

APPENDIX A: Application Checklist

To be submitted with application.

Applicant Name: Office of Extended Learning, Laconia School District

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

- Application Checklist (Appendix A)
- Grant Application Cover Page (Appendix B)
- Table of Contents
- Application Abstract
- Scope of Work/Narrative Includes:**
 - a. Planning Process
 - b. Need for Project
 - c. Program Design
 - d. Adequacy of Resources
 - e. Program Management Plan
 - f. Project Evaluation
 - g. Budget Narrative
 - h. Collaboration, Partnerships, Advisory Board, Sustainability
- Attachments Include:**
 - Proposed Budget Spreadsheet (Appendix C)
 - Schedule of Operations (Appendix D)
 - GPRA Measures Template (Appendix E)
 - Memorandum of Understanding(s) (Appendix F)
 - ESEA Equitable Services Affirmation (Appendix G)
 - One Year Timelines (Appendix H)
 - School Board Policy for High School Extended Learning Opportunities, if applicable (Appendix I)
 - Job Descriptions and Credentials for Key Staff (Appendix J)
 - Letter of Support from Principal(s) (Appendix K)
 - Wallace Foundation Out-of-School Time Calculator (school year & summer programming) (Appendix L)
 - Advisory Board Members Roles and Responsibilities (Appendix M)
 - Organizational Chart (Appendix N)
 - Evaluation Studies of Current Program, if applicable (Appendix O)

APPENDIX B: Grant Application Cover Page

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

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

New Applicant Current Grantee (Reapplying)

Name of Eligible School(s)	Host School Population	Grades Served	Youth Attendees		Funds Requested
			Average Daily Attendance (ADA)	Regular Attendees	
Elm Street School	262	PreK-5	50	75	\$ 165,000
Pleasant Street School	268	PreK-5	50	75	\$ 165,000
Woodland Heights School	315	PreK-5	50	75	\$ 165,000
Laconia Middle School	433	6-8	50	60	\$ 165,000
Laconia High School	573	9-12	50	60	\$ 165,000
Total:	1851				\$ 825,000

Applicant (required): Office of Extended Learning, Laconia School District

Partner(s) (required): Lakes Region Community Services Family Resource Center and Belknap Mill

Fiscal Agent: Laconia School District DUNS #: 184634095

Grant Contact Person: Christine Gingeella

Address:	<u>39 Harvard St.</u>
Town, State & Zip Code:	<u>Laconia, NH 03246</u>
Telephone:	<u>(603) 524-5710</u>
Email Address:	<u>cgingerella@laconiaschools.org</u>

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

Superintendent's Signature:  Date 3/9/22

Name (typed): Steve Tucker

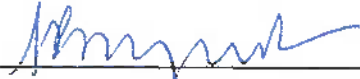
Email: stucker@laconiaschools.org

Principal(s) Signature(s):  Date 3/8/22

Name (typed): Jim McCollum -Laconia High School

Email: jmcollum@laconiaschools.org

APPENDIX B: Grant Application Cover Page

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


Name (typed): Dr. Alison Bryant -Laconia Middle School

Email: abryant@laconiaschools.org

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

Name (typed): Dave Levesque-Pleasant Street School

Email: dlevesque@laconiaschools.org

Principal(s) Signature(s):  Date 2/23/22

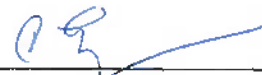
Name (typed): Tara Beauchemin-Elm Street School

Email: tbeauchemin@laconiaschools.org

Principal(s) Signature(s):  Date 2/23/22

Name (typed): Dale Chenette

Email: dchenette@laconiaschools.org

CBO's, FBO's Signature(s):  Date 2/24/22

Name (typed): Cheryl Avery - Belknap Mill Society

Email: cheryl@belknapmill.org

CBO's, FBO's Signature(s):  Date 3-9-22

Name (typed): Rebecca Bryant- Lakes Region Community Services-Family Resource Center

Email: rebecca.bryant@lrsc.org

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Abstract: Office of Extended Learning, Laconia School District

The Office of Extended Learning (OEL) provides Project EXTRA programs at three Laconia elementary schools (PreK-5): Elm Street, Pleasant Street, and Woodland Heights; the REAL Initiative at Laconia Middle School (6-8), credit-bearing Extended Learning Opportunities (ELOs) and high-interest clubs at Laconia High School (9-12). Five day a week afterschool programs focus on project-based learning and career exploratory activities for 33 weeks a school year and are co-taught with teachers and community professionals. PIQUES tutoring is an academic intervention for at-risk students in grades K-12 before and afterschool. PIQUES participants have demonstrated up to 50% more academic growth than similarly performing students. In the summer, full-day, five-week learning programs take place at the elementary and middle schools in conjunction with Special Education Extended School Year programming. Summer programs follow a universal design for learning model and offer individualized instruction for students with low formal assessment performance. At LHS, students are offered summer opportunities to participate in credit recovery, freshman orientation, and work-based learning. Since 2002 with support of the Nita M. Lowey 21st Century Community Learning Centers award, the OEL has served the Laconia community and 19,750 students with 6,000 regular attendees. The OEL was spotlighted by the national Afterschool Alliance twice in 2021 for best practices in youth programming. The OEL mission is: "...to supplement and extend Laconia School District's engagement of students in partnerships within the community to provide individualized learning experiences through varied pathways, to develop curious, confident lifelong learners who will be active participants in their community." The mission, developed with stakeholders including parents and students, aligns to the district Portrait of a Graduate attributes. OEL was named a subrecipient of the Out of School Time Career Pathways (OSTCP) grant co-led by NH Department of Education and NH Learning Initiative. The OSTCP Family Engagement Workgroup serves to inform OEL programs, and with the assistance of the Parent Information Center of NH and OEL Community Partners the Belknap Mill and the Family Resource Center, offer activities for families such as parent literacy education seminars and workgroups. An 18% increase from 499 participants in 20/21 to 607 in 21/22, despite COVID-related issues, is evidence of the need and interest of Laconia students and families for OEL programs.

a. Planning Process

1. Provide a brief summary of the planning process used to submit this application: An extensive planning and assessment process was conducted, involving a variety of stakeholders: students, families, Laconia School District (LSD) administration, teachers and staff, community partners, business members and the Office of Extended Learning (OEL) Leadership Team through ongoing group/subcommittee meetings.
2. Describe how the community was provided with notice of intent to submit an application: Surveys distributed included a notice of intent to apply, a process that assured a broad outreach to the Laconia community. The notice was posted on LSD, OEL laconiaschools.org/, projextralaconia.weebly.com/ on January 11, 2022 and announced at the Portrait of a Graduate (POG) Advisory Board meeting on January 25, 2022.
3. Describe the collaboration with LEA and community-based partners.

Meetings held specific to RFA planning:

REAL Collaborative: May 19, 2022	POG Advisory Board: Jan. 25, '22; Feb. 23, '22
Partner/CBO The Belknap Mill: Dec. 3, 2021; Feb. 16, '22	LHS Administration: Jan. 24, Jan. 28th, 2022
Partner/CBO Family Resource Center: Jan. 12, Jan. 14, 2022	Elementary/Middle School Administration: Feb.3, 2022
22/23 Budget (Superintendent, Asst. Superintendent, Business Administrator, Director, OSW): Dec. 14, '21	Business Administrator: Jan. 25th, 2022, Jan. 28th 2022, Feb. 14, '22
Administrators (each school building): Jan. 20, 2022	Regular meetings with the OEL Leadership Team
OSTCP Family Engagement: Jan. 19, 2022, Feb. 16th, 2022	ACTLs: Jan. 28th, Feb. 7th, 2022, Feb. 21, '22
Superintendent and Asst Superintendent: Jan. 20,2022	School Board Budget and Personnel, Feb.14th, 2022
Asst Supt. (supervisor): Feb. 8, Feb. 11th, Feb. 21, '22	Private Schools: Feb. 17, 2022

The May '21 Relevant Experiences Advancing Learners (REAL) Collaborative event with members of the community served as the initial phase of planning. A SOARs Process (Strengths, Opportunities, Aspirations, Results) was conducted to determine focus areas (See **Attachment 1**, p. 145). In early January '22, subgroup committees were developed to ensure authentic collaboration and offer diverse stakeholder input in the planning process.

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

for a subgrantee shall consult with appropriate representatives of students enrolled in private schools during all phases of the development and design of the project covered by the application, including consideration of: (a) Which students will receive benefits under the project; (b) How the student's needs will be identified; (c) What benefits will be provided; (d) How the benefits will be provided; and (e) How the project will be evaluated. The applicant shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section.

There are three private schools in Laconia: Holy Trinity Catholic (Pre-K-8), Laconia Christian (Pre-K-12) and Acton Academy (K-8). Private school administrators were notified via email of the RFA and intent to apply. Meetings were held on Feb. 18 and Feb. 23, 2022 to consult on the planning elements of the RFA. Acton Academy and Holy Trinity will participate through promotion of OEL programs to their students and families. Laconia Christian declined to participate. (See **Appendix G**, p. 56)

b. Need for Project

1. Provide a description of your community, explaining why the proposed project is appropriate, supported by a needs assessment for the 21st CCLC program in the community. Use specific and relevant data regarding the students to be served by the program and the needs of the community. Always cite sources of data and compare local data to county and/or state figures when possible.

Laconia, NH encompasses 26.1 square miles and has five public schools: three elementary, one middle and one high. The J. Oliva Huot Technical Center at LHS is open to students of the Lakes Region to pursue career and technology education. As of January 2022, LSD has 1851 students, with 48% eligible for free or reduced (F/R) lunch. All three elementary sites are Title I school-wide schools. 2019 Census data ([census.gov](https://www.census.gov)) indicates the population of Laconia is 16,871, ranking 15th among NH cities and towns. The Laconia community has significant needs, as evidenced by housing, poverty, homelessness, single head-of-household and young adult education data: 58% live in owner-occupied housing, compared to the state at 71%; median household income is \$57,960 compared to the state at \$76,768; 11.3% live in poverty compared to the state at 7%, and 20.4% of the 18 and under population live in poverty. McKinney-Vento (homeless) 21/22 data has 51 students defined as eligible for support. 21st CCLC programs proposed herein seek to address the needs identified by the community in

Table A: Needs Assessment, Community and Business:(Attachment 2: SOARS/ Survey Questions)

Stakeholder Assessment	#: (%) of Responses	Overall Satisfaction Level	Identified gaps/barriers	Future Interests/Focus Areas
Community and	21: (40%) of	Believe OEL programs have a positive impact on: assisting with	Need to: Assist students with social/emotional competencies	Top 3 focus areas: Career, college, life

Business Partners Survey	OEL's Community and Business Partners	academic, social and emotional growth (93%); keeping students safe during critical hours (87%); provide exploration/learning focused on college, career/life readiness (87%); empower students in leadership opportunities (87%)	(86%); Strengthen system to advance partnerships between community and families (67%); and increase the focus on career, college, life readiness & work-based learning (67%)	readiness and work-based learning (67%); experiential, project-based learning (60%); Extended Learning Opportunities (ELOs) (53%)
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2. Provide an evaluation of the community needs and available resources for the program including the needs of the students and their families. The applicant must describe any local "need survey(s)" proving needs or illustrates community support articulated by collaborating school(s), community, parents and students to overcome the need. Include the survey questions, number of surveys that went out, number of responses, and the results in numbers and percentages.

Multiple resources for students and families exist in the Laconia community and schools:

(laconiaschoolwellness.weebly.com/community-resource-map). The needs assessment conducted for

this RFA included a diverse group of stakeholders: families, teachers and support staff,

community/business partners (see #1), and youth voice (Table B): students K-12.

Table B. STAKEHOLDERS

Stakeholder Assessment	#: (%) of Responses	Overall Satisfaction Level	Identified gaps/barriers	Future Interests/Focus Areas
Family Survey	195: (11%) of Laconia School District families	Families feel OEL programs have had a positive impact on (top 3): supporting academic growth (62%); providing opportunity to socialize and make friends (60%); keeping children safe during critical hours (50%)	Loss of learning due to the COVID 19 crisis (63%); No cost associated with out of school time and summer programming (60%); Assist students with building social-emotional skills (57%)	Families would like to see in the future (top 3): enrichment activities in the arts (55%) PBL activities (46%) and tutoring (44%)
PIQUES Family Survey 20/21 (tutoring)	16: (24%) of PIQUES student families	94%: PIQUES helped their child with classroom work; 81%: improvement in grades, 81%: confidence, and 75%: class participation	19% unaware of tutor contact with school day teacher	Families would like to see expansion of tutoring to serve more students, for a longer period of time during the school year
Laconia Teacher & Staff Survey	159: (37%) of district's certified teachers/ support staff	Teachers believe OEL programs have had a positive effect on: social and emotional skill-building (76%); academic growth (68%); their school's overall climate and culture (54%).	23% disagree they are well informed about OEL; 26% never interact with Site Coordinators. Comments: need to inform parents and community about ELOs and make them more available	Top 3 focus areas: tutoring (47%); family engagement and education activities (45%); career/college/life readiness activities (39%)

Table C. YOUTH VOICE * Student Survey #s limited due to parent permission opt-in requirement NH RSA 186:11

Student/Type of Assessment	#: (%) of Responses	Overall Satisfaction Level	Noted gaps/barriers
Younger Youth: 21st CCLC 2021 Survey	50 responses (33%)*	100% feel belonging in the program 98% have friends in the program most 81% at least one adult at program they can talk to if they have a problem	17% get very angry and lose their temper 56% never been asked to help plan activities 37% have not learned new ways to study better

Older Youth: 21st CCLC 2021 Survey	25 responses (25%) *	98% have friends in the program 98% have a sense of belonging in program	53% received little/ no info about jobs or careers; 59% received little/no info on how to prepare for college. 41% received little/no info on what they might want to study in the future
Middle School: Career Cluster Survey	121 responses (28%)	Top 3 Career Clusters: 36% Art/Audio/Video Technology and Communications; 26% Information Technology, 24% Agriculture, Food and Natural Resources.	Due to Covid-19 precautions, limited community/business professionals partnered at LMS before March 2020 shutdown.
High School: Awato/Xello	282 responses (50%)	Students participated in a career interest profile-Awato or Xello	Top 3 Career Clusters: 1. Arts (Audio, Video Tech); 2. Human Services, 3. Health Science

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

TABLE D. OBJECTIVE DATA

Objective Data Source	Needs Identified/Currently Being Met	Areas to Address/Gaps/Barriers	Current Program/Need to Increase
Fastbridge SAS (Details found in Need for Project, #3)	Teachers: 47% state need for tutoring. Families: 63% concerned about learning loss	Academic Growth/Loss of Learning	Expand PIQUES model to LMS and LHS
SWIS: LMS and LHS have exceeded out of/in school suspension data for 21/22 compared to 20/21	Teachers: 76% believe OEL programs had a positive effect on: SEL skill-building. Families: 57% need more. Community: 93% believe OEL programs have a positive impact on SEL.	Social and Emotional competency development	Increase/embed SEL in ALL OEL programs/activities. 100% of Site Coordinators trained and certified in Restorative Practices. Expand current SEL activities through CASEL (casel.org) and Search Institute (searchinstitute.org) best practices
Survey of local businesses: 69% dissatisfied w/ student leadership skills, self-discipline. 63% dissatisfied w/ organizational skills	LHS student survey: 53% received little/no info on jobs/careers; 59% received little/no info on college prep; 41% received little/no info on future studies. Community: 67% need to expand CCLR/WBL	Career, College and Life Readiness (CCLR)	Elem: embed OSTCP action plan in all K-12 programs (ex. World of Work). LMS/LHS: design/implement programs with WBL focus based on student career interest surveys, expand PBL across all grade levels, expand current opportunities and network of community professionals

In response to stakeholder survey feedback, members of the Advisory Board and the Family Engagement Workgroup (FEW), conclude additional future focus areas of OEL programs (in addition to those stated in **Tables A,B,C,D**): increase awareness of programs available to students and families through a robust communication plan implemented district-wide and at each school site; advance opportunities for collaboration among students, teachers, families, and community and business partners, supported by the work of the FEW; continue to offer embedded professional development (PD) and opportunities for teachers in the development of summer learning programs; and create a

mechanism for elementary students to be more engaged in the design of programs (student leadership groups). 21stCCLC state managed information system (CAYEN) data shows OEL had 499 participants in 20/21 **despite** COVID related issues. There are 607 students participating as of Feb. '22 despite ongoing issues. This 21% increase is evidence of the need and interest of students and families. Level-funded since 2006, OEL programs are currently past capacity and significant additional resources are required to meet the needs of the community.

3. Cite the needs factors that place students at risk of educational failure; poverty rates in the communities to be served, increase in the number of limited English proficient students and adults, percentage of Title I students, dropout rates, teen birth rates, achievement gap and adult literacy rates, and education levels in the community.

11.3% of Laconia citizens live in poverty compared to the state at 7%, and 20.4% of youth ages 18 and under live in poverty in Laconia. 2019 teen birth rate in Belknap County is 19.21/1,000 compared to NH at 11.1/1,000 (*UNH Carsey School of Public Policy* carsey.unh.edu). From census.gov: (Also see **Need for Project, #1**) Laconia: 13.5% under 65 with a disability compared to NH at 9%; Education 25+ years old: high school graduates 90.6%, compared to NH at 93%, Bachelor's Degree or higher is 28.4% compared to NH at 37%. NH Department of Education (DOE) State Assessment System (SAS) Spring 2021 results* for grades 3-8 and 11 reinforces the achievement gap of the low socio-economic status (SES) of Laconia students: **Laconia Elementary Schools** (All 3 Title I schoolwide): 33% of students grades 3-5 proficient in ELA (state average 49%); 20% of students grades 3-5 proficient in Math (state average 39.6%). **Laconia Middle School**: 30% of students grades 6-8 proficient in ELA (state average 50.3%), 27% of students grades 6-8 proficient in Math (state average 34%). **Laconia High School**: grade 11 Scholastic Achievement Test (SAT) results: 39% met ELA benchmark (state average 63%); 30% met Math benchmark (state average 42%). The district's most recent F/R USDA lunch data: Elm Street 44%; Pleasant Street: 45%; Woodland Heights: 61%; Laconia Middle School: 46%; Laconia High School: 41%. NH Schools and District Report Card indicates Laconia has an 87.4% graduation rate (3.34% below state target of 90.74%), and a post-secondary enrollment rate of 41.53% (state average 57.72%), with 23.52% of low SES students and 11.11% of students with

disabilities enrolling in post-secondary institutions. OEL programs are designed to align with, supplement, enhance and ensure that students are prepared for college/career readiness and success.

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

Programs take place during the critical period of 3-6 pm, where students of working families may be at risk if home alone. Expansion of program (**Program Design**) addresses risk factors and noted gaps/barriers identified by families, students, teachers, and community members as a result of the survey work and/or academic assessment data detailed in **Need for Project #3**. Specific needs of students and families to be addressed are: loss of learning, increased social-emotional (SEL) skill building, project-based learning, work-based learning, career exploratory, increased communication to families of opportunities available through the OEL.

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

Residents of Laconia can access childcare services or supervised recreational activities through the Boys and Girls Club and Laconia Parks and Recreation. These organizations provide non-academic, traditional childcare before/after school and summer. Both programs charge fees. In the Family Survey, 60% of families identified fees as a barrier to participation that the OEL should address, and 62% identified loss of learning as a gap/barrier. Most families in Laconia cannot afford childcare or private academic assistance for their children. The OEL is the only program in Laconia equipped to address these barriers through expansion of programs with additional federal funding.

c. Program Design

1. Describe how the program aligns and links to the school day for academic enrichment and well-rounded education activities (e.g., date sharing, shared staff, space, training, policies, etc.).

The OEL programming umbrella encompasses Project EXTRA (Enriching eXtensions to Raise Achievement) and Naturally Curious Summer Learning at the elementary schools, PIQUES (Providing Individualized Questioning & Understanding of Essential Skills) small group academic intervention

for 1st -12th grades, REAL (Relevant Experiences Advancing Learners) Initiative and Summer Learning Academy (SLA) at LMS, and ELOs and high-interest clubs for LHS students. All programs take place at the school sites and share space and resources. The OEL has a history since 2002 and the programming and staff have become embedded in district culture and climate. Most teachers and staff report in the survey that OEL has had a positive effect on the culture and climate of their school. The OEL Program Director has been a member of the LSD administrative team since 2002. This organizational structure ensures a direct communication link between building administrators and the OEL program main office, housed at the School Administrative Union (SAU) 30 building. The OEL program office has access to all local and state student assessment data, behavioral data, special education data (Individualized Education Plans (IEPs) and 504s) used to target and refer students for programs, and to ensure that specific goals and accommodations of each individual student plan are being followed. Information is shared with the OEL Site Coordinators and teaching staff as needed to protect student confidentiality. The OEL aligns with all LSD policy and procedure. OEL staff are employees of the district and have access to pertinent student data. Parents agree to release this information upon registration. The OEL adheres to FERPA and Protection of Pupil Rights Amendment (PPRA) regulations. See #11, below.

2. Indicate how academic needs will be identified and supported through the program. Include any current or intended connections to school/district improvement plans, graduation requirements, LEA comprehensive needs assessments, and school wide Title I or other state/federal plans.

Academic needs are aligned with the district POG plans, student portfolios, and the schoolwide Title I plan for the three elementary sites. Part of the sustainability plan: braided funding with Title I for PIQUES/summer learning. Academic needs are identified based on multiple measures: current grade performance; multiple year performance on formal assessments (Fastbridge grades K-5, NWEA grades 6-9, PSAT / SAT grades 10-12, NH SAS); and specific academic needs identified in IEPs. Deficits in performance relating to POG traits are considered when building programming to support students to include the development of the POG student portfolio. (See **Program Activities #11**).

3. Describe how the program will accommodate students with Individualized Education Programs (IEPs), and/or 504 plans, including how the program ensures the specific requirements of each student's IEP/504 plans are implemented in the program.

OEL teachers and staff supporting students have access to IEPs and 504s through the Program Director's office and frequent collaboration with district Special Ed directors, ensuring they have knowledge to best support individual students and their out of school time experience. Programs have been developed and will continue to meet specific needs in student IEPs. With an opportunity for increased funding, resources will exist to provide 1:1 support for students who require it in IEPs. This has been a barrier to participation for students with disabilities, though every attempt has been made to offer support with limited staffing constraints. Students with specific medical needs in 504s are 'flagged' in registrations in case of emergency. Site Coordinators have access to specific plans and any rescue medications.

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

Laconia has a low English Language Learner (ELL) population: foreign born persons 2.7% compared to the state at 6.1% and people speaking other languages at 3.9% compared to 8% ([census.gov](https://www.census.gov)). There are currently 27 students, <1% of the total student population of 1851. That number has grown from 18 students in SY 2020/21. The needs assessment and conversations with ACTLs determine the need for specific OEL programming focused on vocabulary acquisition for ELL students. Because ELL students are spread across the district, elementary students will be brought together at one school for a program that offers transportation to address this issue.

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

The OEL adheres to all district policy and procedure and is committed to ensuring that all students, staff, and families feel safe and included in all 21st CCLC programs. The Program Director is a member of the district Diversity and Inclusion Task Force. From the district anti-discrimination plan:

"We value cultural differences and promote understanding of those differences as assets to our diverse community...This plan includes guidelines, protocols and procedures intended to prevent, assess the presence of, intervene in, and respond to incidents of discrimination. It includes provisions, and recommendations with respect to resources, policies, complaint procedures, student

education programs, and outlines professional development needs to ensure the safety and inclusion of all students. This plan is intended and available for all school community members and can be found on the Laconia School District and all Laconia schools' websites."

