

MLC
103



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of the Commissioner
25 Hall Street, Suite 304
Concord, NH 03301
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July 08, 2022

His Excellency, Governor Christopher T. Sununu
and the Honorable Council
State House
Concord, New Hampshire 03301

REQUESTED ACTION

Authorize the Department of Education, Division of Learner Support to enter into a **sole source** contract with Boston College (vendor code 161200), Chestnut Hill, MA in the amount not to exceed \$747,968 to conduct two research projects to evaluate current wellbeing and resilience factors in elementary school children and to determine whether specific play-based interventions in elementary schools can improve such factors for the academic year 2022-2023 and 2023-2024 upon Governor and Council approval through September 30, 2024. 100% Federal Funds.

Funds to support this request are available in the account titled ARP ESSER III, in FY23 and anticipated to be available in FY24 upon the availability and continued appropriation of funds in the future operating budget with the authority to adjust encumbrances amongst fiscal years within the price limitation through the Budget Office without further Governor and Council approval if needed and justified.

	FY23	FY24
05-56-56-562010-24370000-102-500731 Contracts for Prog. Srvc.	\$618,008	\$129,960

EXPLANATION

This contract is a **sole source** as RFPs seeking vendors for the research project yielded no responses. Boston College was involved in the research design, so they were independently approached to determine if they would be interested in completing the research.

The research will utilize two specific projects, as discussed below and in the accompanying contract and proposal.

- **Play Club** is a regularly scheduled opportunity for elementary school children in all grades (K – 5) to play freely together either before school opens in the morning or after it closes

in the afternoon. Play Club differs from typical school recess opportunities in that it is generally of longer duration; children in all grades play together rather than in age-segregated groups; rules are far fewer and simpler; and the adult monitors are instructed, and in some cases trained, to avoid intervening in the play unless there is a real emergency. A major purpose of Play Club is to provide children with freedom and opportunities to learn how to get along and work out their own problems without adult intervention. Age mixing among children is a crucial aspect of Play Club, as research has shown that mixed-age play has many benefits over same-age play (for a review, see Gray, 2011b). It is generally more nurturing, more creative, less competitive, and provides opportunities for younger children to learn from older ones and older children to practice leadership and nurturance with younger ones. It also provides opportunity for children to make friends with others who are not in their grade and for younger children to overcome the fears that many have of older children and therefore to feel more comfortable at school. Moreover, children who are socially inhibited have been found to overcome that inhibition by playing with younger children and thereby developing social competence and confidence (Gray, 2011b).

- **The Let Grow Project** is a program in which teachers give students regular homework assignments to do something new, on their own, of their own choosing with their parent or guardian's permission, that seems in some way difficult or somewhat scary and then to report on their experience. This project, like Play Club, was first piloted at the Patchogue-Medford elementary schools and has since been adopted by many other schools. The primary purpose is to help counter the restrictions of opportunities for adventure that limit children's lives in today's culture. Because it is presented as homework, parents take it seriously and work with their children to allow adventures that they might not have allowed or even thought of before. Typical Let Grow adventures chosen by children and approved by parents are such things as bicycling independently around the block or to a friend's house, walking the dog alone, cooking dinner, or using a tool they had not used before.

In the event Federal Funds are no longer available, General Funds will not be requested to support this request.

Respectfully submitted,



Frank Edelblut
Commissioner of Education

FORM NUMBER P-37 (version 12/11/2019)



Notice: This agreement and all of its attachments shall become public upon submission to Governor and Executive Council for approval. Any information that is private, confidential or proprietary must be clearly identified to the agency and agreed to in writing prior to signing the contract.

AGREEMENT

The State of New Hampshire and the Contractor hereby mutually agree as follows:

GENERAL PROVISIONS

1. IDENTIFICATION.

1.1 State Agency Name Department of Education		1.2 State Agency Address 25 Hall Street, Concord, NH 03301	
1.3 Contractor Name Boston College		1.4 Contractor Address 140 Commonwealth Ave Chestnut Hill, MA 02467	
1.5 Contractor Phone Number (617) 552-3061	1.6 Account Number See Exhibit C	1.7 Completion Date September 30, 2024	1.8 Price Limitation \$747,968
1.9 Contracting Officer for State Agency Melissa White		1.10 State Agency Telephone Number 603-271-3855	
1.11 Contractor Signature Susan Hoban <small>Digitally signed by Susan Hoban DN: cn=Susan Hoban, o=State of New Hampshire, ou=Office for Sponsored Programs, email=susan.hoban@doe.nh.gov, c=US</small>		1.12 Name and Title of Contractor Signatory Susan Hoban, Associate Director Office for Sponsored Programs	
1.13 State Agency Signature 		1.14 Name and Title of State Agency Signatory Frank Edelblut, Commissioner of Education	
1.15 Approval by the N.H. Department of Administration, Division of Personnel (if applicable) By: _____ Director, On: _____			
1.16 Approval by the Attorney General (Form, Substance and Execution) (if applicable) By:  Elizabeth A. Brown On: 7/13/2022			
1.17 Approval by the Governor and Executive Council (if applicable) G&C Item number: _____ G&C Meeting Date: _____			

Contractor Initials Susan Hoban
 Date 7/1/22

2. SERVICES TO BE PERFORMED. The State of New Hampshire, acting through the agency identified in block 1.1 ("State"), engages contractor identified in block 1.3 ("Contractor") to perform, and the Contractor shall perform, the work or sale of goods, or both, identified and more particularly described in the attached EXHIBIT B which is incorporated herein by reference ("Services").

3. EFFECTIVE DATE/COMPLETION OF SERVICES.

3.1 Notwithstanding any provision of this Agreement to the contrary, and subject to the approval of the Governor and Executive Council of the State of New Hampshire, if applicable, this Agreement, and all obligations of the parties hereunder, shall become effective on the date the Governor and Executive Council approve this Agreement as indicated in block 1.17, unless no such approval is required, in which case the Agreement shall become effective on the date the Agreement is signed by the State Agency as shown in block 1.13 ("Effective Date").

3.2 If the Contractor commences the Services prior to the Effective Date, all Services performed by the Contractor prior to the Effective Date shall be performed at the sole risk of the Contractor, and in the event that this Agreement does not become effective, the State shall have no liability to the Contractor, including without limitation, any obligation to pay the Contractor for any costs incurred or Services performed. Contractor must complete all Services by the Completion Date specified in block 1.7.

4. CONDITIONAL NATURE OF AGREEMENT.

Notwithstanding any provision of this Agreement to the contrary, all obligations of the State hereunder, including, without limitation, the continuance of payments hereunder, are contingent upon the availability and continued appropriation of funds affected by any state or federal legislative or executive action that reduces, eliminates or otherwise modifies the appropriation or availability of funding for this Agreement and the Scope for Services provided in EXHIBIT B, in whole or in part. In no event shall the State be liable for any payments hereunder in excess of such available appropriated funds. In the event of a reduction or termination of appropriated funds, the State shall have the right to withhold payment until such funds become available, if ever, and shall have the right to reduce or terminate the Services under this Agreement immediately upon giving the Contractor notice of such reduction or termination. The State shall not be required to transfer funds from any other account or source to the Account identified in block 1.6 in the event funds in that Account are reduced or unavailable.

5. CONTRACT PRICE/PRICE LIMITATION/ PAYMENT.

5.1 The contract price, method of payment, and terms of payment are identified and more particularly described in EXHIBIT C which is incorporated herein by reference.

5.2 The payment by the State of the contract price shall be the only and the complete reimbursement to the Contractor for all expenses, of whatever nature incurred by the Contractor in the performance hereof, and shall be the only and the complete

compensation to the Contractor for the Services. The State shall have no liability to the Contractor other than the contract price.

5.3 The State reserves the right to offset from any amounts otherwise payable to the Contractor under this Agreement those liquidated amounts required or permitted by N.H. RSA 80:7 through RSA 80:7-c or any other provision of law.

5.4 Notwithstanding any provision in this Agreement to the contrary, and notwithstanding unexpected circumstances, in no event shall the total of all payments authorized, or actually made hereunder, exceed the Price Limitation set forth in block 1.8.

6. COMPLIANCE BY CONTRACTOR WITH LAWS AND REGULATIONS/ EQUAL EMPLOYMENT OPPORTUNITY.

6.1 In connection with the performance of the Services, the Contractor shall comply with all applicable statutes, laws, regulations, and orders of federal, state, county or municipal authorities which impose any obligation or duty upon the Contractor, including, but not limited to, civil rights and equal employment opportunity laws. In addition, if this Agreement is funded in any part by monies of the United States, the Contractor shall comply with all federal executive orders, rules, regulations and statutes, and with any rules, regulations and guidelines as the State or the United States issue to implement these regulations. The Contractor shall also comply with all applicable intellectual property laws.

6.2 During the term of this Agreement, the Contractor shall not discriminate against employees or applicants for employment because of race, color, religion, creed, age, sex, handicap, sexual orientation, or national origin and will take affirmative action to prevent such discrimination.

6.3 The Contractor agrees to permit the State or United States access to any of the Contractor's books, records and accounts for the purpose of ascertaining compliance with all rules, regulations and orders, and the covenants, terms and conditions of this Agreement.

7. PERSONNEL.

7.1 The Contractor shall at its own expense provide all personnel necessary to perform the Services. The Contractor warrants that all personnel engaged in the Services shall be qualified to perform the Services, and shall be properly licensed and otherwise authorized to do so under all applicable laws.

7.2 Unless otherwise authorized in writing, during the term of this Agreement, and for a period of six (6) months after the Completion Date in block 1.7, the Contractor shall not hire, and shall not permit any subcontractor or other person, firm or corporation with whom it is engaged in a combined effort to perform the Services to hire, any person who is a State employee or official, who is materially involved in the procurement, administration or performance of this Agreement. This provision shall survive termination of this Agreement.

