:

- Offer age appropriate performances at a low cost for children enrolled in Franklin THRIVES to attend during school vacations or other times throughout the year as mutually agreed upon.

Franklin Area Children's Theatre

- Offer a four to five week summer program, based on production of a live children's theatre performance. Participating children will engage in theatre games, exercises, and relevant show-preparation activities during scheduled sessions.
- Program designed and led by Jule Finley, Franklin HS Drama teacher with High school student interns paid as Mentors/Assistants.
 - Direct and manage the overall FACT program.
 - Select the show and acquire all contract information, furnishing the same to The Opera House for processing and payment.
 - Manage the overall production of the show, including performance, set design, costumes, etc.
 - Ensure adherence to the production budget for licenses, costumes, props, set design and construction, programs, and any other related production costs.
 - Supervise the student interns and all participating youth in the program, ensuring safety and appropriate conduct of all involved at all times.
 - Produce a well-directed, quality production of the selected show
- Provide the venue for the performance and rehearsals.
- Acquire the license and pay required deposit for the selected show (as recommended by Jule Finley).
- Market and promote the show in the community.
- Cover additional costs for set design, props, costumes, programs, etc. consistent with agreed upon budget.

- Produce the technical requirements for the show, including lights, sound, House management, etc.

As a partner with Franklin Opera House and Franklin Area Children's Theatre, Franklin THRIVES will do the following:

- Enroll students in the FACT program.
- Provide at least one staff member at all rehearsals and performances.
- Provide \$5,000 for HS student stipends and \$2,500 stipend for Jule Finley.
- Provide \$1,000 to the Opera House as a named corporate sponsorship of the show.
- Provide full accounting of all tickets received by returning all unused tickets and paying the Opera House \$5 for each ticket used.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Franklin Opera House and the Franklin Area Children's Theatre is pleased to be a collaborating partner with Franklin THRIVES.



Dan Darling
Opera House Director
Franklin Opera House
Franklin, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo Superintendent
Franklin School District
Franklin, NH

Franklin Mayor's Drug Task Force

Turning on the Power of Prevention in the Franklin-Hill Community

February 25, 2017



Memorandum of Understanding

The Franklin Mayor's Drug Task Force is a coalition of individuals and organizations coming together from all sectors of the community to address a common goal: a healthy environment for the drug and alcohol free development of our youth and families. The vision for the Mayor's Drug Task Force is to make Franklin and Hill a healthy, vibrant and substance abuse free community that supports the positive development of our youth to become strong, engaged and healthy adults. The mission is to engage the communities of Franklin and Hill in working together to promote positive, alcohol and drug-free lifestyles for youth and families. The Drug Task Force receives fiscal management and staff support through the City of Franklin, NH and began in 2009 as an initiative of Mayor Ken Merrifield.

As a partner with Franklin THRIVES, the Franklin Mayor's Drug Task Force will:

- Provide various activities and resources around drug and alcohol prevention.
- Work directly with the students on various community initiatives as well as work with families during family engagement evenings.
- Co-sponsor various family events throughout the year.
- Participate in the "Healthy Behaviors" enrichment sessions with both Elementary and Middle School students.
- Delivery of material will be age appropriate.
- Assist with funding for the "Companion Book Club".

As a partner with the Franklin Mayor's Drug Task Force, Franklin THRIVES will:

- Disseminate resources around drug and alcohol prevention to families through activities, community initiatives, family engagement evenings and events.
- Coordinate staff and students to participate in "Healthy Behaviors" enrichment sessions.
- Include the Drug Task Force in family engagement opportunities.
- Recruit students and families for the various programs.
- Provide ongoing notification to students and families of available programming.
- Provide space for programs to be held at the site.
- Provide support staff as needed for programs.
- Provide minimal supplies as needed.
- Provide aggregate data regarding homelessness, free and reduced lunch, youth risk behaviors, and academic achievement as needed to assist the Franklin Mayor's Drug Task Force for further funding to continue programming and partnerships.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Franklin Mayor's Drug Task force is pleased to be a collaborating partner with Franklin THRIVES.



Lauren Malloy
Franklin Mayor's Drug Task Force
Program Coordinator
Franklin, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH



Extension

Office of the Dean and Director
59 College Road
Taylor Hall
Durham, NH 03824-2621

V: 603.862.1520
F: 603.862.1585

<http://extension.unh.edu>

February 28, 2017

Memorandum of Understanding

UNH Cooperative Extension brings information and education into communities of the Granite State to help make New Hampshire's individuals, businesses, and communities more successful and its natural resources healthy and productive. Education for youth is offered in schools and after-school programs to help youth be healthier through hands-on learning and trying new foods, as well as providing professional staff development in positive youth development and experiential learning. As a partner with **Franklin THRIVES**, the UNH Cooperative Extension Youth and Family staff will provide the following:

- Professional development training to after-school staff on positive youth development, experiential learning and the use of suggested curricula materials that promote STEM, Environment and Outdoors, Business and Citizenship, Healthy Living and Creative Arts.
- Coordination with the NH Food Bank's Cooking Matters program to offer program series for youth, teens and families. Cooking Matters for kids is a 6 week on-site program teaching youth and families to prepare healthy meals and snacks and to make smart food choices. Cooking Matters for Families is a 6 week on-site program for students and their families to learn about healthy eating, meal planning, and working together in the kitchen.
- Recruit volunteer cooking instructors and support staff for Cooking Matters programs in conjunction with the NH Food Bank.
- Provide a majority of the ingredients for the cooking projects.
- Provide youth and teen mini programs as funding and programming becomes available.

As a partner with UNH Cooperative Extension, Franklin THRIVES will do the following:

- Recruit students and families for the various programs.
- Provide ongoing notification to students and families of available programming.
- Provide space for classes to be held at the site.
- Provide support staff as needed for programs.
- Provide minimal supplies as needed.
- Implement Curriculum provided for enrichment activities to assist in linking the student's school day to the before and after school program.
- Provide aggregate data regarding homelessness, free and reduced lunch, youth risk behaviors, and academic achievement as needed to assist UNH Cooperative Extension for further funding to continue programming and partnerships.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programming will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The UNH Cooperative Extension is pleased to be a collaborating partner with Franklin THRIVES.

Kenneth J. La Valley
Dean & Director
UNH Cooperative Extension
Durham, NH

Krystal Alpers
City of Franklin
Parks and Recreation Director
Franklin, NH

Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH



Merrimack Valley Day Care Service

19 North Fruit Street
Concord, New Hampshire 03301
224-1632

February 26, 2017

Memorandum of Understanding

The Child and Adult Care Food Program (CACFP) is a nutrition assistance program funded by the U.S. Department of Agriculture (USDA). It provides funding to Afterschool Programs that serve a meal or snack to children in low-income areas. The goal is to provide nutritious foods that contribute to the wellness, healthy growth, and development of young children and teenagers. Merrimack Valley Day Care Service is the sponsoring agency for the CACFP and provides administrative services and oversight of the program.

As a partner with Franklin THRIVES, Merrimack Valley Day Care Service will:

- Provide all administrative duties including application renewal and reporting associated with CACFP.
- Review and monitor the program as required by USDA.
- Provide annual training to program staff.
- Approve menus to ensure daily meals meet proper meal components and portion sizes.
- Reimburse program for meals provided based on reimbursement rate set by USDA.

As a partner with Merrimack Valley Day Care Service, Franklin THRIVES will:

- Provide children under the age of 18 years old with a free nutritious breakfast and afterschool snack.
- Provide all components of the meal to each child in a hygienic environment.
- Take meal attendance at time of service.
- Provide children with regularly scheduled activities in an organized, structured and supervised environment, including educational or enrichment activities.
- Provide a maximum of one meal and one snack per child, per day.
- Comply with local health and safety standards.
- Program staff will eat with children.
- Serve meals family style when appropriate.
- Keep menu posted and visible.

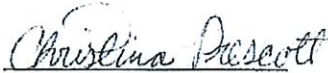


- Meal plan and submit menus in accordance with proper components and portion sizes.
-

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.


The Merrimack Valley Day Care Service is pleased to be a collaborating partner with Franklin THRIVES.



Christina Prescott
CACFP Sponsor Representative
Merrimack Valley Day Care Service
Concord, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH



Franklin Area Lions

Franklin, NH

February 27, 2017

Memorandum of Understanding

Lions Clubs International is the world's largest service club organization with more than 1.4 million members in approximately 46,000 clubs in more than 200 countries and geographical areas around the world. Lions club members are men and women who strive to make a difference in their local community as well as communities worldwide. Their volunteer efforts go beyond the support of vision care, to addressing unmet health and education needs worldwide. The Franklin Area Lion's club has a passion for projects and programs that help children and families thrive.

As a partner with Franklin THRIVES, the Franklin Lion's will:

- Provide a monthly or bi-monthly volunteer to read to students for the "Reading with a Lion" enrichment activity.
- Provide free books to students at various points throughout the year as part of the "Reading with a Lion" enrichment activity.
- Work directly with the students on various community initiatives as well as work with families during family engagement evenings.
- Co-sponsor various family events throughout the year.
- Delivery of material will be age appropriate.
- Assist in Community Clothing Drive to provide clothing to children in need upon request by program administration.
- Assist with funding for the "Companion Book Club".

As a partner with the Franklin Lion's Club, Franklin THRIVES will:

- Include the Lion's Club in family engagement opportunities.
- Recruit students and families for the various programs.
- Provide ongoing notification to students and families of available programming.
- Provide space for programs to be held at the site.
- Provide support staff as needed for programs.
- Provide minimal supplies as needed.
- Provide aggregate data regarding homelessness, free and reduced lunch, youth risk behaviors, and academic achievement as needed to assist the Franklin Lion's

Club for further funding to continue programing and partnerships.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Franklin Lion's Club is pleased to be a collaborating partner with Franklin THRIVES.



Myla Everett
Franklin Area Lion's Club
President
Franklin, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH

February 25, 2017

Memorandum of Understanding

The Rotary Club of Franklin is made up of community leaders who work together to promote service above self and the betterment of our community.

As a partner with Franklin THRIVES, the Rotary Club of Franklin will:

- Collaborate on various community initiatives and family engagement evenings.
- Assist with funding for various community initiatives as deemed appropriate and approved by the club.
- Assist with funding for the "Companion Book Club".

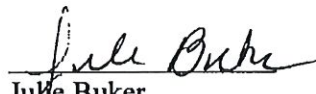
As a partner with the Franklin Rotary Club, Franklin THRIVES will:


- Include the Rotary Club in family engagement opportunities.
- Recruit students and families for various programs or initiatives.
- Provide ongoing notification to students and families of available programming.
- Provide space for programs to be held at the site.
- Provide support staff as needed for programs.
- Provide minimal supplies as needed.
- Provide aggregate data regarding homelessness, free and reduced lunch, youth risk behaviors, and academic achievement as needed to assist the Franklin Rotary Club for further funding to continue programming and partnerships.


Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programming will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Franklin Rotary Club is pleased to be a collaborating partner with Franklin THRIVES.


Julie Buker
Franklin Rotary Club
President
Franklin, NH


Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH


Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH

February 25, 2017

Memorandum of Understanding

The Summer Food Service Program is a nutrition assistance program funded by the U.S. Department of Agriculture (USDA). The USDA provides funding to Community Action Program Belknap Merrimack Counties (CAP-BM) to provide meals to programs that serve children in low-income areas. The goal is to provide nutritious foods that contribute to the wellness, healthy growth, and development of young children and teenagers. CAP-BM is the sponsoring agency for the Summer Food Service Program and provides administrative services and oversight of the program.

As a partner with Franklin THRIVES, Community Action Program Belknap Merrimack will:

- Provide all administrative duties including application renewal and reporting associated with the Summer Food Service Program.
- Review and monitor the program as required by USDA.
- Provide annual training to program staff.
- Provide the Summer Food Program menu to ensure it meets proper meal requirements.
- Provide staff, supplies and food to prepare breakfast and lunch.
- Provide breakfast and lunch daily for the students enrolled in the Summer Program.

As a partner with Community Action Program Belknap Merrimack, Franklin THRIVES will:

- Serve meals to all needy children 18 years of age and under as provided by CAP-BM.
- Provide adequate supervision during the meal service.
- Provide an adequate meal preparation area and storage at a Franklin School District Site.
- Maintain and submit promptly such reports and records that the sponsor requires.
- Report to the sponsor any changes in the number of meals required as attendance fluctuates.
- Report any other problems regarding the meal services.
- Comply with civil rights laws and regulations.
- Provide the meals to each child in a hygienic environment.
- Comply with local health and safety standards.
- Program staff will eat with children.
- Keep menu and required signage posted and visible.

Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Non-funding clause: In the case that the Community Action Program – Summer Food Service Program does not receive funding from USDA, CAP-SFSP is not liable to provide this service.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

The Community Action Program Belknap Merrimack is pleased to be a collaborating partner with Franklin THRIVES.



Randy Emerson
Program Director
Summer Food Service Program
Concord, NH



Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH



Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH

February 26, 2017

Memorandum of Understanding

Franklin Savings Bank is a true community-minded Bank that actively partners with an array of local organizations and activities through financial support and direct participation.

As a partner with Franklin THRIVES, Franklin Savings Bank will provide the following:

- Provide financial literacy programs to both elementary and middle school students.
- Recruit volunteer instructors and support staff to provide the financial literacy programs.
- Provide various resources around financial literacy.
- Work directly with the students on various community initiatives as well as work with families during family engagement evenings.
- Delivery of material will be age appropriate.

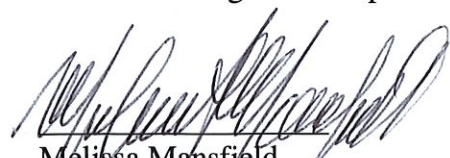
As a partner with Franklin Savings Bank, Franklin THRIVES will do the following:


- Recruit students and families for the various programs.
- Provide ongoing notification to students and families of available programming.
- Provide space for classes to be held at the site.
- Provide support staff as needed for programs.
- Provide minimal supplies as needed.

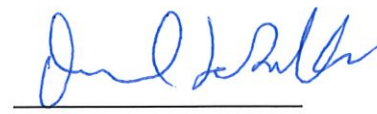
Scope:

- This MOU is applicable for the period of 21CCLC funding.
- Partnerships and continued programing will continue at the conclusion of the grant funding period if mutually agreed upon by both parties.

Franklin Savings Bank is pleased to be a collaborating partner with Franklin THRIVES.


Melissa Mansfield
VP, Retail Loan Operations &
CRA Officer
Franklin Savings Bank
Franklin, NH


Krystal Alpers
Parks and Recreation Director
City of Franklin
Franklin, NH


Daniel LeGallo
Superintendent
Franklin School District
Franklin, NH

Appendix N: Community Letters of Support

School Administrative Unit 18

119 Central Street
Franklin, New Hampshire 03235
(603) 934-3108 - FAX (603) 934-3462
www.sau18.org

Daniel LeGallo, Jr.
Superintendent

Amanda Bergquist
Business Administrator

3/6/17

I am proud and happy to offer this letter of support for the Franklin School District application for a 21st Century learning grant. Obtaining this five year grant would be a huge step in the right direction in terms of the districts continuous improvement efforts. As has been true in the past, the need for such a program is well documented in the grant application.

Some highlights of the grant proposal include close collaboration with both the Franklin Recreation Department and the Boys and Girls Club. These partnerships are well established and ready to hit the ground running should we be successful in our proposal for a program. Additionally, the grant would allow for a much needed boost in our literacy and math programming with students receiving the additional support needed to reach state standards.

I am also proud of the parent outreach evidenced in our grant that will allow us to offer meals not only to students but families as well. As you can imagine, this is a big issue in a district with more than 60% of students receiving free and reduced lunch. Providing the means for families to eat dinner together will surely bolster our collaboration with parents throughout the district.

As you can see, the Franklin School District is prepared to implement its 21st Century program. Please do not hesitate to contact me should you have any questions about our grant application.

Sincerely,



Dan LeGallo



CITY OF FRANKLIN, NEW HAMPSHIRE

OFFICE OF THE MAYOR

316 Central Street
Franklin, New Hampshire 03235
Telephone (603) 934-3900
Fax (603) 934-7413

March 7, 2017

To whom it may concern:

I am writing today to convey my support for a very important grant opportunity for my community. The 21st Century afterschool grant is a critical part of our plans to build a strong and healthy foundation for our young people in Franklin.