6. Describe how the target group will be identified: Target groups (students with IEPs, 504s, Behavior Intervention Plans, excessive absenteeism, students with low academic achievement) are identified by data sharing, frequent communication and collaboration with administrators, specialists, and teachers through Tier II and III Team meetings. (see **Attachment 3**, Referral Form, p. 148). See **f. Project Evaluation, #6 Shared Data and FERPA.**

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

Priority is given to students who are specifically identified as part of a target population or referred to programs by teachers, social workers, behavior specialists, principals, and/or guidance counselors. Due to present funding constraints, slots are filled on a first come, first serve basis and capacity is staffed and limited to a maximum number of students per day. With the proposed budget, OEL will be able to increase participation and support. Registration forms for regular programming (does not include those enrolled through referral) are available on district and OEL websites. Paper forms are distributed district wide to address internet access barriers. Current enrollment is up to 65, depending on the site, to ensure an ADA of at least 50. Registrations received beyond the maximum are placed on a wait list.

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

OEL programs follow district emergency laconiaschools.org/emergency-operation-plans.html; www.laconiaschools.org/uploads/5/1/9/0/51903427/crisis_and_suicide_response_plan_laconia_august_26_2020.pdf and crisis response plans and procedures that are detailed on the district website (sometimes unique to each school). Hard copies are available at the SAU and in each building. The OEL has developed a program-specific Policy and Procedure Handbook: drive.google.com/file/d/1EDsYi5GHnY1CU-EnE5IZMbPvX4JbAFiA/view. Page 6 of that document is a communication matrix covering any situation or emergency. 76% of teachers believe that the

programs offered by the OEL have had a positive impact on student SEL skill building. Site Coordinators are trained and with expanded PD, will become certified in Restorative Practices, a method of conflict resolution that incorporates teaching empathy and accountability. *“The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.”* (<http://www.iirp.edu>). OEL coordinates with the district Office of School Wellness (OSW) to offer PD to strengthen these practices and ensure implementation and fidelity.

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

If a student is not regularly attending, their spot may be given to a student on the waitlist if one exists. This is communicated to families on registrations and family letters. Site Coordinators monitor school day attendance to be aware of students who should be attending that day. Phone calls are made if students are absent, or if excessive absences occur. Families are encouraged to allow their student to remain for the entire program day to ensure the full benefit of all aspects of programming.

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

2017 Award Amount: \$ 422,706.80	Year 1 2017- 2018	Year 2 2018- 2019	Year 3 2019- 2020	Year 4 2020- 2021	Year 5 2021-2022	Original RFP Target
Regular Attendees (Attending 30 days or more) State Requirement Minimum 50 attendees	329	368	364	226	152 (2/24/22) 150+ nearing regular attendance	Total target: 275
Average Daily Attendance (ADA)	194	158	152	96	160	Total target: 159
Youth Served Per Year	609	658	832	499	607	Total target: 567

The last year of pure attendance data was Year 3, 19/20. Since COVID19, maintaining regular attendees was a challenge *and* an OEL accomplishment. Since Year 1 2017-18, the ADA, total youth served and regular attendees have met or exceeded original 2017 RFA targets, except for Years 4 and 5, explained by the COVID 19 crisis, school closures, and reduced attendance due to a hybrid schedule and quarantines. This is evidenced by the higher number of students (227) who attended just 1-29 days

of program: 24 were nearing regular attendance at 80%+, and 310 were below 80%. Laconia went to remote learning from March 15th to Sept. '20, then went to a hybrid/remote schedule-one day in person and one remotely. Many students opted for a full remote experience, which offered instruction in core classes. Through a waiver the OEL was able to support remote learners by offering credit-bearing "specials" (the arts, physical education, mentoring, enrichment, tutoring). 21/22, with schools fully in-person, attendance is on target to meet or exceed goals of the original RFP. Renewed emphasis will be placed on increasing the enrollment of targeted student populations to increase enrollment. Increased publicity and program information, as well as the elimination of fees to reduce the barrier for participation identified by families, are expected to continue to increase student enrollment.

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

SUMMER: Summer program design follows evidence-based best practices outlined in *RAND Summer Learning Series Getting to Work on Summer Learning: Recommended Practices for Success, 2nd Ed.*

Specifically, a 5-6 week program with 3-4 hours of academics per day, **time** for transitions in the schedule, academics in one continuous block, minimizing loss of instruction by attending to logistics, providing teachers with strategies for maximizing instructional time and communicating its importance to leaders. OEL summer programs at all levels are staffed by certified teachers working alongside highly experienced support staff. In recent years, a robust summer PD series is held in advance in Spring that is co-led by the Program Director and the Academic Coordinators for Teaching and Learning (ACTLs). Teachers receive PD hours for this time, are introduced to new skills, and offered the opportunity to develop those skills during summer program delivery. Teachers meet weekly with the Program Director and ACTL in summer Professional Learning Communities (PLCs) and receive credit for this embedded PD. Elementary summer is supported through braided funding of the OEL,

Title I, IDEA, and the district general budget to provide the best experience for all students and reduce duplication of time and effort. Naturally Curious Summer Learning elementary program takes place at one school on an annually rotating basis for a full-day (8:10-3:00) 5-week program. The program offers an inclusive, UDL model where students targeted for academic intervention (based on lower formal assessment data and/or teacher recommendation), special education students with IEPs and 504s in need of extended school year services (ESY), and students who are registered for interest (and fun!) learn together utilizing the PBL Boston Museum of Science Engineering is Elementary STEM-based curriculum. In summer of 2022, the World of Work worldofwork.net/the-world-of-work program will be piloted to introduce students to Work-Based Learning (WBL) principles and lay the foundation for the future focus of OEL programming that aligns with POG attributes and the OSTCP plan. The REAL Initiative, SLA, and Clubs at LMS builds on the daily schedule, and the UDL and evidence based PBL practices of The Buck Institute www.pblworks.org/services/project-based-learning. In response to the needs assessment, the LMS summer program will have a more intentional focus on academics through analysis of Spring 2022 NH SAS data. Students referred for intervention by low performance (not proficient) and/or teacher recommendation will be placed in a 'track' that matches their area(s) of need (Math, ELA, Science). Teachers will engage in a PD series of summer curriculum development focusing on those identified objectives, standards and competencies, based on a project self-selected by students. Community professionals will be recruited and trained in the development of PBL programs related to the Career Clusters identified in student surveys and will collaborate with teachers in a co-instruction model. The popular "Keep your Cool (KYC) in Middle School" program will continue for all rising 6th graders transitioning from elementary, designed to reduce anxiety, and build social skills by introducing students to day-to-day routines and rituals expected at middle school. LHS summer learning will expand to include a full-day, five week 'rising' ninth grade transition program that identifies students furthest from opportunity based on multiple measures: low formal assessment data, excessive absences, behavior issues, disciplinary infractions, class performance, teacher recommendation or any combination of these. Students will be able to earn

or recover 1 full credit. It is **recognized** by LHS administration that motivation is a factor to ensure consistent student participation and attendance, so students will be offered opportunities for paid positions in the elementary summer learning programs based on their career interest profiles. Rising grade 10-12 students will have access to high-interest clubs and activities (e-gaming, Dungeons and Dragons, STEM) as well as a project-based credit-recovery program: Formula One (F1) STEM Challenge for schools www.flinschools.com, identified by LHS as high-interest to students. Students will be placed in the track (Math, ELA, Science, Social Studies) that matches their area of need. The program will culminate in a demonstration of learning determined by the students. A freshman orientation like KYC at LMS will take place close to the first day of school in the Fall. **SCHOOL YEAR:** Enrichment programming is based on a 3-year summative data dive assisted by consultation with Demonstrated Success www.demonstratedsuccess.com to determine trends and areas of student need. Activity and lesson plan development is required at all levels of programming. Program providers propose activities on an Activity Worksheet (see **Attachment 4**, p. 149) that aligns with GPRA measures recently developed and required of Nita M. Lowey 21st CCLC programs, and POG attributes. The activity plans identify academic standards, the activity goal(s), time for student reflection, and ensure a CCLR element by requiring a community partner. FT Site Coordinators at the elementary and middle sites begin at 10:00 am, giving them time to communicate with families, and effectively link to the school day by collaborating and meeting with teachers, support staff, and principals regarding individual student needs/issues as they arise. Site Coordinators are members of Multi-Tiered Systems of Support (MTSS) teams, Parent Teacher Organizations (PTOs), and help to coordinate parent education and engagement events, participate in staff meetings, and are eligible for all district PD. Programs at all sites take place upon school dismissal for a minimum of three hours. Morning tutoring is available before school for elementary students. **Project EXTRA (Enriching eXtensions to Raise Achievement)** elementary program has evolved to meet the needs of students and families since 21st CCLC funding came to the district in 2002. Project EXTRA has adapted to incorporate SEL, STEM, technology into enrichment programming. The needs assessment indicates an

increase in: opportunities for SEL; more PBL programs; tutoring; and offer more slots for students. The addition of FT Site Coordinators will afford more time for planning activities to meet needs associated with the GPRA measures, and to bring in the community to introduce WBL principles beginning with the youngest students. REAL Initiative (Relevant Experiences for Advancing Learners): for LMS responds to years of research, consensus building, and local assessments facilitated by members of the Advisory Board. The REAL Initiative provides hands-on, PBL activities matched to student interests in career/college areas, and are co-led by certified teachers and community professionals. Examples have included: ELA teacher paired with Marvel Artist Steve Geiger to introduce students to the creation of graphic novels; student interest in coin collecting (numismatics) led by a LMS teacher co-teaching a club with a community member who is a coin collection expert; and REAL was the second group in the state of Fearlessly Girl, a national anti-bullying program for girls www.fearlesslygirl.com, led by a health science teacher and a community member working in Health and Human Services. LHS ELOs and high-interest clubs: LHS is a priority for growth and expansion of support and high-engagement programming. Credit-bearing ELOs continue to be the focus with the goal of making them a “normed” experience for students as they connect their academic experience to a life mission. The quality, rigor, and student-centered elements of ELOs have continued to grow under the oversight of OEL and the combined support of the district and the 21st CCLC grant. LHS students continue to have access to SEL development through non-credit programs and clubs that seek to re-engage students through social interactions with teachers. One example is the literacy-based Dungeons and Dragons Club, created in response to high student interest, currently has 23 members supported by two teachers. Other student-centered supports at LHS will range from tutoring (PIQUES) provided by teachers and National Honor Society students (peer-to-peer) to small group study and book reads, Art instruction, healthy activities, and multiple forms of academic enrichment chosen by students as they build their personal career plans and portfolios. Plans include increasing awareness of ELOs to reach more students and families, including target populations, and to increase the position of ELO Coordinator to FT, so expansion objectives can be met to ensure increased student participation.

The ELO Coordinator facilitates the process of student-designed ELO Learning Plans, defining competencies and formative assessments with a teacher mentor, feedback, and approval of a teacher in that content area, and engaging a community/business mentor in work-based learning. Each student plan receives pre-validation of credit(s) earned and/or credit recovery from the LHS leadership (Principal, ACTL, Guidance Director). Each plan is documented, and students demonstrate learning in a variety of culminating presentation methods presented to a panel of district leadership, teachers, and community partners. Mid-year 2021/22, 12 ELOs have been completed, with an estimated 30 to be completed by June. PIQUES (Providing Individualized Questioning and Understanding of Essential Skills), currently provided for students in grades 1-5, will expand in response to stakeholder feedback and academic goals outlined in the GPRA measures to include students in grades 6-12. PIQUES provides small group academic intervention based on an evidence-based, Tier 2 Response to Intervention (RTI²) model (*Fisher, D., & Frey, N. (2010). Enhancing Rti: How to ensure success with effective classroom instruction & intervention. ASCD*). This model provides instruction at a minimum of 3 hours weekly during out-of-school time hours. The Program Director collaborates with the two district ACTLs to collect and analyze local assessment data to determine the referral of students that qualify for the program and participates in Professional Learning Communities (PLCs) district-wide to ensure linkage to the school day and authentic collaboration with school day teachers in the referral process, identification of individualized student goals, and ongoing academic assessment. Letters from the Assistant Superintendent notify parents of referred students of their option to participate in the program. Once enrolled, small groups are developed, and individual learning plans created by the Program Director that are based on teacher, tutor and parent input, informal assessment, and intervention goals directly from local assessment data. Mid-term and end of year progress reports go home with student report cards. PIQUES is partially supported by Title I, depending on availability of funds.

12. Describe how youth voice will be included in the ongoing development of the project; (a) Include strategies that will be made to ensure programming is student-centered and every participant has

opportunities for high level of engagement. (b) Include these activities in the one-year timeline in the Program Management section.

The following strategies are used to ensure youth voice is an integral focus across grade levels: 4th and 5th graders meet once a week as an Student Leadership Team (SLT) empowered to define, plan and implement enrichment programs and community service learning project; students participating in the elementary summer learning assess peer interests, create and design PBL program plans to be offered to elementary Project EXTRA students; Two high school SLT/POG Advisory Board members regularly present activities of the SLT and the planning of the annual REAL Collaborative event, a “youth to workforce connection” created in response to changing needs of the LSD and community. In response to survey results and comments, the OEL plans to convene a work group of high school students, partnering with Site Coordinators to design a campaign to promote and market ELOs to students, families, and the community. This project also has the potential to be a credit-bearing ELO.

(See **Appendix H: Timeline**, p.65).

13. Describe how families will be engaged to support the students being served to include ongoing regular communication and opportunities for literacy and related educational activities. Family engagement should be collaborative, interactive, and embedded throughout the program. (a) Describe how the program will create a welcoming environment for families. The program environment should reflect respect for families and community connections for families. In addition, program policies and procedures should be responsive to the needs of students and their families. (b) Identify the Family Literacy or education programs to be offered, how often and why the programs were chosen. Include these activities in the one-year timeline in the Program Management section. (c) Describe proposed methods of communication with families and how parent input will be solicited and included in the ongoing development of the project. Also, include these activities in the one-year timeline in the Program Management section below. If needed, how will staff communicate with families with limited English skills. For ELL communication, see **Program Management**, #2.

As a result of the OSTCP grant, an innovative model of family engagement has been implemented with the FEW. The FEW’s purpose is to assist in the development of programs aligned with POG and the OSTCP grant, and through collaboration with community partners Family Resource Center (FRC) and the Parent Information Center (PIC) meet regularly with OEL leadership to strategize innovative methods to inform programming and engage more families into Family Literacy events. Examples of workshops include: “Encouraging Empathy”, “Positive Discipline”, and “Nurturing Skills”, which is an: “evidence-based program. Parents will learn new beliefs and skills that improve their family’s

level of functioning. The course is made up of 4 modules: *Developing Empathy & Self-Awareness; Positive Discipline Practices & Techniques; Developing Personal Power & Keeping Kids Safe; & Understanding Growth and Development.* ” www.lrcs.org/family-resource-center/parent-education.

Representatives from the FRC are available on-site on a weekly basis during parent pickup to promote a welcoming atmosphere and engage families in conversations to address their needs and inform quarterly family literacy and education events. Site Coordinators have built strong, trusting relationships with parents of children attending OEL programs and are accessible by sharing work cell phone numbers with families and are visible at dismissal.

14. Complete a “Schedule of Operations” form (found in Appendix D) for each proposed site. If the schedule is the same for each site, you may use one form to include all sites: See Appendix D, p. 37.

15. Describe fees being charged, if any. If fees are being charged, include details regarding the clearly defined sliding scale fee, as well as its administration and management. See Appendix C, p. 31.

During earlier rounds of 21st CCLC funding, fees were determined to be a barrier to participation at middle/high levels. As a 2017/18 trial at LMS, the OEL removed fees and enrollment increased by more than 50%. During COVID 19 it was determined that fees would be a barrier to remote learning participation and were not necessary with the support of ESSER funds. 21/22 21st CCLC grantee guidance states the following policy regarding program income: all fees must be the same for all sites.

([/www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-21st-cclc-grantee-guidance-2022-2023.pdf](http://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-21st-cclc-grantee-guidance-2022-2023.pdf)). To ensure grantee compliance of 50 regular attendees, a decision was

required that fees could not be charged for any Laconia site. The Parent Survey confirmed: 60% identified cost as a barrier. Since removal of fees, enrollment has increased to pre-COVID levels.

d. Adequacy of Resources

1. Describe staffing for proposed programs and services, including student-to-staff ratios. May include an organizational chart and include which staff will be responsible for the required 21st CCLC roles. For every six (6) sites, it is required to budget for a fulltime program director and additional staff to support the program needs. Site-based coordination within multi-site projects is required.

The OEL is led by a full-time (FT) Program Director housed at the SAU central office. The OEL standard is one adult staff member to 8-15 students, depending on the activity. PIQUES small group intervention standard is one teacher to 1-5 students. Sites are led by a Site Coordinator with the

assistance of a PT office receptionist, 1-2 high school student assistants, certified teachers, community partners and/or paraprofessionals to ensure adequate staff to student ratios for a minimum of 50 students per site, per day. Additional funding will allow for Site Coordinators to go from part-time to full-time positions to assume additional responsibilities related to expansion objectives.

2. Include job descriptions and credentials of key staff in an appendix to your proposal. Academic assistance activities must be offered by a certified teacher or paraprofessional.

The Program Director has over 20 years of experience specific to 21st CCLC programming. The level of education across the leadership team includes certified teachers; Masters in Special Education and Data Assessment, Bachelors in Youth Development (2); Art Therapy; a Behavior Specialist and Engineering/Manufacturing Technology. Tutoring is provided by certified teachers. Other activities are provided by teachers, paraprofessionals, and other district staff such as a School Psychologist, and/or members of the community, PSU student interns, and high school students exploring careers in youth-based education. (See **Appendix N**: Org. Chart, p. 99; **Appendix J**: Job descriptions, Resumes, p. 67)

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

Expansion will allow the ELO program to be led by a dedicated full-time ELO Coordinator. (See Appendix J: Job description). All non-credit bearing LHS activities will be overseen by a PT Site Coordinator, a teacher at the Huot.

4. Describe how staff will be selected, trained and supervised: Open positions are advertised per district policy/procedure: internal postings, website notices, newspaper. LSD is an equal opportunity employer. Applications and resumes for key positions are collected and the hiring procedure of the district is followed. Hiring committees are formed and interviews are held. The committee makes recommendations based on the process. Other site staff members are most often school day teachers and staff that are already qualified for employment and are recommended by Site Coordinators for hire. The superintendent approves all new personnel requests. New staff are trained according to the processes outlined in 10: New Staff Training. Site Coordinators are responsible for supervision and evaluation of site staff, with oversight of the Program Director.

5. If volunteers are used, describe how the organization will encourage and use appropriately qualified persons to support proposed activities, including how senior citizens will be used to support activities, if applicable. Describe the structure, qualifications and attributes that will be required.

In 2018, the OEL began a partnership with Plymouth State University's (PSU) Department of Youth Development, led by Professors Hilary Swank and Gerald Buteau. The partnership provides PSU undergraduates opportunities to fulfill practicum hours, internships, and field work study in OEL programs. The OEL was selected for the 2020 Campus Compact for NH PSU President Community Partner Award, given to a non-profit that "enhances the quality of life in the community in meaningful and measurable ways and is engaged in the development of sustained and reciprocal partnerships with the University." (See **Attachment 5**, p. 150). During the 20/21 school year, the Superintendent and OEL leaders met with representatives from PSU to reinforce the existing partnership. As a result, there is a renewed emphasis and the OEL currently has three PSU student interns fulfilling a 360 hour per semester requirement, and ten students fulfilling practicum hours (4-6 hrs./wk.) placed at elementary and middle schools. Interns are in direct service with students and learning from their Site Coordinator mentors. From 2018 to present, three PSU interns have been hired as OEL Site Coordinators. In the recent past, senior citizens of the Friends Program (www.friendsprogram.org) volunteered in OEL programs. The COVID 19 crisis has temporarily put that work on hold for safety. The OEL looks forward to continuing the partnership when conditions allow. All volunteers are supported through the structure described in **4: Staff Selection, Training and Supervision**, and **10: New Staff Training**.

6. Before starting to work in the 21st CCLC program, all staff working with students must have relevant clearances as required under federal and state statutes. Describe how the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with students.

In adherence to district policy and federal and state statute, all OEL staff are required to complete criminal record/background checks, including fingerprinting, with the district Human Resources department. Staff and volunteers must have a cleared background check before working with students.

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

The OEL Program Director office supports the organization through participative leadership. As part of the leadership team, Site Coordinators will be tasked with specific roles and responsibilities that capitalize on their individual strengths. (See **Appendix N: Org Chart**, p. 99). Roles are created with information from the evaluation process. Expectations for lesson plan development, pedagogy, and integration are steered through the GPRA goals, continual data collection and analyses, weekly meetings with OEL leadership, and quarterly meetings with the Advisory Committee. Expectations are communicated to site staff upon onboarding, and at formal orientation. Site Coordinators are responsible for day-to-day site-based management and dissemination of policy, procedure, and expectations to site staff.

8. Describe the types of professional development that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation.

In addition to the training/workshop offerings provided by NHDOE 21st CCLC state managers, NHDOE Summer Education Summit, New Hampshire Afterschool Network (NHAN) and SERESC/ACROSS NH, OEL leadership and staff are active participants in PD offered by NH Learning Initiative for the OSTCP grant and participate in district in-service days and other PD offerings. LSD-sponsored PD is scheduled for 6 full days per school year and includes a range of topics on standards, curriculum and competencies development, and other best practices such as suicide prevention, bullying prevention, and school safety precautions. Adequate funding as identified through the Wallace Calculator will enable the OEL to expand PD opportunities for Site Coordinators and staff as they are identified through the evaluation process.

9. Describe your staffing professional development plans: Site Coordinators are asked to self-evaluate using a performance rubric and meet with the Program Director to set goals. PD plans are based on those goals. From the Site Coordinator job description:

“Will meet with OEL Program Administrator at the beginning of employment term and at least once prior to the end of the school year. Evaluation will be based on ability to prioritize and complete tasks and to balance both short-term and long-term goals independently, knowledge of best practices in youth development and high-quality programming and utilizing time and workload efficiently.”

Included in every staff member job description: “Actively participate in staff development workshops

that are designed to contribute to personal and professional growth”. Site Coordinators are responsible for feedback and performance evaluation of staff, and making recommendations to the Director for PD.

10. Describe how new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.

Orientations are held for new staff before summer and fall, and separately for PSU fieldwork students and interns. Recently, meetings have been held via Zoom and recorded so they are available as new staff are hired outside of regular orientations. New staff are provided an orientation packet that includes the following: What IS the OEL? (See **Attachment 6**, p. 151) OEL Employee Protocols; Embedded Talent Questionnaire (See **Attachment 7**, p. 152); Activity Worksheet (See **Attachment 4**, p. 149); Timesheet; Emergency Procedures; Policy and Procedure Handbook, Program Evaluation Form; Staff Assistant Evaluation Form (See **Attachment 8**, p. 153); 5 Minute Form for Program Evaluation (See **Attachment 9**, p. 154). Non-school district staff are provided with 21st CCLC specific training, The Afterschool Toolkit, available through the US Dept. of Ed. Y4Youth website: <https://y4y.ed.gov/toolkits/afterschool>. Modules from the Afterschool Toolkit are also assigned on an as needed basis as identified through the staff evaluation process.

e. Program Management Plan

1. Include a one-year timeline for program implementation and continued planning as an attachment. Include: youth voice, parent input, community input, family literacy, professional development, and evaluation activities from corresponding sections. (See **Appendix H**, p. 65)
2. Describe the structure and process that includes clear, ongoing communication and linkage with all stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.). For applications that include high school, please attach the School Board policy for ELO. If an ELO policy has not yet been adopted, please provide a description of the timeline and process for implementation;
- and 3. Describe the plan to disseminate information about your program including it's: explanation of what 21st CCLC is, 21st CCLC logo, name, location, etc. to the community in an ongoing manner that is understandable and accessible.