7.3 The Contracting Officer specified in block 1.9, or his or her successor, shall be the State's representative. In the event of any dispute concerning the interpretation of this Agreement, the Contracting Officer's decision shall be final for the State.

8. EVENT OF DEFAULT/REMEDIES.

8.1 Any one or more of the following acts or omissions of the Contractor shall constitute an event of default hereunder ("Event of Default"):

- 8.1.1 failure to perform the Services satisfactorily or on schedule;
- 8.1.2 failure to submit any report required hereunder; and/or
- 8.1.3 failure to perform any other covenant, term or condition of this Agreement.

8.2 Upon the occurrence of any Event of Default, the State may take any one, or more, or all, of the following actions:

8.2.1 give the Contractor a written notice specifying the Event of Default and requiring it to be remedied within, in the absence of a greater or lesser specification of time, thirty (30) days from the date of the notice; and if the Event of Default is not timely cured, terminate this Agreement, effective two (2) days after giving the Contractor notice of termination;

8.2.2 give the Contractor a written notice specifying the Event of Default and suspending all payments to be made under this Agreement and ordering that the portion of the contract price which would otherwise accrue to the Contractor during the period from the date of such notice until such time as the State determines that the Contractor has cured the Event of Default shall never be paid to the Contractor;

8.2.3 give the Contractor a written notice specifying the Event of Default and set off against any other obligations the State may owe to the Contractor any damages the State suffers by reason of any Event of Default; and/or

8.2.4 give the Contractor a written notice specifying the Event of Default, treat the Agreement as breached, terminate the Agreement and pursue any of its remedies at law or in equity, or both.

8.3. No failure by the State to enforce any provisions hereof after any Event of Default shall be deemed a waiver of its rights with regard to that Event of Default, or any subsequent Event of Default. No express failure to enforce any Event of Default shall be deemed a waiver of the right of the State to enforce each and all of the provisions hereof upon any further or other Event of Default on the part of the Contractor.

9. TERMINATION.

9.1 Notwithstanding paragraph 8, the State may, at its sole discretion, terminate the Agreement for any reason, in whole or in part, by thirty (30) days written notice to the Contractor that the State is exercising its option to terminate the Agreement.

9.2 In the event of an early termination of this Agreement for any reason other than the completion of the Services, the Contractor shall, at the State's discretion, deliver to the Contracting Officer, not later than fifteen (15) days after the date of termination, a report ("Termination Report") describing in detail all Services performed, and the contract price earned, to and including the date of termination. The form, subject matter, content, and number of copies of the Termination Report shall be identical to those of any Final Report described in the attached EXHIBIT B. In addition, at the State's discretion, the Contractor shall, within 15 days of notice of early termination, develop and

submit to the State a Transition Plan for services under the Agreement.

10. DATA/ACCESS/CONFIDENTIALITY/PRESERVATION.

10.1 As used in this Agreement, the word "data" shall mean all information and things developed or obtained during the performance of, or acquired or developed by reason of, this Agreement, including, but not limited to, all studies, reports, files, formulae, surveys, maps, charts, sound recordings, video recordings, pictorial reproductions, drawings, analyses, graphic representations, computer programs, computer printouts, notes, letters, memoranda, papers, and documents, all whether finished or unfinished.

10.2 All data and any property which has been received from the State or purchased with funds provided for that purpose under this Agreement, shall be the property of the State, and shall be returned to the State upon demand or upon termination of this Agreement for any reason.

10.3 Confidentiality of data shall be governed by N.H. RSA chapter 91-A or other existing law. Disclosure of data requires prior written approval of the State.

11. CONTRACTOR'S RELATION TO THE STATE. In the performance of this Agreement the Contractor is in all respects an independent contractor, and is neither an agent nor an employee of the State. Neither the Contractor nor any of its officers, employees, agents or members shall have authority to bind the State or receive any benefits, workers' compensation or other emoluments provided by the State to its employees.

12. ASSIGNMENT/DELEGATION/SUBCONTRACTS.

12.1 The Contractor shall not assign, or otherwise transfer any interest in this Agreement without the prior written notice, which shall be provided to the State at least fifteen (15) days prior to the assignment, and a written consent of the State. For purposes of this paragraph, a Change of Control shall constitute assignment. "Change of Control" means (a) merger, consolidation, or a transaction or series of related transactions in which a third party, together with its affiliates, becomes the direct or indirect owner of fifty percent (50%) or more of the voting shares or similar equity interests, or combined voting power of the Contractor, or (b) the sale of all or substantially all of the assets of the Contractor.

12.2 None of the Services shall be subcontracted by the Contractor without prior written notice and consent of the State. The State is entitled to copies of all subcontracts and assignment agreements and shall not be bound by any provisions contained in a subcontract or an assignment agreement to which it is not a party.

13. INDEMNIFICATION. Unless otherwise exempted by law, the Contractor shall indemnify and hold harmless the State, its officers and employees, from and against any and all claims, liabilities and costs for any personal injury or property damages, patent or copyright infringement, or other claims asserted against the State, its officers or employees, which arise out of (or which may be claimed to arise out of) the acts or omission of the

Contractor Initials Susan Hoban
Date 7/1/22

Contractor, or subcontractors, including but not limited to the negligence, reckless or intentional conduct. The State shall not be liable for any costs incurred by the Contractor arising under this paragraph 13. Notwithstanding the foregoing, nothing herein contained shall be deemed to constitute a waiver of the sovereign immunity of the State, which immunity is hereby reserved to the State. This covenant in paragraph 13 shall survive the termination of this Agreement.

14. INSURANCE.

14.1 The Contractor shall, at its sole expense, obtain and continuously maintain in force, and shall require any subcontractor or assignee to obtain and maintain in force, the following insurance:

14.1.1 commercial general liability insurance against all claims of bodily injury, death or property damage, in amounts of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate or excess; and

14.1.2 special cause of loss coverage form covering all property subject to subparagraph 10.2 herein, in an amount not less than 80% of the whole replacement value of the property.

14.2 The policies described in subparagraph 14.1 herein shall be on policy forms and endorsements approved for use in the State of New Hampshire by the N.H. Department of Insurance, and issued by insurers licensed in the State of New Hampshire.

14.3 The Contractor shall furnish to the Contracting Officer identified in block 1.9, or his or her successor, a certificate(s) of insurance for all insurance required under this Agreement. Contractor shall also furnish to the Contracting Officer identified in block 1.9, or his or her successor, certificate(s) of insurance for all renewal(s) of insurance required under this Agreement no later than ten (10) days prior to the expiration date of each insurance policy. The certificate(s) of insurance and any renewals thereof shall be attached and are incorporated herein by reference.

15. WORKERS' COMPENSATION.

15.1 By signing this agreement, the Contractor agrees, certifies and warrants that the Contractor is in compliance with or exempt from, the requirements of N.H. RSA chapter 281-A ("*Workers' Compensation*").

15.2 To the extent the Contractor is subject to the requirements of N.H. RSA chapter 281-A, Contractor shall maintain, and require any subcontractor or assignee to secure and maintain, payment of Workers' Compensation in connection with activities which the person proposes to undertake pursuant to this Agreement. The Contractor shall furnish the Contracting Officer identified in block 1.9, or his or her successor, proof of Workers' Compensation in the manner described in N.H. RSA chapter 281-A and any applicable renewal(s) thereof, which shall be attached and are incorporated herein by reference. The State shall not be responsible for payment of any Workers' Compensation premiums or for any other claim or benefit for Contractor, or any subcontractor or employee of Contractor, which might arise under applicable State of New Hampshire Workers' Compensation laws in connection with the performance of the Services under this Agreement.

16. **NOTICE.** Any notice by a party hereto to the other party shall be deemed to have been duly delivered or given at the time of mailing by certified mail, postage prepaid, in a United States Post Office addressed to the parties at the addresses given in blocks 1.2 and 1.4, herein.

17. **AMENDMENT.** This Agreement may be amended, waived or discharged only by an instrument in writing signed by the parties hereto and only after approval of such amendment, waiver or discharge by the Governor and Executive Council of the State of New Hampshire unless no such approval is required under the circumstances pursuant to State law, rule or policy.

18. **CHOICE OF LAW AND FORUM.** This Agreement shall be governed, interpreted and construed in accordance with the laws of the State of New Hampshire, and is binding upon and inures to the benefit of the parties and their respective successors and assigns. The wording used in this Agreement is the wording chosen by the parties to express their mutual intent, and no rule of construction shall be applied against or in favor of any party. Any actions arising out of this Agreement shall be brought and maintained in New Hampshire Superior Court which shall have exclusive jurisdiction thereof.

19. **CONFLICTING TERMS.** In the event of a conflict between the terms of this P-37 form (as modified in EXHIBIT A) and/or attachments and amendment thereof, the terms of the P-37 (as modified in EXHIBIT A) shall control.

20. **THIRD PARTIES.** The parties hereto do not intend to benefit any third parties and this Agreement shall not be construed to confer any such benefit.

21. **HEADINGS.** The headings throughout the Agreement are for reference purposes only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Agreement.

22. **SPECIAL PROVISIONS.** Additional or modifying provisions set forth in the attached EXHIBIT A are incorporated herein by reference.

23. **SEVERABILITY.** In the event any of the provisions of this Agreement are held by a court of competent jurisdiction to be contrary to any state or federal law, the remaining provisions of this Agreement will remain in full force and effect.

24. **ENTIRE AGREEMENT.** This Agreement, which may be executed in a number of counterparts, each of which shall be deemed an original, constitutes the entire agreement and understanding between the parties, and supersedes all prior agreements and understandings with respect to the subject matter hereof.