I have seen firsthand how after school programming has aided our families and students in the City of Franklin. I can recall the gratitude of a co-worker who had no other options for his son in the late afternoon, but the after school program supported at that time by Casey Family Services provided quality content and a safe environment.

In this new request, the school district will partner with the City's Parks and Recreation Department and also the Boys and Girls Club to offer not only a Before and After School Program - with homework help - but also address the needs of the math and literacy deficits. In addition, the proposed program will provide enrichment for the whole family and support community needs that have been identified.

I would be personally humbled and grateful should this grant be approved. It would mean so much to our residents.

I am always available to answer any questions, and look forward to hearing of a positive response!

Sincerely,

Ken Merrifield
Mayor
Franklin, New Hampshire



CITY OF FRANKLIN, NEW HAMPSHIRE

"The Three Rivers City"

316 Central Street
Franklin, NH 03235

(603) 934-3900
fax (603) 934-7413
cityhall@franklinnh.org

March 6, 2017

RE: City of Franklin supports Franklin Thrives application

To whom it may Concern,

The City has been actively involved over the last few years in a growing partnership with our school district for after school programming. We are very excited about this opportunity to enrich and grow attendance in programs through the 21st Century grant. We know the importance of providing an environment where students & families can thrive! Students thrive when families thrive.

Franklin is a community rich in many ways but financially our families face barriers-one out of every two children come from families struggling to keep a roof over their heads and food on the table. We also know that, in this day and age, both parents need to work to make ends meet. That means between 3-6pm if children are not in programming they are likely alone. The City recognizes the situation our families face and has therefore supported the recreation department before & after school programming as well as summer programming. However, it is not enough!

Right now children in our programs are receiving homework help and participating in fun healthy activities. It is a successful program. However, we know we need to do more. It is evident in our school test scores, our dropout rate, and the number of juveniles interacting with our police department (vandalism, noise complaints etc).

This grant provides an opportunity to use the time we have with students more wisely to help our children in core academic subjects such as reading and math. This effort will help build a stronger foundation for successful life skills for their future-it goes beyond homework help. The grant would also provide an opportunity for enrichment activities that complement the education they are receiving.

Maybe most exciting, this grant would help us reach more children and families by consolidating the school/city/community efforts. This is an opportunity to bring together all of the partners and create a much greater collective impact with broad buy-in across various sectors of the community.

One final note-the City of Franklin has worked diligently in the area of youth prevention from drug and alcohol abuse. In 2009 the community received a "drug free communities" grant to

assist us in those efforts. We know that afterschool programs offer youth a safe place where they can learn during the peak hours that juveniles are typically victims of crime or engage in criminal activity themselves. Students in afterschool programs have fewer behavioral problems and better attendance records. That is why the Franklin Mayor's Drug task force, and myself as their Project Director, is excited about the opportunity to be a partner in this effort.

Help us... help our families Thrive by supporting our efforts.

Sincerely,



Elizabeth A. Dragon
Franklin City Manager

Appendix O: Advisory Board Members Roles & Responsibilities

Franklin Thrives Advisory Council Roles and Responsibilities

Purpose: The Franklin Thrives After School Program Advisory Committee has the responsibility for guiding, improving and sustaining the Franklin Thrives Community Learning Center. Through representation from the schools, the initiative's partners, parents and community members and the students served, the Advisory Council will develop programming, evaluate student satisfaction and overall program benefit, and will develop and work to achieve a long-term plan for sustainability.

Membership:	Superintendent of Schools Principal, Paul Smith School Principal, Franklin Middle School
Youth Advisory	Three representatives
Partners	One representative each
Community Reps.	Two parents of program student participants Two representatives of the local business community
Program staff	Program Director Site Directors

Responsibilities:

Members of the Advisory Committee will have the following responsibilities:

1. Broadly represent designated constituency groups and/or individuals, including sharing the needs, strengths and concerns of that constituency group with the Advisory Council;
2. Communicate information about the Initiative and the Advisory Council to the designated constituency groups;
3. Advocate for the Initiative, the Advisory Council, and issues related to the Initiative's goals and objectives;
4. Work individually and with the Advisory Council members to secure resources including funding, staff time, information etc., for the Initiative;
5. Maintain a community-wide perspective when deliberating and making decisions on various policy, planning, practice, funding and outreach efforts related to the Initiative, including deliberating on the recommendations generated by the /council's work groups;
6. Regularly attend meetings and share information about the Advisory Committee's work with the organization each person represents; and
7. Serve on at least one work group of the Advisory Council and regularly attend participated actively in work group meetings.

Project Enhancement

1. Monitor and revise as appropriate the program's mission and purpose
2. Set and track the Initiative's short-term and long-term goals and objectives
3. Assure that the Initiative's short term and long term objectives reflect the needs interests of the various stakeholders represented on the Advisory Council and of children, youth, their families and the after school field in general;
4. Access various resources (including funding, staff time, information, etc.) individually as Advisory Council members and as a group to further the Initiative's progress;
5. Deliberate and make decisions on various policy, planning, practice, funding and outreach efforts related to the Initiative, including deliberating on the recommendations generated by the Council's work groups; oversee and define the scope of inquiry and/or priority issues for work groups to address;
6. Seek out new opportunities, and keep program quality strong, and
7. Increase the visibility and credibility of the Initiative and the issues surrounding the work of the Initiative.

Organizational Matters

1. Advise and support the Project Director;
2. Work to ensure adequate resources (funds, time, volunteers, staff, etc.)
3. Advise regarding the organization's programs and services and approve organizational policies;
4. Advise regarding the organization's budget;
5. Assist in the implementation of the organization's sustainability plan;
6. Promote the organization's image;
7. Work to ensure ethical integrity and maintain accountability;
8. Recruit and orient new advisory members and assess member performance; and
9. Build Community Connections

Proposed List of Community Partners Franklin Thrives

Member	Organization	Title
Lauren Malloy	Franklin Mayor's Drug Task Force	Coalition Coordinator
Jenn Sumner	Project AWARE	Director
Rob Sargent	Franklin Library	Director
Melissa Lee	Franklin Regional Hospital	Heal Coordinator
Sarah Stanley	Franklin Savings Bank	Community Liaison and VP of Marketing/Advertising
Richard Silverberg	CCNTR	Director
Julie Buker	Franklin Rotary Club	President
	UNH Cooperative Ext.	
Krystal Alpers	Franklin Parks & Rec.	Director
Kaylah Barton	Franklin Thrives	Site Director
Kathleen Hawkins	Franklin Thrives	Site Director
Bob Carter	Concord B&G Club	Site Director
Denise Steadman	Franklin Lion's Club	1 st Vice President
Jule Finley	Franklin Opera House -FACT	Teacher/Director
Dan Le Gallo	Franklin School District	Superintendent of Schools
Jule Finley	Franklin School District	Curriculum Coordinator
Brenda Patel	Franklin School District	Superintendent of Food Svs.
Margaret Loman	Franklin School District	Nurse
Denise Sharlow	Franklin Business & Industrial Development Corp.	Director of Development

Parents and Youth appointed on enrollment on a yearly basis - TBD

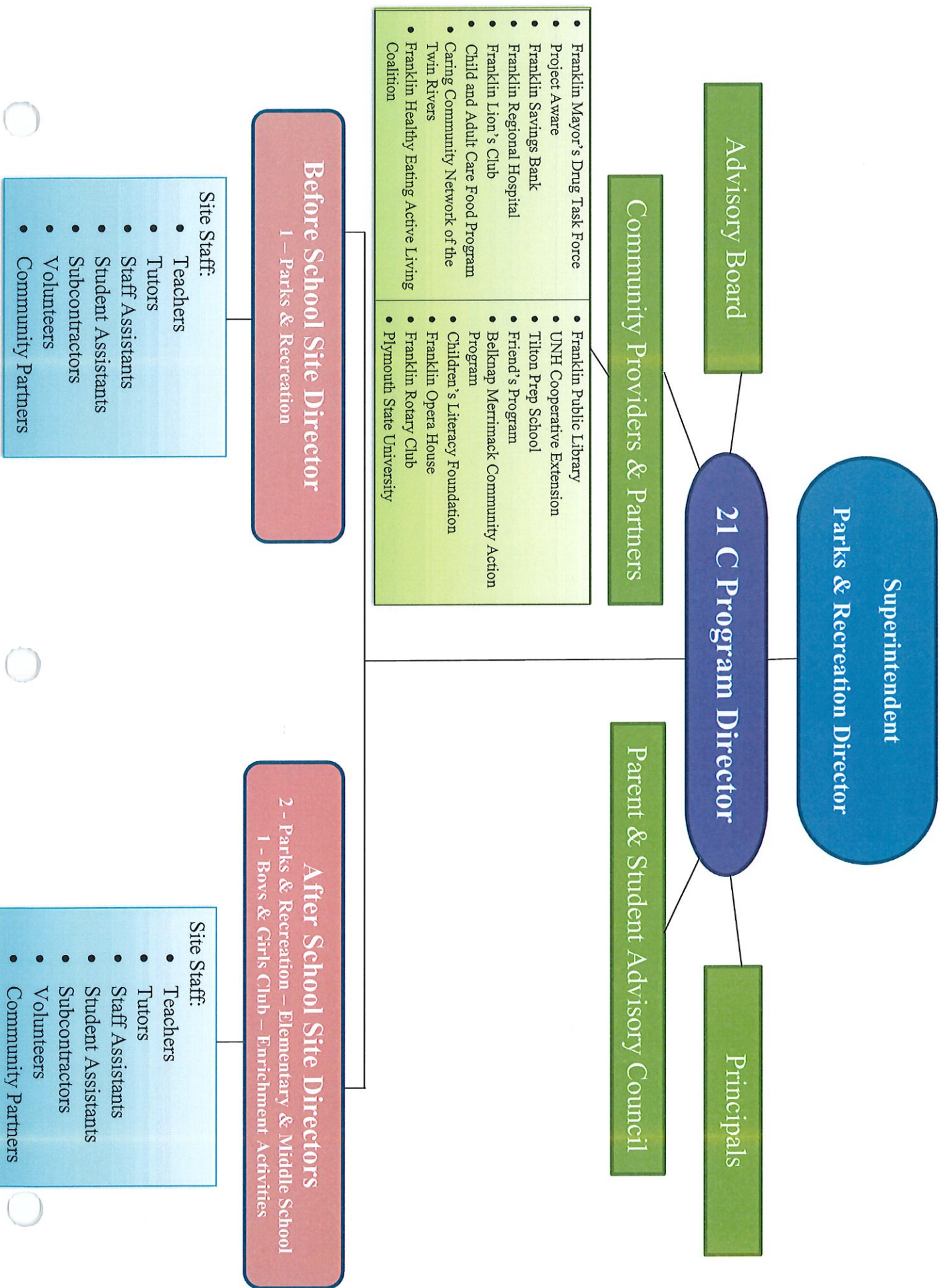
Local Business leaders - TBD

Members at Large - TBD

Appendix P: Organizational Chart

Franklin THRIVES

Organizational Structure



Appendix Q: Documentation of Private School Communication



30 School Street
Tilton, NH 03276
603-286-4342
www.tiltonschool.org

February 25, 2017,

To Whom It May Concern:

Tilton School endorses the Franklin School District's application for the 21st Century Community Learning Center grant and supports a future partnership with Franklin THRIVES.

Tilton School is a small boarding school that creates an environment that enables students to reach their greatest potential in ways that are *real* and *measurable*. Each afternoon, at the conclusion of the academic day, students participate in an afternoon activity. One extracurricular activity is, on a regular basis for a semester at a time, students serve the greater community as part of the Community Service program. Tilton School looks to partner with community organizations to provide an on-going and consistent Community Service opportunity.

Tilton School is currently partnered with the Parks and Recreation Department. Students come once per week to facilitate a game or activity with the Elementary and Middle School students enrolled in the After School Program.

Tilton School looks forward to partnering with Franklin THRIVES to continue providing students with an additional Community Service opportunity. As part of this partnership, students would attend the afterschool program on a schedule that is consistent and mutually agreed upon. Students would assist with homework help and enrichment activities for both Elementary School students and Middle School students. In addition to helping with the program, Tilton School students would form positive relationships acting as mentors and role models for the children enrolled in the program.

Tilton School looks forward to working with Franklin THRIVES should the School District receive successful grant funding. Tilton School is excited about this partnership and hopes to enhance the afterschool program with our Community Service opportunity.

Sincerely,

Julie Caldwell
Community Service Program Coordinator
Tilton School
jcaldwell@tiltonschool.org
(603) 286-1781 (office)

February 27th, 2017

To Whom It May Concern:

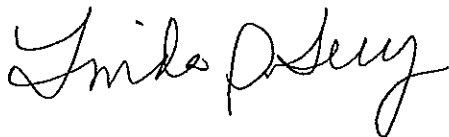
Plymouth State University endorses the Franklin School Districts application for the 21st Century Community Learning Center grant and supports a future partnership with Franklin THRIVES.

Plymouth State University offers many undergraduate and graduate degrees that relate to childhood development and education. In addition to the classroom work students are offered ample opportunities for hands on experience through practicums, internships and community service opportunities. Plymouth State University partners with community organizations to allow students to obtain various hands on experiences.

Plymouth State University looks forward to partnering with Franklin THRIVES to provide students with an additional community service opportunity, internships and practicums during the school year and summer. As part of this partnership, students would attend the afterschool or summer program on a schedule that is consistent and mutually agreed upon. Students would assist with homework help, tutoring and enrichment activities for both Elementary School students and Middle School students. In addition to helping with the program, Plymouth State University students would form positive relationships acting as mentors and role models for the children enrolled in the program.

Plymouth State University looks forward to working with Franklin THRIVES and hopes to enhance the afterschool and summer program with our internships, practicums and community service opportunities.

Sincerely,

A handwritten signature in cursive script, appearing to read "Linda P. Seay". The signature is written in dark ink and is positioned below the word "Sincerely,".

Appendix R: List of Enrichment Activities

Enrichment Activities

All enrichment activities will be offered at appropriate grade levels and most will be tied directly to what the students are learning in school. Enrichment activities will run from 45-90 minutes depending on the activity. Below is a sample list of programs and clubs that will be utilized. Enrichment activities will not be limited to this list as new programs and clubs will be utilized as they become available or created.

STEM Programs

- Lego Robotics Club – design and program Lego robots
- Netsmartz – Internet Safety
- Skill Tech – Computer Programing
- Coding Club – learn basic coding
- Architecture Club – Building out of Newspaper
- Science Club – Science Experiments
- Money Matters – Financial learning

Theatre Club – Creating, reading, rehearsing and performing short plays

Reading with a Lion – Guest Readers from the Lion's Club

Poetry Club – writing and performing poetry

Book Club – read and discuss, book reviews

Games Club – play a variety of educational and strategic board games, card games, etc

Art Club – seasonal craft projects using a variety of mediums

Digital Art – use various technologies to create art

Recycled Art – creations out of used items

Music Lessons – guitar, ukulele, song development

Knitting Club – learn various sewing and knitting techniques

Wood Working Club – create various structures out of wood

Dance Club – Various dance techniques will be taught to create dance performances

Art Adventures – art projects using various mediums. Clay, painting, jewelry making

Healthy Behaviors – drug and alcohol prevention, mental and behavioral health

Sports and Recreation – various sports and recreational games and activities

CATCH Kids Club - physical activity and nutrition education program designed for elementary and middle school aged children in an after-school or summer setting.

Cooking Matters – on-site program teaching students to prepare healthy meals and snacks and to make smart food choices

Fitness Club – Zumba, yoga, karate

Smart Moves – skills mastery and resistance training on substance abuse

Boys & Girls Club of Central New Hampshire: Program Basics

I. The **Education & Career Development** programs prepare our Club kids for success in the professional world. From exploring potential careers and goal setting to developing basic educational disciplines and technological skills, our programs help establish a core set of skills and abilities that assist our Club members in continuing to grow into young adults with bright futures.

Power Hour lays the foundation for all of our Education & Career Development programs, providing trained Club professionals and volunteers with resources and strategies to create an engaging tutoring, homework help and academic enrichment experience that encourages Club members to become self-directed learners.