With the adoption of the school district's POG attributes, the OEL Advisory Board redefined their role to be a subcommittee of the POG Board. The School Board representative to the Advisory Board is a liaison to the FEW. The primary responsibility of both is to address and inform strategies or issues to ensure high quality delivery and attainment of OEL outcomes, and ensure communication and linkage

between partners, community members, businesses, parents, youth, staff, and the schools that inform family engagement. The Program Director attends administrative meetings and presents regularly to the School Board. Site Coordinators are members of their school PTOs. Information about all OEL programs is promoted through various methods: conversations with parents; district, school, and OEL websites; Facebook, Instagram, Twitter, REMIND and ALMA. All information displays the 21st CCLC logo. There is no need for translated materials due to the low ELL population. If language is a barrier to communication, the district ELL Coordinator assists. The need for an increased communication plan as identified through this process includes youth voice: SLTs at each school that will help to design a communication plan and disseminate 21st CCLC information to the community, including increased communication about ELOs. The current ELO policy (2008) is under review by the School Board as there are barriers to participation identified through the needs assessment to include: cost to families, 4 ELO limit, and independent study. (See **Appendix I: Policy**, p. 66)

f. Project Evaluation

1. Complete Appendix E GPRA Measures template: how you will achieve the set State goals and what your expected outcomes will be: (See **Appendix E**, p. 41)
2. Identify who will be responsible for data compilation and analysis: The Program Director has access and is responsible for data compilation and analysis, collaborating with ACTLs and Demonstrated Success, a NH Department of Education data consultant company.
3. Describe how the project will use best practices, including research or evidence-based practices, to provide educational and related activities complementing and enhance academic performance in state assessments (NHSAS), grade point average, school day attendance, teacher-reported behaviors and student engagement in learning.

Both external and internal methods of evaluation are utilized to ensure continuous improvement. District assessment platforms (below), NH Performance Pathways, the NHDOE data information system (CAYEN), and the ALMA system measure academic growth, keep records of student attendance, registration and contact information, tardiness/truancy, academic assessment scores/levels, and other pertinent data. OEL registrations include a release for this information. The following assessments are used to assess math and literacy skills: Fastbridge for K -5th; NWEA for 6-10; NH

SAS for grades 3-8 and 11; PIQUES student learning plan (SLP) individualized for each student; 21st CCLC Teacher Surveys; ELO Learning Plans. To measure growth in SEL using the best practices of The Collaborative for Academic, Social, and Emotional Learning (CASEL)(case1.org), the following are used: Pre/Post Surveys measuring growth in SEL competencies and essential life skills (*Social Development Research Group, University of Washington, commissioned by Raikes Foundation*); The NHDOE Youth Survey; SWIS collects data to inform GPRA measure #4: Student Behavior. The OEL Program Director gathers data to analyze whole-site or individual student behavior information throughout the course of both summer and school year programs. To measure growth in competencies regarding career/college/life readiness: Xello, a web-based information system that assesses student career interests, self-awareness and produces a student profile based on a Realistic, Investigative, Artistic, Social, Enterprising, Conventional (RIASEC, or Holland Theory) model thecareerproject.org and a digital student portfolio with student/parent access post-high school.

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

The continued use of best practices and evaluation to drive improvement will ensure the students meet the outcomes expected as outlined in the GPRA measures. See **Appendix O**, p. 100 for evidence of positive student outcomes of current best practices.

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

Analysis of evaluation information is brought to the OEL Advisory Board quarterly and to weekly leadership team meetings to discuss and implement strategies to respond to results. On-the-spot evaluation is conducted by Site Coordinators at each site using tools such as the 5 Minute Program Form for Program Evaluation (See **Attachment 9**, p. 154). Feedback from this type of evaluation provides continual improvement methodology to site staff to ensure quality programming.

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

The LSD is committed to the sharing of data. Shared data practices are in place. (See **Appendix F**:

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

COVID forced the cancellation of regular formal 21st CCLC evaluation (CIPAS), but two have been conducted during the last 5-year grant cycle. A Site Observation was conducted by State Managers Kathleen Vestal and Emily Fabian, with the result of “Exceeds Expectations”. A 2018 case study of the REAL Initiative by Consultants Karen Horsch and Mott Foundation Fellow Suzanne Birdsall-Stone is attached. Findings from the study: participation in the Summer Learning Academy resulted in student development primarily in group work. Participating teachers indicated enhanced instructional practice and ability to work with community partners. Recommendations included: more time for teacher planning; emphasis of the 4 C’s; incorporating a process for student self-assessment; enhancing the role of Site Coordinators to support teachers and monitor programming; incorporating a culminating project to demonstrate student achievement. Recommendations were incorporated to the extent possible due to COVID barriers and funding constraints. Plans are to continue to respond to the evaluation feedback. The national Afterschool Alliance www.afterschoolalliance.org has evaluated and highlighted OEL programs and best practices, Project EXTRA and ELOs, in recent case studies and Afterschool Spotlights, attached. (See **Appendix O: Evaluation Studies**, p. 100).

g. Budget/Budget Narrative

1. Attach a detailed budget spreadsheets with two sheets: one for summer programming and one for the school year itemizing how the grant funds will be used per site. (See **Appendix C**, p. 31)

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

The Wallace Foundation OST Cost Calculator indicates a total cost (median range) of \$168,715 for summer programming and \$1,135,212 for school year programming. This project proposes \$149,787 for summer and \$675,213 for a total request of \$825,000 with an average per-pupil cost of \$3300 for combined summer and school year, at an average daily cost of \$17.37 per pupil, per day. According to

The Wallace Foundation study of 2015: “the daily per-slot cost of high-quality afterschool programming for elementary and middle-school children in a typical U.S. city ranged from \$14 to \$31.” This places the per-pupil 21st CCLC supported cost for this proposal within the low end of that range, with adequacy of resources when coupled with braided funding and in-kind support.

a. Staffing/Benefits: Full funding of \$825,000 enables the reorganization of the OEL Program Director office, to share current program responsibilities (aspects of PIQUES, family engagement, public relations and media, management of community and business partnerships, volunteer/intern management, data collection and management, payroll, etc.) among four currently PT Site Coordinators at the elementary and middle schools and bring them to FT positions with benefits, hire an administrative assistant shared with the Office of School Wellness, and share 50% of the cost of a dedicated ELO coordinator while maintaining the current PT status of the Site Coordinator at LHS. This ensures adequacy of resources at the site level to meet increased program objectives and GPRA goals, offer a more livable wage and stability for Site Coordinators and reduce Site Coordinator turnover. This is a significant opportunity for the OEL, as the annual level funding of \$422,706.80 since year four in 2006 did not allow for FT positions to be fully supported within the budget. Staffing and benefits costs for the 2022/23 budget year are as follows: FT Program Director funded 70% from 21st CCLC and 30% from the district general budget. 20% (\$13,795) of the Program Director salary is allocated to the summer budget and 80% (55,182) to the school year budget; (4) FT Site Coordinators at \$42,000 each (210 days/yr., 8 hrs./day, \$25/hr.). 20% (\$33,600) allocated to summer and 80% (\$134,400) allocated to school year; 6 months (July 1 to Dec. 31, '22) 21st CCLC/OSTCP Transition Coordinator funded at 50% by 21stCCLC budget. 20% (\$4,000) allocated to the summer and 80% (\$16,000) allocated to the school year; 50% support of FT ELO Coordinator at \$25,000 (180 days), remaining support (including FICA and benefits) will come from the district; 50% support of FT grants administrative assistant at \$11,813 (210 days, 7 hrs./day at \$16/hr.), shared with OSW; 10 lead teachers (2 at each of 5 sites) at \$25/hour for 2.5 hours per day for 165 program days (\$103,125); Support staff include: paid PSU interns, high school students, an average of 1 person at \$12.50/hr. for

3 hours a day and Paraprofessionals and other support: an average of 1 person at \$15/hr. for 3 hours a day at each of at each elementary site and LMS (none needed at high school). FICA 7.65% for all positions (\$40,820) annually; Workers Comp .81% (\$4569) annually; Unemployment .38% (\$1851) annually; Health Insurance: FT year-round employees are eligible for family health care coverage at an annual cost of \$26,340. The only OEL employee eligible for this is the Program Director. Other school year or 210 day or less positions are eligible for single health plans at an annual cost of \$9756 each. It is estimated that four employees will accept the insurance at a total annual cost of \$39,024;

Retirement: Program Director, 21C/OSTCP Coordinator, ELO Coordinator, and teacher retirement at 14.06% (non-union), and 21.02% for teachers (union). Program Director retirement 21st CCLC cost: \$11,638; Transition Coordinator 21st CCLC (six months) \$3374; ELO Coordinator 21st CCLC cost annually \$3515; teachers cost annual estimate: \$17,341. **b. Subcontracts** There are two contracts for Community Partners. Belknap Mill: \$2000 in summer budget for children's enrichment programming (offsite) and \$5500 in school year budget for robotics sponsorships, offsite programming, and events (REAL Collaborative) for use of Rose Chertok gallery. Family Resource Center: \$7500 in school year budget for family engagement specialist direct service and collaboration/coordination of family engagement events and FEW meetings. **c. Professional Development**: please see Adequacy of Resources, #8 for detail of the planned PD. There is no cost in the summer budget due to the PD offered prior to the fiscal year that begins on July 1, 2022. For school year, costs are low due to the rich shared opportunities offered through the district. \$1500 is allocated for the estimated cost of one attendee to the ASCD National Conference. Plans for the leadership team to attend a national conference will be in year two of the grant cycle. Certification for the 4 full-time Site Coordinators in Restorative Practices \$450 each (\$1800). Training in Agile Work Practices and Scrum through Scrum, Inc. is \$500 each for 7 team members (\$3500). Other requests or PD identified estimated at \$3,331. **d. Supplies/Materials**: \$4,000 for summer PBL and enrichment supplies, \$4,000 per site (x5 sites) for school year student supplies and materials necessary for academic intervention, enrichments, lessons. \$4,000 for ELO-based supplies and materials. **e. Equipment**: \$695 for summer portion of work cell

phone usage; \$2776 for school year portion, \$5606 for repair/replacement of existing computers, laptops, other hardware. **f. Travel:** The city of Laconia is 26.1 square miles. Schools are located at the center. Providing transportation is a necessary safety factor as well as to reduce barriers for families with little/no transportation. The needs assessment indicated a transportation barrier for middle/high. Additional funding will enable the addition of a bus to address this barrier. Summer: \$11,336 for one bus and field trips, School Year: \$31,330 for two late buses. Travel expenses include \$750 for travel (mileage, parking) to/from PD throughout the state and national conferences. Travel expenses are low due to multiple opportunities offered through the district and the wealth of opportunities that are now available online. **g. Other Expenses:** Academic/Enrichment Activities: \$2475 for karate, \$9,000 for STEM-based enrichment curriculum such as Rozzy STEM Careers (rozzycareeradventures.com), and other academic enrichment opportunities identified by Site Coordinators.

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

District and community in-kind support of infrastructure (space in each building, utilities, maintenance, human resources, insurance) and braided federal and local funding (Title I, IDEA, transportation) is evidence of commitment of adequate resources. Increased funding enables an increased budget for materials, supplies and equipment to support the goals of program expansion to serve more students and address the needs identified by stakeholders. See **Table E**.

4. Provide evidence there is a commitment of adequate resources for transportation: The OEL has access to transportation of the district provided by First Student Bus Company. The district supports 50% of the cost of summer transportation, and 100% of the cost of morning (tutoring) transportation and afterschool shuttles between schools. OEL supports the remainder. Increased funding will enable additional transportation to address participation barriers identified by students and families.

5. Provide a detailed narrative explaining the anticipated revenues from other sources to be collected throughout the school year identifying and describing each type of program income: #11, Table E

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

Title I supports a percentage (depending on annual allocations) of PIQUES and summer programs for the elementary Title I school-wide schools. The district Food Service Department supports OEL programs through the coordination of USDA afterschool snacks and CACFP suppers. The OEL was the first program in the state of NH to offer afterschool suppers through CACFP and trained other programs in the state. OEL coordinates programming and PD with OSW, funded by the U.S. Dept. of Justice, Juvenile Justice and Delinquency Prevention, and U.S. Department of Education to provide wellness programs for students and families. OEL coordinates with district Special Education funded by IDEA to provide extended day programs for targeted student populations.

h. Collaboration, Partnerships, Advisory Board, Sustainability

1. Attach a letter of support from the principal(s): (See Appendix K, p. 88)

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

All OEL programs, to meet the POG attributes, the work of the OSTCP FEW, GPRA goals, and the results of the needs assessment point to a focus of continuing to build and maintain partnerships within the community to build a network of information and a pipeline of opportunities that meet the identified needs of students. All proposed activities within the program require at least one connection to a community partner (See Attachment 4: Activity Planner, p. 149). The intention is to bring the community in to INTRODUCE at the elementary level, bring the community in for students to EXPLORE their interests more thoroughly at middle school, and offer an opportunity to ACTUALIZE at the high school through more extensive work-based opportunities and internship experiences. Community partnerships are formalized through MOUs, subcontracts, and/or the processes outlined in **d. Adequacy of Resources**, depending on the project.

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

There are two established main partnerships with The Belknap Mill (TBM) and the FRC of the Lakes Region. TBM partnership focuses on providing enriching programming opportunities for students both inside and outside of school walls, and helping to establish the TBM as a local children's education center. The OEL Program Director is an advisor to TBM. The FRC partnership will co-facilitate with

PIC to ensure authentic family engagement in the ongoing process of career pathway development.

4. Include a signed MOU for each partner, signed by the principal of the school being served and/or the subgrantee administrator. (MOU template is included in Appendix F). (See **Appendix F**, p. 46)

5. Describe the roles and responsibilities of the advisory board: The POG Advisory Board advises and oversees district initiatives aligned to POG, OSTCP, and 21st CCLC. The board is knowledgeable about the district initiatives that include advocating, evaluating, guiding, and seeking support and funding for sustainability. The board has liaisons representing the FEW and the SLT that convene separately to focus on advocacy, public will, and student voice/choice. The Advisory Board is in the process of forming workgroups with business representation to inform and advise each of the 16 career clusters identified by the NH Employment Security. See **Appendix M**, p. 97 for detail.

6. Describe how advisory board meetings will take place a minimum of three (3) times each school year and 7. Include a list of advisory members, their roles including sustainability planning and frequency of meetings:

The current board includes a diverse, balanced representation, see **Appendix M**, p. 97 with names and roles. The board meets on the fourth Tuesday of the month. The FEW meets on the third Wednesday of each quarter and leaves with workgroup assignments to complete prior to the next meeting. The SLT meets at least twice weekly to plan and organize multiple events (including the REAL Collaborative).

8. Describe how the advisory board members represent the diverse needs of community. (See **Appendix M**, p. 97)

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

The sustainability plan in **Table E** that has been initiated during the past five years of funding will remain largely unchanged, with differences accounting for availability of braided funding sources (ex. Title I), and available grants/funding sources as they become available.

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

See #9. The commitment of the community through involvement in the POG, FEW and REAL

Collaborative events, and in-kind support of the district are evidence of community support for continued sustainability of 21st CCLC programming and the OEL.

Table E: Funding Sources, In-kind, Braided Funding

Current	One-Time	Source
\$422,707		21 st CCLC (leveled funding since 2006)
\$59,000		Title I (yearly to support PIQUES tutoring and elementary summer program)
\$56,000		General Budget (cash contribution for Grants Administrator and ELO teacher stipend)
\$50,000		NH Learning Initiative - Out of School Time Career Pathways (ends FY 25/26)
	\$28,700	FEES (approximate yearly revenue, ended collecting fees in 20/21 FY)
	\$4000	MVSB (supported instruments for after school Band)
	\$5000	Bank of NH (supported Student Leadership Team in 17/18 FY)
\$9349		NHDOE: Robotics Education Development (Annual since 19/20- competitive grant)
	\$5000	NH Reaching Higher (supported SLT REAL Collaborative in 17/18 FY)
	\$75,000	Curran Foundation (Private Foundation, support PIQUES tutoring)
	\$18,000	Student Support Academic Enrichment for WHS (Coding at WHS FY 19/20)
	\$20,000	NH Charitable Foundation (supported REAL Initiative Evaluation FY 19/20)
\$12,000		PSU Partnership (In-Kind contribution: ongoing Internship Program)
\$14,372		In Kind Support (Indirect, 3.4% of \$422,707)

2022-2023 21st CCLC Proposed Budget

Program Information	
Agency Name:	Office of Extended Learning
Agency Address:	39 Harvard St., Laconia, NH 03246
Contract Dates:	July 1, 2022 to June 30, 2023
Project Manager:	Christine Gringerella
Title:	Program Director
Phone Number:	(603) 524-5710
Email:	cgringerella@laconiaschools.org
Fiscal Contact:	Christine Blouin
Title:	Business Administrator
Phone Number:	(603) 524-5710
Email:	cblouin@laconiaschools.org
Contact Person (if different):	Beth Vachon
Phone Number:	(603) 524-5710
Email:	bvachon@laconiaschools.org
Program Site(s):	Elm Street School, Pleasant Street School, Woodland Heights School Laconia Middle School, Laconia High School

Summer Budget

Expenditure/Category	Description of Expenses (Include Formulas and Break Down of Expenses)	21st CCLC Total Cost
	<i>Indirect Cost</i>	
	<i>Staff Salaries</i>	
Program Director:	20% of 21C portion (70%) of annual salary	\$ 13,795.00
Site Coordinator(s):	20% of 4 full time Site Coordinators annual salaries (\$42,000 x 4)	\$ 33,600.00
Other(s):	Teachers: 15 teachers x \$30/hr x 4 hrs x 25 days Support Staff: 4 staff x 7hrs x 25 days	\$ 45,000.00
	UHS pilot transition program: 10x\$10/hr x 3 hr/day x 25 days	\$ 10,500.00
	20% of 21C/OSTCP Transition Coordinator salary	\$ 7,500.00
Performance Measurement:	Adequacy of Resources: Hiring trained/certified project staff, using internal methods of statewide assessment to measure ELA and Math growth	\$ 4,000.00
Outcome:	Increase in student academic performance as measured by statewide academic assessment data of active participants	
	<i>Benefits</i>	
	FICA: 7.65% for all above	\$ 8,751.00
	Retirement: 14.06% for Program Director (\$1940) and 21C/OSTCP Transition Coordinator (\$562)	\$ 2,502.00
	Workers Comp: .81% for all above	\$ 1,173.00
	Other Benefits: Unemployment .35% for all above	\$ 435.00
Performance Measurement:	Adequacy of Resources, Program Management	
Outcome:	Increase in student academic performance as measured by statewide academic assessment data of active participants	
	Contracted Services	

Contracts:		\$	2,000.00
Other(s): Activities through Community Partner, Belltop Mill			
Performance Measurement: Collaboration, Partnerships, Sustainability: 100% of CBO partners provide enriching, real-life experiences to increase student engagement			
Outcome: An improvement in teacher and student reported engagement in learning.			
	Professional Development		
Required Conference: one in 5 year period:			
Other Professional Development: Nita M. Lowey Summer Symposium: Embedded professional development for teachers (occurs in Spring of prior fiscal year)			
Performance Measurement: Program Evaluation; GPRA Measures #1-5			
Outcome: Site Coordinators, staff and partners increase knowledge and skill to address GPRA measures # 1-5			
	Field Trips		
In State Field Trips: Educationally-based field trips grades 1-9 (cost is averaged)		\$	4,500.00
Out of State Field Trips: N/A			
Performance Measurement: Program Design			
Outcome: Students will advance knowledge and skills by attending relevant community-based experiences			
	Travel		
Transportation: 1 bus x 25 days x \$333.39; Field trips average \$333.39x 9		\$	11,336.00
Other(s):			
Performance Measurement: Adequacy of Resources; Reduce barriers			
Outcome: Providing transportation increases attendance by approximately 50% as measured by regular attendees and ADA			
	Supplies/Materials		
Supplies/Material: Project-based learning supplies, materials for grades 1-12		\$	4,000.00
Other(s):			
Performance Measurement: Adequacy of Resources. Program Design: 100% of students have access to supplies/materials to support PBL and GPRA Measures Objectives.			
Outcome: Students will have access to supplies/materials to support academic instruction and GPRA measures #1-5			
	Academic/enrichment Activities		
Academic/enrichment Activity: CLF Summer Readers Grant			
Other(s):			
Performance Measurement: 100% of students will experience academic and enriching activities to support PBL and GPRA Measures Objectives.			
Outcome: Students will have an advanced enrichment experience demonstrated by reported increase in engagement and growth in academic assessment data.			
	Equipment		
Other(s): Cell phone services x 7 phones (20% of annual contract)		\$	695.00
Performance Measurement: Adequacy of Resources			
Outcome: Access to Site Coordinators on all issues of students, program management, supervision and family engagement			
		Total Expenses: \$	149,787.00

Leveraged Funds and/or Other Funds

TOTAL FUNDS		Anticipated to be
Title I: Salaries (35,513) FICA (2487)		\$ 38,000.00
Title III:		
Title IVA:		
School District Funds: Teacher Retirement (21.02%)= \$9459; Transportation 1 bus x 15 days x \$333.39=\$5001; 20% of 30% support of Program Director Salary: \$5093; Indirect 3.4% (\$5093)		\$ 25,465.00
Community Based:		
Grants: Children's Literacy Foundation (CLF) Summer Readers Grant		
Other: Community Action Program (CAP) summer breakfast and lunch through USDA (600 meals x \$2.40= \$36,000)		\$ 36,000.00
Other:		

	Total:	\$ 99,465.00
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Anticipated 21st CCLC Program Income Collected

REVENUES	Explanation of Program Income Received by 21st CCLC Program	
1. Parent Fees	No parent fees will be collected as fees were identified as a barrier to participation.	\$
2. Fundraising		
4. Other Explain Below		
TOTAL REVENUES:		\$

21st CCLC Proposed Parent Fees Schedule

Subgrantee Does Not Collect Parent Fees, Check Box:	Subgrantee Does Not Collect Parent Fees, Check Box:			y
	Full Priced Lunch	Reduced Priced Lunch	Free Lunch	
1. Per day (School day/Summer)				
2. Morning (School day/Summer)				
3. Afternoon (School day/Summer)				
Total Weeks of Program Operation (School Year and Summer)	38			
TOTAL REVENUES:				\$

Discount(s) Offered (ex: Multiple Family Members):

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

2022-2023 21st CCLC Proposed Budget

Program Information	
Agency Name:	Office of Extended Learning
Agency Address:	39 Harvard St., Laconia, NH 03246
Contract Dates:	July 1, 2022 to June 30, 2027
Project Manager:	Christine Ginnetta
Title:	Program Director
Phone Number:	(603) 524-5710
Email:	cginnetta@laconiaschools.org
Fiscal Contact:	Christine Blouin
Title:	Business Administrator
Phone Number:	(603) 524-5710
Email:	cblouin@laconiaschools.org
Contact Person (if different):	Beth Vachon
Phone Number:	(603) 524-5710
Email:	bvachon@laconiaschools.org
Program Site(s):	Elm Street School, Pleasant Street School, Woodland Heights School Laconia Middle School, Laconia High School