**EXHIBIT A
Special Provisions**

Additional Exhibits D-G

Addendum

Federal Certification 2 CFR 200.415

Required certifications include: (a) To assure that expenditures are proper and in accordance with the terms and conditions of the Federal award and approved project budgets, the annual and final fiscal reports or vouchers requesting payment under the agreements must include a certification, signed by an official who is authorized to legally bind the non-Federal entity, which reads as follows:

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

Contract between Boston College and the New Hampshire Department of Education

Contractor Initials Susan Hoban
Date 7/11/22

EXHIBIT B
Scope of Services

Boston College will conduct two research projects to evaluate current wellbeing and resilience factors in elementary school children and to determine whether specific play-based interventions in elementary schools can improve such factors. Such areas of inquiry include children's joy related to school, friendships, psychological resilience, sense of control over their own lives, confidence in their ability to solve life problems, self-perceptions, attitudes and behaviors that contribute to academic growth, and ability to negotiate with their parents or caregivers for opportunities to engage in activities they would like to pursue. Additional purposes are to determine if these interventions improve school climate (the perception of school as a friendly, welcoming place), improve students' academic performance, enhance ways in which children may be perceived as strength-bearing by adults such as teachers, and reduce the academic gap based on SES and special needs. The possibility that these interventions would reduce the academic gap is supported by previous research showing that programs aimed at making students feel more welcome and "at-home" in school boost academic achievement for students from economically disadvantaged families even more than for students from wealthier families (Berkowitz et al., 2017).

The research will utilize two specific projects, as discussed below and in the accompanying proposal.

Play Club is a regularly scheduled opportunity for elementary school children in all grades (K – 5) to play freely together either before school opens in the morning or after it closes in the afternoon. Play Club differs from typical school recess opportunities in that it is generally of longer duration; children in all grades play together rather than in age-segregated groups; rules are far fewer and simpler; and the adult monitors are instructed, and in some cases trained, to avoid intervening in the play unless there is a real emergency. A major purpose of Play Club is to provide children with freedom and opportunities to learn how to get along and work out their own problems without adult intervention. Age mixing among children is a crucial aspect of Play Club, as research has shown that mixed-age play has many benefits over same-age play (for a review, see Gray, 2011b). It is generally more nurturing, more creative, less competitive, and provides opportunities for younger children to learn from older ones and older children to practice leadership and nurturance with younger ones. It also provides opportunity for children to make friends with others who are not in their grade and for younger children to overcome the fears that many have of older children and therefore to feel more comfortable at school. Moreover, children who are socially inhibited have been found to overcome that inhibition by playing with younger children and thereby developing social competence and confidence (Gray, 2011b).

The **Let Grow Project** is a program in which teachers give students regular homework assignments to do something new, on their own, of their own choosing with their parent or guardian's permission, that seems in some way difficult or somewhat scary and then to report on their experience. This project, like *Play Club*, was first piloted at the Patchogue-Medford elementary schools and has since been adopted by many other schools. The primary purpose is to help counter the restrictions of opportunities for adventure that limit children's lives in today's culture. Because it is presented as homework, parents take it seriously and work with their children to allow adventures that they might not have allowed or even thought of before. Typical *Let Grow* adventures chosen by children and approved by parents are such things as bicycling independently around the block or to a friend's house, walking the dog alone, cooking dinner, or using a tool they had not used before.

Contract between Boston College and the New Hampshire Department of Education

Contractor Initials Susan Hoban
Date _____

7/7/22

**EXHIBIT C
Method of Payment**

The chart below summarizes the project budget.

		Year 1	Year 2	Year 3	Total
A. Senior Personnel					
PI	Jessica Black	42,281	43,761	45,293	131,355
B. Other Personnel					
Lead Research Associate	Maggie Van Camp	70,000	72,450	18,746	161,196
Graduate Student (RA)	TBD	26,000	26,000	6,500	58,500
Undergraduate Students (RA)	TBD	15,600	15,600	3,900	35,100
Total Other Personnel		111,600	114,050	29,164	254,796
Total Salaries and Wages		153,881	157,811	74,439	386,131
C. Fringe Benefits		33,235	34,398	18,956	86,131
Total Salaries, Wages & Fringe Benefits		187,116	192,209	93,395	472,720
D. Travel		7,250	8,250	5,500	21,000
E. Other Direct Costs					
	Consultant: Peter Gray	20,000	20,000	5,000	45,000
	Play Kits	20,000	10,000		30,000
	Book Kits	4,000	2,000		6,000
	Parent Book Club	4,000	4,000		8,000
	Teacher/Staff Books	4,000	4,000		8,000
	Survey Measures	7,200	10,800		18,000
	Chasing Childhood Documentary	500	1,000		1,500
	Materials/Supplies + Software	4,000	4,000		8,000
	Zoom License	250	250	250	750
	Three Tablets w/ Stylus	5,000			5,000
	Pedometers	5,000	5,000		10,000
	Cortisol Kits & Testing	14,000	14,000		28,000
	Publication/Report Costs	2,000	2,000	14,000	18,000
F. Total Other Direct Costs		89,950	77,050	19,250	186,250
G. Total Direct Costs		284,316	277,509	118,145	679,970
H. Total Indirect Costs		28,432	27,751	11,815	67,998
I. Total Direct & Indirect Costs		312,748	305,260	129,960	747,968

Fringe rates above are 29.6% professional

Contract between Boston College and the New Hampshire Department of Education

Contractor Initials Susan Hoban
Date 7/11/22

EXHIBIT C
Continued

Limitation on Price: Upon mutual agreement between the state contracting officer and Boston College, line items in this budget may be adjusted one to another but shall not exceed the price limitation of \$747,968. Boston College will monitor Program and not exceed the price limitation.

Source of Funding: Funds to support this request are available in the account titled ESSER III – ARP 2021, in FY23 and anticipated to be available in FY24, with the ability to adjust encumbrances amongst fiscal years within the price limitation through the Budget Office without further Governor and Council approval if needed and justified.

	FY23	FY24	Total
05-56-56-562010-24370000-102-500731 Contracts for Program Services	\$618,008	\$129,960	\$747,968

Method of Payment: Boston College will invoice New Hampshire Education Department (NHED) monthly. Invoices will be Net30 from the date of issuance. Invoices shall be submitted to:

Jenn Doris
NHED
25 Hall Street
Concord, NH 03301
Jennifer.F.Doris@doe.nh.gov
603-573-1479

Contract between Boston College and the New Hampshire Department of Education

Contractor Initials Susan Hoban
Date _____
7/7/22

EXHIBIT D

Contractor Obligations

Contracts in excess of the simplified acquisition threshold (currently set at \$250,000) must address **administrative, contractual, or legal remedies** in instances where the contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate. Reference: 2 C.F.R. § 200.326 and 2 C.F.R. 200, Appendix II, required contract clauses.

The contractor acknowledges that 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the contractor's actions pertaining to this contract.

The Contractor, certifies and affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. § 3801 et seq., apply to this certification and disclosure, if any.

Breach

A breach of the contract clauses above may be grounds for termination of the contract, and for debarment as a contractor and subcontractor as provided in 29 C.F.R. § 5.12.

Fraud and False Statements

The Contractor understands that, if the project which is the subject of this Contract is financed in whole or in part by federal funds, that if the undersigned, the company that the Contractor represents, or any employee or agent thereof, knowingly makes any false statement, representation, report or claim as to the character, quality, quantity, or cost of material used or to be used, or quantity or quality work performed or to be performed, or makes any false statement or representation of a material fact in any statement, certificate, or report, the Contractor and any company that the Contractor represents may be subject to prosecution under the provision of 18 USC §1001 and §1020.

Environmental Protection

(This clause is applicable if this Contract exceeds \$150,000. It applies to Federal-aid contracts only.)

The Contractor is required to comply with all applicable standards, orders or requirements issued under Section 306 of the Clean Air Act (42 U.S.C. 1857 (h)), Section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency (EPA) regulations (40 CFR Part 15) which prohibit the use under non-exempt Federal contracts, grants or loans of facilities included on the EPA List of Violating Facilities. Violations shall be reported to the FHWA and to the U.S. EPA Assistant Administrator for Enforcement.

Procurement of Recovered Materials

In accordance with Section 6002 of the Solid Waste Disposal Act (42 U.S.C. § 6962), State agencies and agencies of a political subdivision of a state that are using appropriated Federal funds for procurement must procure items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired in the preceding fiscal year exceeded \$10,000; must procure solid waste management services in a manner that maximizes energy and resource recovery; and must have established an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Revised 6-25-21

Contractor Initials _____
Date 7/17/22 *Susan Hoban*

Exhibit E

Federal Debarment and Suspension

- a. By signature on this Contract, the Contractor certifies its compliance, and the compliance of its Sub-Contractors, present or future, by stating that any person associated therewith in the capacity of owner, partner, director, officer, principal investor, project director, manager, auditor, or any position of authority involving federal funds:
1. Is not currently under suspension, debarment, voluntary exclusion, or determination of ineligibility by any Federal Agency;
 2. Does not have a proposed debarment pending;
 3. Has not been suspended, debarred, voluntarily excluded or determined ineligible by any Federal Agency within the past three (3) years; and
 4. Has not been indicted, convicted, or had a civil judgment rendered against the firm by a court of competent jurisdiction in any matter involving fraud or official misconduct within the past three (3) years.
- b. Where the Contractor or its Sub-Contractor is unable to certify to the statement in Section a.1. above, the Contractor or its Sub-Contractor shall be declared ineligible to enter into Contract or participate in the project.
- c. Where the Contractor or Sub-Contractor is unable to certify to any of the statements as listed in Sections a.2., a.3., or a.4., above, the Contractor or its Sub-Contractor shall submit a written explanation to the DOE. The certification or explanation shall be considered in connection with the DOE's determination whether to enter into Contract.
- d. The Contractor shall provide immediate written notice to the DOE if, at any time, the Contractor or its Sub-Contractor, learn that its Debarment and Suspension certification has become erroneous by reason of changed circumstances.