Money Matters teaches Club members aged 12 to 18 everything from budgeting and checking accounts to investing, saving, starting a small business and paying for college.

Technology: My. Future currently includes the programs, Robo Tech, Clay Tech, Game Tech, and the new Internet Essentials. Internet Essentials are engaging and exciting project experiences that provide members of all ability levels with a foundation of technology skills that explore three central themes: building, exploring and communicating. Staff can tailor their members' experiences by selecting from over 40 activities designed for beginner, intermediate and advanced levels. Each activity takes about 45 minutes to complete, although some may require more time depending on the members' interest and passion levels.

Project Learn reinforces school-based knowledge and skills with fun, academic activities during Club hours that develop cognitive skills—from leisure reading and writing to games like Scrabble.

Junior Staff is an easy-to-use program for Club teens ages 12 to 18. This program will provide your Club staff and volunteers with tools to guide young people in preparing for a career in Boys & Girls Clubs and/or other service professions. Through participation in Junior Staff, teens will develop interpersonal skills, a strong work ethic, and a sense of community engagement while experiencing on-the-job Club work.

II. Our **Character & Leadership Development** programs encourage young people to support their Club and community, build and sustain relationships with others, develop good character and positive self-image and respect other cultural identities. These programs include:

Torch Club is a leadership and service club for boys and girls aged 11 to 13. Members learn about the democratic process by electing officers and work together on numerous activities, including service to their Club, community projects, education, health, and fitness.

III. The Health & Life Skills programs encourage our Club kids to make positive decisions that support and nurture their physical and personal wellbeing. From encouraging proper nutrition and staying physically active to developing positive relationships, these programs help our Club kids see the value in making healthy life choices to ensure their future as self-sufficient adults. These programs include:

Healthy Habits is the "Mind" component of the Triple Play program. The Healthy Habits curricula is designed to teach young people about the benefits of developing healthy habits such as eating smart and being physically active; equip young people with skills to adopt healthier habits by participating in fun and engaging learning activities both at the Club and at home; and encourage young people to take small steps toward positive behavior changes.

SMART MOVES: The SMART (Skills Mastery and Resistance Training) Moves program is a nationally acclaimed prevention program originally developed in the 1980s with help from prevention specialists and Clubs around the country. Newly revised in 2011, the program incorporates the latest information and approaches that BGCA has learned about effective prevention. Participants will be exposed to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity

SMART Girls is a small-group program for girls, aged 8 to 12 and 13 to 17, that helps members build skills for eating right, staying physically fit, getting good health care and developing positive relationships.

Passport to Manhood helps Club members navigate the difficult passage from boyhood to manhood. Designed for youths aged 11 to 14, the program addresses critical issues that young men face including ethics, decision making, wellness, employment and more.

IV. The Sports, Fitness & Recreation programs foster physical fitness, develop social skills and provide a positive way for young people to spend leisure time and channel their youthful energy.

Triple Play, a "Game Plan for Mind, Body and Soul," is a comprehensive health and wellness program that strives to improve the overall health of Club members aged 6 to 18.

- The "Body" component of Triple Play promotes becoming more physically active through fun daily fitness routines. Curricula/programs include Daily Challenges and Triple Play Leadership Clubs (formerly Sports Clubs). These resources encourage youth to become more physically active through fun fitness routines. Triple Play Leadership Clubs infuse small-group leadership and service into active play.

- The **"Mind" Component**, Healthy Habits: See Health & Life Skills category above for this component
- The **"Soul" component** of the Triple Play program encompasses the social recreation activities that are critical to positive youth development. This includes strengthening interpersonal skills, positive behavior and good character through social recreation programs.

VI. The **Arts** programs challenge our Club kids to express themselves through creative outlets and mediums. From photography to painting, our Club kids are encouraged to see the world in different and new ways. From painting in water colors to exploration in recycled art, there are many ways to express art.

National Fine Arts Exhibit program is designed to enable Club members 6 – 18 years old to develop their creativity and cultural awareness through visual arts. The exhibit has 10 categories, including monochromatic drawing, multicolored drawing, pastel, watercolor, oil/acrylic, printmaking, mixed media, collage, sculpture, and a collaborative group project. This national program encourages artistic expression. Club members' drawings, paintings, prints, and sculptures are displayed at local and regional exhibits.

Appendix S: Description of Partners

Franklin School District 21st Century Grant Application

Franklin THRIVES

Partners

We have partnered with several community organizations that have deep roots and solid track records, to offer our youth and families a range of program options and support:

UNH Cooperative Extension – provides a variety of resources for afterschool programs to engage participants, including access to best practice resources in New Hampshire and across the nation. Areas of assistance include: curriculum, including kits with materials, staff and volunteer trainings and opportunities, other hands-on demonstration activities, assist with family involvement and engagement activities and provide technical assistance to improve program quality or address concerns. They will also join forces with **NH Food Bank** to provide our students and families with 6-week cooking and nutrition classes, teaching students to prepare healthy meals and snacks.

The **Friends Program** strengthens communities by building relationships that empower people, encourage community service, and restore faith in the human spirit. The Foster Grandparent program brings children and loving retired adults who have all been deeply enriched by new relationships. Senior volunteers are trained and placed in schools, non-profit childcare centers and other youth service organizations to help set children on the path to a successful future. The Friends Program will provide some of our students with 1:1 senior friends who will join them in the after school program, providing them with ongoing mentoring to support the students development.

The **Franklin Mayor's Drug Task Force** is a coalition of individuals and organizations coming together from all sectors of the community to address a common goal: a healthy environment for the drug and alcohol free development of our youth and families in Franklin. The Drug Task Force receives fiscal management and staff support through the City of Franklin, NH and began in 2009 as an initiative of Mayor Ken Merrifield.

The Franklin Mayor's Drug Task force will provide various activities and resources around drug and alcohol prevention. They will work directly with the students on various community initiatives as well as work with families during family engagement evenings. They will co-sponsor various family events throughout the year and will participate in the "Healthy Behaviors" enrichment sessions with both Elementary and Middle School students. Delivery of material will be age appropriate.

Project AWARE aims to provide Youth Mental Health First Aid and Mental Health First Aid training to teachers, athletic coaches, playground attendants, and others who can detect and respond to mental health issues. A multi-tiered framework is used that reduces school violence, bullying, behavior problems, suspensions, substance abuse and punitive/exclusionary discipline practices. Project AWARE hopes to reduce the need for intensive treatment, out-of-home placement, hospitalization, or incarceration of children and youth in each region, substantially improve engagement of school, families, and youth in decision-making at the policy, practice, and individual levels and assist in fostering systems that promote child safety and mental health. They will work directly with the students on various community initiatives as well as work with families during family engagement evenings. They will co-sponsor various family events throughout the year and will participate in the "Healthy Behaviors" enrichment

sessions with both Elementary and Middle School students. Delivery of material will be age appropriate.

Franklin Savings Bank is a true community-minded Bank that actively partners with an array of local organizations and activities through financial support and direct participation. They will provide various financial literacy and enrichment programs for the students as well as participate in family engagement nights providing education and resources to the families.

The **Franklin Lions Club** is made up of community leaders who work together to provide services, community support and leadership within the community. They will help promote reading through guest readers and free book giveaways as well as financial support for the Companion Book Club. They will work directly with the students on various community initiatives as well as work with families during family engagement evenings. The Lions Club will assist in a Community Clothing Drive to provide clothing to children in need upon request by program administration.

The **Franklin Opera House** in conjunction with Franklin Area Children's Theater aims to expose area children to see a live theatrical performance, provide a meaningful opportunity for children to participate in a live theatre production, and encourage parents and families to have a greater appreciation for arts and culture and live theatre experiences. The Franklin Opera House will provide various shows throughout the year at low to no cost to the students during vacations. Combining reading ability with kinesthetic awareness, we will work with the Franklin Area Children's Theatre (FACT) a volunteer drama program made up of Opera House personnel, community members and High School students to plan and perform dramatic presentations during the school year and during the summer. Technology, math, and science

skills are evident links for props and stage management. Hands on problem solving skills as well as speaking and listening skills will be practiced.

Community Action Program Belknap Merrimack (CAP-BM) is the sponsoring agency for the Summer Food Service Program that is funded by the U.S. Department of Agriculture (USDA). CAP-BM provides administrative services and oversight of the program and will provide the students enrolled in the summer program with a free, healthy breakfast and lunch daily.

The **Child and Adult Care Food Program (CACFP)** is a nutrition assistance program funded by the U.S. Department of Agriculture (USDA). It provides funding to Afterschool Programs that serve a meal or snack to children in low-income areas. The goal is to provide nutritious foods that contribute to the wellness, healthy growth, and development of young children and teenagers. Merrimack Valley Day Care Service is the sponsoring agency for the CACFP and provides administrative services and oversight of the program. Merrimack Valley Daycare through the Child and Adult Care Food Program will partner to provide students with a free healthy breakfast during the before school program and a free healthy snack during the afterschool program.

The **Franklin Public Library** provides free and equal access to information and ideas through books, programs, and other resources (including computers) to all members of the community. They collaborate with community organizations to encourage reading to all members of our community. To further Family Literacy in the community, we will implement the Dolly Parton's Imagination Library Program. We will partner with the Franklin Public Library and our local civic organizations to help fund this initiative. The program provides each child

enrolled with a free book every month from birth until his/her fifth birthday. The goal is to enable every child to read age-appropriate books by the time he/she enters school. Children in the summer program and vacation camps will also have opportunities to visit the library and utilize the various resources as well as read books.

The Community Education department at **Franklin Regional Hospital** (a satellite site of Lakes Region General Hospital) offers programs and staff to support their mission of working to strengthen the well-being of the community. They are committed to working in partnership with individuals, schools, community groups and businesses to promote health and wellness in the community. The Community Educator, Melissa Lee provides ongoing support, programs and resources. She will work directly with the students on various community initiatives as well as work with families during family engagement evenings. They will co-sponsor various family events throughout the year and will participate in the "Healthy Behaviors" enrichment sessions with both Elementary and Middle School students. Delivery of material will be age appropriate.

The **Caring Community Network of the Twin Rivers (CCNTR)** thinks about communities in a broad, interconnected way. It looks at health from three perspectives - individual, public, and community health. Using these broad areas to explore how people, organizations and support systems interact can help to identify the overall health of the community - its people, its environment, and its resources. CCNTR brings people from different disciplines together to solve problems in the greater Twin Rivers region. Through our work together, we identify community needs and take action to solve community problems. The Nutritionist, Elizabeth White provides ongoing support, programs and resources. She will work directly with the students on various community initiatives as well as work with families during

family engagement evenings. They will co-sponsor various family events throughout the year and will participate in the "Healthy Behaviors" enrichment sessions with both Elementary and Middle School students. Delivery of material will be age appropriate. CCNTR also facilitates the community Children's Team that is made up of local service agencies who meet monthly to collaborate, share resources and discuss individual family cases.

Franklin Healthy Eating Active Living Coalition (HEAL) provides community leadership, support and resources for individuals and organizations to implement healthy eating and physical activity programs, environments and policies in order to lead healthy lives. The HEAL Coalition will work directly with the students on various community initiatives as well as work with families during family engagement evenings. They will co-sponsor various family events throughout the year and will participate in the "Healthy Behaviors" enrichment sessions with both Elementary and Middle School students. Delivery of material will be age appropriate. The HEAL Coalition has been a driving force behind implementation of CATCH Kids Club in the Parks and Recreation Department and will continue to support this program.

Franklin Rotary Club is made up of community leaders who work together to promote service above self and the betterment of our community. The rotary club will provide funding for various initiatives as deemed appropriate by the club. They will work directly with the students on various community initiatives as well as work with families during family engagement evenings.

Children's Literacy Foundation (CLiF) provides inspiring literacy activities, support, and new, high-quality books to children from low-income families and to other children who are at risk of growing up with low literacy skills. As part of family literacy programming, Franklin


Thrives will hold a CLiF - At Risk program. A CLiF presenter will talk with children about the joys of reading and give a fun and interactive storytelling presentation. After the presentation, each child will choose two brand-new books to keep. A new onsite library will be provided so children have even more access to high-quality books. A parent seminar will be offered to share the importance of reading with children and model storytelling strategies to support caregivers who may not have strong literacy skills. We will also hold a Summer Readers program where CLiF presenters tell stories, read aloud from books, and share their love of words, reading, and writing. Every child who participates chooses two books to keep from a wide selection of brand-new children's books.

The above listed organizations and agencies will be utilized in various family engagement activities, literacy programs, and support groups. These organizations are already very involved with our community and connected to the Parks and Recreation Department and the Franklin School District. Other organizations that are willing and able will be welcomed to assist in program enhancement and family engagement. Based on family needs and assessments, other organizations will be sought out to assist with the needs. Other outside specialists will also be utilized depending on the nature of the topic to be presented.

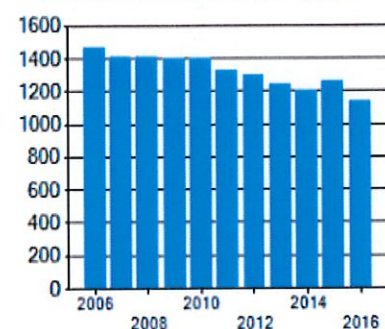
Appendix T: NECAP/Smarter Balance Assessment Scores



NH School and District Profiles

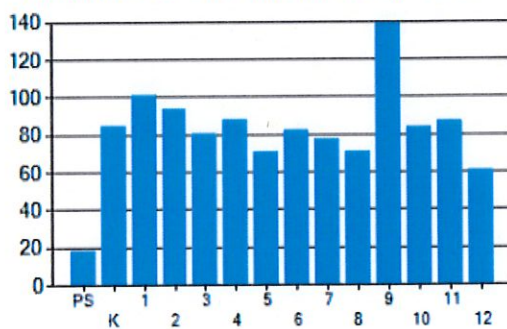
General Information		
	District: Franklin (185)	SAU: Franklin SAU Office (18)
	Address: 119 Central St., Franklin, NH 03235-1136	Telephone: 603-934-3108
	NCES District ID: 3303090	Fax: 603-934-3462
	Superintendent: Daniel LeGallo	Web Site:

Franklin Enrollment Trend



Year	Enrollment
2006	1450
2007	1400
2008	1400
2009	1400
2010	1400
2011	1350
2012	1300
2013	1250
2014	1200
2015	1250
2016	1150

Franklin 2015-16 Enrollment By Grade



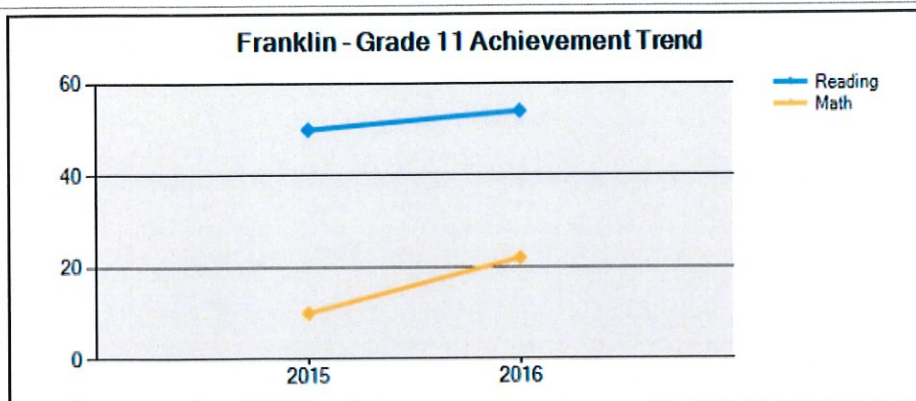
Grade	Enrollment
PS	20
K	85
1	100
2	95
3	80
4	90
5	70
6	85
7	80
8	70
9	140
10	85
11	90
12	60