School Year Budget

Expenditure/Category	Description of Expenses (include Formulas and Break Down of Expenses)	21st CCLC Total Cost
Indirect Cost	Laconia School District (advertising, payroll, human resources, maintenance, office utilities, insurance, internet technology) 3.4%	\$ -
	Indirect Cost	
	Staff Salaries	
Program Director:	80% of 21C portion (70% of annual salary)	\$ 55,182.00
Site Coordinator(s):	80% of annual salaries full-time (4 x \$42,000); one part-time (\$19,237)	\$ 153,637.00
Other(s):	50% support of 6 month full-time 21C/OSTCP Transition Coordinator (80%)	\$ 16,000.00
	50% support of full-time grants administrative assistant	\$ 25,000.00
	50% support of full-time grants administrative assistant	\$ 11,811.00
	2 lead teachers x 3 sites x \$25/hr x 2.5 hrs/day x 165 days	\$ 103,125.00
	Support staff: PSU paid interns, high school students 1 staff x 4 sites x \$12.50/hr x 3 hrs x 165 days	\$ 24,750.00
	Professional support staff: para professional, others 1 staff x 4 sites x \$15/hr x 3 hrs/day x 165 days	\$ 29,700.00
Performance Measurement:	Adequacy of Resources: Hiring trained/certified project staff using internal methods of statewide assessment to measure ELA and Math growth	
Outcome:	Successful delivery of program and increase in student academic performance as measured by statewide academic assessment data of active participants	
	Benefits	
	FICA: 7.65% for all above	\$ 31,069.00
Retirement:	14.16% for Program Director (\$9698); 21C/OSTCP Coordinator (\$2812); ELO Coord (\$3515); 21.02% for teachers (\$17,341)	\$ 33,366.00
Workers Comp:	.81% for all above	\$ 3,316.00
Other Benefit:	Unemployment: .38% for all above (\$1416); Health insurance (x \$9756 single (\$39,024), 1 x \$26,340 family); 2 x 1/2 single (\$9756)	\$ 76,713.00
Performance Measurement:	Adequacy of Resources: Hiring train/certified project staff, using internal methods of statewide assessment to measure ELA and Math growth	
Outcome:	Increase in student academic performance as measured by statewide academic assessment data of active participants	
	Contracted Services	
Contracts:	\$5500 for Bellows Mill; \$7500 for Family Resource Center (see MOUs)	\$ 13,000.00
Other(s):		
Performance Measurement:	Collaboration, Partnerships, Sustainability: 100% of CBO partners provide enriching, real-life experiences to increase student engagement	

Outcome: An improvement in teacher and student reported engagement in learning.	
Professional Development	
Required Conference: one in 5 year period: ASCD Conference- attendance for one. Plan to attend national conference as a team in year two of grant cycle.	\$1,500
Other Professional Development: School District In-service, Restorative Practice certification (\$4500/4), Agile Work Practices training (\$5000/7), other (\$3333)	\$ 8,633.00
Performance Measurement: Program Evaluation, GPRA Measures #1-5	
Outcome: Site Coordinators, staff and partners increase knowledge and skill to address GPRA measures # 1-5	
Field Trips	
In State Field Trips: Education-based field trips to connect students to community and business 2 per site at average cost of \$2000	\$ 2,000.00
Out of State Field Trips: N/A	
Performance Measurement: Program Design	
Outcome: Students will advance knowledge and skills by attending relevant community-based experiences	
Travel	
Transportation: 2 late buses x 165 days x \$94.94/day	\$ 31,330.00
Other(s): Reimbursement of travel to/from professional development and conferences	\$ 750.00
Performance Measurement: Adequacy of Resources; Reduce barriers	
Outcome: Providing transportation; increase attendance by approximately 50% as measured by regular attendees and ADA	
Supplies/Materials	
Other(s): 4000 per site x 5	\$ 20,000.00
Other(s): ELO based supplies and materials	\$ 4,000.00
Performance Measurement: Adequacy of Resources, Program Design: 100% of students have access to supplies/materials to support PBL and GPRA Measures Objectives.	
Outcome: Students will have access to supplies/materials to support academic instruction and GPRA measures #1-5	
Academic/enrichment Activities	
Other(s): Karate (\$25/hr x 3 hrs/wk x 33=\$2475); Other programs (rent fee by Site Coordinators (\$5000); Academic Online Curricula (Rosny \$3500); other	\$ 11,475.00
Performance Measurement: Program Design: 100% of students will experience academic and enriching activities to support PBL and GPRA Measures Objectives.	
Outcome: Students will have an advanced enrichment experience demonstrated by reported increase in engagement and growth in academic assessment data.	
Equipment	
Equipment: Replacement and/or purchase of computers, laptops, other equipment requests for student programming	\$ 15,000.00
Other(s): Cell phone services x 7 iPhones (80% of annual contract)	\$ 2,776.00
Performance Measurement: Adequacy of Resources	
Outcome: Access to Site Coordinators on all issues of students, program management, supervision and family engagement	
Total Expenses: \$	675,213.00

Leveraged Funds and/or Other Funds

If Applicable, Describe These Funds		Total Funds
		Anticipated to be
		Received
Title I: To support PIQUES academic intervention		\$ 15,000.00
Title III:		
Title IVA:		
School District Funds: 80% of 30% support of Program Director salary (\$23,649); indirect support 3.4% (\$2,957)		\$ 46,606.00
Community Based:		
Grant: Robotics Education, OSTCP through NHLI		\$ 59,349.00
Other: In kind, staffing through PSU partnership		\$ 12,000.00
Other: USDA snacks and CACFP meals (250 snacks x 165 days x .80= \$33,000); 50 wipers x \$1.40 = \$99,000)		\$ 132,000.00
Total:		\$ 264,955.00

REVENUES	Anticipated 21st CCLC Program Income Collected	Anticipated Total
	Explanation of Program Income Received by 21st CCLC Program	Collected

1. Parent Fees	No parent fees will be collected as fees were identified as a barrier to participation.	
2. Fundraising	Fundraising for special events (example: SLT trip to Washington DC for Afterschool Alliance Advocacy, Destination Imagination Team trip to National Competition)	\$ 12,000.00
4. Other/Explain Below		
TOTAL REVENUES:		\$ 12,000.00

21st CCLC Proposed Parent Fees Schedule				
	Full Priced Lunch	Reduced Priced Lunch	Free Lunch	Anticipated Total Collected
1. Per day (School day/Summer)				
2. Morning (School day/Summer)				
3. Afternoon (School day/Summer)				
TOTAL REVENUES:				\$ 38
Total Weeks of Program Operation (School Year and Summer):				
Discount(s) Offered (ex: Multiple Family Members):				

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

APPENDIX D: Schedule of Operations

SCHOOL(S) SERVED: Elementary: Elm Street School, Pleasant Street School, Woodland Heights School

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

SCHOOL YEAR:

Typical Daily Schedule (hours in order)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
7:20 - 8:20 am	Tutoring	PIQUES small group tutoring		X	X	X			
8:00-8:15 pm	Arrival/Snack	Attendance, Arrival/Nutrition provided through USDA	X	X	X	X	X		
8:15-8:45 pm	Movement Break	Physical Activity and Social Interaction	X	X	X	X	X		
8:45-9:00 pm	Group Meeting	Responsive Classroom: Sets norms/expectations for the day/gives sense of belonging	X	X	X	X	X		
9:00-9:15 pm	Enrichments (student choice)	Various academic enrichment and hands-on activities, 3 sessions happening concurrently	X	X	X	X	X		
9:30-9:45 pm	Tutoring	PIQUES small group tutoring (many groups happening concurrently)		X	X	X			
9:45-10:00 pm	Tutoring	PIQUES small group tutoring (many groups happening concurrently)		X	X	X			
10:00-10:15 pm	Dinner/Academic Support	Dinner provided through CACFP and targeted academic support from teachers and/or paraprofessionals for students with specific questions and/or in need of homework help	X	X	X	X	X		
10:15-10:30 pm	Dismissal/Bus	Rolling dismissal: pickup or transportation by bus	X	X	X	X	X		

SUMMER:

Typical Daily Schedule (hours in order)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8:10 am	Arrival/Attendance	Students arrive, check in for attendance and report to cafeteria for supervised breakfast and social time	X	X	X	X	X		
8:10-8:30 am	Breakfast/Announcements	Nutrition provided by Community Action Program (CAP) through USDA meals program.	X	X	X	X	X		
8:30-8:45 am	Pledge and morning meeting	Students arrive in classrooms, pledge of allegiance and Responsive Classroom morning meeting	X	X	X	X	X		

APPENDIX D: Schedule of Operations

8:45-9:45 am	Literacy	Literacy-based whole class intervention	X	X	X	X	X	X	X	X
9:45-10:00 am	Movement break	Physical Activity/Motor break	X	X	X	X	X	X	X	X
10:00-11:00 am	Math	Mathematics-based whole class intervention	X	X	X	X	X	X	X	X
11:00-11:10 am	Movement break	Physical Activity/Motor break	X	X	X	X	X	X	X	X
11:10-12:00 am	Project Based Learning	PBL/STEAM activities that integrate with literacy and math interventions	X	X	X	X	X	X	X	X
12:00-12:30 pm	Lunch/Dismissal for some/Bus	Lunch (CAP/USDA) and dismissal for students who wish to leave after academic portion of day. Bus available.	X	X	X	X	X	X	X	X
12:30-1:00 pm	Movement Break	Outdoor Physical Activities/organized games	X	X	X	X	X	X	X	X
1:00-2:00 pm	Specials- rotating (Art, Music, Guidance, Physical Education)	Social Emotional Learning (curriculum delivered through guidance counselor and/or social worker), work-based learning through community partners, Music and/or Arts education	X	X	X	X	X	X	X	X
2:00-3:00 pm	Afternoon Activities	Led by classroom teacher- enriching activities that tie to PBL curriculum: <u>Engineering is Elementary</u>	X	X	X	X	X	X	X	X

SCHOOLS(S) SERVED: Laconia Middle School

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

SCHOOL YEAR:

Typical Daily Schedule (hours in order)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
2:20-2:45 pm	Arrival/Check in/Snack	Students arrive to Cafe, check in for attendance, have time for social interaction	X	X	X	X	X		
2:45-3:00 pm	Afternoon meeting	Responsive Classroom: Sets norms/expectations for the day/gives sense of belonging	X	X	X	X	X		
3:00-4:30 pm	Enrichment 1 (student choice)	Various academic enrichment, clubs and hands-on activities, 3-5 sessions happening concurrently, some are longer depending on activity	X	X	X	X	X		

APPENDIX D: Schedule of Operations

4:30-5:30 pm	Enrichment 2 (student choice)	Various academic enrichment, clubs and hands-on activities, 3-5 sessions happening concurrently; some are shorter or longer depending on activity	X	X	X	X	X		
5:00-5:30 pm	Dinner	Dinners provided by USDA meals/at tables or "to go"	X	X	X	X	X	X	
5:00-5:30 pm	Dismissal	Parent pickup or transportation by bus (bus times are earlier)	X	X	X	X	X	X	

SUMMER:

Typical Daily Schedule (hours in order)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8:00-8:30 am	Arrival/Check-in/Breakfast	Students arrive, check in in café, have breakfast	X	X	X	X	X		
8:30-8:45 am	Morning meeting/Pledge/Announcements	Students go to classrooms, Responsive Classroom morning meeting, pledge, daily announcements	X	X	X	X	X		
8:45-9:45 am	Literacy	Literacy-based whole class intervention	X	X	X	X	X		
9:45-10:45 am	Mathematics	Math-based whole class intervention	X	X	X	X	X		
10:45-12:00 am	Project-Based Learning	PBL/STEAM activities that integrate with literacy and math interventions	X	X	X	X	X		
12:00-12:30 pm	Lunch/Dismissal for some/Bus	Lunch provided through USDA meals; Students who wish to leave after the academic portion are dismissed. Bus available.	X	X	X	X	X		
12:30-4:00 pm	Clubs and Work-Based Learning	Various clubs, activities, and work-based learning activities. Different times/days offered five days/wk.	X	X	X	X	X		
2:00-4:00 pm	Dismissal/Pick up/Bus	Rolling dismissal: pickup, walking, bus	X	X	X	X	X		

SCHOOL(S) SERVED: Laconia High School

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

APPENDIX D: Schedule of Operations

SCHOOL YEAR:

Typical Daily Schedule (hours in order)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
2:00-2:30	Snack pickup/Check in	Students meet in central location (café) to check in for attendance, pick up snack, have social time	X	X	X	X	X		
2:00-3:30 pm	ELOs	Students working independently on ELOs with assistance in library	X	X	X	X	X		
2:00-3:00 pm	Targeted Assistance	Students can visit with their teachers to get assistance with current classes	X	X	X	X	X		
2:00-3:30 pm	Peer Tutoring	In open library with peer mentors, overseen by media specialist		X	X	X			
2:30-3:30 pm	Tutoring	Small group tutoring in core content areas		X	X	X			
2:00-5:30 pm	Clubs	High-interest clubs and activities, various days/times	X	X	X	X	X		
4:30-5:30 pm	Dinner	Dinner available for sit-down in café, or "to-go"	X	X	X	X	X		
2:30-5:30 pm	Pick up/Bus	Rolling pick-ups (depending on activity), bus transportation	X	X	X	X	X		

SUMMER:

Typical Daily Schedule (hours in order)

Timeframe/Length	Activity	Description	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
8:00-8:30 am	Arrival/Check-in/Breakfast	Students arrive, check in in café, have breakfast	X	X	X	X	X		
8:30-8:45 am	Morning meeting/Pledge/Announcements	Students go to classrooms, Responsive Classroom morning meeting, pledge, daily announcements	X	X	X	X	X		
8:45-9:45 am	Literacy	Literacy-based whole class intervention	X	X	X	X	X		
9:45-10:45 am	Mathematics	Math-based whole class intervention	X	X	X	X	X		
10:45-12:00 am	Project-Based Learning	PBL/STEAM activities that integrate with literacy and math interventions	X	X	X	X	X		
12:00-12:30 pm	Lunch/Dismissal for some/Bus	Lunch provided through USDA meals; Students who wish to leave after the academic portion are dismissed. Bus available.	X	X	X	X	X		
12:00-3:00 pm	Work-Based Learning	Paid work-based learning opportunities in elementary programs	X	X	X	X	X		
12:30-4:00 pm	Clubs and Work-Based Learning	Various clubs, activities, and work-based learning activities. Different times/days offered five days/wk.	X	X	X	X	X		
2:00-4:00 pm	Dismissal/Pick up/Bus	Rolling dismissal: pickup, walking, bus	X	X	X	X	X		

APPENDIX E: GPRA Measures Template

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

State Goals for 2022-2023

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

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

21st CCLC Grant Name (school district or CBO): Laconia School District Office of Extended Learning

State Goals	Performance Indicators	How will you achieve this goal? Include process, planning, timeframe (month and year)	The NHDOE's expected outcomes Specific metrics and timeframes for how the NHDOE will measure the success of that outcome.
GPRA MEASURE #1: ACADEMIC ACHIEVEMENT T IN NHSAS	Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.	The Office of Extended Learning (OEL) will evaluate Spring 2022 SAS to identify students in the lowest 30% of achievement and refer for summer learning programs in rising grades 4-9. Students in grades K-3 in Spring 2022 will be evaluated using Fastbridge data and referred for summer learning in the same way. In collaboration with district administration and Academic Coordinators for Teaching and Learning, common strands are identified for	<ul style="list-style-type: none"> The NHDOE expects at least 20% of our students who are not already at the top level to improve one proficiency level between their 2020-21 ELA NH SAS (or DLM) assessment and their 2021-22 ELA NH SAS (or DLM) assessment. The NHDOE expects at least 60% of our students to achieve a

		<p>instruction. Students in grades 6-10 are evaluated using district NWEA scores. Fall 2022 scores will be used as a post-assessment to gauge growth and inform instruction for Fall and Spring afterschool programming, and to continue the referral process for small group (1 teacher: up to 5 students) after school tutoring programs in all grades. Individualized Learning Plans are provided for each student and progress monitoring is conducted bi-weekly. Data will be reviewed at district assessment dates to ensure that 60% of students achieve growth.</p>	<p>growth score at the end of 2021-22 on the NH SAS above the 50% mark.</p>
	<p>Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p>	<p>Please see above for ELA. The OEL will follow the same process for Math for all students in 2022-23.</p>	<p>See above for ELA. The NHDOE will follow a similar process for Math for all students entering grades 4-8 in 2021-22.</p>
<p>GPRA MEASURE #2: GRADE POINT AVERAGE (GPA)</p>	<p>[include local Assessment growth measures for other grades outside of 4-8, that you plan to track] Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.</p>	<p>Classroom performance measures: GPA is tracked in the Laconia School District in grades 9-12. Students in grades 6-8 are graded with the A,B,C,D, F system. Students in grades K-5 are graded with a competency based system.</p> <p>Using data from ALMA (local database used to track student information, including quarterly grades) and in collaboration with</p>	<ul style="list-style-type: none"> For students in grades 7, 8 and 9. The NHDOE will use the state survey to have the guidance counselor (or appropriate educator) for each student in grades 7-9, identify each student's academic learning as

<p>GPR MEASURE #3: SCHOOL DAY ATTENDANCE</p>	<p>Percentage of youth in grades 1-12 participating in 21st CCLC during the school year and summer who:</p> <ol style="list-style-type: none"> Had a school-day attendance rate at or below 90% in the prior school year; and Demonstrated an improved attendance rate in the current school year. 	<p>ACTLs and principals, students performing in the lower bands of achievement on all assessment measures (grades and formal assessment) in grades 6--12 will be identified and recommended for targeted instruction to improve growth measures according to rubric provided by the NHDOE.</p> <p>Site Coordinators at all schools will have daily contact with school day teachers. Program Director attends Professional Learning Communities (PLCs) quarterly to identify and discuss students in need of extended day academic intervention.</p> <p>Grades/GPA achievement is correlated with executive functioning skills and organization, afterschool programming will be provided to provide skill building opportunities for students.</p> <p>Strategies for achieving GPRA Measure #1 will also address GPRA Measure #2.</p>	<p>'significant growth', 'moderate growth', 'no growth', 'drop in achievement', 'at top no ability to grow'. The NHDOE will expect at least 60% of students not already at the top of the achievement, to have achieved at least moderate growth.</p> <ul style="list-style-type: none"> For students in grades 10-12, the NHDOE will expect the over-all GPA to improve from the cumulative value at the end of 2021 to the cumulative value at the end of 2022. The NHDOE will expect at least a .25 for students in grade 10; .15 for students in grade 11 and .1 for students in grade 12. The NHDOE will expect at least 60% of students not already at a top GPA, to have demonstrated this growth. <p>Note: a rubric will be developed to help clarify the levels of growth for grades 7-9, to improve the validity of this measure.</p> <ul style="list-style-type: none"> For all students in grades 1-12, the NHDOE will use the state attendance report to identify student attendance progress. <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show growth.</p> <ul style="list-style-type: none"> Of 21st CCLC participating students who had less than 90%
		<p>Students with low attendance during the 2021-22 school year have been identified and referred for summer learning programs described in GPRA Measure #1. Program Directors and Site Coordinators are in daily contact with school administration, guidance and teachers to continually reach out to students who have low attendance. There are policies in place that if a student does not attend the school day, they cannot attend after</p>	

		<p>school programming, which is sometimes a “carrot” for school day attendance. Student absences are often the result of many factors: sense of failure (bad grades), bullying, illness, caring for another family member, mental or emotional health issues, food insecurity, etc. OEL programming will continue to focus on addressing these barriers through strategic community partnerships, and programming engagement strategies that help students to identify their individual pathways and make personal connections to learning.</p>	<p>of attendance in 2021, the NHDOE expects at least 60% of those students will have attendance above 90% in 2022. Additionally the NHDOE expect 80% of those students will have improved attendance in 2022.</p> <ul style="list-style-type: none"> Schools who have all students above 90% attendance will be expected to continue with that performance level.
<p>GPRA MEASURE #4: BEHAVIOR</p>	<p>Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.</p>	<p>Laconia School District is a Multi-Tiered Systems of Support (MTSS) district and tracks behavioral information through the SWIS system. Suspension levels in the Laconia School District are low, but increased in 21/22 compared to the previous year. SWIS data will be evaluated bi-annually to identify students who are at-risk behaviorally. Collaboration with behavior specialists and special educators (if applicable) is ongoing to determine if afterschool programming is appropriate for students with behavioral challenges. OEL staff and Site Coordinators are provided with professional development opportunities to address students with behavioral challenges. Key staff (Site Coordinators) are trained and maintain certification in Crisis Prevention Institute (CPI) methods. Plans for 2022-23 professional development include training Site Coordinators in Restorative Practices, an evidence-based program shown to: improve decision making, educate about delinquency risk factors, determines level of risk to reduce recidivism, identify and focus attention on</p>	<ul style="list-style-type: none"> For all students in grades 1-12, the NHDOE will use the state suspension report to identify student suspension. <p>Note: The NHDOE will only include students who have data in the state system for two years – required to show change in suspension for a student.</p> <ul style="list-style-type: none"> The NHDOE expects to see a reduction of at least 20% of students who were suspended more than 5 days in 2020-21. For example, if 10 students had 5 or more days of suspension in 2020-21 then the NHDOE expects at least 2 of those students to have less suspension days in 2021-22. Schools who have no students being suspended, will be expected to continue with that performance level.

		<p>criminogenic needs, match proper services to needs- based on risk, assist in determining appropriate levels of supervision, allocate resources to achieve better outcomes for juveniles, families, victims and their communities. Ultimately assists in risk reduction = community protection.</p>	
<p>GPRA MEASURE #5: STUDENT ENGAGEMENT IN LEARNING</p>	<p>Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.</p>	<p>The OEL will use Spring 2022 Teacher Survey results to identify and help to clarify which students did not have a level of moderate engagement, as well as ways extended learning programs could help teachers to assist in raising student levels of engagement that will inform programming decisions.</p>	<ul style="list-style-type: none"> For students in grades 1-5. The NHDOE will use the state survey to have the primary teacher for each student in grades 1-5, identify each student's engagement in learning as 'significant engagement, 'moderate engagement, 'limited engagement', 'poor engagement'. The NHDOE will expect at least 60% to have achieved at least moderate engagement. <p>Note: a rubric will be developed to help clarify the levels of engagement, to improve the validity of this measure.</p>
<p>Other Measures</p>	<p>[include other local measures you plan to track]</p>	<p>As a subrecipient of the NHDOE/NHLI Out of School Time Career Pathway grant, piloting the AWATO and Xello</p>	

LACONIA SCHOOL DISTRICT
School Administrative Unit Thirty

"Ensuring success with every student, every day, in every way"

Steve Tucker, Superintendent of Schools
Amy N. Hinds, Assistant Superintendent of Schools **Christine Blouin, Business Administrator**

Memorandum of Understanding

Laconia School District (SAU 30), in partnership with the Laconia School District's Office of Extended Learning (OEL) 21st Century Community Learning Centers, agree to the following:

(From the Program Assurances):

- 1. How does the LEA/CBO ensure equitable access for students and teachers to participate in federally assisted programs?

Laconia School District will refer to its policy on "Instructional Approach" to meet the required provisions of the General Education Provision Act.