Revised 6-25-21

Contractor Initials Susan Hoban
Date 7/7/22

Exhibit F
Anti-Lobbying

The Contractor agrees to comply with the provisions of Section 319 of Public Law 101-121, Government wide Guidance for New Restrictions on Lobbying, and 31 U.S.C. 1352, and further agrees to have the Contractor's representative, execute the following Certification:

The Contractor certifies, by signing and submitting this contract, to the best of his/her knowledge and belief, that:

- a. No federal appropriated funds have been paid or shall be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence any officer or employee of any State or Federal Agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the awarding of any Federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal amendment, or modification of any Federal contract grant, loan, or cooperative agreement.
- b. If any funds other than federally appropriated funds have been paid or shall be paid to any person for influencing or attempting to influence an officer or employee of any Federal Agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit the "Disclosure of Lobbying Activities" form in accordance with its instructions

<https://www.gsa.gov/forms-library/disclosure-lobbying-activities>

- c. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making and entering into this transaction imposed by Section 1352, Title 31 and U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.
- d. The Contractor also agrees, by signing this contract that it shall require that the language of this certification be included in subcontracts with all Sub-Contractor(s) and lower-tier Sub-Contractors which exceed \$100,000 and that all such Sub-Contractors and lower-tier Sub-Contractors shall certify and disclose accordingly.
- e. The DOE shall keep the firm's certification on file as part of its original contract. The Contractor shall keep individual certifications from all Sub-Contractors and lower-tier Sub-Contractors on file. Certification shall be retained for three (3) years following completion and acceptance of any given project.

Revised 6-25-21

Contractor Initials Susan Hoban
Date 7/7/22

Exhibit G

Rights to Inventions Made Under a Contract, Copy Rights and Confidentiality

Rights to Inventions Made Under a Contract or Agreement

Contracts or agreements for the performance of experimental, developmental, or research work shall provide for the rights of the Federal Government and the recipient in any resulting invention in accordance with 37 CFR part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the DOE.

Any discovery or invention that arises during the course of the contract shall be reported to the DOE. The Contractor is required to disclose inventions promptly to the contracting officer (within 2 months) after the inventor discloses it in writing to contractor personnel responsible for patent matters. The awarding agency shall determine how rights in the invention/discovery shall be allocated consistent with "Government Patent Policy" and Title 37 C.F.R. § 401.

Confidentiality

All Written and oral information and materials disclosed or provided by the DOE under this agreement constitutes Confidential Information, regardless of whether such information was provided before or after the date on this agreement or how it was provided.

The Contractor and representatives thereof, acknowledge that by making use of, acquiring or adding to information about matters and data related to this agreement, which are confidential to the DOE and its partners, must remain the exclusive property of the DOE.

Confidential information means all data and information related to the business and operation of the DOE, including but not limited to all school and student data contained in NH Title XV, Education, Chapters 186-200.

Confidential information includes but is not limited to, student and school district data, revenue and cost information, the source code for computer software and hardware products owned in part or in whole by the DOE, financial information, partner information (including the identity of DOE partners), Contractor and supplier information, (including the identity of DOE Contractors and suppliers), and any information that has been marked "confidential" or "proprietary", or with the like designation. During the term of this contract the Contractor agrees to abide by such rules as may be adopted from time to time by the DOE to maintain the security of all confidential information. The Contractor further agrees that it will always regard and preserve as confidential information/data received during the performance of this contract. The Contractor will not use, copy, make notes, or use excerpts of any confidential information, nor will it give, disclose, provide access to, or otherwise make available any confidential information to any person not employed or contracted by the DOE or subcontracted with the Contractor.

Ownership of Intellectual Property

The DOE shall retain ownership of all source data and other intellectual property of the DOE provided to the Contractor in order to complete the services of this agreement. As well the DOE will retain copyright ownership for any and all materials, patents and intellectual property produced, including, but not limited to, brochures, resource directories, protocols, guidelines, posters, or reports. The Contractor shall not reproduce any materials for purposes other than use for the terms under the contract without prior written approval from the DOE.

Revised 6-25-21

Contractor Initials Susan Hoban
Date 7/7/22



Commonwealth of Massachusetts
Department of Revenue
Geoffrey E. Snyder, Commissioner

mass.gov/dor

Letter ID: L0802090432
Notice Date: June 27, 2022



CERTIFICATE OF GOOD STANDING AND/OR TAX COMPLIANCE



TRUSTEES OF BOSTON COLLEGE
245 BEACON ST
CHESTNUT HILL MA 02467-3855

Why did I receive this notice?

The Commissioner of Revenue certifies that, as of the date of this certificate, TRUSTEES OF BOSTON COLLEGE is in compliance with its tax obligations under Chapter 62C of the Massachusetts General Laws.

This certificate doesn't certify that the taxpayer is compliant in taxes such as unemployment insurance administered by agencies other than the Department of Revenue, or taxes under any other provisions of law.

This is not a waiver of lien issued under Chapter 62C, section 52 of the Massachusetts General Laws.

What if I have questions?

If you have questions, call us at (617) 887-6400 or toll-free in Massachusetts at (800) 392-6089, Monday through Friday, 9:00 a.m. to 4:00 p.m..

Visit us online!

Visit mass.gov/dor to learn more about Massachusetts tax laws and DOR policies and procedures, including your Taxpayer Bill of Rights, and MassTaxConnect for easy access to your account:

- Review or update your account
- Contact us using e-message
- Sign up for e-billing to save paper
- Make payments or set up autopay

Edward W. Coyle, Jr., Chief
Collections Bureau



BOSTON COLLEGE

VICE PRESIDENT AND UNIVERSITY SECRETARY

CERTIFICATE OF AUTHORITY - CORPORATE

1. I hereby certify that I am the Clerk/Secretary of: Trustees of Boston College, a corporation formed under the laws of the Commonwealth of Massachusetts; and that
2. **Susan Hoban** is the duly appointed "Associate Director of the Office for Sponsored Programs of said corporation, and that
3. The power to execute on behalf of said corporation contracts and other instruments pertaining to Sponsored Programs has been delegated to
4. **Susan Hoban** and such delegation has not been amended or rescinded and will be in full force and effect (May 5, 2022 – August 31, 2022) as of the date set forth below.

Attest:

Casey C Beaumier SJ

Name:

Casey C. Beaumier, SJ

Date:

6/14/22



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/27/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

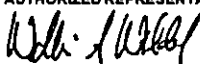
PRODUCER Waldorf Risk Solutions, LLC 24 W. Carver Street, 1st Floor Huntington NY 11743	CONTACT NAME: PHONE (A/C, No., Ext): 631-423-9500 FAX (A/C, No.): 631-424-3610 E-MAIL ADDRESS: info@wrs1928.com	
	INSURER(S) AFFORDING COVERAGE NAIC # INSURER A : Certain Underwriters at Lloyds, London - AA1122000	
INSURED Trustees of Boston College 140 Commonwealth Avenue Chestnut Hill MA 02467	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER: 1219280832** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Ind Prof Liab GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			[REDACTED]	6/1/2022	6/1/2023	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 1,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 4,000,000 PRODUCTS - COM/PROP AGG \$ 1,000,000 \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y/N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Coverage certified above extends to include the students and faculty of Boston College as insured while participating in practicums at the certificate holders facility.

CERTIFICATE HOLDER	CANCELLATION 30
Department of Education, State of New Hampshire NHED 25 Hall Street Concord NH 03301	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 

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TRUSOFB-03

GCAPLIN

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/13/2022

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IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 1780862 HUB International New England 300 Ballardvale Street Wilmington, MA 01887	CONTACT NAME: PHONE (A/C, No, Ext): (978) 657-5100 FAX (A/C, No): (978) 988-0038	
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
INSURED Trustees of Boston College St. Clement's Hall, Suite 002 140 Commonwealth Ave Chestnut Hill, MA 02467	INSURER A: MEMIC Indemnity Company NAIC # 11030	
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
INSURER F:		

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADOL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMPOP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A		4/26/2022	4/26/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER New Hampshire Department of Education 25 Hall Street Concord, NH 03301	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

Addendum

**A Scientific Investigation of Student Wellbeing and Play-Based
Intervention Programming in New Hampshire Elementary Schools**

A Research Study Proposal submitted to New Hampshire Department of Education

Prepared by:

Jessica M. Black, Ph.D.
Peter Gray, Ph.D.
Maggie Van Camp, Ph.D.

Submitted by:

Jessica M. Black, Ph.D., Director, Cell to Society Lab, Boston College

May 10, 2022



PART I: INTRODUCTION AND SIGNIFICANCE

Brains are built, not born (Cozolino, 2014). Brains of children are particularly sensitive and responsive to their environment (Center on the Developing Child, Harvard University, 2022), and schooling is a primary proximal system within that environment (Cozolino, 2013). This brain plasticity is advantageous in environments that support positive relational and scholastic opportunities, but problematic when such beneficial input is not consistently available. Positive environments that support flourishing in children's mental, physical and social-emotional health address multiple measurable foundational contributors to wellbeing and resilience (Center on the Developing Child, Harvard University, 2022). Wellbeing constitutes positive feelings such as happiness and contentment, functioning well, development of one's potential, sense of control or agency over one's direction in life (i.e., internal locus of control), having a sense of purpose, and being supported by positive relationships (Ruggeri, Garcia-Garzon, Maguire, Matz, and Huppert, 2020). Wellbeing supports resilience and having resilience enables children to overcome adversity and hardship. Resilience has myriad definitions but underscores a learned process of bouncing back, making meaning from adversity, and growing from changes, challenges, or threats to the body (Center on the Developing Child, Harvard University, 2022; Siegel and Bryson, 2011; Southwick and Charney, 2018). There are multiple pathways to assessing and addressing wellbeing and resilience in children, an important and timely matter due to the decline in child mental health and academic outcomes exacerbated by COVID-19, in particular across socioeconomic lines, and because the brain is most malleable and therefore maximally responsive to intervention during these early stages of cognitive, social, and emotional development.