District Report Card 2015-16																									
Enrollment				School Safety																					
				School safety data is not yet available for this year																					
	October 1 Enrollment		Average Class Size																						
Grade(s)	District	State	District	State																					
PreSchool	18	3,670																							
Kindergarten	85	11,187																							
Readiness	0	45																							
Grade 1	101	12,898	20	17																					
Grade 2	94	13,186	19	18																					
Grade 3	81	13,450	20	19																					
Grade 4	88	13,613	22	19																					
Grade 5	71	13,594	18	20																					
Grade 6	82	14,015	20	20																					
Grade 7	77	14,030	19	21																					
Grade 8	71	14,216	18	21																					
Grade 9	139	15,169																							
Grade 10	84	14,578																							
Grade 11	87	13,923																							
Grade 12	61	13,752																							
Total Enrollment	1139	181,339																							
				Attendance/Four-Year Graduation Rate																					
				Attendance/Four-Year Graduation Rate data is not yet available for this year.																					
				[More Details]																					
Teacher Quality				School Staff																					
[More Details]																									
				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">District</th> <th style="text-align: center;">State</th> </tr> </thead> <tbody> <tr> <td>Teachers</td> <td style="text-align: center;">95</td> <td style="text-align: center;">14,770</td> </tr> <tr> <td>Instructional Support</td> <td style="text-align: center;">63</td> <td style="text-align: center;">7,044</td> </tr> <tr> <td>Librarians</td> <td style="text-align: center;">1</td> <td style="text-align: center;">321</td> </tr> <tr> <td>Specialists</td> <td style="text-align: center;">19</td> <td style="text-align: center;">2,743</td> </tr> <tr> <td>Admin Support</td> <td style="text-align: center;">9</td> <td style="text-align: center;">1,237</td> </tr> <tr> <td>All Other Support</td> <td style="text-align: center;">34</td> <td style="text-align: center;">3,612</td> </tr> </tbody> </table>		District	State	Teachers	95	14,770	Instructional Support	63	7,044	Librarians	1	321	Specialists	19	2,743	Admin Support	9	1,237	All Other Support	34	3,612
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				[More Details]																					
State and Federal Accountability																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%;">NH Accountability Information:</td> <td> Elementary and Middle - Performance Indicator Report High School - Performance Indicator Report [NH Performance Based Accountability System] </td> </tr> </table>					NH Accountability Information:	Elementary and Middle - Performance Indicator Report High School - Performance Indicator Report [NH Performance Based Accountability System]																			
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Student Achievement Trends

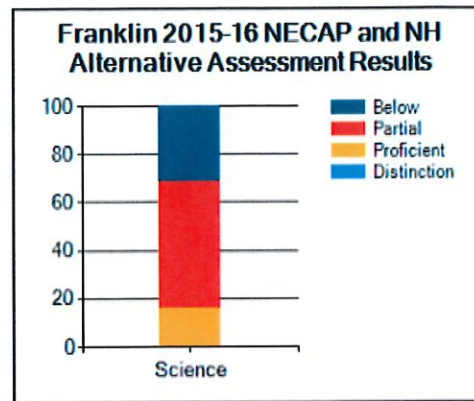
Number and Percent of Students Scoring Proficient or Above

N is the number of accountable tested students participating in the tests.

Click on a grade to show the achievement trend for that grade.*Note: Grade 11 results are from the new SAT assessment tests and not comparable to 2014-2015*

Grade	Content Area	2014-2015		2015-2016	
		N	%	N	%
<u>3</u>	Reading	84	30	78	46
	Mathematics	87	32	77	44
<u>4</u>	Reading	70	33	78	45
	Mathematics	70	33	78	27
<u>5</u>	Reading	83	47	69	32
	Mathematics	83	25	69	29
<u>6</u>	Reading	78	53	77	49
	Mathematics	78	37	77	32
<u>7</u>	Reading	79	43	71	68
	Mathematics	79	30	71	59
<u>8</u>	Reading	90	34	63	25
	Mathematics	90	32	62	27
<u>11</u>	Reading	70	50	68	54
	Mathematics	69	10	68	22

NECAP and NH Alternative Assessment Science Results 2015-16



Student Assessment

* indicates total number of test takers is 10 or less.


Blank indicates no science assessment test administered.

Achievement Level (%)	Science	
	District	State
Substantially Below Proficient (%)	31	19
Partially Proficient (%)	52	45
Proficient (%)	16	34
Proficient with Distinction (%)	0	2

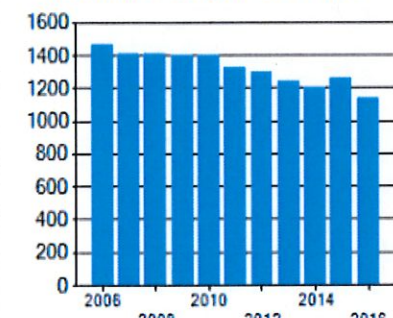
New Hampshire Department of Education
 101 Pleasant Street | Concord, NH | 03301-3494
 Telephone: (603) 271-3494 | TDD Access: Relay NH 711



NH School and District Profiles

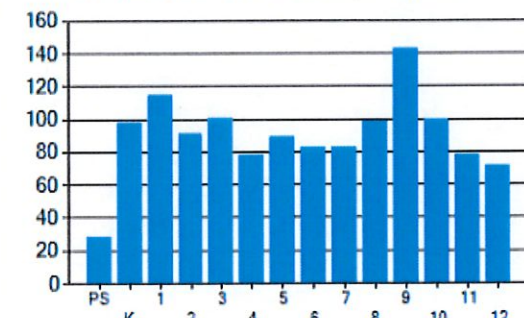
General Information		
	District: Franklin (185)	SAU: Franklin SAU Office (18)
	Address: 119 Central St., Franklin, NH 03235-1136	Telephone: 603-934-3108
	NCES District ID: 3303090	Fax: 603-934-3462
	Superintendent: Daniel LeGallo	Web Site:

Franklin Enrollment Trend



Year	Enrollment
2006	1450
2007	1400
2008	1400
2009	1400
2010	1400
2011	1350
2012	1300
2013	1250
2014	1200
2015	1250
2016	1150

Franklin 2014-15 Enrollment By Grade



Grade	Enrollment
PS	30
K	100
1	115
2	90
3	100
4	80
5	90
6	85
7	85
8	100
9	145
10	100
11	80
12	75

District Report Card 2014-15

Enrollment

Grade(s)	October 1 Enrollment		Average Class Size	
	District	State	District	State
PreSchool	28	3,557		
Kindergarten	98	11,570		
Readiness	0	55		
Grade 1	115	13,157	23	17
Grade 2	91	13,408	23	18
Grade 3	101	13,553	20	19
Grade 4	78	13,558	26	19
Grade 5	89	13,978	22	20
Grade 6	83	13,960	21	21
Grade 7	83	14,307	21	21
Grade 8	99	14,343	25	22
Grade 9	143	15,461		
Grade 10	100	14,746		
Grade 11	78	14,263		
Grade 12	71	13,671		
Total Enrollment	1257	183,604		

School Safety

	District	State
School Safety Incidences	36	1,000
Total Number of Incidents	170	6,560
No. of Incidents/1,000 students	135	36

Attendance/Four-Year Graduation Rate

	District	State
PreSchool Attendance Rate	89.4	95.9
Elem/Middle Attendance Rate (Target: 90%)	94.5	95.2
High School Four-Year Graduation Rate (Target: 90%)	67.2	88.1

[\[More Details\]](#)

Teacher Quality

	District		State	
	N	%	N	%
Core Classes Taught by non-HQT	44	14.5	3439	6.3
Core Classes Taught by non-HQT in High-Poverty Schools		14.5		0.9
Core Classes Taught by non-HQT in Low-Poverty Schools		N/A		2.1
Employed Under Emergency Credentials	N/A	N/A	2	0.02
Bachelor's Degree		71.0		40.9
Master's Degree		29.0		57.7
Degree beyond Master's Degree		0.0		1.1

School Staff

	District	State
Teachers	95	14,726
Instructional Support	92	7,007
Librarians	1	318
Specialists	18	2,713
Admin Support	9	1,243
All Other Support	29	3,535

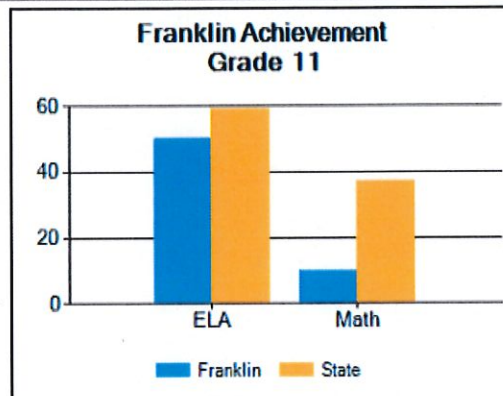
[\[More Details\]](#)

[\[More Details\]](#)

State and Federal Accountability

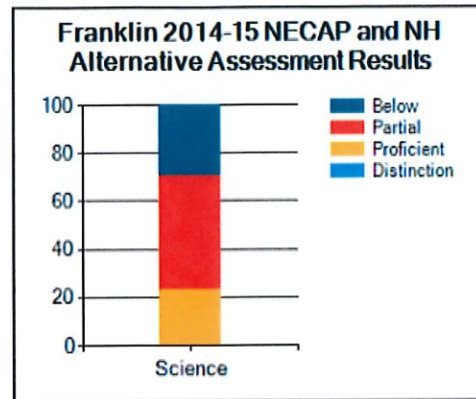
NH Accountability Information: [Elementary and Middle - Performance Indicator Report](#)
[High School - Performance Indicator Report](#)
[\[NH Performance Based Accountability System\]](#)

Number and percent of accountable tested students scoring Level 3 or above
 N is the number of accountable tested students participating in the tests
Click on a grade to show the achievement results for that grade.



Grade	Content Area	District		State	
		N	%	N	%
<u>3</u>	English Language Arts	84	30	13,330	55
	Mathematics	87	32	13,333	53
<u>4</u>	English Language Arts	70	33	13,195	56
	Mathematics	70	33	13,300	49
<u>5</u>	English Language Arts	83	47	13,737	63
	Mathematics	83	25	13,734	45
<u>6</u>	English Language Arts	78	53	13,539	57
	Mathematics	78	37	13,581	46
<u>7</u>	English Language Arts	79	43	13,656	62
	Mathematics	79	30	13,672	50
<u>8</u>	English Language Arts	90	34	13,487	58
	Mathematics	90	32	13,509	44
<u>11</u>	English Language Arts	70	50	11,699	59
	Mathematics	69	10	11,584	37

NECAP and NH Alternative Assessment Science Results 2014-15



Student Assessment

* indicates total number of test takers is 10 or less.

Blank indicates no science assessment test administered.

Achievement Level (%)	Science		
	District	State	
Substantially Below Proficient (%)	29	19	
Partially Proficient (%)	47	46	
Proficient (%)	23	34	
Proficient with Distinction (%)	0	2	
Longitudinal Reports and Subgroup Reporting			
Percent of students at each achievement level	<u>Math</u>	<u>ELA</u>	<u>Science</u>

National Assessment of Educational Progress (NAEP) Student Achievement Data-Percent of NH Students At or Above Each Achievement Level (Based on the Winter 2013 NAEP Assessment)

NAEP achievement levels are indicated as follows: B+ for Basic or above, P+ for Proficient or above, and A for Advanced

Reading			
Grade	B+	P+	A
4	80	45	11
8	84	44	6
Math			
Grade	B+	P+	A
4	93	59	12
8	84	47	13

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Student Data Test Results

KEY Below
At
Above

Grade 4

GO Math			
Pre-Req	% of Students	Beg of Year	% of Students
0-25	N/A	17	19.54%
26-50	N/A	60	68.97%
51-75	N/A	10	11.49%
76-100	N/A	0	0.00%
	0	0.00%	87 100.00%

Reading Level Assessment		
DRA Level	# Students	Percentage
20-29	7	8.14%
30-39	34	39.53%
40-49	29	33.72%
50-59	14	16.28%
60-69	2	2.33%
	86	100.00%

SMARTER BALANCED			
	ELA	% of Students	Math
1	31	36.47%	22 26.19%
2	25	29.41%	33 39.29%
3	20	23.53%	23 27.38%
4	9	10.59%	6 7.14%
	85	100.00%	84 100.00%

Grade 5

GO Math			
Pre-Req	% of Students	Beg of Year	% of Students
0-25	24.64%	13	20.00%
26-50	33.33%	43	66.15%
51-75	31.88%	8	12.31%
76-100	10.14%	1	1.54%
	69	100.00%	65 1

SMARTER BALANCED				
	ELA	% of Students	Math	% of Students
1	25	36.76%	18	26.47%
2	18	26.47%	25	36.76%
3	14	20.59%	20	29.41%
4	11	16.18%	5	7.35%
	68	100.00%	68	100.00%

Grade 6

GO Math				
	Pre-Req	% of Students	Beg of Year	% of Students
0-25	N/A	N/A	N/A	N/A
26-50	N/A	N/A	N/A	N/A
51-75	N/A	N/A	N/A	N/A
76-100	N/A	N/A	N/A	N/A
	0	0.00%	0	0.00%

SMARTER BALANCED				
	ELA	% of Students	Math	% of Students
1	17	22.67%	19	25.33%
2	42	56.00%	22	29.33%
3	13	17.33%	21	28.00%
4	3	4.00%	13	17.33%
	75	100.00%	75	100.00%

Grade 7

Reading Level Assessment			
DRA Level	# Students	Percentage	
0-9	1	1.25%	
10-19	0	0.00%	
20-29	2	2.50%	
30-39	2	2.50%	
40-49	4	5.00%	
50-59	16	20.00%	
60-69	33	41.25%	
70-79	12	15.00%	
80-89	10	12.50%	
	80	100.00%	

	Pre-Req	% of Students	GO Math	Beg of Year	% of Students
0-25	N/A	N/A	N/A	N/A	N/A
26-50	N/A	N/A	N/A	N/A	N/A
51-75	N/A	N/A	N/A	N/A	N/A
76-100	N/A	N/A	N/A	N/A	N/A
	0	0.00%	0	0.00%	0.00%

	ELA	SMARTER BALANCED		
		% of Students	Math	% of Students
1	14	20.00%	16	22.86%
2	17	24.29%	27	38.57%
3	32	45.71%	16	22.86%
4	7	10.00%	11	15.71%
	70	100.00%	70	100.00%

Miscellaneous Data

Source: <http://education.nh.gov/data/financial.htm>

	Pre-K	State
Highest	\$30,407.08	\$30,859.12
Average	\$14,374.93	\$14,581.48
Franklin	\$10,269.08	\$8,213.95
State Rank	last	
AVG less Fr	\$4,105.85	\$6,367.53
Highest less Fr	\$20,138.00	\$22,645.17

Source: <https://k12.niche.com/rankings/public-high-schools/best-overall/s/new-hampshire/>

77 High Schools Ranked

23	Inter-Lakes
44	Merrimack Valley
50	Pittsfield
52	Newfound
60	Laconia
61	Winnisquam
74	Franklin
75	Stevens

Source: <http://www.schooldigger.com/go/NH/schoolrank.aspx>

198 Elementary Schools Ranked

	School	District
33	Gilmanton Elem	Gilmanton
42	Sandwich Central	Inter-Lakes
65	Loudon Elem	Merrimack Valley
87	Unity Elem	Unity
109	Inter-Lakes Elem	Inter-Lakes
172	Bluff School	Claremont
179	Elm St School	Laconia
181	Richards	Newport
184	Paul Smith	Franklin
187	Maple Ave	Claremont

All Grades Status - DIBELS Next - Recommended Goals

District: Franklin SD SAU #18

School: Paul Smith Elementary School

Year: 2015-2016

Grade	Beginning	Middle	End
K	n=86 58 <input checked="" type="checkbox"/> (58%) 15 <input type="checkbox"/> (17%) 21 <input checked="" type="checkbox"/> (24%)	No students with data.	No students with data.
1st	n=105 59 <input checked="" type="checkbox"/> (56%) 29 <input type="checkbox"/> (28%) 17 <input checked="" type="checkbox"/> (16%)	No students with data.	No students with data.
2nd	n=96 34 <input checked="" type="checkbox"/> (35%) 24 <input type="checkbox"/> (25%) 38 <input checked="" type="checkbox"/> (40%)	No students with data.	No students with data.
3rd	n=81 25 <input checked="" type="checkbox"/> (31%) 23 <input type="checkbox"/> (28%) 33 <input checked="" type="checkbox"/> (41%)	No students with data.	No students with data.
4th	No students with data.	No students with data.	No students with data.
5th	No students with data.	No students with data.	No students with data.
6th	No students with data.	No students with data.	No students with data.
All	n=368 168 <input checked="" type="checkbox"/> (46%) 91 <input type="checkbox"/> (25%) 109 <input checked="" type="checkbox"/> (30%)	No students with data.	No students with data.