"It is the policy of the Laconia School Board that instruction be aligned with the goals and mission of the Laconia School District and rules of NH Department of Education. Instruction will be focused on meeting the academic needs of the students' different talents, interests and development."

The instructional program will include:

- A. Procedures for diagnosing learner needs.
- B. Methods and Strategies for teaching and incorporates learners' needs.
- C. Research-based learning opportunities.
- D. Techniques to evaluate students' outcomes.
- E. The provision of remedial instruction as needed.

All Instruction will reflect the acknowledgement of diversity and respect to differences. The Laconia School District is intentional in identifying individual students' specific learning needs to include creating pathways so that each of our students has access to educational programs and supports to ensure equitable access for students, parents, and teachers.

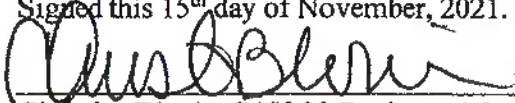
To meet these objectives, the district agrees to the following communication plan with the Office of Extended Learning and its' staff to ensure access to pertinent student data:

From Program Policy and Procedure Manual:

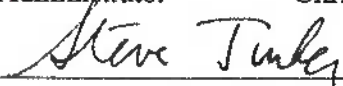
Sharing of Student Data:

Office of Extended Learning staff are employees of the Laconia School District and will have access to pertinent student data, including academic records. Parents/Guardians agree to release this information upon registration. The Office of Extended Learning adheres to the Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) regulations.

Signed this 15th day of November, 2021.


Christine Blouin, SAU 30 Business Administrator

 11/15/21
Christine Gingerella, OEL Program Director


Steve Tucker, Superintendent

Memorandum of Understanding

between

21st CCLC Subgrantee-Laonia School District's Office of Extended Learning

and

Belknap Mill Society

July 1st, 2022 to June 30th, 2023

This Memorandum of Understanding (MOU) sets for the terms and understanding between the 21st CCLC Subgrantee Laonia School District Office of Extended Learning and the Belknap Mill Society who are providing services to the 21st CCLC program.

21st CCLC subgrantee name: Laonia School District's Office of Extended Learning

21st CCLC representative: Christine Gingerella

Position: Grants Administrator - Office of Extended Learning

Address: 39 Harvard Street

Telephone: 603 524 5710

Fax: N/A

E-mail: cgingerella@laoniaschools.org

Partner name: Belknap Mill Society

Partner representative: Cheryl Avery

Position: Executive Director

Address: 25 Beacon Street-East, Laonia, New Hampshire 03246

Telephone: 603 524 8813

Fax: N/A

E-mail: cheryl@belknapmill.org

Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program (including summer, before and after school, weekends, evenings, in-service days, vacation breaks, etc.) for students, family engagement activities, staff development, supervision, and program evaluation.

21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision and both parties will provide documentation/data as required by the NHDOE for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21st CCLC investment:

The Belknap Mill Society sees its role as partnering with the Laconia School District/Office of Extended Learning to meet the needs of the students, educators, community/business professionals and families in the Laconia community by providing services, activities, special events in alignment with the 21st CCLC and Out of School Time Career Pathway grants.

Activities and Funding

Office of Extended Learning and the Belknap Mill Society will partner to support staff at the school sites once a day per week to:

- Collaborate with Laconia School District/Office of Extended Learning Site Coordinators and school administrators in co-creating and providing learning opportunities at the Belknap Mill that are enriching, hands-on learning experiences for the k-12th grade students in partnership with historian, theatre ensemble, and/or artist in residence, that are aligned with the Belknap Mill that are aligned with the mission of Belknap Mill Society and the Laconia School District/ Office of Extended Learning.
- The Belknap Mill Society will partner to offer supports and programs in collaboration with Office of Extended Learning Director in the design of assessment strategies and utilize best practices regarding program/service delivery.
- Host the annual REAL Collaborative event sponsored by the Student Leadership Team (a youth to workforce connection) to advance networking and engagement opportunities among community/business professional, educators, other stakeholders, and students aligned with the 21st CCLC and Out of School Time Career Pathways grant to include use of building, and gallery/museum as deemed pertinent.
- Additionally, the Belknap Mill Society Leadership in partnership with the Office of Extended Learning will continue strategic planning meetings with the leadership and its key stakeholders.

The Office of Extended Learning will fund for contracted services with Belknap Mill historians and artist in residents to provide afternoon activities in the summer learning programs for 3 hours twice a week for 5 weeks at a cost of \$225.00 per session for a total cost of \$2250.00; provide 1.5 hours of afternoon activities once a week during the school year (30 weeks) for a total cost of \$3375.00; the before mentioned include costs of materials and supplies. Additionally, the Belknap Mill Society will host the annual REAL Collaborative event at the Belknap Mill at a cost of \$2000.00 to cover the cost of rental of Rose Chertok Gallery, custodial services, supplies/materials and catering.

Entire Agreement:

The Belknap Mill Society sees its role as an active partner with Office of Extended Learning to meet the needs of the students and families in the Laconia community as it pertains to the 21st Century Community Learning Center program and its alignment with the Out of School Time Career Pathways grant. This Contract for Services is the entire agreement between the parties regarding the services, and the agreement may not be modified except by a written agreement signed by both parties and will not exceed \$7650.00

Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

For the **21st CCLC subgrantee**,

- Serve as the fiscal agent for the grant;*
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;*
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- Complete paperwork related to any association with the program;*
- Provide access to assessment and other available data for the purposes of program evaluation;*
- Assist the program in developing, implementing, and making progress on its sustainability plan;*
- Recruit and refer students to the afterschool program;*
- Participate on the Advisory Board*

For a **community partner**, the following may apply:

- Provide appropriate space or programming to accommodate the afterschool program;*
- Communicate and collaborate with all partners about rules, expectations, and norms;*
- Communicate and collaborate with school partners about curriculum and instruction;*
- Establish a collaborative relationship between organization staff and afterschool staff;*
- Complete paperwork related to and associated with the program;*
- Provide access to assessment and other available data for the purposes of program evaluation;*
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- Assist the program in developing, implementing, and making progress on its sustainability plan;*
- Participate on the Advisory Board*

Advisory Board

As a 21st CCLC partner, Belknap Mill Society will provide a representative to actively participate on the district's advisory board that meets monthly from September to June of the traditional school year. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program.

Duration

The agreement is for a period of one year and may be renewed annually up to five years.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator within 10 business days.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide **written** notice clearly outlining the reasons for the termination.
- If partners cannot come to a mutual agreement, the LEA School Partner will have final decision-making authority.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Christine F. Ginterella
(21st CCLC subgrantee signature)

CHRISTINE F. GINTERELLA
Subgrantee Printed Name/Title

Cheryl L. Avery
(Partner signature)

Cheryl L. Avery
Partner Printed Name/Title


03-07-2022
Date

February 17, 2022
Date

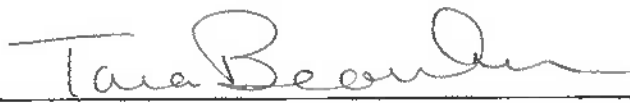
Memorandum of Understanding

21st CCLC Subgrantee-Laconia School District's Office of Extended Learning
and
Belknap Mill Society
July 1st, 2022, to June 30th, 2023

PRINCIPAL SIGNATURE PAGE:


Principal Dave Lévesque
Pleasant Street School


Date: 2/23/22


Principal Tara Beauchemin
Elm Street School

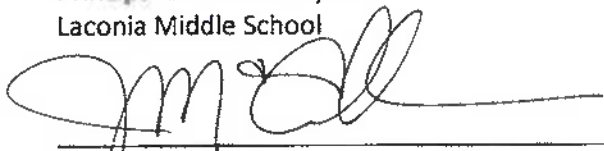
Date: 2/23/22


Principal Dale Chenette
Woodland Heights School

Date: 2/23/22


Principal Dr. Alison Bryant
Laconia Middle School

Date: 2/23/22


Principal Jim McCollum
Laconia High School

Date: 2/23/22

Appendix F

Memorandum of Understanding

between

21st CCLC Subgrantee-Laonia School District's Office of Extended Learning

and

Lakes Region Community Services-Family Resource Center

July 1st, 2022, to June 30th, 2023

This Memorandum of Understanding (MOU) sets for the terms and understanding between the 21st CCLC Subgrantee and the LRCC Family Resource Center who are providing services.

21st CCLC subgrantee name: Laonia School District's Office of Extended Learning

21st CCLC representative: Christine Gingerella

Position: Grants Administrator-Office of Extended Learning

Address: 39 Harvard Street

Telephone: 603 524 5710

Fax: N/A

E-mail: cgingerella@laoniaschools.org

Partner name: Lakes Region Community Services-Family Resource Center

Partner representative: Erin Pettengill

Position: Vice President

Address: 719 North Main Street, Laonia, NH 03246

Telephone: (603) 581-1571

Fax: (603) 524-0702

E-mail: erin.pettengill@lrccs.org

Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21st CCLC program (including summer, before and after school, weekends, evenings, in-service days, vacation breaks, etc.) for family engagement activities, staff development, and program evaluation.

21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision and both parties will provide documentation/data as required by the NHDOE for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21st CCLC investment:

Duties of Parties

In this section, the responsibilities and agreements of each party is described separately.

Personnel:

Office of Extended Learning and LRCS/FRC will partner to support LRCS/FRC staff in the implementation and development of the Family Engagement Workgroup, an initiative in collaboration with the Office of Extended Learning, the New Hampshire Learning Initiative Out of School Time-Career Pathway grant, and the NH Parent Information Center to:

- Co-facilitate the monthly Family Engagement Workgroup to attain the goals and positive outcomes of the Family Engagement Workgroup members to include weekly meetings to prepare agenda, research and deliver best practices, lead in activities to engage, educate and support family members focused on supporting their peers in the Laconia School District-Office of Extended Learning 21st Century Community Learning Center program and the Out of School Career Pathway Initiative.
- Share professional development trainings and opportunities between LRCS/FRC and Office of Extended Learning.

Other commitments: (Family Engagement Workgroup a sub-group of the Advisory Board):

LRCS/FRC in partnership with Office of Extended Learning will:

- Continue in the active participation and facilitation of the development and implementation of mechanisms with the intention of reducing barriers for parent access, Family Engagement Workgroup
- Continue to enhance and expand parent engagement and empowerment/leadership programs for an individualized point of entry that match interest and need.
- LRCS/FRC, Office of Extended Learning will work together to identify grants that meet the needs of both programs and will apply for appropriate grants together.

Entire Agreement:

The LRCS Family Resource Center sees its role as an active partner with Office of Extended Learning to meet the needs of the students and families in the Laconia community as it pertains to the Family Engagement Workgroup, the 21st Century Community Learning Center program and its alignment with the Out of School Time Career Pathways grant. This Contract for Services is the entire agreement between the parties regarding the services, and the agreement may not be modified except by a written agreement signed by both parties and will not exceed \$7500.00.

For the **21st CCLC subgrantee**, the responsibilities and agreements could include:

- Serve as the fiscal agent for the grant;*
- Provide needed support including office space, telephone use, and computer use for afterschool staff;*
- Provide classroom space and all other appropriate space to accommodate the afterschool program;*
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool;*
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;*
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- Complete paperwork related to any association with the program;*
- Provide access to assessment and other available data for the purposes of program evaluation;*
- Assist the program in developing, implementing, and making progress on its sustainability plan;*

- Participate on the Family Engagement Workgroup, a sub-group of the Advisory Board*

For the **community partner**, LRCS Family Resource Center

- Communicate and collaborate with Family Engagement Workgroup partners representing Parent Information Center and the administrators of the 21st CCLC and Out of School-Career Pathways grant(s)*
- Establish a collaborative relationship between school day staff and afterschool staff specific to the Family Engagement Workgroup*
- Complete paperwork (participation records, invoices, etc.) related to and associated with Family Engagement Workgroup*
- Partner to conduct assessments and other available data for the purposes of evaluation re: Family Engagement Workgroup;*
- Participate in the evaluation of the afterschool program and the relationship to outcomes of the Family Engagement Workgroup at the local, state, and federal levels;*
- Assist the program in developing, implementing, and making progress on its sustainability plan as it pertains to the Family Engagement Workgroup*
- Communicate and collaborate with all partners*

Advisory Board

As a 21st CCLC partner, the LRCS Family Resource Center, will provide a representative to actively participate on the sub-group of the advisory board (Family Engagement Workgroup). The Family Engagement Workgroup meets monthly from September to June about key decisions and issues related to successful program implementation. The advisory board provides recommendations and guidance for programming. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program.

Activities and Funding:

LRCS/FRC will partner to offer supports and programs in collaboration with Office of Extended Learning Director and its Leadership Team in the design of assessment strategies to designated families of need and utilize best practices regarding program/service delivery. Additionally, the LRCS/FRC Leadership in partnership with the Office of Extended Learning will continue strategic planning meetings with the leadership and key stakeholders of the district schools as it pertains to the 21st Century Community Learning Center program and its alignment with the Out of School Time Career Pathways grant.

Office of Extended Learning will fund for contracted services provided by LRCS Family Resource Center to support weekly preparation of monthly Family Engagement Workgroup meetings and outreach activities, special events aligned with the 21st Century Community Learning Center program and its alignment with the Out of School Time Career Pathways grant : (1) LRCS/FRC staff at \$25.00 for 5 hours per week beginning September 1st, 2022 and ending June 30th, 2023 (40 weeks) with a total cost of \$5000.00. An additional amount of \$2500.00 to cover expenditures of materials/supplies and travel reimbursement associated with program delivery

Duration

The agreement is for a period of one year and may be renewed annually up to five years.

Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator within 10 business days.

- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.
- If partners cannot come to a mutual agreement, the LEA School Partner will have final decision-making authority.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Christine F. Gangerella
 (21st CCLC subgrantee signature)

CHRISTINE F. GANGERELLA
 Subgrantee Printed Name/Title

03/07/2022
 Date

Rebecca L. Bryant
 (Partner signature)

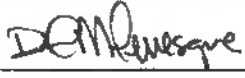
Rebecca L. Bryant, President & CEO
 Partner Printed Name/Title

February 16, 2022
 Date

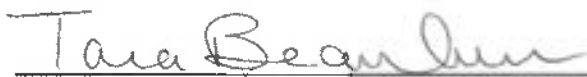
Memorandum of Understanding

21st CCLC Subgrantee-Laconia School District's Office of Extended Learning
and
Lakes Region Community Services-Family Resource Center
July 1st, 2022, to June 30th, 2023

PRINCIPAL SIGNATURE PAGE:


Principal Dave Levesque
Pleasant Street School

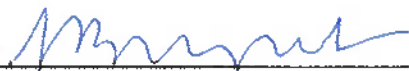
Date: 2/23/22


Principal Tara Beauchemin
Elm Street School

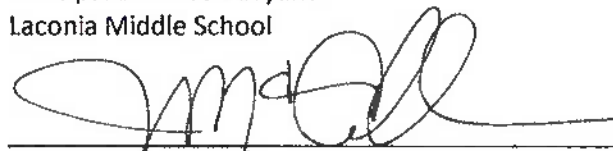
Date: 2/23/22


Principal Dale Chenette
Woodland Heights School

Date: 2/23/22


Principal Dr. Alison Bryant
Laconia Middle School

Date: 2/24/22


Principal Jim McCollum
Laconia High School

Date: 2/23/22



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

PART B

Equitable Services for Private School Students

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

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

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

Private School Name *Holy Trinity Catholic School*

Address *19 Gilford Ave*

City *Laconia*

State *NH*

Zip *03246*

Telephone *603-524-3156*

Fax Number *603-524-4454*

Email Address *vschuck@HTSNH.org*

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

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

Title I, Part A

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

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

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

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

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

[Signature] 03/05/22
Public School Official Date

[Signature] 3-7-22
Private School Representative Date

ORSONIA SCHOOL DISTRICT
Local Education Agency

Holy Trinity School
Name of Private School Agency or School

THIS SCHOOL DOES NOT WISH TO ACCEPT FEDERAL FUNDS.

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



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
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Concord, N.H. 03301
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PART B

Equitable Services for Private School Students

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

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

Private Schools Identified for Equitable services:

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

Private School Name *Laconia Christian Academy*

Address *1386 Meredith Center Road*

City *Laconia*

State *NH*

Zip *03246*

Telephone *603-524-3260*

Fax Number *603-524-3285*

Email Address *heather.dube@laconiachristian.org*

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

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

Title I, Part A

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the LEA will assess academically the services to eligible private school children in accordance with 34 CFR§200.10 and how the LEA will use the results of that assessment to improve Title I services.
- The method or sources of data that the LEA will use under 34 CFR§200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
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- Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- When, including the approximate time of day, services will be provided.

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

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

- How the amount of funds available for equitable services is determined.
- Whether the agency, consortium, or entity responsible for providing equitable services will provide those services directly or through a separate government agency, consortium, or entity, or through a third-party contractor.
- Whether to provide equitable services to eligible private school participants by: (1) by creating a pool or pools of funds with all of the funds allocated under programs covered under section 8501(b); or (2) a school-by-school basis based on each the proportionate share of funds available to provide services in each school.
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We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program and in Title VIII.

L. J. Anguilla 03/05/22
 Public School Official Date

Heather Duke 2/11/2022
 Private School Representative Date

LADONIA SCHOOL DISTRICT
 Local Education Agency

 Name of Private School Agency or School

THIS SCHOOL DOES NOT WISH TO ACCEPT FEDERAL FUNDS.

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



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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PART B

Equitable Services for Private School Students

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

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

Private School Name Acton Academy New Hampshire
 Address 791 N. Main St.
 City Laconia State NH Zip 03246
 Telephone 603-609-0535 Fax Number _____
 Email Address actonacademyNH@gmail.com

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

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

Title I, Part A

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the LEA will assess academically the services to eligible private school children in accordance with 34 CFR§200.10 and how the LEA will use the results of that assessment to improve Title I services.
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- The written affirmation that consultation has occurred must provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. (ESEA Section 1117(b)(1)).

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

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

Christina Fedargenella 03-05-22
Public School Official Date

Mary MacIntosh 2-23-22
Private School Representative Date

LAADNIA SCHOOL DISTRICT
Local Education Agency

Acton Academy NH
Name of Private School Agency or School

THIS SCHOOL DOES NOT WISH TO ACCEPT FEDERAL FUNDS.

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

Office of Extended Learning 2022/23 Implementation Timeline

Timeline Components:	Summer 2022	Fall 2022	Winter 2022/23	Spring 2023
Academics	<ul style="list-style-type: none"> -Embed whole class academic interventions in Project Based Learning for K-5th -REAL Summer program 6th-8th grade with Community Professionals -Pilot 9th grade transition program with afternoon work-based placement. -Coordinate Demonstration of Learning Family & Community Events for all levels 	<ul style="list-style-type: none"> -Professional Development for all Site Coordinators, teachers, staff, and partners. -All Programs-Recruit from teachers, open enrollment for all. -Analysis of formal assessment data (fall) -Expand PIQUES for all grades 1-12 based on data -Orientation for new staff, PSU fieldwork students 	<ul style="list-style-type: none"> -Mid-year analysis of formal assessment data -Progress reports for PIQUES students -Orientation for PSU Interns -Implement PIQUES tutoring for LHS students begins 	<ul style="list-style-type: none"> -Collect data and prepare for Annual Performance Report (Teacher, Student, Principal and Administrator Surveys) -Analysis of SAS spring data for Summer Learning Design -Begin planning summer 2023 programs.
Social/Emotional Learning (SEL)	<ul style="list-style-type: none"> -Implement SEL lessons in afternoon activities (Search Institute and CASEL) for K-8 	<ul style="list-style-type: none"> -Offer 3 days of SEL programs for grades K-8 partnering with guidance counselors/behavior specialists/social workers -Convene Student Leadership Teams at LMS/LHS-expand to elementary schools 	<ul style="list-style-type: none"> -Mid-Year analysis of SEL related assessments (SWIS data) Adjust SEL offerings based on analysis 	<ul style="list-style-type: none"> -Partner with guidance, behavior specialists, social workers, teachers and principals re: target recruitment of high-risk students and lesson plans for summer program
Career, College, Life Readiness	<ul style="list-style-type: none"> -Introduce "World of Work" units to summer elementary program -Rejuvenate the network of Community Professionals co-instruct with the REAL Summer programs for 6-8th -9th grade transition and work placement at elementary summer programs 	<ul style="list-style-type: none"> -Offer "World of Work" units to once a week at elementary level. -Continue to offer career exploration at the REAL Initiative for LMS based on AWATO assessments. -Implement ELO at LHS for pre-validation, committees meet -Convene Student Leadership Teams at LMS and LHS -Continue Advisory Board monthly meetings. -ELO process begins for LHS students. 	<ul style="list-style-type: none"> -Student Leadership Team prepare for annual REAL Collaborative -Conduct Gallup Poll for 6th-9th grade students -Midyear ELO presentations and demonstration of learning. 	<ul style="list-style-type: none"> -Student Leadership Team sponsor annual REAL Collaborative -Culmination activities of ELO and WBL activities at LMS
Family Engagement	<ul style="list-style-type: none"> -Participate in 2-day Career Pathways Conference sponsored by NHLI -Orientation/Registration event for families 	<ul style="list-style-type: none"> -Implement monthly Family Engagement Workgroups for district-wide representatives. -Define Goal and Outcomes for 22/23 	<ul style="list-style-type: none"> -Execute Action Plan/Tasks aligned with 22/23 Goal (s) -Sponsor district-wide informational sessions for parents/guardians (quarterly) 	<ul style="list-style-type: none"> -Celebration Event with the Student Leadership Team and Advisory Board (REAL Collaborative)
Professional Development	<ul style="list-style-type: none"> -August - 2-day retreat with Site Coordinators with a focus on lessons aligned to GPRA measures 	<ul style="list-style-type: none"> -Weekly Site Coordinator meetings begin with consistent focus on program development with GPRA measures and Social Emotional Competencies 	<ul style="list-style-type: none"> -NHLI sponsored Future Learning Pathway Teams trainings, etc. -Attend NHDOE coordinated PD 	<ul style="list-style-type: none"> -Buck Institute PBL Training for Summer teacher/Staff -Orientation and teacher planning for summer programs

EXTENDED LEARNING OPPORTUNITIES

The Laconia School District shall allow extended learning opportunities as a means of meeting the diverse instructional needs of students with different talents, interest, and development. All such opportunities must be aligned with the school's educational goals and objectives. These opportunities are expected to meet the content, concepts and skills of course competencies established at the high school.

Such opportunities may provide credit or supplement regular academic courses. At the discretion of the Principal, credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, internships, community service and work study. Where credit is not granted, such experiences may, at the discretion of the Principal, be used to fulfill prerequisite requirements for advanced courses. The Laconia School District may limit students to one credit per year or equivalent to four in their high school career of extended learning opportunities unless the student has proven success in meeting course competencies through extended learning opportunities.

Students or their parent/guardian shall be responsible for extended learning opportunities expenses, including tuition, textbooks and transportation, unless otherwise recommended and approved by the Superintendent. Extended learning opportunities shall not be provided for students below grade nine.

The Superintendent shall develop procedures related to this policy.