The overarching aim of this proposed project is to evaluate current wellbeing and resilience factors in elementary school children and to determine whether specific play-based interventions in elementary schools can improve such factors. Such areas of inquiry include children's joy related to school, friendships, psychological resilience, sense of control over their own lives, confidence in their ability to solve life problems, self-perceptions, attitudes and behaviors that contribute to academic growth, and ability to negotiate with their parents for opportunities to engage in activities they would like to pursue. Additional purposes are to determine if these interventions improve school climate (the perception of school as a friendly, welcoming place), improve students' academic performance, enhance ways in which children may be perceived as strength-bearing by adults such as teachers, and reduce the academic gap based on SES and special needs. The possibility that these interventions would reduce the academic gap is supported by previous research showing that programs aimed at making students feel more welcome and "at-home" in school boost academic achievement for students from economically disadvantaged families even more than for students from wealthier families (Berkowitz et al., 2017).

One significant but often overlooked contributor to wellbeing and resilience is children's autonomy and access to free play. Children's lives now are far less free, far more regulated by adults, than was true in decades past. Research has shown continuous declines, over the past half century or more, in children's opportunities to play and explore freely, especially outdoors, and continuous increases in the amount of time they spend at schoolwork and other adult-managed, adult-judged activities. From year to year these changes have been small, hardly noticeable, but cumulatively, they have been huge. Historians and social scientists have presented evidence that

the decline in children's freedom began in the mid twentieth century and has been continuing ever since (Chudacoff, 2007; Frost, 2012; Gray, 2011a). The changes derive from a variety of social causes.

One of the causes is the increased weight of schooling, both in terms of time and cognitive load, which can bear cost to social and emotional components of wellbeing. Between the 1950s and 2010s, the average length of the school year increased by five full weeks (Column Five Media, [here](#)). Homework, which was once rare or nonexistent in elementary school, is now common even in kindergarten. One study revealed that the average amount of time that school children (age 6-17) spent at school plus schoolwork at home increased by 7.5 hours per week just between 1981 and 2003 (Juster et al., 2004), which is equivalent to adding nearly an entire adult workday to children's weekly schoolwork.

Moreover, as schools have become more focused on improving scores on standardized exams, recess has been greatly curtailed or even abolished in many schools. The American Academy of Pediatrics describes recess in a 2012 [policy statement](#) as a "necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development" that should "not be withheld for punitive or academic reasons" (Murray, Ramstetter, Devore, et al., 2012). The authors also state that the amount of recess decreases by age and is less available in lower SES and urban settings. Only five US states have a codified recess law, and seven others require 20-30 minutes of physical activity per day for elementary school students, although how each school decided how to allocate that time is up to them. New Hampshire does not have a codified recess law, however State Board of Education Rule Ed 310.04 (2005) does encourage physical activity recess periods. Aside from time for free play and physical activity, other creative, non-graded activities that were once an enjoyable part of the school day such as music and art have likewise been reduced or removed.

It should be no surprise that reductions in children's freedom to play and explore in their own chosen ways would result in deterioration of children's mental health. Life without play is depressing, especially for children. Free outdoor play is also, traditionally, how children found and made friends, and life without friends is depressing. The brain is social in nature and the most significant environmental contributor to its development is relational (Cozolino, 2014).

Research has, indeed, documented huge declines in children's mental health over the same decades that children's freedom has declined. For example, as judged by standardized clinical questionnaires given in unchanged form to normative groups of young people over the decades, the rates of what today would be called *Major Depressive Disorder* and *Generalized Anxiety Disorder* increased roughly 5- to 8-fold between the 1950s and early 2000s (Twenge et al, 2010), and other measures identify even further large increases in anxiety and depression since then (see Denizet-Lewis, 2017). The suicide rate for children under age 15 increased by 6-fold between the 1950s and 2014 (calculated from Center for Disease Control suicide tables). Other research has revealed a continuous decline in young people's sense of control over their own lives (decline in internal locus of control) over this same period (Twenge et al, 2004). And still other research has revealed a continuous and overall large decline in creative thinking, as assessed by the well-validated Torrance Tests of Creative Thinking, among schoolchildren at all grade levels, at least from the mid 1980s though the first decade of the twenty-first century (Kim, 2011). In sum, reductions in opportunities for free play, self-direction, and creative activities as stress from

school and surrounding systems rise, are associated with depression, anxiety, loss of internal locus of control, and reductions in creative thinking.

Evidence for the role of schooling in the declining mental health of young people comes not just from correlations over decades, but also from correlations within the calendar year. A study of “Stress in America” conducted by the American Psychological Association, published ([here](#)) in 2014, found that teenagers in school were the most stressed-out people in the United States and that 83% of them attributed their stress at least partly if not fully to school. When the survey was conducted during summer vacation from school, the percentage reporting the experience of severe stress was cut in half compared to what was found when school was in session. Other research reveals that, for young people of school age, but for no other age group, the rates of emergency mental health admissions, attempted suicides, and actual suicides are roughly twice as high during weeks when school is in session compared to when school is not in session (Hansen & Lang, 2011; Lueck et al., 2015; Plemmons et al., 2018). At least three large-scale studies, two in the US and one in the UK, revealed—contrary to many people’s expectations—an overall reduction in anxiety and depression among school-aged children during the early months of the pandemic-induced school closure in the spring of 2020 (reviewed by Gray, 2020). A large-scale study of hundreds of middle-school children from many different school districts, which involved reporting on their moods at random times when a beeper went off, revealed that school was where they were least often happy (Csikszentmihalyi & Hunter, 2003). Another large study, in which high-school students were asked to report on their feelings at school, revealed that 75% of the reports were of negative feelings. The most common feelings reported were *tired*, *stressed*, and *bored* (Moeller et al., 2020).

Although overt symptoms of stress (such as mental health breakdowns, suicides, and drug abuse) show up most often in secondary schools, the stress leading to those symptoms is, increasingly, already present in elementary schools. In fact, there is growing evidence that even kindergarten children are in many cases experiencing pathological levels of stress related to academic demands and rote drill methods of teaching that have trickled down from the upper grades to the lowest (see Gray, 2019). One research study, for example, revealed that hair cortisol levels in young children were significantly higher two months after starting elementary school than they were two months before starting (Groeneveldt et al., 2013). Hair cortisol is an index of chronic stress, of the sort that can interfere with growth and health. By the time children reach middle school, many are already burnt out and cynical about schooling.

The interventions to be evaluated by this research proposal are *Play Club* and the *Let Grow Project*, both developed and named by the nonprofit organization Let Grow. These programs were piloted in elementary schools in the Patchogue-Medford school district in New York, in 2018, and were subsequently adopted by many other schools. To date, there has been no controlled experimental research on their effects, but systematic interviews of students, teachers, and parents indicate that the programs are very well received by all involved and suggest that they have the intended positive consequences for children’s development (Parrott & Cohen, 2020, 2021). Dr. Peter Gray is one of the founding members of Let Grow and the primary theorist behind the origin of *Play Club*. Lenore Skenazy (author of *Free-Range Kids*) is president of Let Grow and the primary theorist behind the *Let Grow Project*.



PART II: STUDY INVESTIGATORS AND PERSONNEL

Principal Investigator: Jessica M. Black, Ph.D., is an Educational Neuroscientist and an Associate Professor at the Boston College School of Social Work (BCSSW). She directs the Cell to Society (C2S) Lab at BCSSW, whose members investigate areas of child and family wellbeing and educational settings, offer trainings, publish, seek funding, and disseminate results through conferences and publications. Dr. Black is Chair of the Children, Youth and Families Department within the BCSSW, and is dedicated to mentoring undergraduate and graduate students who aim to support children and schools in their future careers. She obtained her doctorate in Educational Psychology from Stanford University School of Education and then completed a postdoctoral research fellowship in the Center for Interdisciplinary Brain Sciences Research within the Stanford University School of Medicine. Dr. Black's research integrates the use of neuroimaging, neuropsychological behavioral tests and environmental measures, such as the home supports, to evaluate risk and protective factors related to academic and psychosocial development in children. An area of her research specialization is centered on children with neurodevelopmental disabilities and co-occurring conditions such as depression. Keenly interested in childhood resilience, Dr. Black seeks to elucidate the neural and behavioral underpinnings of positive emotion such as joy and humor in children and is an inaugural member of the Health and Play Institute. Dr. Black has published in top research journals such as *New Directions for Child and Adolescent Development*, *Nature Reviews Neuroscience*, and *Proceedings of the National Academy of Sciences, USA*. She serves on national, university and department committees centered on teaching, learning and wellness, and has presented her research findings at 40+ invited national and state talks and trainings, 60+ peer-refereed national and international academic conferences, and 30+ refereed publications centered on biopsychosocial development in children and adolescents. Dr. Black will oversee all parts of the proposed project that includes but is not limited to IRB submission and protocol adherence, communication with the NH DOE and project schools, facilitation of onboarding and school recruitment, assessment and analysis, manuscript preparation and publication, and dissemination of findings, and management of all C2S Lab personnel working on the project.