Legend: n = Number of Students ☒ At Risk / Deficit / Intensive Support ☐ Some Risk / Emerging / Strategic Support ☒ Low Risk / Established / Core Support
 Results Based On: K-Beginning: LNF K-Middle: 1st-Beginning: NWR-CLS 1st-Middle: 6th-End: DORF-Words Correct

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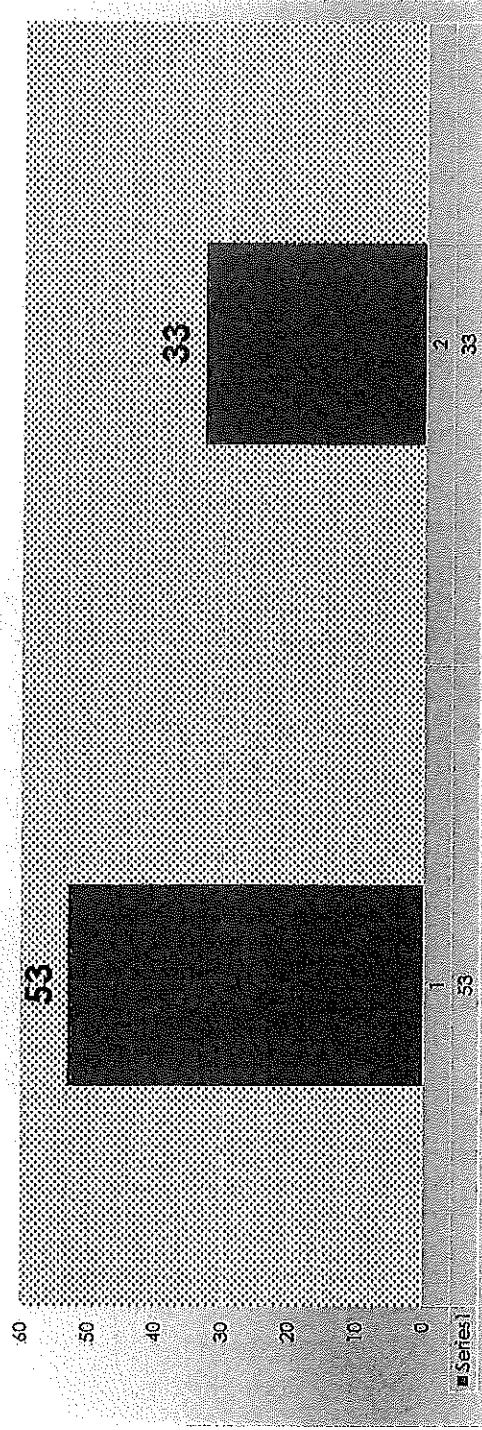
12/11/2015, 1