Adopted: April 1, 2008

LACONIA SCHOOL DISTRICT
Office of Extended Learning
Grants Administrator/21st CCLC Program Director
Job Description

Office of Extended Learning (OEL) is supported primarily by the 21st Century Community Learning Centers grant which provides funding for extended school day and extended school year programming. The Grant Administrator/21st CCLC Program Director reports directly to the Assistant Superintendent and the Advisory Board. Duties include:

- Oversee all Office of Extended Learning programming in the Laconia school sites to ensure a safe, nurturing learning environment for students, families, and staff.
- Hire and supervise staff to work in Office of Extended Learning programs including: Site coordinators at each school; ELO Coordinator at Laconia High School; PIQUES/Title I teachers; after school teachers, staff and summer program staff.
- Participate and facilitate the required components of the Out of School Time – Career Pathways grant to include participation of professional development opportunities with the NH Learning Initiative.
- Ensure lesson plans of Project-based Learning activities reinforce and align with statewide and district policy and initiatives.
- Oversee the internal and external evaluation methods to support Office of Extended Learning's continuous improvement.
- Develop and manage multiple budgets in coordination with district business administrator to include research funding and feasibility for sustainability and expansion of program.
- Adhere to district, state and federal mandates and policies. Develop program policies and guidelines to ensure the integrity of program.
- Oversee written and verbal communications with school-day staff, administrators and parents
- Develop and implement effective marketing/media practices to advance community awareness, support and public relationship re: Office of Extended Learning Programs.
- Assist in expanding and strengthening community partnerships to promote and strengthen the Office of Extended Learning programs and youth outcomes to include contracting and/or partnering with the services of local organizations and local higher education institutions.
- Provide professional development opportunities for Site Coordinators, staff and partnering organizations
- Network with other Program Directors at the state level under direction of NHDOE 21st CCLC Program Managers to include attending recommended state, regional, national training sessions
- Assist in the co-facilitation of the Advisory Board, Family Engagement Workgroup, Student Leadership Teams
- Serve as a member of the Laconia School District administration team
- Fulfill other requirements as may be determined by federal and state guidelines

Out of School Time Transition Coordinator
Job Description

Qualifications to include experience in:

- Out of School Time Initiatives:
 - Work-based Learning/CTE
 - Extended Learning Opportunities
 - Internships/Apprenticeships
 - Experience with Relationship Building and Collaboration with Community/Business Professionals
 - Project-based Learning (k-12) related to Career Clusters with emphasis on STEM related fields.
- Engagement and Empowerment: best practices in youth, family and community.
- Facilitation of System Change (Community Mapping/Logic Model implementation and execution)
- Managing budget and narrative reporting
- Sustainability efforts to include continued investment of Stakeholders and Grant research and writing.

Roles and responsibilities/Oversee all aspects of OST-CP components including:

- Mentor identified Stakeholders to transition as leads in key components of OST-CP and its alignment with 21 st CCLC
- Assess and coordinate teacher's interest/need with active Community/Business Partnerships
- Coordinate the OST-CP associated professional development for stakeholders
- Facilitation of Family Empowerment Workgroup, Student Leadership Teams at LHS/LMS
- Coordinate, conduct and report results of Gallup Poll assessment
- Introduce and manage World of Work to Elementary levels
- Assist in the AWATO/XELLO implementation per grade level
- Implement community mapping/logic model process
- Act as liaison between distinct and NHLI/NHDOE
- Actively participate in PoG Advisory Board

**Extended Learning Opportunity Coordinator – Fulltime – Laconia High School
180-day contract-8 hours a day (8:00AM to 4:00PM)**

General Description: Extended Learning Opportunities (ELO) provides experiential, applied learning and enrichment activities including internships, apprenticeships, industry-recognized credentialing, and field work studies by partnering with diverse community organizations, institutes of higher learning and business entities aligned with Laconia School District competencies. Students will have the opportunity to earn credit based on their demonstration of learning, acquisition of competencies as outlined in the pre-validated ELO Learning Plan that includes collaboration with teacher sponsor, community/business professionals managed by the ELO Coordinator.

QUALIFICATIONS: Bachelor's Degree in Education or related field, experience with Project-Based/Work-Based Learning preferred.

Responsibilities for this position consist of the following:

- Oversee ELO with the goal of the implementation/establishment of 50 individual ELOs during the school year by informing and recruiting students.
- Meet with students to develop ELO projects by establishing a consistent schedule during Sachem Support Block and/or during non-traditional school hours.
- Participate in regular meetings with LHS administrators, Office of Extended Learning Administrator and Team, Director of Guidance, Student Service Coordinator, Academic Coordinator for Teaching and Learning.
- Participate in the Portrait of Graduate Advisory Board and Out of School Time Career Pathways Professional Development sponsored by the NH Learning Initiative.
- Assist students in drafting their ELO Learning Plans
- Identify, recruit, and build capacity of teacher sponsors and community/business professionals for ELO placements.
- Coordinate and lead the Pre-validation Committee meetings.
- Communicate regularly with teachers and community/business professionals to ensure successful completion of the ELO projects and to ensure students are meeting expectations and guidance/supports are put in place.
- Lead the evaluation process with input from key stakeholders regarding pertinent rubrics to assess competencies, Portrait of a Graduate attributes, and other measurement tools to define student growth and outcomes.
- Promote ELO information and successes with the use of multiple web-based social media outlets.
- Coordinate students' demonstration of learning final presentations to include a panel of pertinent community/business members to evaluate students' work using an ELO rubric.
- Oversee record keeping that establishes accountability measures and tools to document progress. Examples include student enrollment and attendance records; data entry for internal and external reporting, reports to NHDOE, NH Labor Regulations, etc.
- Manage the teacher stipend forms for reimbursement of services.

SCHOOL ADMINISTRATIVE UNIT THIRTY

Office of Extended Learning: Site Coordinator

POSITION DESCRIPTION

POSITION TITLE: 21st Century Community Learning Center Program Site Coordinator-Office of Extended Learning

REPORTS TO: Office of Extended Learning (OEL) Program Administrator

LOCATION:

QUALIFICATIONS: Bachelor's degree, and/or Certification in Education and/or Youth Development with five or more years of equivalent experience with a 21st CCLC afterschool program. Experience in a 21st CCLC afterschool program and staff management preferred.

SUPERVISES: Academic/Enrichment Teachers, Academic/Enrichment Instructors, PIQUES Tutors, Program Assistants, and Plymouth State University interns and practicum students

WORK YEAR: 2022/23 School Year; (July 5, 2022-June 15, 2023); 210 days; 8 hours per day

EVALUATION: Will meet with Office of Extended Learning (OEL) Program Administrator at the beginning of employment term and at least once prior to the end of the school year. Evaluation will be based on ability to prioritize and complete tasks and to balance both short-term and long-term goals independently, knowledge of best practices in youth development and high quality programming, and utilizing time and workload efficiently.

OVERALL RESPONSIBILITIES:

The 21st Century Community Learning Center (21st CCLC) Program creates a safe and positive out of school time environment where every student has an opportunity to grow academically, socially, and emotionally. The Site Coordinator develops, implements, and coordinates several programs and activities to meet this goal including the federally mandated GPRA measures, tutoring services, and enrichment classes, implementation of the USDA snack program for after school and summer. The Site Coordinator assists in overseeing components of the Out of School Time-Career Pathways (OSTCP) grant. All communications and progress of students and families within the program must be documented within the NHDOE managed information system (CAYEN). The 21st Century Site Coordinator works to ensure all grant deliverables are met for the 21st CCLC grant and aligned with GPRA measures within their school site.

PERFORMANCE RESPONSIBILITIES:

- Plans, develops, and implements all program aspects the 21st CCLC Extended Learning Day Program
- Provide written individual or group lesson plans to attain the GPRA Measures as mandated by NHDOE and 21st CCLC federal grant with Program Administrator approval prior to implementation
- Recruit, train and supervise staff members with assistance of Program Administrator

SCHOOL ADMINISTRATIVE UNIT THIRTY

- Ensure adequate staffing to maintain staff to teacher ratio of 1:12-15 daily
 - Implement and oversee the Out of School Time -Career Pathways Grant (OSTCP) Action Plan as it pertains to the building site
 - Incorporate the Portrait of a Graduate attributes with project-based learning activities
 - Collaborate with school day faculty to ensure the success of program participants
 - Work with families to encourage family engagement in student learning
 - Assist teachers, staff, community/business partners, interns, and program volunteers to deliver high quality programs and activities to students
 - Provide linkage to school day learning objectives by attending faculty, PLC, Tier 11 PBIS/RTI meetings at site as needed
 - Actively participate in staff development workshops that are designed to contribute to personal and professional growth
 - Attend New Hampshire Learning Initiative Future Learning Pathways professional development opportunities as scheduled
-
- Partner with OEL administrator in the facilitation of Parent Engagement Workgroup and Student Leadership Teams
 - Attend regular OEL Leadership Team meetings and communicates progress towards programmatic outcomes to Program Administrator
 - Recruit and maintain the maximum number (minimum ADA of 50) of students enrolled
 - Planning, coordination and implementation of 25 day (minimum) summer program
 - Promote, recruit and register Summer Learning Program participants
 - Partner with school site parent organizations
 - Maintain student records to track enrollment, attendance, academic achievement, and other indicators as necessary for local and state reporting purposes
 - Maintain regular contact with families of enrolled students
 - Promote the programs of the OEL using various methods (newsletters, website(s), email, flyers, social media tools)
 - Provide regular performance feedback and evaluation of all site staff/interns
 - Manage and perform all duties associated with the USDA Snack Program
 - Other duties as assigned

EXPECTATIONS:

- Ability to work cooperatively and as a team player in all professional associations.
- Perform all responsibilities in accordance with District policies in an ethical and professional manner

____ Rec'd copy of Laconia School District Personnel Manual and OEL Employee Protocols

____ Initial _____ Date 70a

**SCHOOL ADMINISTRATIVE UNIT THIRTY
OFFICE OF EXTENDED LEARNING LEAD STAFF
POSITION DESCRIPTION**

POSITION TITLE: Office of Extended Learning Lead Staff

REPORTS TO: Site Coordinator, Program Directors

QUALIFICATIONS: Minimum age 21; Some knowledge or experience in youth development and/or program design and delivery

SUPERVISES: Not applicable

WORK YEAR: See terms on Classified Personnel Employment Form

EVALUATION: Provided annually by Site Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Plan and facilitate engaging enrichment activities for students in grades K-5.
2. Turn in lesson/activity plans for each class or unit taught to include outline of activities.
3. Assist Site Coordinator with monitoring students to ensure student safety (recess, cafeteria, classrooms) and a positive extended day atmosphere.
4. Support students by managing behavior issues that occur in the classroom and promote positive student interactions.
5. Attend staff meetings.
6. Participate in professional development opportunities to improve understanding and job performance.
7. Maintain confidentiality of information regarding students.
8. Alert Site Coordinator to any concerns about students.
9. Perform other duties as requested by Site Coordinator and/or Program Directors.

TERMS OF EMPLOYMENT:

Necessary Knowledge, Skills and Abilities:

1. Some experience, education and/or level of involvement in youth development, education, or youth program design and delivery.

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:

(Not, Rarely, Occasionally, or Frequently Required)

SCHOOL ADMINISTRATIVE UNIT THIRTY

**OFFICE OF EXTENDED LEARNING OFFICE ASSISTANT
POSITION DESCRIPTION**

POSITION TITLE: Office of Extended Learning Office Assistant

REPORTS TO: Site Coordinator, Program Directors

QUALIFICATIONS: Positive, professional interpersonal skills; proficient in basic computer functions. Ability to manage busy front office in a school environment. Some experience with youth development and/or education preferred.

SUPERVISES: Not applicable

WORK YEAR: See terms on Classified Personnel Employment Form

EVALUATION: Provided annually by Site Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Assist in taking attendance of students.
2. Manage the front office of the building during extended day hours (typically 4:00-5:30 pm), ensuring the safe arrival and/or dismissal of students, admitting parents or visitors into the building, answering phone calls, processing and documenting payments.
3. Assist Site Coordinator with monitoring students to ensure student safety when not at front office desk (recess, cafeteria, classrooms).
4. Support the extended day program by promoting positive student interactions.
5. Attend staff meetings.
6. Participate in professional development opportunities to improve understanding and job performance.
7. Maintain confidentiality of information regarding students.
8. Alert Site Coordinator to any concerns about students.
9. Perform other duties as requested by Site Coordinator and/or Program Directors.

TERMS OF EMPLOYMENT:

Necessary Knowledge, Skills and Abilities:

1. Proficiency in basic computer programs (Word, Outlook, Excel, etc.).

SCHOOL ADMINISTRATIVE UNIT THIRTY

OFFICE OF EXTENDED LEARNING STAFF ASSISTANT POSITION DESCRIPTION

POSITION TITLE: Office of Extended Learning Staff Assistant

REPORTS TO: Site Coordinator, Program Directors

QUALIFICATIONS: Minimum age 16; Recommended by high school guidance

SUPERVISES: Not Applicable

WORK YEAR: See terms on Classified Personnel Employment Form

EVALUATION: Provided annually by Site Coordinator

PERFORMANCE RESPONSIBILITIES:

1. Assist Site Coordinator and lead staff with attendance, recess monitoring, serving snack and dinner, clean up, and escorting students to and from different areas of the building ensuring student safety.
2. Support students by monitoring student activities led by lead staff and promote positive interactions.
3. Facilitate lesson plans and activities led by lead staff/teachers in the classroom.
4. Participate in professional development opportunities to improve understanding and job performance.
5. Maintain confidentiality of information regarding students.
6. Alerts Site Coordinator to any concerns about students.
7. Perform other duties as requested by Site Coordinator and/or Program Directors.

TERMS OF EMPLOYMENT:

Necessary Knowledge, Skills and Abilities:

1. High School students must be in good academic standing at all times of employment.

PHYSICAL ACTIVITY REQUIREMENTS:

Primary Physical Requirements:

(Not, Rarely, Occasionally, or Frequently Required)

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Site-Based Management

- Ensure consistency and communication between Site Coordinators.
- Act as a mentor for students.
- To observe and assist in all site activities, program staff and the instruction and supervision of students in a safe learning environment.
- Ensure that students and behaviors are supported with positive, restorative and responsive practices.
- Assist in achieving positive social and academic outcomes and raising the literacy and numeracy learning levels of Project EXTRA students.
- Assist with the development and implementation of individual or group lesson plans that reinforce Common Core State Standards (CCSS).
- Assist in effectively managing site operations, including timely completion and submission of reports.

Record Keeping

- Take notes at meetings.
- Maintain the Cayen database so that all information is current.
- Assist in Class schedules and revise as needed.
- Distribute, collect and record parent, teacher and student evaluations.
- Collect and organize program lesson plans.
- Have an understanding of the process to complete incident reports as necessary. .
- Assist with grant reporting as necessary.
- Enroll new students into the Cayen database.
- Maintain accurate timecard
- Communicate with the Site Coordinator of any days you will not be able to attend program.

School/Community Relations

- Communicate with and develop positive relationships with school staff and administrators, keeping them informed about Project EXTRA activities through website, newsletters, bulletin board updates, announcements, meetings, etc.
- Attend school staff and grade level collaborative team meetings as needed.
- Ensure the program is engaging for students.
- Maintain professionalism with parents, staff and community.
- Contribute to Community and Staff Newsletters.

Program Development

- Provide ongoing opportunities for children to experience success.
- Incorporate the Project EXTRA vision and mission into the activities of the site.
- Assist in designing, developing and managing program components and career clusters that lead to positive outcomes for the participating children and their families.
- Actively participate in staff development workshops that are designed to contribute to personal and professional growth.
- Attend weekly Leadership Team meetings.
- Other duties as necessary.

Professional Vitae

QUALIFICATIONS:

Administration: Coordinate and manage community initiatives and extended learning opportunities for students in grades K through 12th by building capacity among site coordinators, teachers, community based service providers, parents, youth, business and community members at large. Responsible for evaluation components which include monitoring proficiency/competency-based learning and enrichment programs, conducting Program Quality Assessment process, MIS development, compilation, analysis and reporting. Manage and supervise a diverse staff consisting of teachers, service providers, high school students, parents, college interns and community volunteers. Lead the community as the primary writer of proposals to state/federal and private foundations to include the research of pertinent funding opportunities, convening of stakeholders regarding need assessment and appropriate program design.

Public Relations, Engagement and Awareness: Designed and implemented a variety of strategies regarding community awareness, strategic planning and sustainability by informing, engaging, motivating and activating policy/decision-makers at all levels and the general public regarding the value of Afterschool/Summer Programs and Expanded Learning Opportunities. Foster and establish relationships between community/business members and youth in a variety of community based leadership projects and youth employment programs.

Information Gathering and Presentations: Researched, facilitated, and presented at meetings/workshops addressing an array of concerns or objectives in the area of community building, asset mapping, professional development and logic model development/implementation.

Other Skills: Designed logos and slogans for Central Falls Community Center, SCOPE, and the COOL Summer program.

WORK EXPERIENCE:

2020 to present: Lead facilitator as a sub-recipient of the Out of School Time Career Pathways grant for Laconia School District and active participant in the New Hampshire Learning Initiative Future Learning Pathways teams.

2012 to the present: Director of Laconia School District-Office of Extended Learning

1999 to 2012: Director of the SCOPE Initiative for the Central Falls School District to include role of Project Manager for Central Falls High School District Level System Change Initiative Planning supported by Nellie Mae Education Foundation focused on student centered learning and community empowerment (2011 to 2012) and Administrator for Central Falls High School's Guide to Success alternate school focused on providing supports to students regarding employment opportunities, off campus experiences, workshops by local and statewide guest experts, and co-instruct with Social Studies Certified Teacher (2010 to 2012)

2009 to 2010: Interim Facilitator and Report Manager of the Square Mile Community Coalition – School Success Initiative supported by United Way of Rhode Island.

2009 to 2010: Facilitator and lead grant writer for the Central Falls High School's Expanded Learning Opportunity Initiative supported by the Nellie Mae Education Foundation and Rhode Island After School PLUS Alliance.

2009 to 2010: Co-facilitator of the Extended Learning Time Planning Initiative sponsored by RIDE and RIAPSA with support from the National Center on Time and Learning.

2009 to 2010: Member of the Summer Learning Task Force – State of Rhode Island Legislation

2008 to 2010: Co-coordinator of Calcutt's COOL Summer Learning Program supported by the Nellie Mae Education Foundation and Rhode Island After School PLUS Alliance

2005: Named Ambassador for the state of Rhode Island by the Afterschool Alliance, highlights include participation in the annual Breakfast of Champions at the national headquarters and the coordination of the "Lights On Afterschool!" where SCOPE Youth Council Members showcased their DVD production, "SCOPE in the City" to approximately 100 youth, families, school and community leaders with broadcasts from WJAR/Channel 10 News.

PROFESSIONAL DEVELOPMENT VITAE AND EDUCATION:

- New Hampshire Learning Initiative-Future Learning Pathways ongoing professional development since 2020
- Southern New Hampshire University-Masters of Education/Educational Leadership-Lakes Region Cohort 2014
- Best Practices Conference on Curriculum, Instruction and Assessment, NHSAA and NHDOE, September 2014
- Best Practices in Personnel Leadership, NHSAA, March 2014
- Pathways to Common Core: Accelerating Achievement, Dr. Lucy Calkins, NHASCD Conference, January 2014
- Balanced Assessment Practices to Enhance Learning, Jay McTighe, NHASCD Conference, April 2013
- Developmental Designs 1 - (27 hours), Origins, sponsored by NH Inter-Lakes School District, July 2013
- Best Practices Conference on Curriculum, Instruction and Assessment, NHSAA and NHDOE, October, 2013
- Leadership and Learning Conference, Brett Gies, PhD with Leadership and Learning Center, August 2012
- Common Core Standards (ELA and Math), RI Department of Education, by the Dana Center from the University of Texas- Spring 2012
- BEST Initiative Supervisor Training (32 Hour) Certificate Program, Health Resource in Action-Boston, MA May-2008
- BEST Initiative Youth Development Worker (32 Hour) Certificate Program, Health Resource in Action-Boston, MA May-2007
- Institute for Summer Learning Spring Conferences, John Hopkins University, Chicago Illinois 2006
- Ambassador Training, National Afterschool Alliance, Washington, DC
- Coalition for Community Schools Institute for Education Leadership, Kansas City, Missouri
- Summer Institute 21st Century Community Learning Schools, Federal Department of Education,
- Schools of the 21st Century Training, Yale University, Hartford, Connecticut
- AmeriCorps* Training and Seminars (University of New Hampshire and Georgetown University of Washington, DC) concentration in community involvement activities
- Bachelors of Fine Arts, University of Rhode Island, Kingston, Rhode Island

Bethanie Vachon

Email: vachon.beth@gmail.com

Phone: (603)387-0205

Objective: *To bring 20 years of experience as an extended day educator to a student-centered learning institution, while fostering a participative leadership environment where staff and students are able to form rewarding relationships and develop lifelong learning skills that extend far beyond the classroom walls.*

Professional Experience

July 2013 to Present, Laconia School District Office of Extended Learning

Director, PIQUES (Providing Individualized Questioning & Understanding of Essential Skills); Associate Program Director, Office of Extended Learning

- Leadership of team of 65+
- Design, oversight and management of Title I and 21CCLC federally funded afterschool academic intervention program (PIQUES)
- Responsible for successful redesign of PIQUES program due to NCLB waiver
- Research and implement best practices for Response to Intervention (RTI)-based academic intervention
- Plan and implement standards-aligned professional development for program educators, for both afterschool and summer programming
- Collaborate with K-12 administrators, educators to align with district objectives
- Procure and manage all aspects of federally funded five year budget of \$3.38 million, in collaboration with Program Director and Steering Committee

2010 to June 2013, Laconia School District Project EXTRA 21stCCLC Program **Assistant Program Director; Supplemental Educational Services (SES) Coordinator**

- Research and write grant applications
- Schedule and plan annual fundraising events
- Collection and reporting of data for annual performance reports at the state level
- Backup and assistance to Program Administrator
- Develop SES Program (Title I tutoring) at three Title I Elementary schools
- Hire, provide PD and training, supervision and evaluation of SES tutors
- Collaborate with parents, teachers and tutors to develop SES student learning plans
- Collect and analyze data from student assessments to aid in development of student goals

2005-2010, **Assistant Program Director**

- Oversee Elementary Programs (three sites) to ensure alignment of program initiatives
- Supervise and evaluate Elementary Site Coordinators, Americorps and Vista members
- Collection and tabulation of fee collections and billing
- Oversee and maintain NH Child Care Licensing requirements

2004-2005, **Elementary Program Director**

- Oversee each of three elementary sites to ensure consistency between programs
- Coordinate meetings and professional development
- Schedule and plan community events

Bethanie Vachon

Email: vachon.beth@gmail.com

Phone: (603)387-0205

- Develop consistent communication and business control systems between sites
- Kit development to include researching curriculum and aligning instruction with best practices and grade level standards
- Collaborate with building administrators, facility managers, and classroom teachers
- Assist in hiring staff

1996-1998, *Language Instructor, Okinawa Japan*

- Private language instruction (English and French) to students ages 2-40 WEE School, Okinawa Japan

Education

- Pursuing Ed.S, School Psychology, Plymouth State University 4.0 GPA
- Master of Arts, Education: Special Education, Data & Assessment, Ashford University 4.0 GPA
- Masters Certificate in Afterschool Education, Arcadia University
- Bachelor of Arts, Organizational Management, Ashford University 4.0 GPA
- Bachelor of Fine Arts, New England College

Licenses and Certificates

- Grantsmanship Training Program
- Level 4 Afterschool Administrator; Afterschool Master Professional, Workshop Trainer, Faculty, Individual Mentor, Program Consultant: NH Department of Health and Human Services Child Development Bureau
- Bullying and Autism Spectrum Disorders
- ASCD Trauma-Sensitive Schools
- Youth Mental Health First Aid
- Crisis Prevention Institute (CPI)

Professional Organizations

- Council for Exceptional Children (CEC)
- National Afterschool Association (NAA)
- New Hampshire Afterschool Network (NHAN)
- National Association of School Psychologists (NASP)
- Association of School Curriculum and Development (ASCD)
- New Hampshire Association of School Psychologists (NHASP)

Interests, Community Activities

- Advisory Panel (Education), Belknap Mill Society
- National Association of School Psychology (NASP) Student Leader, PSU
- Board of Directors, Lakes Region Habitat for Humanity, Grant writing committee lead
- Supervisor, Laconia Ward 3 Election Official

References

Available upon request

KENNETH MARTIN
73 Lower Deerfield Road, Northwood, NH 03261
603.828.9197 - email: kmartin@laconiaschools.org

PROFESSIONAL EXPERIENCE

Laconia High School - Huot Technical Center, Laconia, NH 2003 - present
Teacher, Pre-Engineering and Manufacturing Engineering Technology

- Manage classroom coverage of Pre-Engineering & Manufacturing courses; assume all responsibilities of regular classroom teacher, including professional development, communication with parents, assessment of students, and providing individual assistance to students as needed.
- Extensive experience instructing course content from Engineering By Design, Project Lead The Way, and Engineering the Future curriculum; adherence to State Competencies in Pre-Engineering & Machine Tool courses at the Huot Technical Center, also following national/local industry standards while employing project-based learning and authentic assessment approach. I'm currently qualified to proctor multiple levels of CAD certifications, additive-manufacturing certifications, and Lean Six Sigma certifications.
- Identified, developed, and maintained grants that funded student scholarships and industry level engineering software for the classroom.