Lead Research Associate: Maggie Van Camp, Ph.D., is an early childhood educator, working full time as a ECE Professor and Department Chair at Bunker Hill Community College. In the past she has worked as a public-school preschool and kindergarten teacher, NAEYC (National Association for Educating Young Children) accreditation mentor in the Boston Public Schools, curriculum coordinator, and international coach and mentor focused on bringing the Reggio Emilia approach into mainstream classrooms and childcare settings. She has a BFA in photography, a Master of Art in Teaching from Massachusetts College of Art and Design, and a Ph.D. from Lesley University focused on parent and teachers' perceptions of play, executive function and family social capital. Responsibilities of Dr. Van Camp include full time work on the ground supporting the participating schools in the study, running webinars and parent events, data collection and analysis, as well as actively assisting in publications and presentations on the findings.

Consultant: Peter Gray, Ph.D., earned his undergraduate degree at Columbia University and Ph.D. in biological and behavioral sciences at the Rockefeller University. He then became an assistant professor in Psychology at Boston College, in 1972, and advanced there to associate and then full professor, serving for a period as Department Chair. He resigned from his



professorship in 2002 and accepted an unpaid position at Boston College as Research Professor in Psychology and Neuroscience, to devote more time to research, writing, and community service. He continues to hold that position. Over the years he has published research in neuroendocrinology, developmental psychology, anthropology, and education. He is author of an internationally acclaimed college introductory psychology textbook (*Psychology*, Worth Publishers, now in its 8th edition), which views all of psychology from an evolutionary perspective. His recent research focuses on the role of play in human evolution and how children educate themselves, through play and exploration, when they are free to do so. He has expanded on these ideas in his book, *Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life* (Basic Books). He also authors a regular blog called *Freedom to Learn*, for *Psychology Today* magazine and speaks frequently, worldwide, at conferences concerned with play, child development, and education. He is a founding member and former president of the nonprofit *Alliance for Self-Directed Education (ASDE)*, which is aimed at creating a world in which children's natural ways of learning are facilitated rather than suppressed. He is also a founder of the nonprofit *Let Grow*, the mission of which is to renew children's freedom to play and explore outdoors, independently of adults. Dr. Gray will serve as a consultant on the project and will also play a role in analyzing and disseminating the findings.

Research Assistants: Three to-be-named research assistants, one BC doctoral student and two BC undergraduate upperclassmen, will each work multiple aspects of the project including survey development and administration, parental and school outreach and recruitment, data analysis, and publication. The doctoral RA will work during FY 2022 and FY 2023 year-round for 20 hrs./week, whereas the two undergraduate RA's will work during FY 2022 and FY 2023 each for 10 hrs./week.

Additional Personnel: Dr. Black's C2S lab can offer up to two 16- or 24-hour/week MSW internship positions per fall and spring 15-week semester in FY 2022 and FY 2023. These interns are not paid through this proposed project's budget. Interns center their work on mental health and children, youth and families with particular interest in schools. Interns will be hired to work on this proposed project directly.

PART III: PROJECT AIMS

Long-term objective. Our long-term objective is to enhance our scientific understanding of the extent to which play, and other self-chosen, self-directed activities contribute meaningfully to children's and adolescents' wellbeing and resilience. We aim to use and disseminate findings from this project with NH DOE to develop a model of how play can be successfully and sustainably integrated into schools, and how students' wellbeing and resilience can be measured across multiple schools and geographies. In this pursuit we will use a promising and novel combination of behavioral assessments to determine the consequences of two school interventions (the Let Grow Project and Play Club). The field of child mental health is largely centered on "disorders" and focused on therapy, but here we have a unique opportunity to shift the tide of research toward prevention and to harness the potential of the positive. The specific project aims are listed below. "We," throughout, refers to the investigators of this study affiliated with Boston College and the Cell to Society Lab.

A. SPECIFIC AIMS

AIM 1. To Support NH DOE in School Recruitment Efforts

The NH DOE serves as a central place for all NH school superintendents to learn about the research study. We will support the advertising and rationale of the study to support the recruitment of elementary schools and to support selected elementary schools in advertising the two intervention programs and set of assessments of wellbeing and resilience (see Aim 2). Our support may come through webinars, zoom or in-person meetings, and school visits as requested. We will provide information about the Let Grow Project and Play Club programs and help each school in the study to think about how best to implement either or both programs at their school. We will not implement the programs directly.

AIM 2. To Measure and Analyze Wellbeing and Resilience Elements in Students and Across Schools to See How These Are Influenced by the Play Club and the Let Grow Interventions

We will develop a battery of surveys, instruments and measures of wellbeing and resilience that can be completed in school in a short period of time during the school day at three points throughout the academic year. We will provide ideas and supports for battery administration that will work best for each school. We will compile and analyze the results for single points in time and for changes over time, such as over one academic year, and we will look for evidence that the experience of Play Club and/or the Let Grow Project influences these changes. For a subset of child participants whose parents have opted for further assessment, we will also measure cortisol (a stress hormone) at 4 time points in the calendar year using small hair or fingernail samples, following the 3 time points mentioned above and a fourth time point in the summer when school is not in session. We will also measure child participant physical activity using a wrist pedometer throughout the study period, and the pedometers will be supplied by the study. Assessment of physical activity is also related to the New Hampshire Administrative Rules Ed 310.04 Components of Developmentally Appropriate Daily Physical Activity Policy, in particular part 9.

AIM 3. To Evaluate the Play Club Experience

We will evaluate the process, effectiveness, and outcomes of Play Club for those schools that adopt this program. This evaluation will include support of notetaking for Play Club Leaders (educators at each school assigned by each school), our own observation of Play Club activities, and brief measures of satisfaction and experience of leaders and child participants at each Play Club. We will also assess hypothesized related domains such as absenteeism, academic achievement, and school climate. We will gather information about parent experience related to Play Club if it fits within each school's programming plan

AIM 4. To Evaluate the Let Grow Project Experience

We will evaluate the process, effectiveness, and outcomes of the Let Grow Project for those schools that adopt the program. This evaluation will include teacher support of how to integrate the assignments into homework, and brief measures of satisfaction and experience of teachers



and child participants with the Project. We will also assess hypothesized related domains such as absenteeism, academic achievement, and school climate. We will gather information about parent experience related to Let Grow if it fits within each school's programming plan.

AIM 5. To Facilitate Educator and Parent Understanding of Wellbeing, Resilience and Play

We will develop and lead significant programming to support educator and parent understanding of wellbeing, resilience, and play. Supports led by our team includes book clubs for teachers and parents; webinars, to be recorded, that offer training and information concerning children's mental health, including the roles of such factors as play, friendships, internal locus of control, and sleep; and a website with multiple videos, readings, and programs for schools and parents to access regarding child wellbeing and resilience. We will also screen the *Chasing Childhood* documentary at three time points throughout the study timeline. Please note that these offerings will be made available to educators and parents regardless of involvement in the study design, as some schools may elect not to participate in any part of the proposed study. Families participating in these webinars or trainings have the option to answer questionnaires on family social capital and parental self-efficacy.

PART IV. RESEARCH DESIGN AND RATIONALE

Before research begins, we will apply for IRB approval through Boston College, and must have our protocol accepted. This process requires submission of a document that covers all aspects of the proposed project, from study design to dissemination of findings. All personnel on the project team will have completed CITI human subjects training and be on record, through BC, that they are personnel on this project. We will also facilitate submission of any amendments and continuing reviews during the entirety of the study period, which we propose to commence beginning of summer 2022 and terminate at the end of summer, 2024.

Once the project receives the Boston College IRB approval, the first step in conducting this research is to support NH DOE in providing information about the project, including the opportunity to adopt Play Club and/or the Let Grow Project, to superintendents, and to support superintendents in engaging schools within their respective districts. The recruitment process might begin with a letter from the New Hampshire Commissioner of Education to school superintendents and/or principals about the project with a request to respond if interested. This could be followed up with one or more webinars in which interested parties could meet with members of our research team, and possibly one or more principals who have previously adopted these programs, to discuss the project further and answer questions. Such recruitment would be ongoing, starting in the summer of 2022 if we have received IRB approval. The information sessions and recruitment of schools would continue as needed throughout 2022 and 2023. All scheduling and parts of the study design are contingent on COVID-19 protocols imposed and assumes that in-person close contact among students is and remains possible.

There are over 200 NH public schools that enroll students up to 6th grade or below and that offer opportunity for mixed-age play across at least 3 grade levels (e.g., K, 1 and 2). These will be our target schools because they focus solely on elementary school (as opposed to schools that enroll up to 8th grade) and offer opportunity to include multiple ages in the intervention programming.



Ideally a total of 40-60 of these schools over 2 academic years, some in cities and some in smaller towns, will volunteer to be included in the study. The primary requirement for participation would be willingness to administer the studies' questionnaires for students, teachers, and parents three times over the course of the year—once early in the school year, once in the middle of the year, and once near the end of the year. For some schools, that would be their entire way of participating during the 2022-23 and/or 2023-2024 school year. They would be “control schools” for comparison to schools that adopted Play Club and/or the Let Grow Project. It should be noted that the questionnaires themselves, even without the Let Grow programs, could have a beneficial effect by making children’s social and emotional experiences more salient to all involved at the school. Other schools, “experimental schools,” would agree not just to administer the questionnaires but also to adopt either Play Club or the Let Grow Project or both. The ideal mix might be that a fourth of the schools would be control schools, another fourth would adopt Play Club, another fourth would adopt the Let Grow Project, and the remaining fourth would adopt both—but it is not necessary that the numbers be even. If there is greater interest in adopting Play Club and/or Let Grow than can be supported by the study, certain schools may be randomly selected to be control for a portion of the study and enter the study as experimental schools during the final year or semester of the project.