SBAC Baseline Data

FRANKLIN SCHOOL BOARD REPORT

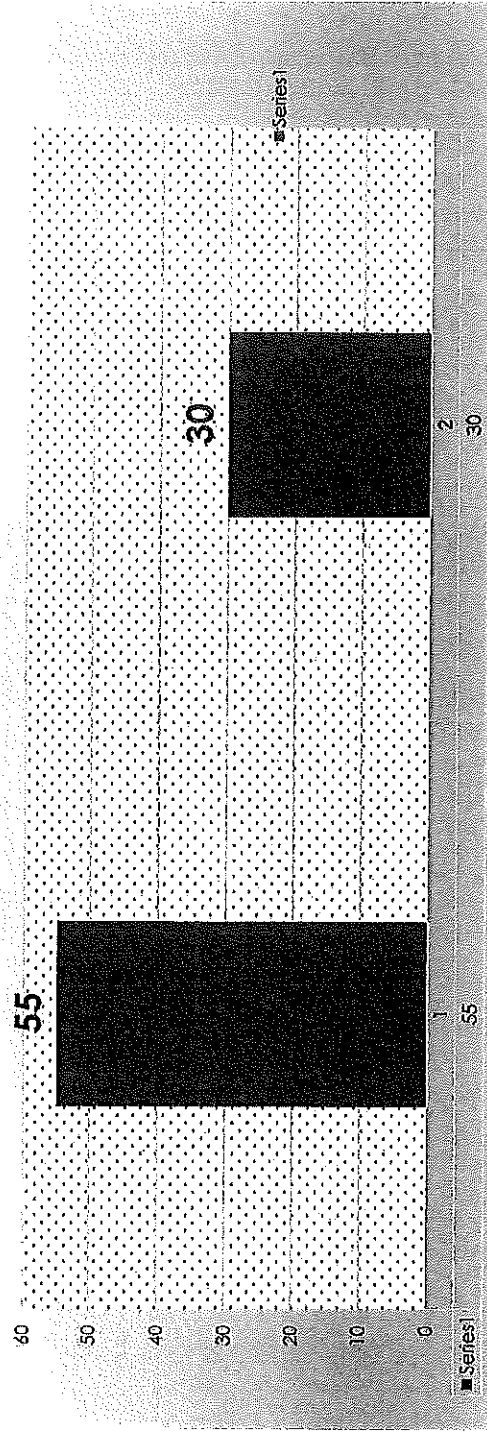
State vs. PSS Grade 3 Math

State vs. PSS Grade 3 Math



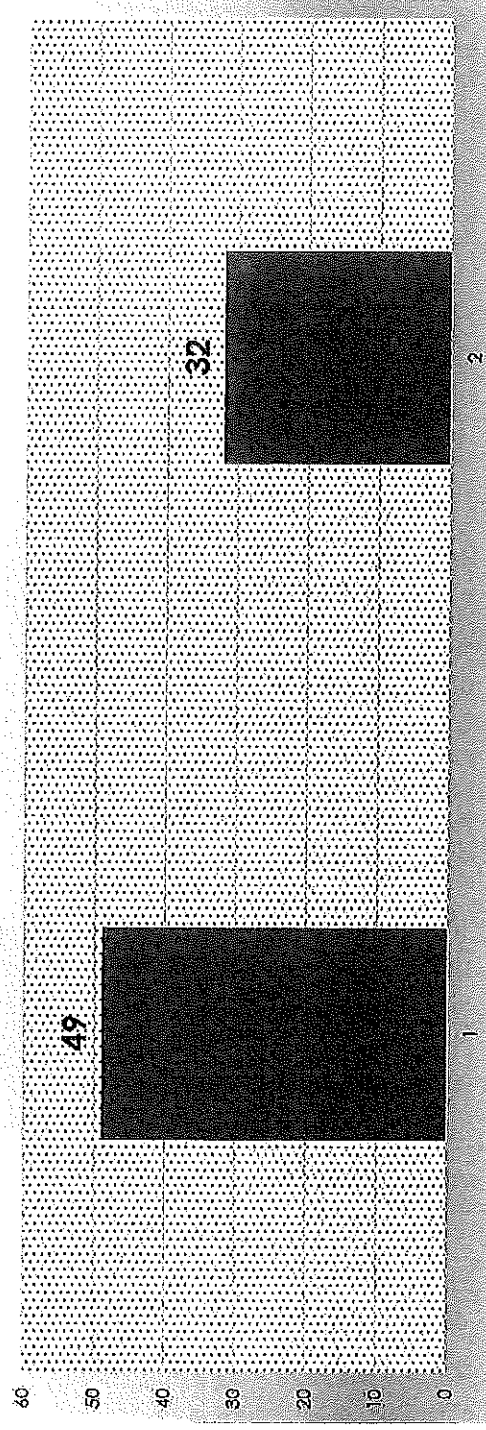
State vs. PSS Grade 3 ELA

State vs. PSS Grade 3 ELA



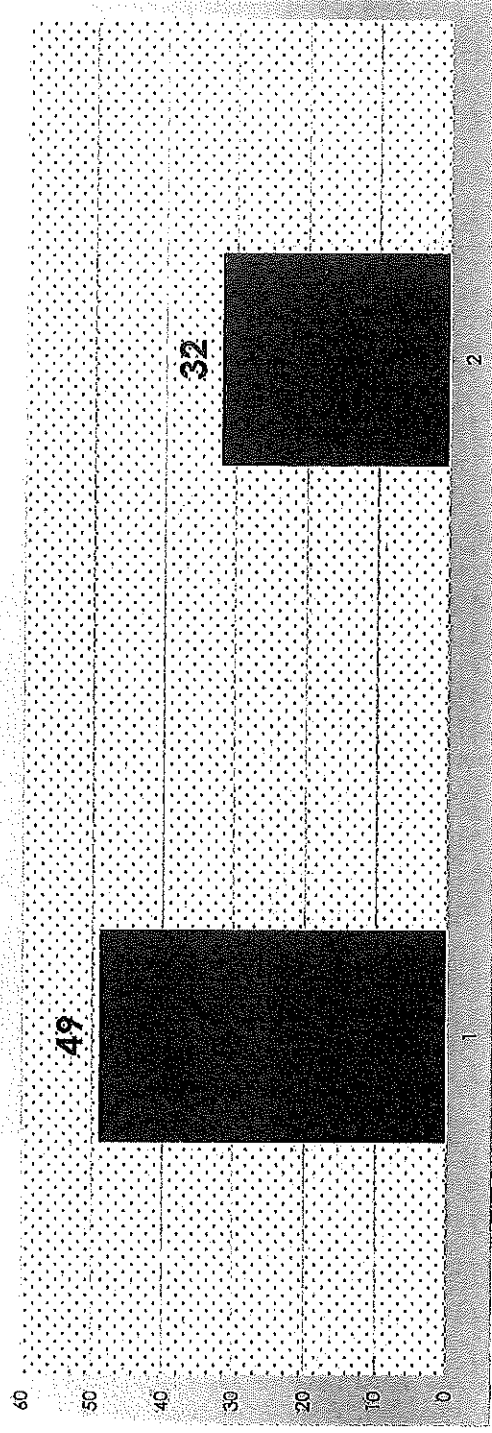
State vs. PSS Grade 4 Math

State vs. PSS Grade 4 Math

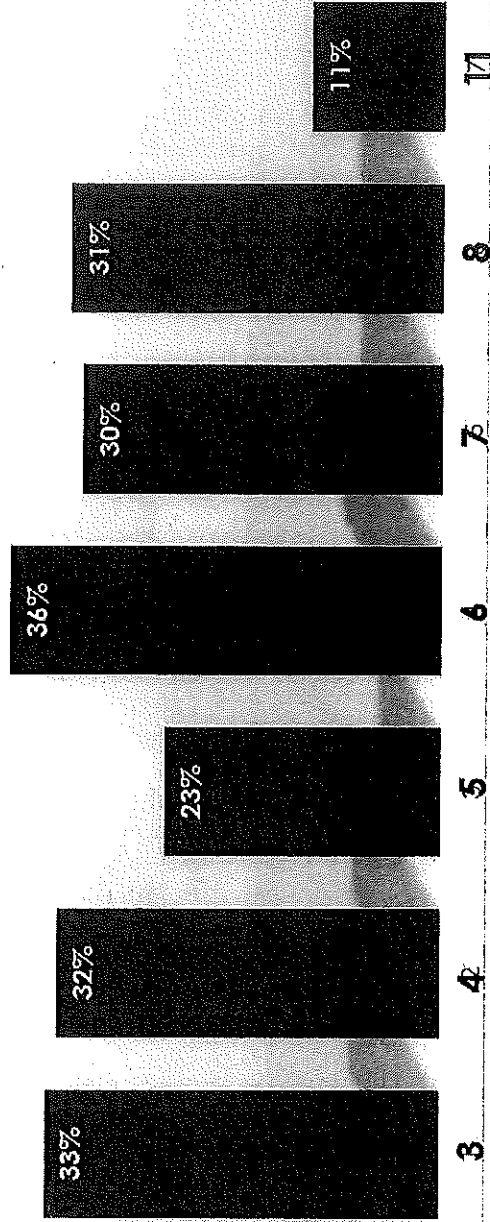


State vs. PSS Grade 4 ELA

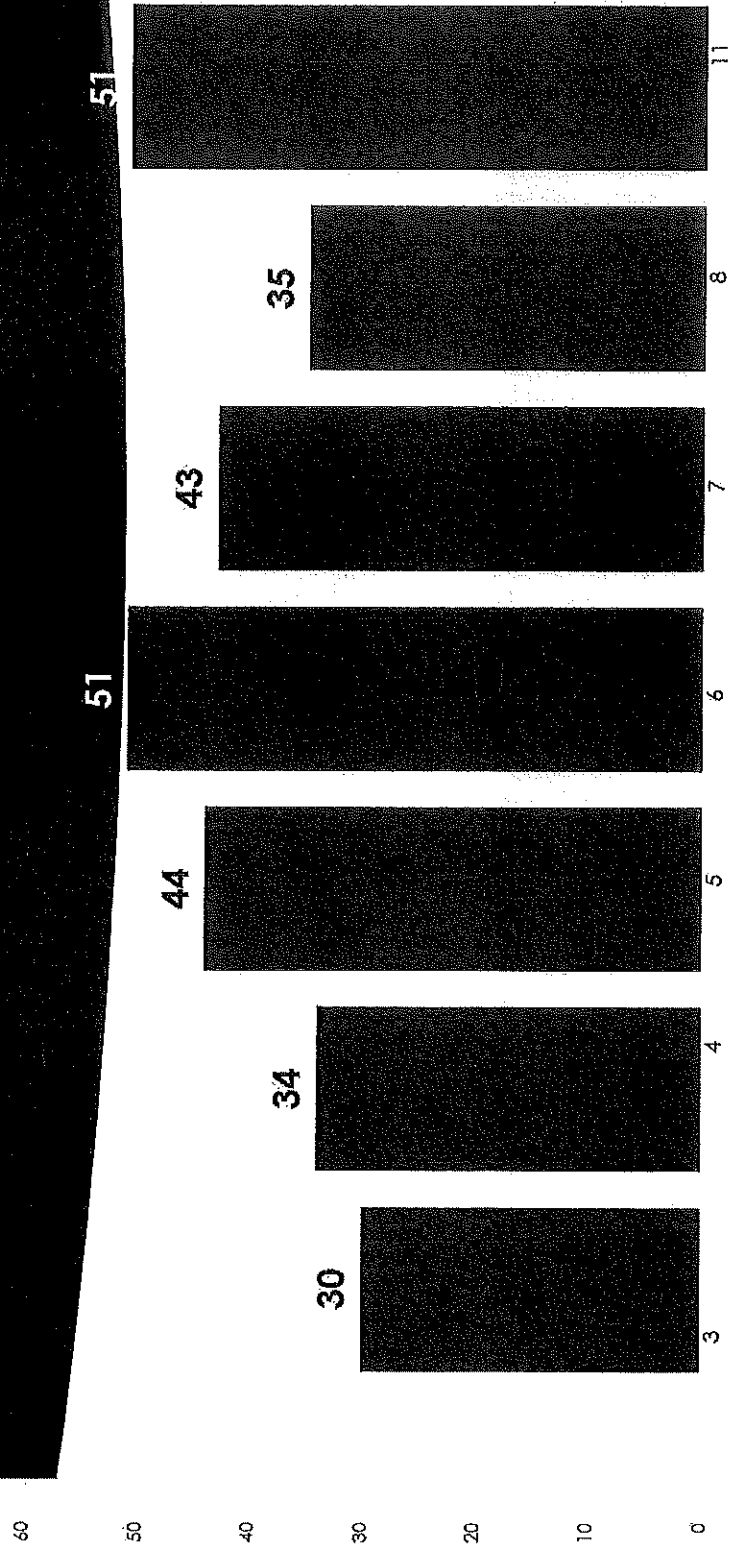
State vs. PSS Grade 4 ELA



SBAC MATH BASELINE DATA



SBAC ELA % AT LEVEL 3 OR GREATER

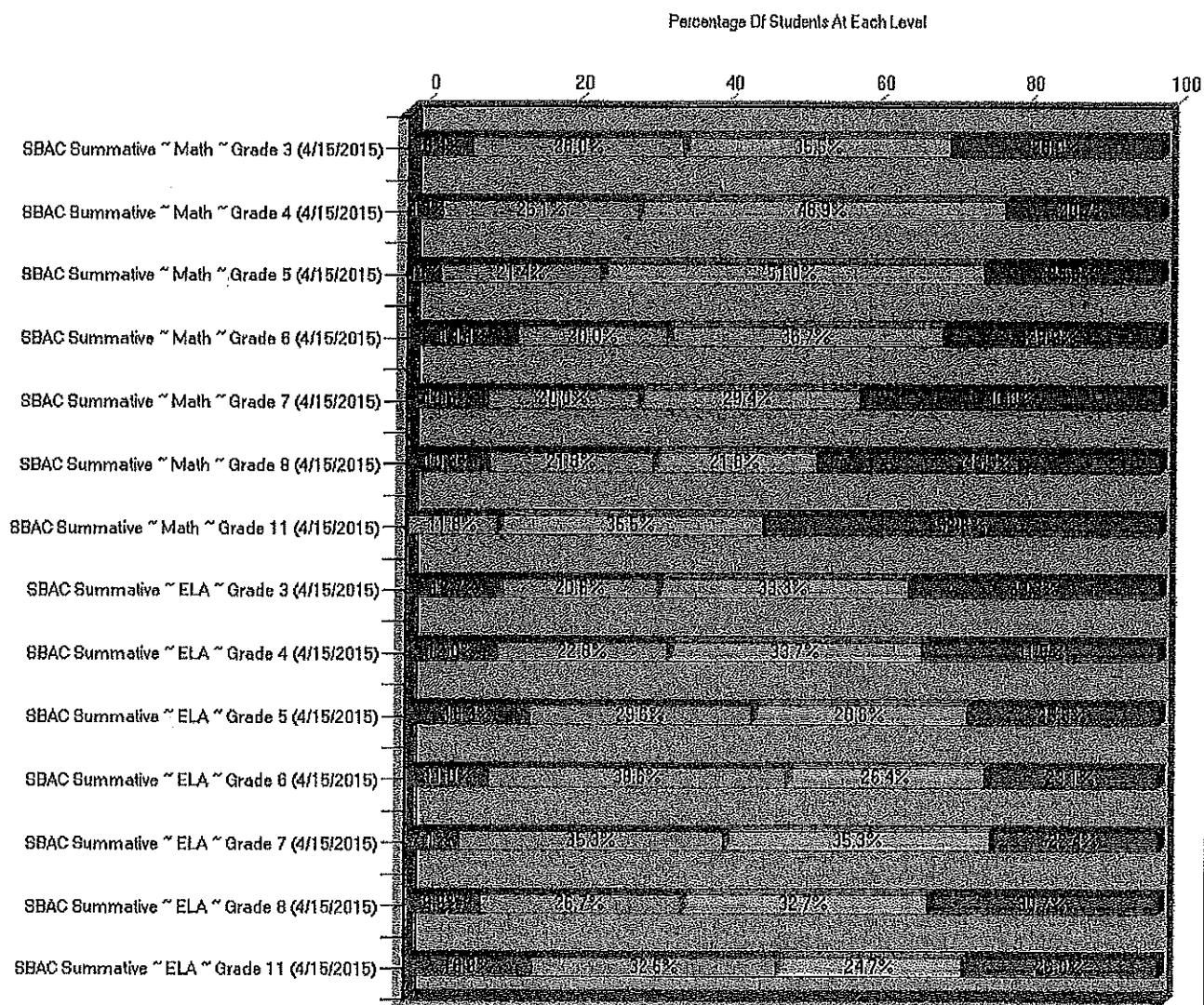


Proficiency Level Comparison

Assessments: SBAC Summative ~ ELA ~ Grade 11 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ ELA ~ Grade 3 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ ELA ~ Grade 4 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ ELA ~ Grade 5 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ ELA ~ Grade 6 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ ELA ~ Grade 7 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ ELA ~ Grade 8 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ Math ~ Grade 11 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ Math ~ Grade 3 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ Math ~ Grade 4 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ Math ~ Grade 5 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ Math ~ Grade 6 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ Math ~ Grade 7 (4/15/2015) (Total Section Only) ♦ SBAC Summative ~ Math ~ Grade 8 (4/15/2015) (Total Section Only)

Cohort Off: Students who took ANY of the selected assessments

Proficiency Level Comparison By Assessment



Section	Description	Level 4		Level 3		Level 2		Level 1		Total Students
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
SBAC Summative ~ Math ~ Grade 3; Overall Math Scale Score	<u>SBAC Summative ~ Math ~ Grade 3</u>	9	8.4%	30	28.0%	38	35.5%	30	28.0%	107
SBAC Summative ~ Math ~ Grade 4; Overall Math Scale Score	<u>SBAC Summative ~ Math ~ Grade 4</u>	4	4.3%	24	26.1%	45	48.9%	19	20.7%	92
SBAC Summative ~ Math ~ Grade 5; Overall Math Scale Score	<u>SBAC Summative ~ Math ~ Grade 5</u>	4	4.1%	21	21.4%	50	51.0%	23	23.5%	98
SBAC Summative ~ Math ~ Grade 6; Overall Math Scale Score	<u>SBAC Summative ~ Math ~ Grade 6</u>	13	14.4%	18	20.0%	33	36.7%	26	28.9%	90
SBAC Summative ~ Math ~ Grade 7; Overall Math Scale Score	<u>SBAC Summative ~ Math ~ Grade 7</u>	9	10.6%	17	20.0%	25	29.4%	34	40.0%	85
SBAC Summative ~ Math ~ Grade 8; Overall Math Scale Score	<u>SBAC Summative ~ Math ~ Grade 8</u>	11	10.9%	22	21.8%	22	21.8%	46	45.5%	101
SBAC Summative ~ Math ~ Grade 11; Overall Math Scale Score	<u>SBAC Summative ~ Math ~ Grade 11</u>	0	0.0%	9	11.8%	27	35.5%	40	52.6%	76
SBAC Summative ~ ELA ~ Grade 3; Overall ELA Scale Score	<u>SBAC Summative ~ ELA ~ Grade 3</u>	13	12.7%	21	20.6%	34	33.3%	34	33.3%	102
SBAC Summative ~ ELA ~ Grade 4; Overall ELA Scale Score	<u>SBAC Summative ~ ELA ~ Grade 4</u>	11	12.0%	21	22.8%	31	33.7%	29	31.5%	92
SBAC Summative ~ ELA ~ Grade 5; Overall ELA Scale Score	<u>SBAC Summative ~ ELA ~ Grade 5</u>	16	16.3%	29	29.6%	28	28.6%	25	25.5%	98
SBAC Summative ~ ELA ~ Grade 6; Overall ELA Scale Score	<u>SBAC Summative ~ ELA ~ Grade 6</u>	10	11.0%	36	39.6%	24	26.4%	21	23.1%	91
SBAC Summative ~ ELA ~ Grade 7; Overall ELA Scale Score	<u>SBAC Summative ~ ELA ~ Grade 7</u>	6	7.1%	30	35.3%	30	35.3%	19	22.4%	85
SBAC Summative ~ ELA ~ Grade 8; Overall ELA Scale Score	<u>SBAC Summative ~ ELA ~ Grade 8</u>	10	9.9%	27	26.7%	33	32.7%	31	30.7%	101
SBAC Summative ~ ELA ~ Grade 11; Overall ELA Scale Score	<u>SBAC Summative ~ ELA ~ Grade 11</u>	13	16.9%	25	32.5%	19	24.7%	20	26.0%	77

Proficiency Levels Report

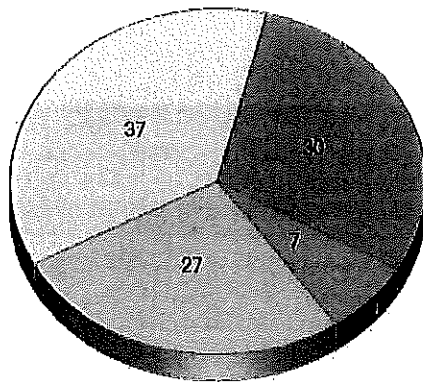
Assessments: SBAC Summative ~ ELA ~ Grade 3 (4/15/2015) (Overall ELA Scale Score, , , ,) ♦ SBAC Summative ~ Math ~ Grade 3 (4/15/2015) (Overall Math Scale Score, , , , Concepts and Procedures ~ Priority: Represent and ..., Concepts and Procedures ~ Priority: Understand pro..., Concepts and Procedures Claim ~ Priority: Multiply..., Concepts and Procedures ~ Priority: Solve problems..., Concepts and Procedures ~ Priority: Develop unders..., Concepts and Procedures ~ Priority: Solve problems..., Concepts and Procedures ~ Priority: Geometric meas..., Concepts and Procedures ~ Supporting: Use place va..., Concepts and Procedures ~ Supporting: Represent an..., Concepts and Procedures ~ Supporting: Geometric me..., Concepts and Procedures ~ Supporting: Reason with ..., Problem Solving ~ Apply mathematics to solve well..., Problem Solving ~ Select and use appropriate tools..., Problem Solving ~ Interpret results in the context..., Problem Solving ~ Identify important quantities i..., Modeling/Data Analysis ~ Apply mathematics to solv..., Modeling/Data Analysis ~ Construct, autonomously, ..., Modeling/Data Analysis ~ State logical assumptions..., Modeling/Data Analysis ~ Interpret results in the ..., Modeling/Data Analysis ~ Analyze the adequacy of a..., Modeling/Data Analysis ~ Identify important quanti..., Modeling/Data Analysis ~ Identify, analyze, and sy..., Communicating Reasoning ~ Test propositions or con..., Communicating Reasoning ~ Construct, autonomously..., Communicating Reasoning ~ State logical assumption..., Communicating Reasoning ~ Use the technique of bro..., Communicating Reasoning ~ Distinguish correct log..., Communicating Reasoning ~ Base arguments on concre...)

Cohort Off: Students who took ANY of the selected assessments

School: Paul A. Smith School (2014-15) ♦ Franklin High School (2014-15) ♦ Franklin Middle School (2014-15) ♦ Franklin - Pre School

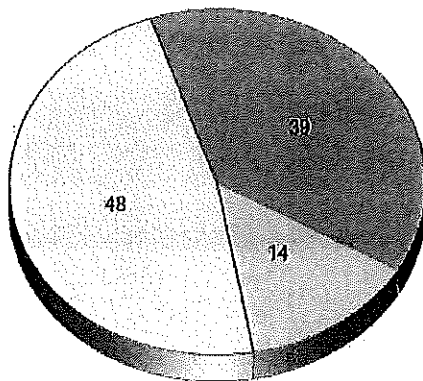
Buildings: Program (2014-15) ♦ Franklin - Private Schools (2014-15)

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
Overall Math Scale Score



Proficiency Level	# of Students	% of Students
Level 4	7	6.9%
Level 3	27	26.7%
Level 2	37	36.6%
Level 1	30	29.7%
Total	101	100%

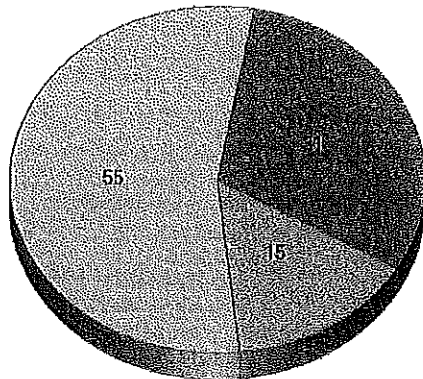
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
Concepts & Procedures Claim



Proficiency Level	# of Students	% of Students
Above Standard	14	13.9%
At/Near Standard	48	47.5%
Below Standard	39	38.6%
Total	101	100%

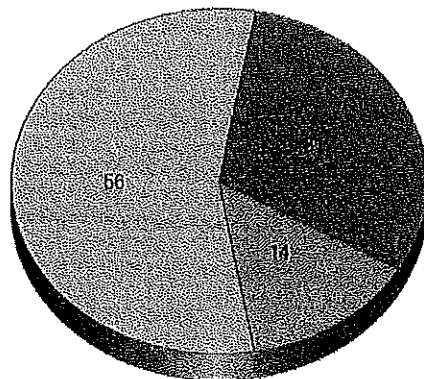
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

Problem Solving / Modeling & Data Analysis Claim



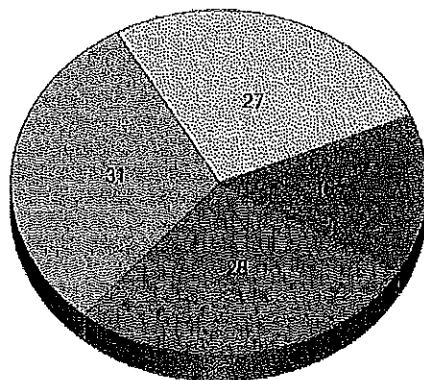
Proficiency Level	# of Students	% of Students
Above Standard	15	14.9%
At/Near Standard	55	54.5%
Below Standard	31	30.7%
Total	101	-

SBAC Summative - Math - Grade 3 (4/16/2015)
Communicating Reasoning Claim



Proficiency Level	# of Students	% of Students
Above Standard	14	13.9%
At/Near Standard	56	55.4%
Below Standard	31	30.7%
Total	101	-

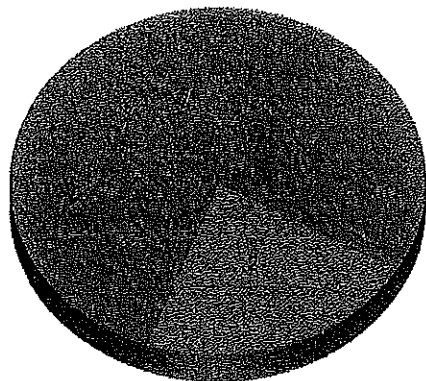
SBAC Summative - Math - Grade 3 (4/16/2015)
C1 - Target-A - Problems involving multiplication and division (m)



Proficiency Level	# of Students	% of Students
Level 1	28	27.7%
Level 2	31	30.7%
Level 3	27	26.7%
Level 4	15	14.9%
Total	101	-

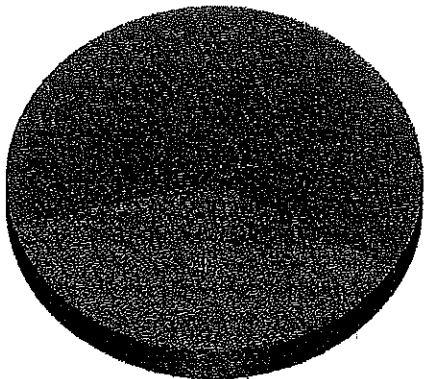
SBAC Summative - Math - Grade 3 (4/16/2015)
C1 - Target-B - Properties of mult. & relationship between mult. & div. (m)

Proficiency Level - Pie Chart



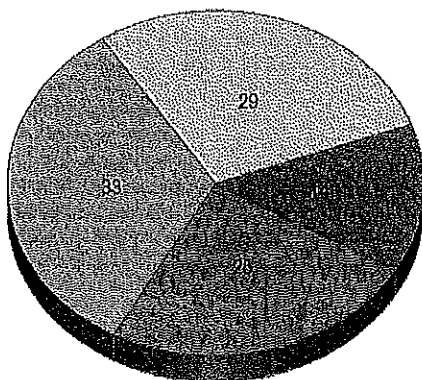
Proficiency Level	# of Students	% of Students
75-100%	9	100%
50-74%	0	0%
25-49%	0	0%
0-24%	0	0%
Total	9	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C1 ~ Target-C ~ Multiply and divide within 100 (m)



Proficiency Level	# of Students	% of Students
75-100%	8	100%
50-74%	0	0%
25-49%	0	0%
0-24%	0	0%
Total	8	-

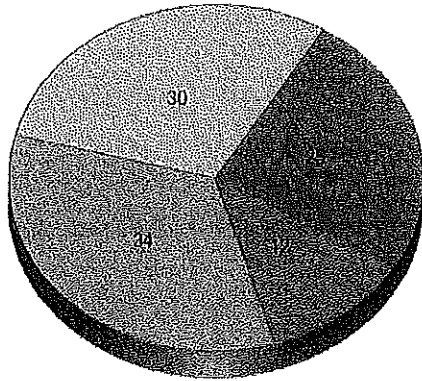
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C1 ~ Target-D ~ Use the four operations and identify & explain arithmetic patterns (m)