New Hampshire Community Technical College, Laconia, NH 1998 - 2003
Instructor of Industrial Technology

- Updated the curriculum for the Industrial Technology Program, provided challenging course work, innovative projects, and stimulating exercises while utilizing active learning techniques and a hands-on-real-world approach.
- Promoted the latest technology and techniques found in industry providing access to National Certifications for students at every educational level.

X-L Corporation, Nashua, NH 1983 - 1996
Supervisor, Engineering Sheet Metal and Machine Shop

- Began working in machine shop, precision sheet metal shop, welding and assembly areas eventually through professional development courses in Leadership and Management -- I was promoted to Shop Supervisor. Responsibilities included supervision of multiple departments, employee hiring, product scheduling, employee evaluation, on-going professional training and retention of 35 to 45 employees.
- Directed research, implementation and development of design (CADD & CAM) with engineering systems, computerized planning and inventory control system that increased production and accuracy to 96%.

United States Marine Corps and Reserve 1980 - 1986
2161 Field Machinist & Engineer

OTHER EXPERIENCE

New Hampshire Department of Corrections, Laconia, NH -- **Corrections Officer** 1996 - 1998

Northwood Police Department Northwood, NH -- **Police Officer** -- part time 1996 - 1998

United States Department of Justice, Concord, NH -- **Special Deputy Marshal** -- part time 1996 - 1998

LEADERSHIP & ADDITIONAL TRAINING EXPERIENCE

Laconia School District – Office of Extended Learning

After-School Site Coordinator

21st Century Community Learning Centers at Laconia High School

2006 - present

- Oversee all after-school program staff, program operations, implementation of programs, site activity, budget, staff training & schedules, and their payroll.

Laconia School District – Office of Extended Learning

ELO - Extended Learning Opportunity Coordinator

21st Century Community Learning Centers at Laconia High School

2016 - present

- Responsible for developing and monitoring the schools ELO policies and procedures. Working with students, staff members and community members in the development and approval of individual or group learning plans.

Summer Camp Coordinator - Huot Technical Center – Laconia, NH

2016 - present

- Responsible for developing summer program opportunities. Oversee and lead a small team of staff members in the day to day activities of various STEM related summer camps.

Huot Safety Coordinator & District Joint Loss Committee Member

2015 - present

- Collaborate with Huot Director on updating classroom and shop area safety initiatives. SDS, Lock-Out Tag-Out, Fire safety, safety documentation and signage. Conducting on-going professional development training on Safety.

S.T.E.M. Department Head, Laconia High School

2009 - 2011

- Collaborate with the District S.T.E.M. committee to implement project-based learning activities for high school math and science classes.

Technology Integration Facilitator – Huot Technical Center

- Effectively integrated technology use into instructional routines and processes.
- Support and train teachers, students, and administrators with technology hardware and software in an educational setting.

Instructor - Adjunct Faculty - New Hampshire Community Technical College, Laconia, NH 2008 - present

- Currently certified to teach Solid Modeling, Blueprint Reading, and Manufacturing Processes.

TEACHER EDUCATION & RELATED CERTIFICATIONS

2012 **Milltronics C.N.C. Mill & Lathe Training Certification**, Milltronics CNC Machine Company, Waconia, MN

2004 **Comprehensive Technology Education Certification – Experienced Educator Certificate #75702**
State of New Hampshire Department of Education

2003 **Alternative IV Teacher Certification Process** – State of New Hampshire Department of Education

2000 **National Certification in Precision Machining**, National Occupational Competency Testing Institute,
Big Rapids, MI

1998-99 **Teacher Preparation Courses**, NHTI, Concord, NH - Lakes Region Community College, Laconia, NH

1996 **Corrections & Police Officer Certifications**, NH Police Standards & Training Council, Concord, NH

Jacob W. Colby
50 Woodland Ave
Laconia, N.H. 03246
(603)455-0125

Education Experience: University of New Hampshire, Durham N.H. B.A. in History, Focus: Ancient and Medieval History

Professional Experience

2018-Present: Project EXTRA Site Coordinator Elm Street School

Laconia School District, Laconia, NH

- Planning for daily meetings and group activities for an academically-based K-5 after school program.
- Supported and led a staff of 9 in day-to-day operations and goals.
- Data collection and management.
- Behavior management in collaboration with staff, school day staff and parents.
- Facilitated staff meetings to ensure staff direction is unified and clear, as well as to give staff the opportunity to have their ideas implemented in the program.

2016-Present: Behavior Specialist, Elm Street School

Laconia School District, Laconia, NH

- School wide assistance with student behavior crises
- Assistance with planning and implementation of behavior plans
- Data collection and management
- Communication with Teachers, Staff, Students, Parents regarding behaviors and plans surrounding behaviors
- Processing and planning with students with major behaviors occurring during school day

2011 - 2016: Project EXTRA! Woodland Heights Site Director

Laconia School District, Laconia, NH

- Planning for daily meetings and group activities for an academically-based K-5 after school program.
- Supported and led a staff of 9 in day-to-day operations and goals.
- Data collection and management.
- Behavior management in collaboration with Lead Staff, Staff Aides, School Day Staff and Parents.
- Facilitated staff meetings to ensure staff direction is unified and clear, as well as to give staff the opportunity to have their ideas implemented in the program.

2010 - 2011: Project EXTRA!, Middle School Site Director

Laconia School District, Laconia, NH

- Planning for daily meetings and group activities for an academically focused 6-8 after school program.
- Supported and led a staff of 8 in day-to-day operations and goals.

- Data collection and management.
- Behavior management in collaboration with staff, school day staff and parents.
- Facilitated staff meetings to ensure staff direction is unified and clear, as well as to give staff the opportunity to have their ideas implemented in the program.

2009 - 2010: Newmarket High School, Teacher Assistant

Newmarket School District, Newmarket, NH

- Maintain daily logs on the behaviors and activities of students in the classroom, to be turned in to the special education case manager.
- Worked closely with special education case managers to ensure students received required services throughout the day.
- Assisted teachers with all classroom functions whenever possible.

**Jan 2007- June 2008 Woodland Heights Elementary After School Program, Lead Staff
Laconia School District, Laconia, NH**

- Provided enriching math, reading, social studies and writing activities after school.
- Managed and taught groups of children in a classroom environment through the use of various lesson plans and self made activities daily.
- Collaborated with other LEAD Staff and Woodland Heights School Teachers to establish lesson plans, behavioral contracts, and to ensure an efficient and pleasant working and teaching environment for both parties.

2004- Present Project EXTRA! Summer Program, Lead Staff

Laconia School District, Laconia, NH

- Provide fun, inclusive educational activities to the K-3 age group to keep math, reading and social skills proficient through the summer months, as well as provide a variety of arts and crafts and physical activities throughout the day.
- Manage small and inclusive groups of 8-10 children in daily activities and on field trips.
- Ensure children are in a safe and supportive environment throughout the day.

Related Experience

2010 Newmarket High School, Assistant Varsity Track Coach

Newmarket School District, Newmarket, NH

2007 Laconia High School, Assistant Varsity Track and Field Coach

Laconia School District, Laconia, NH

2004 Garrison Elementary School, Practicum Experience

Dover School District, Dover, NH

- Experienced the routine of a school day from the teacher's perspective by attending a specific classroom for a set number of hours a week.
- Assisted with lessons, class set up and management.
- Worked one-on-one with a child in the classroom on reading and math.
- Collaborated with the classroom teacher on a lesson I was to create and present to the entire class on my own.

Kierra Green
(603) 970-1612
kgreen@laconiaschools.org
24 Gilford Ave. Laconia N.H. 03246

EDUCATION-

- Plymouth State University
Graduate
- Youth development & Education
Degree GPA:3.3

WORK EXPERIENCE-

1.) Pleasant Street Elementary School,
Laconia, N.H. Site Coordinator.
Aug. 2019- Present

2.) WOODLAND HEIGHTS
ELEMENTARY SCHOOL, Laconia, NH
Intern as site coordinator at the
afterschool program,
Jan 2019–May 2019

3.) PLYMOUTH PARKS AND
RECREATION, Plymouth, NH
Afterschool care provider, Sep
2016–May 2019

Professional development-

- 1.5 Hours of training on trauma informed care
- 4 Hours of training on after school care
- 6 Hours Nurtured Heart Approach
- 2 Hours ALICE Training
- 15 Hours Primex Training
- 6 Hours Search institute
- 2 Hours restorative classroom
- 4 Hours ACROSS NH- out of school care

Certifications:

- After school professional
- Trauma informed care
- CPI Certification
- CPR Certification
- ALICE

Additional Skills-

- Proficient in Cayan computer system
- Proficient in Microsoft word
- Proficient in Microsoft power point

Soft skills-

- Good communication skills
- Works well with others
- Critical thinker
- Dependable
- Goal orientated

Degrees-

- Highschool graduate
- Bachelor's degree:
 - Major- Youth Development and education
 - Minor- Social work, child and family services

Dylan Rowen

127 Union Ave, Laconia, NH, 03246

T: 603-254-5187 E: dylanrowen123@gmail.com

Objective

To gain a position as a Site Director within the Laconia School District

Education

Plymouth State University

August 2015-December 2019

Bachelor of Science, Youth Development in Education

Experience

Senior Program Director

March 2021-

Present

Provide high-quality programs and activities that build upon youth's strengths

Develop positive, meaningful, and healthy connections with peers and adults

Supervise and provide resources and support for my staff to be successful

Youth Peer Support Specialist

August 2019-March

2021

Guide youth in finding their voice by working 1 on 1

Use lived experience to provide strategies to youth

Updates documentation for Medicaid

Volunteer Pemi-Baker Travel 3-4 Grade Basketball Coach

February 2019

Organization of practices that accommodated for both boys and girls

Develop innovative strategies and plays

Offer guidance to players on the court

Volunteer Plymouth Thundercats 10u Baseball Coach

March 2018- June

2019

Facilitate practices and provide useful information of the sport

Teach advanced fundamentals of the game of baseball

Promote positive sportsmanship, team work, courage and good citizenship

Campton Parks and Recreation

June 2016- February 2020

Four years experience as an After School Program counselor and three years experience as

Summer Camp counselor

Work with small groups between 4-12 kids; 1:1 experience with students

Organization of recreational activities for enrichment purposes

Plymouth Parks and Recreation

June 2016-February 2020

Work with kids from Kindergarten to fourth grade

Provide diverse opportunities through enrichment

Build partnerships with community members and other employees

Skills

Use of interpersonal skills, strong conflict resolution skills and adaptability

Out of the box creativity, outstanding organizational skills, classroom management

Strong passion for inclusion, providing opportunities for growth, use different methods to accommodate each student's learning style

Exceptional communicator; with parents and community members

Aja Montague

64 Church Street, Apt.3 ♦ Laconia, NH 03246 ♦ (603) 707-9450 ♦ amontague@laconiaschools.org

Objective

To serve and advocate for the Laconia youth and their families.

Profile

Motivated, teamplayer invested in the youth of Laconia and the Laconia Middle School as Senior Site Coordinator. Dedicated and passionate youth advocate with excellent team building skills and the ability to keep kids motivated. Flexible and versatile – able to maintain a positive outlook and a calm demeanor under pressure.

Skills Summary

- ♦ Management
- ♦ Youth Advocacy
- ♦ Classroom Management
- ♦ Restorative Practices
- ♦ Creative Lesson Planning
- ♦ Report Preparation
- ♦ Management of Records
- ♦ Scheduling
- ♦ Event Planning
- ♦ Management of Payroll

Professional Experience

Site Coordinator of REAL Initiative Program

- ♦ Developing and maintain an afterschool program inline with the common core standards
- ♦ Communicating with Program Director about classes and student progress, achievements and or concerns.
- ♦ Communicating and working with fellow staff members to maintain a positive and productive work environment.
- ♦ Advocating for the students and the program.
- ♦ Maintain safety of students
- ♦ Provide opportunities for children to experience success
- ♦ Manage staff and professional development needs
- ♦ Management of payroll and billing
- ♦ Management of all students records
- ♦ Event planning

Lead Staff of the Boys & Girls Club

- ♦ Developing Lesson Plans for Morning Program
- ♦ Overseeing students and their safety during Summer Camp
- ♦ Communicating with Site Director about student progress, achievements and or concerns.
- ♦ Communicating and working with fellow staff members to maintain a positive and productive work environment.
- ♦ Advocating for the students and the program.
- ♦ Maintain safety of students
- ♦ Provide opportunities for children to experience success
- ♦ Manage site when

Lead Staff of Project EXTRA! Program

- ♦ Developing Lesson Plans based on common core standards
- ♦ Communicating with Site Director about class and student progress, achievements and or concerns.
- ♦ Communicating and working with fellow staff members to maintain a positive and productive work environment.
- ♦ Advocating for the students and the program.
- ♦ Maintain safety of students
- ♦ Provide opportunities for children to experience success
- ♦ Manage site when Site Director is at meetings or trainings.

Medical Records Clerk/Receptionist for Pemi-Baker Home, Health & Hospice

- ♦ Oversee front-office operations and provide impeccable customer service.
- ♦ Maintain a constant flow of communication between Physicians, RN's and staff.

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Aja Montague

64 Church Street, Apt.3 ♦ Laconia, NH 03246 ♦ (603) 707-9450 ♦ amontague@laconiaschools.org

- ♦ Management of Quarterly Medical Record Audits and reporting outcomes to management.
- ♦ Maintain the Quarterly Record Review assignments and outcomes
- ♦ Management of Patient Charts to ensure accurate documentation
- ♦ Back-up for electronic entering of employee timesheets into billing system

Assistant Manager for London Fog and Pacific Trail

- ♦ Management of payroll.
- ♦ Maintaining thorough, up to date and accurate records.
- ♦ Submitting all records in a timely fashion.
- ♦ Management of employee scheduling.
- ♦ Maintaining a healthy and productive work environment.
- ♦ Maintaining communication with head office and Staff.
- ♦ Management of incident reports and their disclosure to the head office
- ♦ Handling Public Relations with Consumers.
- ♦ In store marketing.

Employment History

LACONIA SCHOOL DISTRICT-Laconia, NH

Site Coordinator, 2013-Present

Lead Staff, 2010 to 2013

BOYS & GIRLS CLUB-Laconia, NH

Group Leader, 2016-Present

PEMI-BAKER HOME, HEALTH & HOSPICE – Plymouth, NH

Medical Records Clerk/Receptionist 2005 to 2009

Education

LAKES REGION COMMUNITY COLLEGE – LACONIA, NH

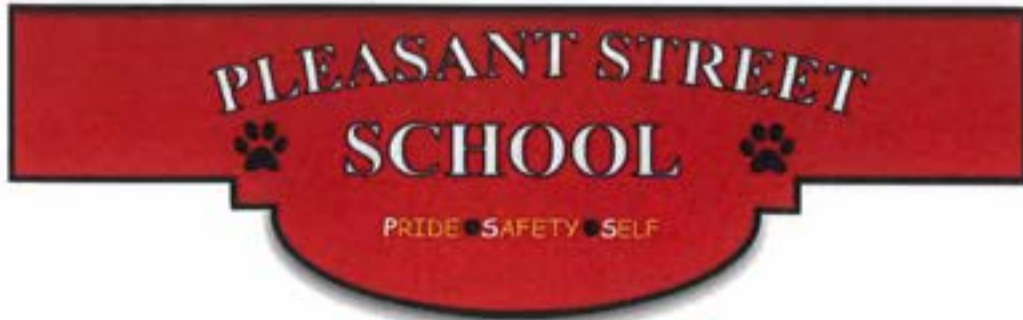
Associates in Fine Arts

GPA: 3.94

NEW HAMPSHIRE TECHNICAL INSTITUTE- CONCORD, NH

Childcare Administration

Appendix K



350 Pleasant Street Laconia, New Hampshire 03246
Phone: (603)-524-2168 Fax: (603) 528-8452

February 25, 2022

To Whom It May Concern,

I am pleased to write this letter of support as we look to continue Project EXTRA funded by the 21st Century Community Learning Center grant. This program, managed by the Laconia School District's Office of Extended Learning, has allowed us to offer additional supports for many of our students at Pleasant Street School. This includes tutoring, self-defense, robotics, chess, and many other activities that promote student well-being.

Our programs at Pleasant Street School offer high quality learning activities that reinforce our school's missions and district's focus on Portrait of a Graduate attributes through project-based and personalized learning approaches. The PIQUES tutoring program and Summer Learning program has been very effective in assisting students with lost learning due to the pandemic. Additionally, the teachers and staff who partner with our building's site coordinator appreciate their ongoing communication and supports for the most at-risk students to ensure success in afterschool, summer programs and the regular school day.

We are fortunate to have Project EXTRA at Pleasant Street School as it meets not only the needs of our working parents but the varied academic and social needs of our students while it continues to be a safe, nurturing, and welcoming environment for all involved. We look forward to the continuation of funding to support its developments as we develop a career, college, and life readiness focus with both 21st Century Community Learning Center grant and the Out of School Time-Career Pathways grant.

Sincerely,

A handwritten signature in black ink, appearing to read "David Levesque", written over a white rectangular area.

David Levesque
Principal



LACONIA HIGH SCHOOL
and
Huot Technical Center

February 1, 2022

Jim McCollum
Interim-Principal

David Bartlett
Assistant Principal

Craig Kozens
*Athletic Director
Dean of Students*

Jennifer Sottak
*Student Services
Administrator*

Lisa Hinds
*Academic Coordinator
For Teaching &
Learning*

David Warrender
*Huot Technical Center
Director*

Mollie Greeley
*Director of School
Counseling*

Kaitlyn Salome
*Continuing Education
Director*

To whom it may concern,

I am pleased to write this letter of support to the Laconia School District's Office of Extended Learning regarding the application for continued funding of the 21st Century Community Learning Center grant.

Over the years, the Office of Extended Learning has developed a robust Extended Learning Opportunities (ELO) program for our high school students with a process initiated by a student-driven design, includes identifying an essential question and competencies, and incorporates a mentor teacher and pertinent community partner. All ELO student work plans go through a pre-validation process by the administrative team and students must also create a final presentation that demonstrates their learning to a panel of school and community members. Our school has been recognized for its performance in this area and we are excited to continue developing and expanding student participation in this important area.

Additionally, the high school currently offers a variety of clubs that are very popular with our students. Examples include Dungeons and Dragons, Archery, Painting, Summer 9th grade transition/orientation program and the Student Leadership Team. With a continuation and increase of funding, the Laconia High School envisions expanding on activities and programs to keep our students engaged, increases their pro-socialization skills, and enhances their learning performance in academics, healthy living options and career opportunities. This would include significant expansion of summer programming that helps students remediate credits through project-based learning experiences and recoup missed learning in specific content areas. Please recognize that our students' needs have increased due to the pandemic and the ELOs, summer programs and after-school activities are critically necessary.

In conclusion, the award to continue funding the Office of Extended Learning is important as it strengthens the work, we are developing with the Out of School Time Career Pathways grant that reinforces our district's Portrait of a Graduate.

Sincerely,

Jim McCollum

Principal

Laconia high School

Woodland Heights School

225 Winter Street
Laconia NH 03246

Phone: 603-524-8733 Fax: 603-528-8688

Dale Chenette- Principal

Andrea Faller-Student Services Coordinator

February 25th, 2022

To whom it may concern,

I am pleased to write this letter of support as we look to continue Project EXTRA funded by the 21st Century Community Learning Center grant. This program managed by the Laconia School District's Office of Extended Learning has allowed us to support students' academic growth, offer project-based learning opportunities, and provide a safe environment for students after school hours at no cost to families.

Our programs at Woodland Heights School offer high quality learning activities that reinforce our school's missions and district's focus on Portrait of a Graduate attributes through project-based and personalized learning approaches. The PIQUES tutoring program and Summer Learning program has been very effective in assisting students with lost learning due to the pandemic. Additionally, the teachers and staff who partner with our building's site coordinator appreciate their ongoing communication and supports for the most at-risk students to ensure success in afterschool, summer programs and the regular school day.

We are fortunate to have Project EXTRA at Woodland Heights School as it meets not only the needs of our working parents but the varied academic and social needs of our students while it continues to be a safe, nurturing, and welcoming environment for all involved. We look forward to the continuation of funding to support its developments as we develop a career, college, and life readiness focus with both 21st Century Community Learning Center grant and the Out of School Time-Career Pathways grant.

Sincerely,



Dale Chenette, Principal

Elm Street School
478 Elm Street
Laconia, New Hampshire 03246
Phone (603) 524-4113 Fax (603) 528-1249



February 25th, 2022

To whom it may concern,

I am pleased to write this letter of support as we look to continue Project EXTRA funded by the 21st Century Community Learning Center grant. This program managed by the Laconia School District's Office of Extended Learning has allowed us to meet the academic, emotional and social needs of our students, provide a safe, comfortable and welcoming afterschool environment for our students in addition to providing an extension of activities for students to take part in outside of our regular school day.

Our programs at Elm Street School offer high quality learning activities that reinforce our school's missions and district's focus on Portrait of a Graduate attributes through project-based and personalized learning approaches. The PIQUES tutoring program and Summer Learning program has been very effective in assisting students with lost learning due to the pandemic. Additionally, the teachers and staff who partner with our building's site coordinator appreciate their ongoing communication and supports for the most at-risk students to ensure success in afterschool, summer programs and the regular school day.

We are fortunate to have Project EXTRA at Elm Street School as it meets not only the needs of our working parents but the varied academic and social needs of our students while it continues to be a safe, nurturing, and welcoming environment for all involved. We look forward to the continuation of funding to support its developments as we develop a career, college, and life readiness focus with both 21st Century Community Learning Center grant and the Out of School Time-Career Pathways grant.

Sincerely,

A handwritten signature in blue ink that reads "Tara Beauchemin".