Play Club is a regularly scheduled opportunity for elementary school children in all grades (K – 5) to play freely together either before school opens in the morning or after it closes in the afternoon. Play Club differs from typical school recess opportunities in that it is generally of longer duration; children in all grades play together rather than in age-segregated groups; rules are far fewer and simpler; and the adult monitors are instructed, and in some cases trained, to avoid intervening in the play unless there is a real emergency. A major purpose of Play Club is to provide children with freedom and opportunities to learn how to get along and work out their own problems without adult intervention. Age mixing among children is a crucial aspect of Play Club, as research has shown that mixed-age play has many benefits over same-age play (for a review, see Gray, 2011b). It is generally more nurturing, more creative, less competitive, and provides opportunities for younger children to learn from older ones and older children to practice leadership and nurturance with younger ones. It also provides opportunity for children to make friends with others who are not in their grade and for younger children to overcome the fears that many have of older children and therefore to feel more comfortable at school. Moreover, children who are socially inhibited have been found to overcome that inhibition by playing with younger children and thereby developing social competence and confidence (Gray, 2011b).

The scheduled time of Play Club, at schools that have adopted it, has varied depending on what works best for the school. The Patchogue-Medford school district offered it at all seven of its elementary schools every Friday for an hour before school started, from 8:00 to 9:00 am. They limited it each term to 100 students, chosen by lottery from among those who wished to join, with that group changing each term. Students played mostly outdoors, but, especially in bad weather, could also play in the gym, the school hallways, and one or two other rooms that had games and art supplies available. As another example, a school in South Carolina made free play available every morning for everyone who showed up, beginning at 7:25 am and ending when school started at 8:00 am. In addition, that same school scheduled Play Club for an hour after school, two days a week, for a different group of students each day.



Let Grow has received rave reviews from schools that have adopted Play Club and, so far, no reports of disappointment. Most of the reviews were in the form of testimonies from parents, teachers, and school principals and some involved interviews with students (for a video sample of students' discussing Play Club, see [here](#)). Students of course enjoyed greatly the free play opportunities, and many said they made new friends through Play Club and gained a sense of accomplishment from their ability to work out their own problems without adult help. Although some parents at some schools were initially concerned that older children might bully younger ones, no schools have to date reported this to be a serious problem. The only formal research studies of Play Club to date are by Heather Parrott and Lynn Cohen (2020, 2021) of Long Island University, which involved systematic interviews of children and teachers and surveys of parents focusing especially on the value of mixed-age interactions in Play Club at one school. One of their reports concludes, in part: "Across the different types of data, stakeholders expressed their support for cross-age interactions in mixed-age groupings. This play was perceived as valuable for helping to build friendships and developing skills, as older children became role models to younger ones."

For more on the rationale of Play Club and ideas for implementing it, see Let Grow's Play Club Implementation Guide, which is attached as Appendix A to this proposal.

The *Let Grow Project* is a program in which teachers give students regular homework assignments to do something new, on their own, of their own choosing with their parents' permission, that seems in some way difficult or somewhat scary and then to report on their experience. This project, like *Play Club*, was first piloted at the Patchogue-Medford elementary schools and has since been adopted by many other schools. The primary purpose is to help counter the restrictions of opportunities for adventure that limit children's lives in today's culture. Because it is presented as homework, parents take it seriously and work with their children to allow adventures that they might not have allowed or even thought of before. Typical *Let Grow* adventures chosen by children and approved by parents are such things as bicycling independently around the block or to a friend's house, walking the dog alone, cooking dinner, or using a tool they had not used before.

No formal studies have been conducted of the Let Grow Project, but, as with Play Club, teachers', students', and parents' informal reports on it have been very positive. According to such testimony, children gain courage and parents gain increased respect for their children's abilities, which can lead to a spiral of increasing freedom for children. [Here](#) is a video in which a long-time health education teacher talks about her experiences with the Let Grow project with seventh graders; [here](#) is another video of third-graders and parents talking about their Let Grow experiences; and [here](#) is a PBS NewsHour clip that (beginning at about the 5 minute mark) presents the rationale for both Play Club and the Let Grow Project and shows children involved in both.

The way Play Club is administered could vary from school to school in accordance with the schools' needs and preferences. Schools might hold Play Club sessions before or after school, might vary in the frequency with which sessions are held, and might vary in the number of students that can be accommodated. Likewise, the specific way the Let Grow Project is administered could vary by school and even by classroom within any given school.

The statistical comparisons made in the study would not be just between schools, but also between different groups of students within schools. For example, in larger schools it is likely that not all students who wish to be in Play Club (and whose parents approve) could be accommodated at once. In that case one group might be in Play Club the first half year and another group the second half, determined by lottery. We could then use the data from the first and second administrations of the questionnaires to compare changes that occurred during the first half year for those in Play Club that semester with those who were on the wait list. Similarly, in larger schools some teachers at each grade level might agree to hold off on administering the Let Grow Project during the first half year to provide a within-school control group for that semester.

PART V. MEASURES

The primary questions to be addressed by the proposed research have to do with effects on students of participation in Play Club and/or the Let Grow Project, where such effects will be assessed by comparisons with otherwise comparable students that were not in these programs.

Specifically, does participation in one or the other or both of these programs

- increase students' happiness?
- decrease students' anxiety?
- increase students' friendships?
- decrease students' loneliness?
- increase students' sense of control over their own lives?
- increase students' confidence and courage?
- increase students' free play outside of school, especially outdoors with friends?
- improve students' attitudes about school?
- improve students' academic performance?
- reduce the gap in academic performance between students from wealthier and more impoverished backgrounds?

Other questions to be addressed by the research are these:

- Do schools that participate in one or the other of these programs (or both) manifest an increase in positive school climate compared to schools that do not? [School climate will be assessed by the degree to which students and teachers see the school as a friendly, welcoming place.]
- Do teachers whose students are in one or another of these programs manifest increased enjoyment of their work compared to other teachers?
- Do teachers who monitor Play Club develop a greater appreciation of children's abilities compared to teachers who do not have that opportunity?
- Based on the daily logs of Play Club monitors, what sorts of problems arose among the children and how were they resolved without adult intervention? When and why was

adult intervention necessary, if ever? What interesting cross-age interactions did the monitors observe?

The Questionnaires

The questionnaires to be administered near the beginning, middle, and end of the school year are deliberately kept short and simple to maximize compliance and not become a burdensome time commitment. The drafts presented here represent the questions to be asked but are not formatted as they would be for the actual study. To the degree possible, the questionnaires would be administered using an online survey program designed by our research team, which would facilitate data compilation and analyses. The battery of questionnaires would assess heretofore mentioned aspects of wellbeing and resilience. In addition, with appropriate consent, students' grades and standardized test scores might be used to determine effects of the interventions on academic performance.

All students, parents, and teachers in elementary schools that opt into the research project would be asked to fill out these forms after they are consented into the study, whether or not the school, or the children within the school, were involved in Play Club or the Let Grow Project. This would allow for multiple comparisons, to look for changes over each half year and over the whole school year and how those changes differed for those involved in Play Club, the Let Grow Project, both, or neither. In addition, subsets of participants, with parental permission, may be asked to complete other assessments, such as assessments of creativity, executive functioning, cognitive flexibility, and social connectedness.

The questionnaires would be presented simply as part of each school's procedure for collecting information about the overall wellbeing of students. They would demonstrate that the schools are interested in the whole child, not just the child's academic progress. The questionnaires would not be presented in a way that linked them directly to the interventions; the interventions would not be mentioned in any of the questions. The purpose of this is to reduce the possibility of what researchers call "demand bias," the bias in responding that can come when participants' consciously or unconsciously respond in a manner that they think is consistent with the researchers' hypothesis. For example, if participants thought of the questionnaire as an evaluation of Play Club, and they know that Play Club is hypothesized to increase children's number of friendships, they might be inclined to overestimate the number of friendships. By keeping such purposes of the questionnaire opaque, the chance of such biases is reduced. However, a separate end-of-year set of questions, after all other questionnaires are completed, might ask for specific evaluations of Play Club and the Let Grow Project.

Sample Questions for Children

For children in third grade or above, this questionnaire would be filled out by the children, in their classroom, in a manner such that the names would be kept anonymous. Children in grades below third grade might need help in filling out the questionnaires, in which case they might be filled out at home with parents' help, or, if possible, at school with the help of someone who is not a teacher, does not know which classroom the child is in, and who agrees to keep the answers anonymous. It is also possible that the researchers would decide to collect questionnaire data only from children in grades 3 and above and to rely just on the teacher and parent questionnaires for the younger children.

A. This questionnaire will be presented to all children in the school near the beginning of the school year, near the middle, and again near the end. Children will be asked to respond, on a 1-5 scale, from strongly disagree to strongly agree, to each of the following:

- I have been HAPPY most of the time during the past few weeks.
- I have been ANXIOUS or STRESSED during the past few weeks.
- I have been LONELY during the past few weeks.
- I have been DEPRESSED or SAD during the past few weeks.

- I have made good friends at my school.
- I have made friends with students who are in grades above me at school (doesn't apply to those in highest grade).
- I have made friends with students who are in grades below me at school (doesn't apply to those in lowest grade).
- I really like most of the other students I have met at this school.
- Sometimes I am bullied by other students at this school.
- I really like my main classroom teacher.
- The teachers and other adults at this school like me and care about me.
- I am sometimes treated in a mean way by a teacher or other adult at this school.
- Most days I enjoy going to school.
- All in all, I find my schoolwork to be quite interesting.