Proficiency Level	# of Students	% of Students
75-100%	29	28.74%
61-75%	33	32.74%
26-50%	29	28.74%
0-25%	2	1.96%
Total	101	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C1 ~ Target-F ~ Understanding of fractions as numbers (m)

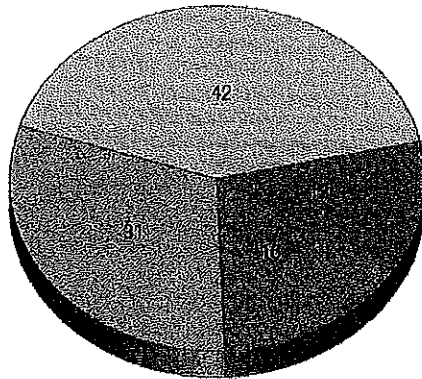
Proficiency Level - Pie Chart



Proficiency Level	# of Students	% of Students
Level 1 (16.9%)	17	16.9%
Level 2 (51.73%)	34	33.7%
Level 3 (29.50%)	30	29.7%
Level 4 (1.87%)	2	1.6%
Total	101	100%

SBAC Summative - Math - Grade 3 (4/15/2015)

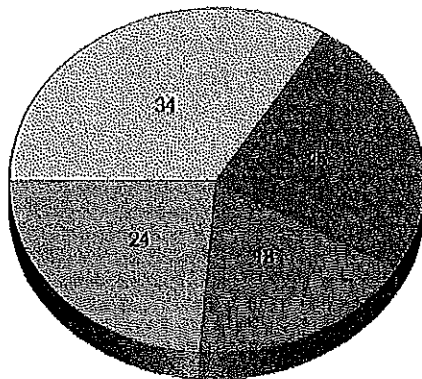
C1 - Target-G - Intervals of time, liquid volumes, and masses of objects (m)



Proficiency Level	# of Students	% of Students
Level 1 (16.9%)	17	16.9%
Level 2 (51.73%)	21	20.8%
Level 3 (29.50%)	42	41.6%
Level 4 (1.87%)	1	1.0%
Total	101	100%

SBAC Summative - Math - Grade 3 (4/15/2015)

C1 - Target-I - Area concepts & relate area to mult. and to add. (m)

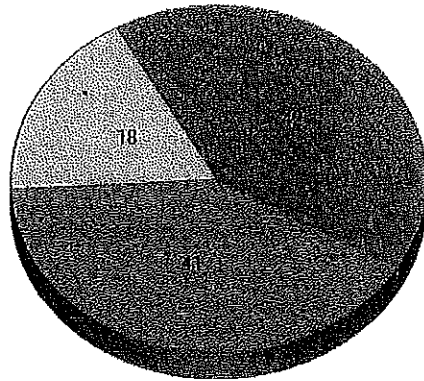


Proficiency Level	# of Students	% of Students
Level 1 (16.9%)	15	14.9%
Level 2 (51.73%)	22	21.8%
Level 3 (29.50%)	34	33.7%
Level 4 (1.87%)	1	1.0%
Total	101	100%

SBAC Summative - Math - Grade 3 (4/15/2015)

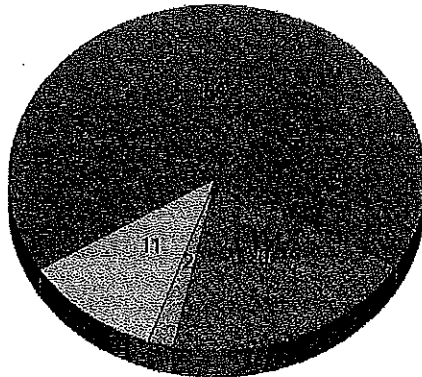
C1 - Target-E - Place value and operations to perform multi-digit arithmetic (a)

Proficiency Level - Pie Chart



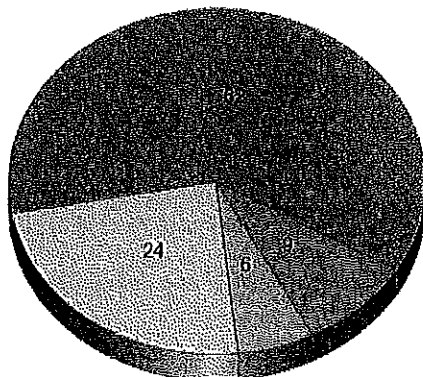
Proficiency Level	# of Students	% of Students
76-100%	76	75.3%
26-50%	18	17.8%
1-25%	2	1.9%
Total	101	-

SBAC Summative - Math - Grade 3 (4/15/2015)
C1 - Target H - Represent and interpret data (s)



Proficiency Level	# of Students	% of Students
76-100%	76	75.2%
61-75%	11	10.9%
26-50%	11	10.9%
1-25%	2	1.9%
Total	101	-

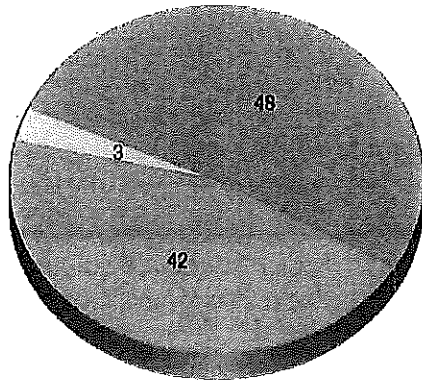
SBAC Summative - Math - Grade 3 (4/15/2015)
C1 - Target J - Recognize perimeter of plane figures / distinguish linear & area measures (a)



Proficiency Level	# of Students	% of Students
76-100%	76	75.2%
61-75%	24	23.8%
26-50%	6	5.9%
1-25%	9	8.9%
Total	101	-

SBAC Summative - Math - Grade 3 (4/15/2015)
C1 - Target K - Reason with shapes and their attributes (s)

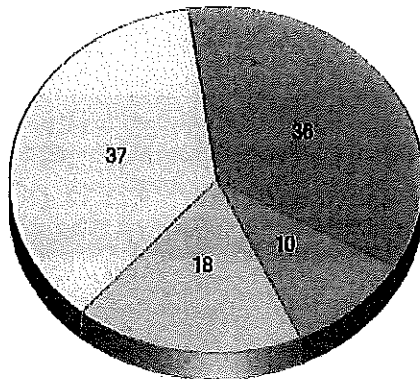
Proficiency Level - Pie Chart



Proficiency Level	# of Students	% of Students
76-100%	42	45.2%
26-50%	3	3.2%
0-25%	48	51.6%
Total	93	-

SBAC Summative ~ Math ~ Grade 3 (4/16/2016)

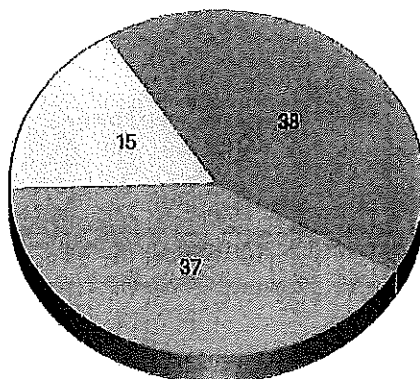
C2 ~ Target-A ~ Solve well-posed problems arising in everyday life, society & workplace



Proficiency Level	# of Students	% of Students
76-100%	10	9.9%
51-75%	18	17.8%
26-50%	37	36.6%
0-25%	38	37.6%
Total	101	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

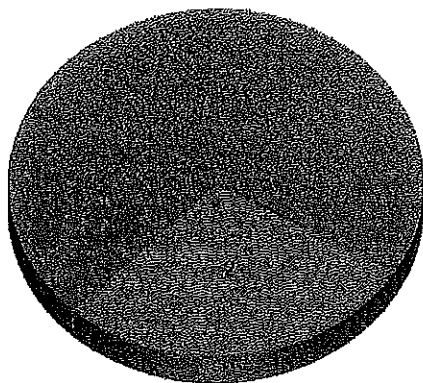
C2 ~ Target-B ~ Select and use appropriate tools strategically



Proficiency Level	# of Students	% of Students
76-100%	37	41.1%
26-50%	15	16.7%
0-25%	38	42.2%
Total	90	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

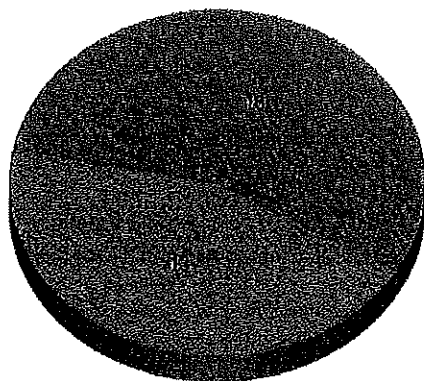
C2 ~ Target-C ~ Interpret results in the context of a situation



Proficiency Level	# of Students	% of Students
75-100%	2	100%
61-75%	0	0%
26-60%	0	0%
0-25%	0	0%
Total	2	—

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

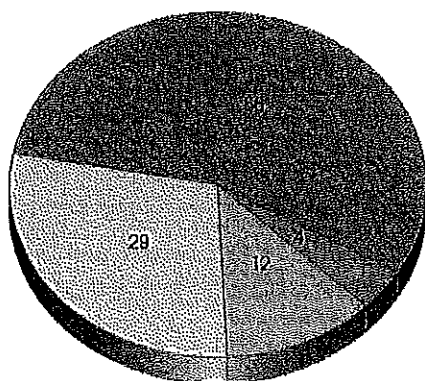
C2 ~ Target-D ~ Problem Solving: Identify quantities & map relationships (e.g., diagrams, tables)



Proficiency Level	# of Students	% of Students
75-100%	29	100%
61-75%	0	0%
26-60%	0	0%
0-25%	0	0%
Total	29	—

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

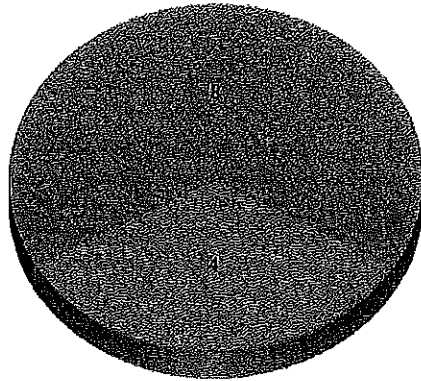
C4 ~ Target-A ~ Solve problems arising in everyday life, society, and the workplace



Proficiency Level	# of Students	% of Students
75-100%	71	71%
61-75%	12	11.9%
26-60%	29	28.7%
0-25%	0	0%
Total	101	—

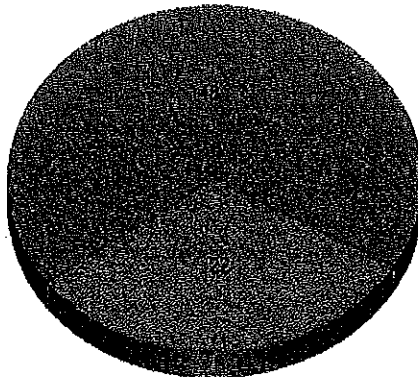
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

C4 ~ Target-B ~ Reasoning to justify models, interpretations, & solutions of complex problems



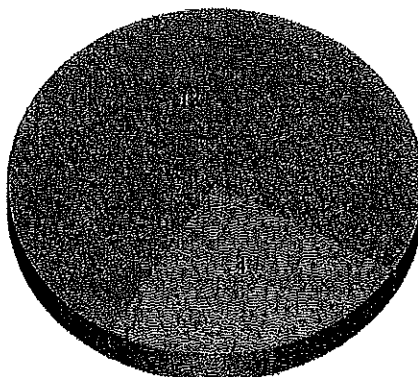
Proficiency Level	# of Students	% of Students
Not Proficient	12	100%
Proficient	0	0%
Total	12	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C4 ~ Target-C ~ Modeling/Data Analysis: State logical assumptions being used



Proficiency Level	# of Students	% of Students
Not Proficient	70	100%
Proficient	0	0%
Total	70	-

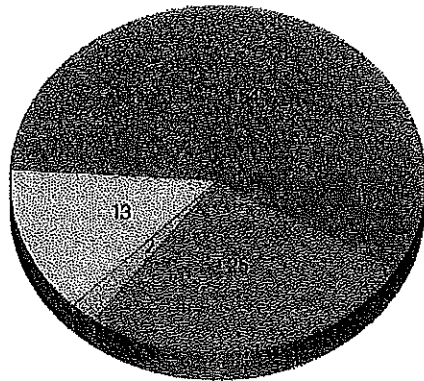
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C4 ~ Target-D ~ Modeling/Data Analysis: Interpret results in the context of a situation



Proficiency Level	# of Students	% of Students
Not Proficient	16	100%
Proficient	0	0%
Total	16	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C4 ~ Target-E ~ Analyze & improve existing model or develop model for real phenomenon

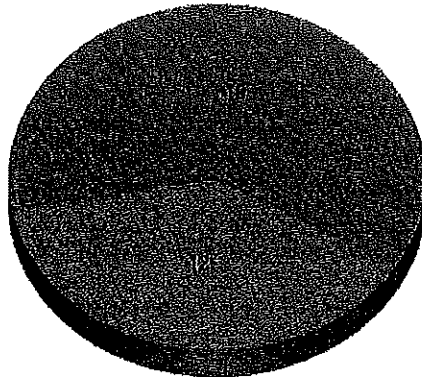
Proficiency Level - Pie Chart



Proficiency Level	# of Students	% of Students
76-100%	76	100.0%
61-75%	2	2.7%
26-60%	13	17.3%
Total	94	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

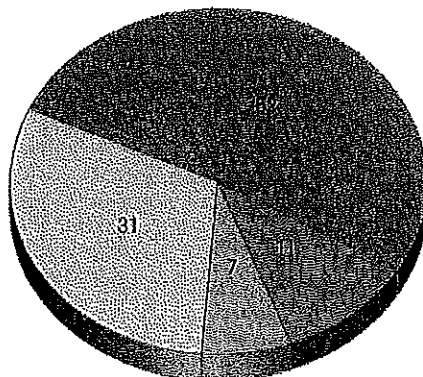
C4 ~ Target-F ~ Modeling/Analysis: Identify quantities & map relationships (e.g., diagrams, tables)



Proficiency Level	# of Students	% of Students
27-100%	27	84.4%
61-75%	1	3.2%
26-60%	3	9.4%
Total	31	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

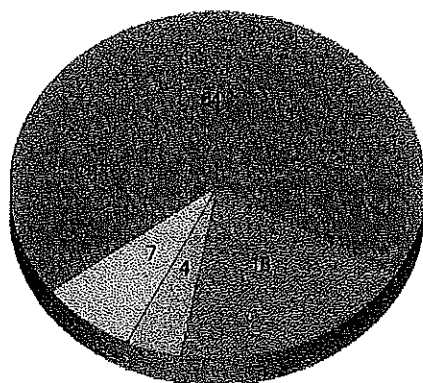
C3 ~ Target-A ~ Test propositions or conjectures with specific examples



Proficiency Level	# of Students	% of Students
76-100%	76	74.3%
61-75%	7	6.8%
26-60%	31	30.3%
61-75%	11	10.8%
Total	101	-

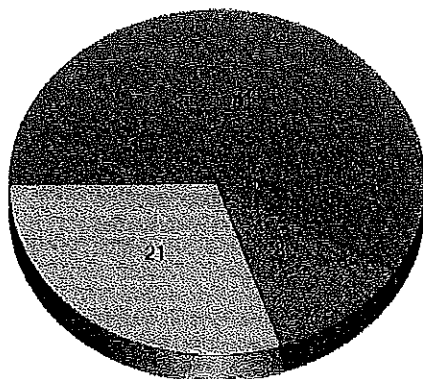
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

C3 ~ Target-B ~ Chains of reasoning to justify or refute propositions or conjectures



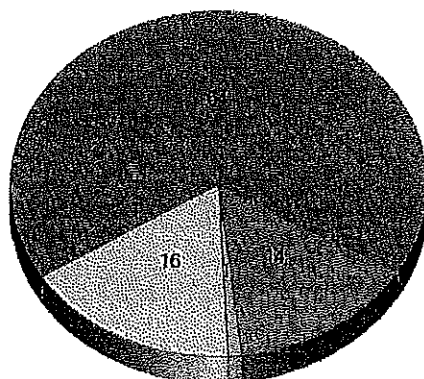
Proficiency Level	# of Students	% of Students
77-100%	16	77.0%
61-75%	1	4.8%
26-50%	1	7.5%
0-25%	1	10.4%
Total	93	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C3 ~ Target-C ~ Communicating Reasoning: State logical assumptions being used



Proficiency Level	# of Students	% of Students
77-100%	16	77.0%
26-50%	21	30.0%
0-25%	1	1.4%
Total	70	-

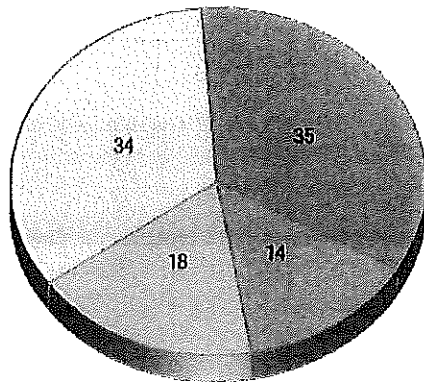
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C3 ~ Target-D ~ Use the technique of breaking an argument into cases



Proficiency Level	# of Students	% of Students
77-100%	11	47.0%
61-75%	1	4.2%
26-50%	10	16.8%
0-25%	5	16.1%
Total	95	-

SBAC Summative ~ Math ~ Grade 3 (4/15/2015)
C3 ~ Target-E ~ Distinguish correct logic or reasoning from that which is flawed, & explain

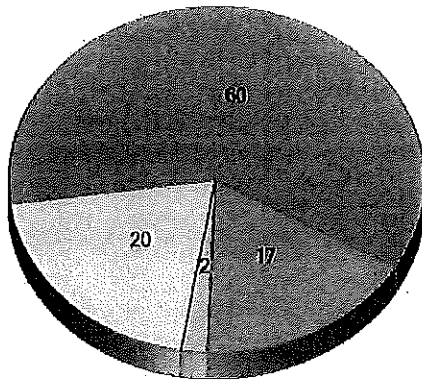
Proficiency Level - Pie Chart



Proficiency Level	# of Students	% of Students
76-100%	14	13.92%
51-75%	18	17.82%
26-50%	34	33.72%
0-25%	35	34.54%
Total	101	-

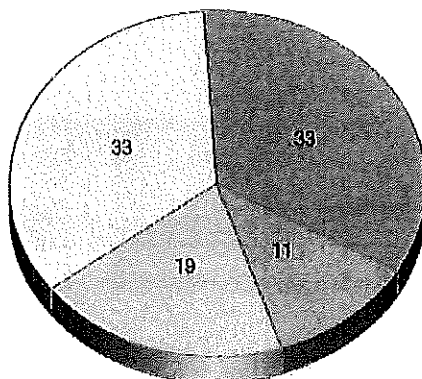
SBAC Summative ~ Math ~ Grade 3 (4/15/2015)

C3 ~ Target-F ~ Concrete arguments with referents such as objects, drawings & diagrams



Proficiency Level	# of Students	% of Students
76-100%	17	17.22%
51-75%	2	2%
26-50%	20	20.22%
0-25%	60	60.56%
Total	99	-

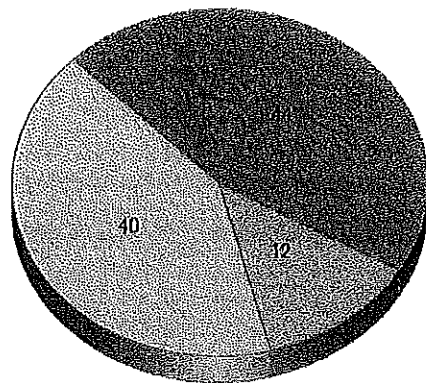
SBAC Summative ~ ELA ~ Grade 3 (4/15/2015)
Overall ELA Scale Score



Proficiency Level	# of Students	% of Students
Level 4	11	11.55%
Level 3	19	19.88%
Level 2	33	34.44%
Level 1	39	40.13%
Total	96	-

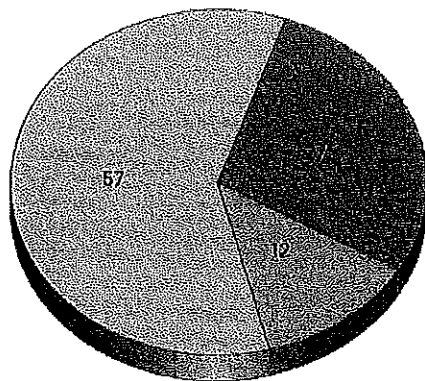
SBAC Summative ~ ELA ~ Grade 3 (4/15/2015)
Reading Claim Scale

Proficiency Level - Pie Chart



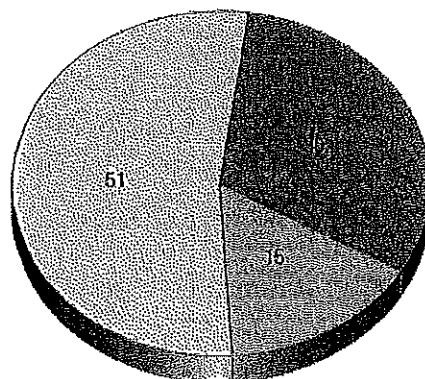
Proficiency Level	# of Students	% of Students
Above Standard	12	12.63%
At/Near Standard	40	41.74%
Below Standard	44	45.63%
Total	96	1

SBAC Summative ~ ELA ~ Grade 3 (4/15/2015)
Speaking/Listening Claim Scale



Proficiency Level	# of Students	% of Students
Above Standard	12	12.63%
At/Near Standard	57	59.47%
Below Standard	27	27.90%
Total	96	1

SBAC Summative ~ ELA ~ Grade 3 (4/15/2015)
Writing Claim Scale



Proficiency Level	# of Students	% of Students
Above Standard	15	15.62%
At/Near Standard	51	53.12%
Below Standard	30	31.25%
Total	96	1

SBAC Summative ~ ELA ~ Grade 3 (4/15/2015)
Research Claim Scale

**TITLE I PRIORITY SCHOOL LIST
2015-16**

	DISTRICT	SCHOOL
1.	Berlin	Brown Elementary School 752-1471
2.	Fall Mtn*	Alstead Primary School 835-2482
3.	Farmington*	Farmington Senior High School 755-2811
4.	Farmington*	Henry Wilson Memorial School 755-2181
5.	Franklin*	Franklin High School 934-5441
6.	Franklin*	Franklin Middle School 934-5828
7.	Hillsborough*	Hillsborough-Deering High School 464-1160
8.	Littleton*	Littleton High School 444-5601
9.	Manchester	McDonough School 624-6373
10.	Manchester	Bakersville School 624-6312
11.	Manchester	Parker Varney School 624-6338
12.	Manchester*	Middle School at Parkside 624-6356
13.	Manchester*	Beech Street School 624-6314
14.	Manchester*	Wilson School 624-6350
15.	Milton	Nute High School 652-4591
16.	Nashua*	Fairgrounds Elementary School 594-4318
17.	Somersworth	Idlehurst Elementary School 692-2435
18.	Somersworth	Somersworth Middle School 692-2126
19.	Stewartstown*	Stewartstown Community School 246-7082

*SIG Schools receiving federal 1003(g) SCHOOL IMPROVEMENT GRANT (SIG) MONEY

Jan-17	MONTHLY TALLY TOTALS						
18 days in month							
19 days JDB		BREAKFAST					
		PAID	RED	FREE	TOTAL	STAFF	FG
HIGH SCHOOL		26	58	599	683	10	
MIDDLE SCHOOL		90	91	1249	1430		
SMITH SCHOOL		113	62	1421	1596	18	
JENNIE BLAKE		119		170	289		
CCA					0		
TOTAL		348	211	3439	3998	28	0
		LUNCH					
		PAID	RED	FREE	TOTAL	STAFF	FG
HIGH SCHOOL		290	257	1641	2188	25	
MIDDLE SCHOOL		1311	296	3615	5222	81	
SMITH SCHOOL		670	181	2730	3581	84	
JENNIE BLAKE		366		324	690		
CCA		227	90	546	863		
TOTALS		2864	824	8856	11681	190	0
		# APPLICATIONS ON FILE					
		FREE	RED	ENROL		%	
HIGH SCHOOL		164	29	339		<u>56.93%</u>	
MIDDLE SCHOOL		255	23	399		<u>69.67%</u>	
SMITH SCHOOL		193	15	329		<u>63.22%</u>	
JENNIE BLAKE		19		61		<u>31.15%</u>	
CCA		36	6	95		<u>44.21%</u>	
TOTALS		667	73	1223		<u>60.51%</u>	

Appendix U: PSS/FMS Survey to Parents & Students

Parents! We need your help...

Please?

The Franklin School District is preparing to submit a proposal for funding an after-school program for elementary and middle school students. We would appreciate your sharing with us, what you think is needed to design the best community after-school program for your children and your family. Please take a moment to give us your valuable feedback on the questions below. There will be a space at the end of the survey for you to include anything else that we should consider regarding this initiative. Thank you for your participation!

1. Do you think that there needs to be some type of organized activity or place where children can go after school every day that provides opportunities to learn?
2. Do you currently have children that participate in an after school program? If you answer yes, what are your reasons for having your child enrolled in an after school program? If you answer no, why don't you have your child enrolled in an after school program?
Yes ☐ No ☐
3. Which is the most important element for an after school program to have?
Homework Club ☐ Physical Activity ☐ Enrichment activities ☐ Other ☐
4. Which after school outcome is most important to you?
Increase in academic achievement/ test scores ☐
Healthier kids through fitness and nutrition activities ☐
Development of creative and artistic skills ☐
5. If your children are in an after school program, do you think it makes you a more efficient member of the workforce? Why or why not?
6. If a late bus was provided for your children to be taken home after the program would you use it? If yes, how late would you need the bus service?
5:30pm ☐ 6:00 pm ☐ 6:30pm or later ☐
7. What would you like an after school program offer that is not currently available?
8. What do you think is a fair price for participating in an after school program per day, weekly or monthly?
9. Please tell us anything you would like us to know on the back of this page. Thank you!

Students!

What would you like to do after school in Franklin?

Please check off the following programs and activities that you would participate in if they were available to you after school.

<input type="checkbox"/>	Art Club
<input type="checkbox"/>	Homework Club
<input type="checkbox"/>	Computer/Technology Club
<input type="checkbox"/>	Science Club
<input type="checkbox"/>	Lego Club
<input type="checkbox"/>	Drug and Violence Prevention Club
<input type="checkbox"/>	Poetry Club
<input type="checkbox"/>	Cooking Club
<input type="checkbox"/>	Theatre Club
<input type="checkbox"/>	Sports Club - Intramural based
<input type="checkbox"/>	Basketball
<input type="checkbox"/>	Floor hockey
<input type="checkbox"/>	Soccer
<input type="checkbox"/>	Baseball/Softball
<input type="checkbox"/>	Other _____
<input type="checkbox"/>	Fitness Club
<input type="checkbox"/>	Yoga
<input type="checkbox"/>	Zumba
<input type="checkbox"/>	Other _____
<input type="checkbox"/>	Gaming Club
<input type="checkbox"/>	Health & Wellness Club
<input type="checkbox"/>	Community Service Club
<input type="checkbox"/>	Band/Chorus Club
<input type="checkbox"/>	Other: please list

If the programs that you checked off were offered, how likely is it that you would attend?

Not Likely

Very Likely

1

2

3

4

5

Appendix V: FMS/PSS Survey Results

Student Surveys Franklin Middle School 199 total surveys received

Art Club			74	Gaming Club/Board Games -2	79
Homework Club			15	Health & Wellnes Club	20
Computer Technology club			32	Community Service Club	25
Science Club			47	Band Chorus Club	57
Lego Club			50	Other	
Drug and Violence Prevention			29	Quidditch	1
Poetry Club			21	Mountain Bike Club	2
Cooking Club			104	Videography	1
Theater Club			49	Ski Club	3
Sports Club				Book Club	2
	Basketball		55	Weight Lifting	1
	Floor Hockey		15	Sewing	1
	Soccer		38	Save the Children	1
	Baseball/softball		42	Robotics	1
	Track		7	Animee	1
	Football		19		
	Volleyball		13		
	Cheer		5		
Fitness Club					
	Yoga		41		
	Zumba		27		
	Dance		3		
One	Two	Three	Four	Five	
10	1	25	41	67	

Parents survey for Franklin Middle School 14 Total Surveys

Do you think that there needs to be some type of organized activity or place where children can go after school every day that provides opportunities to learn?

Yes 10
No 1

Do you currently have children that participate in an after school program?

If you answer yes, what are your reasons for having your child enrolled in an after school program?

If you answer no, why don't you have your child enrolled in an after school program?

Yes 0
No 11

N-Parent helps with everything he needs help with

Which is the most important element for an after school program to have?

Homework Club	Physical Activity	Enrichment Activities
7	9	5

Which after school outcome is most important to you?

Increase academic achievement	Healthier kids- fitness/food	Dev creative/artistic skills
5	5	7

If you have children in an after school program, do you think it makes you a more efficient member of the workforce?

Yes	Neither
2	1

Why? Or why not? Less worrying about what my kids are doing. 2

Late bus hours	5:30	6:00	6:30
	5	2	0

What would you like to see in an after school program that is not currently available

Theater	Fun activities	Gymnastics	Other sports	Homework
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What do you think is a fair price for participating in an after school program per day?

Ability to afford -1 \$25 a week per child - 7

Not sure

\$25 /w with discount for another child

\$100/mo - 2

\$10/wk -

Student Surveys Paul Smith School 51 total surveys received

Art Club				33		Gaming Club/Board Games -2	21
Homework Club				14		Health & Wellnes Club	11
Computer Technology club				20		Community Service Club	14
Science Club				21		Band Chorus Club	25
Lego Club				29		Other	
Drug and Violence Prevention				1		Modeling club	1
Poetry Club				3		Track	1
Cooking Club				37		Big Bro/Big Sis	1
Theater Club				14		Sewing	1
Sports Club						Dance	3
	Basketball			19		Martial Arts	2
	Floor Hockey			12		Kareoke	1
	Soccer			23		Archery	1
	Baseball/softball			17		Pottery	1
	Gymnastics			1		Swimming	1
	Frisbee Golf			1		Painting	1
	Volleyball			13		Comedy	1
	Cheer			2		Ice hockey	1
Fitness Club							
	Yoga			13			
	Zumba			12			
	Dance			3			
One		Two	Three			Four	Five
0		0	3			12	27

Parents survey for Paul Smith School 40 Total Surveys

Do you think that there needs to be some type of organized activity or place where children can go after school every day that provides opportunities to learn?

Yes 27
No 6

Do you currently have children that participate in an after school program?

If you answer yes, what are your reasons for having your child enrolled in an after school program?

If you answer no, why don't you have your child enrolled in an after school program?

Yes 14 Socialization I want more learning time
No 24 No Lego or computer tech Cost No Kindergarten programs

N-Parent helps with everything he needs help with

Which is the most important element for an after school program to have?

Homework Club 17 Physical Activity 28 Enrichment Activities 18

Which after school outcome is most important to you?

Increase academic achievement 16 Healthier kids- fitness/food 23 Dev creative/artistic skills 22

If you have children in an after school program, do you think it makes you a more efficient member of the workforce?

Why? Or why not? Less worrying about what my kids are doing. 2
Yes 14 No 3

Late bus hours

5:30 6:00 6:30
18 10 1

What would you like to see in an after school program that is not currently available

Gym Lego/computers Movie Club Foreign Lang. Homework

What do you think is a fair price for participating in an after school program per day?

Ability to afford -1
Not sure
\$25 /w with discount for another child \$25 a week per child - 7 \$50 - \$75 per mo - 3
\$100/mo - 2 \$5 per day - 7 \$35 per mo - 1
\$10/wk - \$20 p/w - 2 \$10 p day - 3
Sliding scale - 1