- Generally, I feel that I can solve most problems that arise in my life.
- I am good at meeting people and making new friends.
- I usually prefer to figure things out myself rather than ask an adult for help.
- I like to do things that are somewhat scary.
- I generally don't like trying to do new things.
- My parents trust me and give me quite a lot of freedom.
- The world is a dangerous place for kids.

B. Focus Group Questions for Children. These questions will be discussed by groups of students at the end of each half-year of school. There will be separate groups for those involved in Play Club and those involved in the Let Grow Project. An adult will lead the discussions, which will be recorded and transcribed. The questions that trigger the discussions will be of the following type:

- Did you like Play Club (or the Let Grow Project)? Why or why not?
- Do you think Play Club (or the Let Grow Project) changed you in any way? If so, how?
- Do you have any suggestions for improving Play Club (or the Let Grow Project)? If so, what are they?

Sample Questions for Parents

A parent or guardian, for each child at the participating schools, will be asked to fill out this questionnaire at home, online if possible—near the beginning, midpoint, and the end of the year. As with the children's questionnaires, this will be done in a manner to maintain anonymity yet coded to connect all of the questionnaires that pertain to each child.

A. In responding to this set of questions, think about how your child has been during the past few weeks. Respond 1 to 5, in which 1 is not at all true and 5 is very true.



- My child has been HAPPY most of the time.
- My child has often been ANXIOUS or STRESSED.
- My child has often been LONELY.
- My child has often been DEPRESSED or SAD.
- My child has often been HELPFUL in doing chores at home.
- My child has been pursuing a hobby (or some self-chosen interest), with passion, with little or no adult involvement.
- My child has been good at taking initiative and organizing his or her own activities.
- My child has been good at solving his or her own problems.
- My child has been good at advocating for himself or herself.

B. Time engaged in free play.

To fill these blanks, think about your child's after-school and weekend activities over the most recent three school weeks. Consider *free play* to be any self-chosen and self-directed activity that your child engages in for enjoyment or interest. However, do not include reading or watching television or videos, or activities that are organized or directed by adults, or activities that are part of a before-school or after-school program (such as Play Club).

In all, my child engaged in free play for about _____ hrs/week. Of these, approximately _____ hrs/week were outdoors with friends other than siblings; _____ hrs/week were outdoors alone or with siblings; _____ hrs/week were indoors with friends other than siblings (include online play with friends even if the friends were not physically present); and _____ hrs/week indoors alone or with siblings (again including computer play).

C. End of year questions for parents whose children were involved in the Let Grow Project.

Unlike other questionnaires, this would be presented just at the end of the year and just to parents whose children had been part of the Let Grow Project.

- How do you feel about your child's participation in the Let Grow Project this year? Did it result in any changes in the relationship between you and your child? Did it have any positive or negative impact on your child's development? Please elaborate on your answers to these questions.

Sample Questions for Teachers

All teachers in the participating schools will be asked to fill these out, near the midpoint of the year and again near the end of the year. They would not be asked to fill these out near the beginning of the year, as they might not know the children well enough to do so then.

In addition to these data, the study would benefit from use of academic achievement data that the schools collect routinely, such as standardized test scores and grade point averages. It will be interesting to see if participation in the Let Grow programs influences these.

A. Questions to address for each child in the teacher's homeroom (on scale of 1-5):

Teachers will be asked to fill out this questionnaire separately for each of their students.

- This student performs well academically.



- This student gets along well with other students.
- This student seems to be quite happy.
- This student exhibits considerable anxiety.
- This student is not afraid of doing new things.
- This student is quite innovative or creative.
- This student is emotionally stable and resilient.
- This student is not afraid to speak up in class.
- This student seems to enjoy challenges.

B. Questions pertaining to school climate (on scale of 1-5, from strongly disagree to strongly agree): This will be filled out by each teacher in the school in such a way as to preserve anonymity. As part the introduction to this section, teachers would be asked not to include the 2020-21 year when thinking about “previous years,” as that was not a normal school year. Teachers new to the school might use their experiences in another school as the baseline for addressing these questions, and those new to teaching might use their expectations from student teaching or other school experiences as a baseline.

- My students this year seem generally to enjoy school more than in previous years.
- My students this year are generally more independent than in previous years.
- My students this year are generally less anxious than in previous years.
- My students this year are generally less needy than in previous years.
- My students this year are generally more socially competent than in previous years.
- My students this year generally participate more actively in class than in previous years.
- I enjoy my job this year more than was true in previous years.
- Overall, this school is a more welcoming place for students than was true in previous years.
- Overall, this school is a more welcoming place for teachers and staff than in previous years.

C. End-of-year questions for teachers who adopted the Let Grow Project.

Unlike other questionnaires, this would be presented just at the end of the year and just to teachers whose class participated in Let Grow Project.

- How do you feel about the experience of your class with the Let Grow Project? Overall, do you think that the Let Grow assignments had any significant lasting effects on your students? If so, what effects? Do you plan to continue with this program next year? Why or why not? If you continue, what if any changes are you likely to make in how you manage the program?

Sample Log to be filled out at each Play Club session by each adult observer of Play Club

One purpose of this will be to see if interventions decline over time. Another is simply to remind observers not to intervene unless necessary, and yet another is to provide a set of observations about age-mixed interactions and anything that looks like a “breakthrough” for one or more children in Play Club.

1. Did you have to intervene in any way in the children’s activities? If so, please describe what happened, why you felt intervention was needed, and the results of your intervention.
2. Did you notice any fighting, bullying, or other seemingly serious problems among the children that were resolved without adult intervention? If so, please describe what happened and how it was resolved.



3. Did you notice any particularly interesting examples of interactions between children who differed in grade by two or more years? If so, please describe briefly.
4. Did you notice any particularly interesting examples of what might be called “social breakthroughs” for kids known to have social difficulties. For example, a shy kid coming out of his or her shell, or an aggressive kid mellowing, or a stigmatized kid being welcomed into play? If so, please describe briefly.

PART VI: BUDGET

Budget: NH DOE Research Project

		6/1/22-5/31/23	6/1/23-5/31/24	6/1/24-8/31/24					
		Year 1	Year 2	Year 3	Total	Fringe Year 1	Fringe Year 2	Fringe Year 3	Total
A. Senior Personnel									
PI	Jessica Black	42,281	43,761	45,293	131,355	12,515	12,953	13,407	38,875
B. Other Personnel									
Lead Research Associate	Maggie Van Camp	70,000	72,450	18,746	161,196	20,720	21,445	5,449	47,714
Graduate Student (RA)	TBD	26,000	26,000	6,500	58,500				
Undergraduate Students (RA)	TBD	15,600	15,600	3,900	35,100				
Total Other Personnel		111,600	114,050	29,164	254,796	20,720	21,445	5,549	47,714
Total Salaries and Wages		153,881	157,811	74,439	386,131				
C. Fringe Benefits		33,235	34,398	18,956	86,131				
Total Salaries, Wages & Fringe Benefits		187,116	192,209	93,395	472,720				
D. Travel		7,250	8,250	5,500	21,000				
E. Other Direct Costs									
	Consultant: Peter Gray	20,000	20,000	5,000	45,000				
	Play Kits	20,000	10,000		30,000				
	Book Kits	4,000	2,000		6,000				
	Parent Book Club	4,000	4,000		8,000				
	Teacher/Staff Books	4,000	4,000		8,000				
	Survey Measures	7,200	10,800		18,000				
	Chasing Childhood Documentary	500	1,000		1,500				
	Materials/Supplies + Software	4,000	4,000		8,000				
	Zoom License	250	250	250	750				
	Three Tablets w/ Stylus	5,000			5,000				
	Pedometers	5,000	5,000		10,000				
	Cortisol Kits & Testing	14,000	14,000		28,000				
	Publication/Report Costs	2,000	2,000	14,000	18,000				
F. Total Other Direct Costs		89,950	77,050	19,250	186,250				
G. Total Direct Costs		284,316	277,509	118,145	679,970				
H. Total Indirect Costs		28,432	27,751	11,815	67,998				
I. Total Direct & Indirect Costs		312,748	305,260	129,960	747,968				

Fringe rates above are 29.6% professional

PART VII: Deliverables

We aim to provide deliverables within key study domains as described below.

Trainings, Webinars and Outreach: Through several avenues, we will provide information about the study and areas of investigation including child wellbeing, resilience, Play Club, the Let Grow Project, and other topics germane to programming and volunteer schools. These will be available to all educators and parents within the state of New Hampshire.

Testing Battery: We will compile a battery of questionnaires that can be used by participating schools during the study period with a complete battery kit available to the NH DOE with explanations and costs of each questionnaire should the State wish to continue such assessment beyond the study period.

Play-Kits: All volunteer schools will receive a one-time play-kit valued at \$500, with enough budgeted for the rest of the schools who at some point in the project period elect to implement wellness and resilience questionnaires covering at least three time points to also receive this play-kit. Schools will also receive a play list that includes low to no-cost play items that may be donated by the community.

Library Kits: The 60 volunteer schools will also receive \$100 worth of books on wellness for their libraries. The schools will also receive a list of books that could serve as a “wish list” on study topics.

Book Clubs: In all volunteer schools, teachers and parents will have an opportunity to join one of 4 virtual book clubs on child wellbeing (with books provided), led by our research team during Years 1 and 2 of the project. A list of books for teachers and parents will be developed by the project team and available to all volunteer schools.

Dissemination: Our team will provide a final report to the NH DOE by January, 2025 (this date occurs after the end of the project but with adequate time to prepare the report from all data collected through summer, 2024). Each volunteer school will also receive their own school-specific report, sent to the school during spring 2025. We will also submit a minimum of 6 proposals to professional academic conferences, and to prepare a minimum of 4 academic papers to be submitted to leading journals on child wellness, education, and teaching.

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