Tara Beauchemin
Principal, Elm Street School

TARA BEAUCHEMIN, PRINCIPAL
GAIL BOURN, ACADEMIC ADMINISTRATOR
LISA HOLIDAY, STUDENT SERVICES ADMINISTRATOR
COLEEN POIRE, SECRETARY
KELLY DOW, NURSE
HILLARY AYERS, SCHOOL COUNSELOR
TORI CHASE, STUDENT OUTREACH COORDINATOR
JAKE COLBY, BEHAVIOR SPECIALIST

LACONIA MIDDLE SCHOOL

Dr. Alison Bryant, Principal
Ms. Angel Burke, Academic Coordinator

Mr. Chrigus Boezeman, Assistant Principal
Mrs. Jennifer Sottak, Student Services



February 4, 2022

To Whom It May Concern,

Laconia Middle School is very fortunate to be able to offer after school and summer programs managed by the Laconia School District's Office of Extended Learning. Since the last grant award in 2017, Laconia Middle School implemented the REAL (Relevant Experiences Advancing Learners) Initiative with great success.

The REAL Initiative's design was based on the results of a student interest survey and put an emphasis on career, college, and life readiness. Prior to the pandemic, business and community professionals regularly partnered with our teachers in providing project-based learning where students explored work-based experiences. Not only has there been a dramatic increase in daily average attendance, but students are engaged and invested.

In addition, the REAL Initiative established a robust and dedicated Student Learning Team with the purpose of being a "youth to workforce connection". Each year, the Student Leadership Team coordinates and hosts a community-wide event called "The REAL Collaborative" where community and business professionals gather with students, teachers, and educational leaders to collaborate and celebrate the REAL Initiative's developments and success. In 2019, members of the Student Leadership Team attended the "After-School for ALL!" rally in Washington, DC. Student Leaders met with members of congress to advocate on behalf of their peers the continuation of 21st Century Community Learning Center funds at the federal level.

In conclusion, the continuation of funding to support the REAL Initiative is more crucial than ever as we seek to respond to the academic and social needs of our students due to the pandemic. The REAL Initiative offers afterschool and summer programs that provides a "double dose" of experiences to our most-at-need student population that reinforces our focus on college, career, and life readiness. Additionally, the continuation of funding is inter-reliant with the School Time-Career Pathways grant and the district's Portrait of a Graduate ambitious goals and objectives.

I can confidently state on behalf of the Laconia Middle School that we hope to receive funding to continue our partnership with the Office of Extended Learning knowing that the REAL Initiative assists our students define their sense of purpose and authentically prepare for their future.

Sincerely,

Dr. Alison Bryant

Principal, Laconia Middle School



January 27, 2022

To Whom It May Concern,

As the Director of the Huot Technical and Career Center, I'd like to add my support to the Laconia School Districts application for continuation of funding for the Office of Extended Learning. I am a member of the district's administration team and a former coordinator of a 21st CCLC site in Vermont. I have firsthand experience in both roles knowing the importance of after school and summer learning.

Since the district's last 21st CCLC award in 2017, there has been positive and powerful developments in the Office of Extended Learning's program designs focused on career, college, and life readiness. During after school and summer, students at the middle and high school level have more opportunities to explore careers in a significant and authentic way.

As a result of the Office of Extended Learning's shift in focus with experiential, hands-on, work-based learning, our district was named as a subrecipient of the Out of School Time Career Pathways facilitated by the New Hampshire Learning Initiative in partnership with the New Hampshire Department of Education. The continued and increased funding to support the Office of Extended Learning is essential in bolstering the Huot Technical and Career Center and the Laconia School District's mission.

In conclusion, I offer my full support of the Office of Extended Learning's proposal.

Best regards,

A handwritten signature in black ink, appearing to read "D. Warrender", with a long horizontal line extending to the right.

Dave Warrender

Huot Technical and Career Center

Woodland Heights School

225 Winter Street
Laconia NH 03246
Phone: 603-524-8733 Fax: 603-528-8688

Dale Chenette- Principal

Andrea Faller-Student Services Coordinator

February 25th, 2022

To whom it may concern,

I am pleased to write this letter of support as we look to continue Project EXTRA funded by the 21st Century Community Learning Center grant. This program managed by the Laconia School District's Office of Extended Learning has allowed us to support students' academic growth, offer project-based learning opportunities, and provide a safe environment for students after school hours at no cost to families.

Our programs at Woodland Heights School offer high quality learning activities that reinforce our school's missions and district's focus on Portrait of a Graduate attributes through project-based and personalized learning approaches. The PIQUES tutoring program and Summer Learning program has been very effective in assisting students with lost learning due to the pandemic. Additionally, the teachers and staff who partner with our building's site coordinator appreciate their ongoing communication and supports for the most at-risk students to ensure success in afterschool, summer programs and the regular school day.

We are fortunate to have Project EXTRA at Woodland Heights School as it meets not only the needs of our working parents but the varied academic and social needs of our students while it continues to be a safe, nurturing, and welcoming environment for all involved. We look forward to the continuation of funding to support its developments as we develop a career, college, and life readiness focus with both 21st Century Community Learning Center grant and the Out of School Time-Career Pathways grant.

Sincerely,



Dale Chenette, Principal

Appendix L

Your Program Parameters

Elementary, Middle, High
 A school year program
 A School
 In a School

NH - Manchester
 Multiple
 250
 Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High	
WEEKLY Costs				
Hours per Week (projected)				18
Costs Per Slot	\$73.98	\$137.60	\$188.51	
Total Program Cost	\$18,495.00	\$34,400.36	\$47,128.50	
ANNUAL Costs				
Weeks per Year (projected)				33
Costs Per Slot	\$2,441.34	\$4,540.85	\$6,220.96	
Total Program Cost	\$610,335.00	\$1,135,212.03	\$1,555,240.48	
HOURLY Costs				
Costs Per Slot	\$4.11	\$7.64	\$10.47	
Total Program Cost	\$1,027.50	\$1,911.13	\$2,618.25	
DAILY Costs				
Days per Week (projected)				5
Costs Per Slot	\$14.80	\$27.52	\$37.70	
Total Program Cost	\$3,699.00	\$6,880.07	\$9,425.70	
MONTHLY Costs (assuming 4.33 weeks/month)				
Costs Per Slot	\$320.33	\$595.81	\$816.27	
Total Program Cost	\$80,083.35	\$148,953.58	\$204,066.40	

Your Program Parameters

Elementary, Middle, High

NH - Manchester

The summer portion of a year round program

Multiple

A School

250

In a School

Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Cost Ranges	Low	Median	High	
WEEKLY Costs				
Hours per Week (projected)				35
Costs Per Slot	\$95.90	\$134.97	\$184.91	
Total Program Cost	\$23,975.00	\$33,742.89	\$46,227.77	
ANNUAL Costs				
Weeks per Year (projected)				5
Costs Per Slot	\$479.50	\$674.86	\$924.56	
Total Program Cost	\$119,875.00	\$168,714.47	\$231,138.83	
HOURLY Costs				
Costs Per Slot	\$2.74	\$3.86	\$5.28	
Total Program Cost	\$685.00	\$964.08	\$1,320.79	
DAILY Costs				
Days per Week (projected)				1
Costs Per Slot	\$95.90	\$134.97	\$184.91	
Total Program Cost	\$23,975.00	\$33,742.89	\$46,227.77	
MONTHLY Costs (assuming 4.33 weeks/month)				
Costs Per Slot	\$415.25	\$584.43	\$800.66	
Total Program Cost	\$103,811.75	\$146,106.73	\$200,166.22	

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Portrait of a Graduate Advisory Board (2021-22)

Purpose: To connect the school and business community to support career development in the Laconia School District Community.

Guiding Questions:

- What jobs and career opportunities are there in Laconia and the greater Lakes Region? Now? In 5 years? 10 years? Beyond?
- What pathways are there in our school community to guide students to these jobs and careers?

Advisory Board Members:

1. Andrew Hosmer, Mayor
2. Laura Dunn, Laconia School Board
3. Jennifer Ulrich, Laconia School Board
4. Dr. Larissa Baia, President of Lakes Region Community College (and Patrick Cate)
5. Karmen Gifford, Lakes Region Chamber of Commerce
6. Justin Slattery, Executive Director of the Belknap County EDC
7. Michael Seymour, Vice President of the Bank of New Hampshire
8. Kerry Dubois, Eptam Precision
9. Steve Tucker, Superintendent
10. Jim McCollum, LHS Principal
11. Alison Bryant, LMS Principal
12. Dave Warrender, Director of the Huot Technical Center
13. Christine Gingerella, Director of the Office of Extended Learning
14. Mollie Greeley, Director of School Counseling
15. Ken Martin, Huot Technical Center Teacher and ELO Coordinator
16. Derek Colquhoun, LHS Science Teacher
17. LeeAnne Keller, LMS Science Teacher
18. Monica Sawyer, LHS Student Learning Coordinator
19. Nicole Brady, LMS College and Career Exploratory Teacher
20. Kendora Harper-Cartier, LHS Student
21. Paul Ganchi, LMS Student

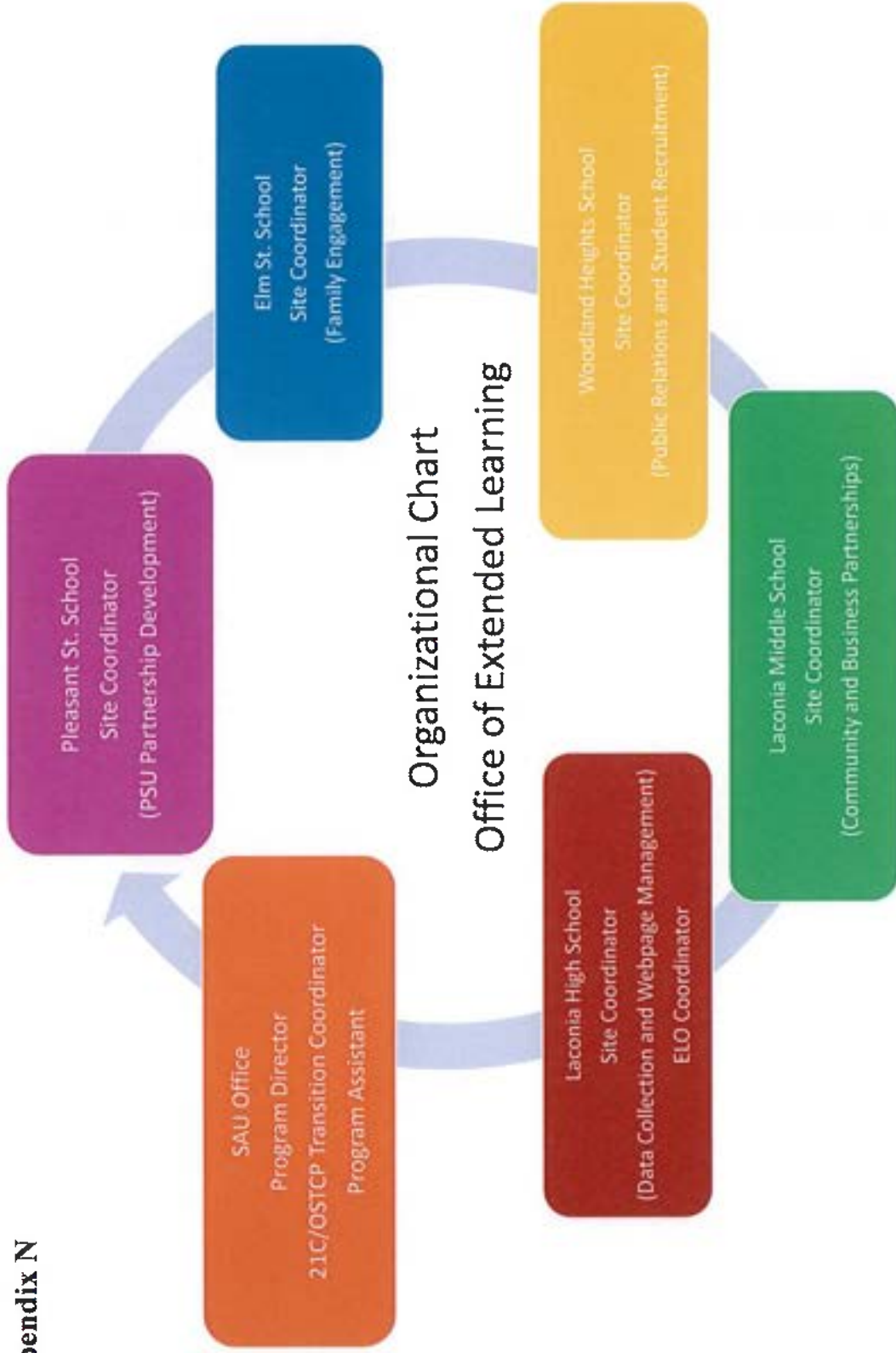
Meeting Dates and Times (all on the 4th Tuesday of the following months from 3:15 to 4:30):

- September 28th
- October 26th
- November 23rd
- January 25th
- February 22nd
- March 22nd
- May 24th

Meeting Location: Meredith Village Savings Bank Culinary Arts Center in the Huot Technical Center

Career Working Groups: We are also looking to form a workforce working group with representatives from the business sector for each. We are looking for representatives from what the New Hampshire Employment Security calls the 16 Career Clusters so we can learn about the needs and opportunities in these sectors.

Appendix N



Office of Extended Learning ~ Laconia School District, Laconia, New Hampshire
The REAL Initiative (Relevant Learning Experiences Advancing Learners)

CASE STUDY 2018



Office of Extended Learning ~ Laconia School District, Laconia, New Hampshire
The REAL Initiative (Relevant Learning Experiences Advancing Learners)

CASE STUDY 2018

The Office of Extended Learning/ REAL Initiative's case study was made possible by financial support from the New Hampshire Charitable Foundation (NHCF) and the Bank of New Hampshire.

Contributions from the following practitioners include:

- Karen Horsch: Consultant, Manchester, New Hampshire
- Suzanne Birdsall-Stone: Mott Foundation Fellow and Consultant, New Hampshire
- Christine Gingerella, Executive Director Office of Extended Learning
- Beth Vachon, Associate Director Office of Extended Learning

The REAL Initiative is a collaborative effort across many invested stakeholders including the Office of Extended Learning's Advisory Board, Extended Learning coordinators, teachers, and community/business partners, and the Laconia Middle School Student Leadership Team. Suzanne Birdsall-Stone was a principal consultant for the project and assisted developing linkages to multiple funders and partnerships. Karen Horsch, evaluator, provided valuable insight and analysis of summer program data and the author of the case study and evaluation narrative.

All inquiries regarding the REAL Initiative or the contents of this report should be directed to Christine Gingerella at cgingerella@laconiaschools.org.

THE REAL INITIATIVE

THE REAL INITIATIVE CASE STUDY¹ Sept 10, 2018

BACKGROUND

The Relevant Experiences Advancing Learners (REAL) Initiative, which provides afterschool and summer programming, seeks to develop curious, confident lifelong learners who will be active participants in their community and contributing members of the 21st century workforce. The REAL Initiative provides hands-on, project-based learning activities matched to student interests in career/college that are co-facilitated by certified teachers and members of the business and professional community. The goals of the Initiative are to:

- Increase the number of partners representing business and the professional community who are engaged and trained to instruct students in advancing their college, career, and life readiness skills.
- Improve student competencies regarding essential 21st century skills including motivation, resilience, self-discipline, focus, confidence, teamwork, organization, and self-advocacy.
- Advance student competencies in preparation for career, college, and life readiness.
- Increase the literacy and numeracy skills and academic performance of regular attendees with an emphasis on students designated with low socioeconomic status.

LACONIA NEW HAMPSHIRE

Laconia, a community in the "Lakes Region" of central New Hampshire, has a population of approximately 16,000 and three public elementary schools, one middle school and one high school. In 2016, the Laconia School District had 1,985 students enrolled, with 59% eligible for free or reduced lunch. 63% of Laconia Middle School students are eligible for free or reduced lunch.

The Initiative focuses on middle school students and is led by the Office of Extended Learning in Laconia, New Hampshire. It is supported through a 21st Century Community Learning Centers grant as well as through funding from the New Hampshire Charitable Foundation, Bank of New Hampshire, and Reaching Higher New Hampshire.

This case study examines the Initiative to date, including implementation and lessons learned. The information in this summary comes from interviews with the Director and Associate Program Director of the Office of Extended Learning as well as surveys conducted of students, teachers, and community partners throughout the first year. A separate summary provides the highlights from the first year evaluation of the Initiative.

REAL INITIATIVE OVERVIEW

For many years, the Office of Extended Learning has emphasized project-based learning partnered with a student engagement approach, particularly at the elementary school level. The Office's interest in community engagement and career development began in 2013 when the Director became active with the town's 200x2020 committee. Supported by the Granite United Way, the committee includes community and high school educational professionals committed to establishing opportunities for Lakes Region students to be successful in their vocational/career and college pursuits with the long-term goal of providing 200 internships and apprenticeship by 2020. This committee has been a critical network for the REAL Initiative.

¹ Authors: Karen Horsch, Consultant; Christine Gingerella, Director, Laconia Office of Extended Learning; Beth Vachon, Associate Director, Laconia Office of Extended Learning; Suzanne Birdsall-Stone, Afterschool Consultant.

This work led in 2014 to a Mayoral Summit sponsored by the NH Afterschool Network and funded by the Mott Foundation through the National League of Cities, the purpose of which was to bring business and municipal and afterschool leaders together to discuss partnerships to engage students and create workforce development pathways. One of the outcomes of this was a community needs assessment process in 2015 that surveyed a variety of community sectors about the skills of interest to local employers which led to validation of the importance of supporting workplace learning. A student interest survey was also

conducted to gauge the career interests of Laconia's middle school students. At the same time, the Laconia Mayor joined the Advisory Board for Laconia's Office of Extended Learning.

REAL INITIATIVE TIMELINE

2013-Office of Extended Learning/Laconia School District joins the Lakes Region 200x2020 Initiative
2014-Advisory Board attends the NH Afterschool Network's Mayoral Summit
2015-Community Assessment and Student Interest Survey conducted
Fall 2016-Office of Extended Learning's Advisory Board revises its mission
Spring 2017-Office of Extended Learning awarded fourth 5-year round of federal funding
Summer 2017-Pilot summer learning program incorporating community/business partners
Fall/Winter 2017- Office of Extended Learning awarded funding from NH Charitable Foundation and Bank of New Hampshire
Winter 2017-Student Leadership Team formed
Spring 2018-The first REAL Collaborative event held
Summer 2018-Award from Reaching Higher NH to expand Student Leadership Team with Laconia High School
Summer/School Year 2018-2019-Community/ Business partnerships and School District's Strategic Plan incorporated in program timeline and design
School Year 2018-2019-Final evaluation results impact continuous improvement strategies for Office of Extended Learning and the REAL Initiative
Spring 2019-Second Annual REAL Collaborative to be held

In 2016, the Advisory Board began to review its beliefs and values, which led to a revision to its mission statement that highlighted the connection to workforce development: To supplement and extend Laconia School District's engagement of students in partnerships within the community to provide individualized learning experiences through varied pathways, to develop curious, confident lifelong learners who will be active participants in their community.

In summer 2017 and school year and summer 2017-2018, the Office of Extended Learning developed the REAL Initiative to advance this new mission at the middle school level and support middle school students to develop the skills and knowledge needed to be contributing members of the 21st century workforce. Three components are foundational to the initiative:

- **Student Leadership:** The REAL Initiative fosters positive youth development by providing numerous opportunities for student voice and leadership, including the REAL Student Leadership Team that helps to design and lead various REAL activities.

- **Community Engagement:** The REAL Initiative seeks to engage and build the capacity of professionals from the local community who provide students with a real-world lens on college and career pathways and life readiness.
- **Focus on the 4Cs:** All REAL initiative programming emphasizes the development of the 4Cs of 21st century skills—communication, collaboration, critical thinking, and creativity.² In SY2017-2018, the Laconia School District committed to implementing a PACE curriculum and assessment system that emphasizes competency-based instruction which aligns with the 4Cs.³

In 2017 and 2018, the REAL Initiative received funding to support implementation and expansion from the NH Charitable Foundation, the Bank of New Hampshire, and Reaching Higher NH.

Key components of the REAL Initiative—developing a student leadership team, convening an outreach event, and refining summer programming—were solidified in 2018 and are discussed below.

² <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

³ <https://www.education.nh.gov/assessment-systems/pace.htm>

STUDENT LEADERSHIP TEAM

In Fall 2017, the Office of Extended Learning brought together a group of 16 middle school students across all three grades for the purpose of designing and coordinating all aspects of a launch event for the REAL Initiative, the REAL Collaborative (described below).

The Student Leadership Team is comprised of 6th, 7th, and 8th graders from Laconia Middle School. Its role is to provide a youth-to-workforce connection. Students were referred to the team by the Site Coordinator and teachers. Care was taken to develop a team inclusive of different grade levels as well as learning and leadership styles.

The REAL Leadership Team will continue to meet in school year 2018-2019. New team members from the incoming sixth grade have been identified and older team members will develop and deliver an orientation for them. Funding support from NH Reaching Higher will help to ensure the momentum of the Leadership Team is sustained and to support their efforts to plan the 2nd REAL Collaborative for April 2019. The funding will also support the strategic collaboration between the middle school students with the high school students who are involved in the extended day program, Freedom Found.⁴ Early work will involve the development of a mission statement, goals, outcomes and a strategic plan. The Initiative also plans to create a leadership training program for both groups modeled on a local model known as Leadership Lakes Region which will include a cohort of youth and adult community leaders who will come together for seven monthly workshops to help students better understand the important aspects of civic life by exploring and increasing general understanding of the history and culture, economic, political, social and educational issues unique to the Lakes Region. This will be implemented in the 2019-2020 school year.

OPENING CONVENING: THE REAL COLLABORATIVE

To raise awareness of the REAL Initiative within the community and to begin to garner the participation of community members and organizations in the middle school work, the REAL Student Leadership Team worked with the Office of Extended Learning to hold a day-long "launch" event (The REAL Collaborative) in April 2018.

The REAL Collaborative was billed as a "Youth to Workforce Connection" of community leaders, business partners, educational leaders, teachers, and students with two components: 1) speakers who shared thoughts about how afterschool contributes to workforce development and 21st century skills, and 2) small group sessions that engaged in guided planning to develop career-based learning projects in seven different career clusters as identified in the student interest surveys⁵.

The REAL Student Leadership Team members were actively engaged in planning and hosting the event. Underlying the entire Collaborative effort was deliberate thinking about how to maximize youth engagement and ownership in every aspect in the process of planning and executing the event, which contributed to its success. Youth led the introductions, performances, demonstrations and warm-up activities. They developed four committees to plan the event: Welcoming Committee (outreach to participants); Speakers Committee (support to speaker and speaking roles at the event); Demonstration/Performance Committee (organizing presentations); and EXTRAS Committee (food decorations, t-shirts, giveaways). Each meeting began with a warm-up/team-building activity led by a student then led to sub-committee work and an end of meeting-debrief where subcommittees reported back to larger group for input and approval. Through the process of meeting, students became a coherent, strong unified group determined to successfully accomplish the REAL Collaborative.

⁴ Begun in 2011 at Laconia High School (LHS), Freedom Found is a dynamic Social/Emotional Peer Empowerment Group offered in the afterschool hours and facilitated by a guidance counselor at LHS. It strives to offer a safe haven for all students wherein they can share life experiences, form connections through community service learning activities, provide insight and support to each other, build interpersonal skills and become empowered in school and community settings. In 2013, Freedom Found students and the counselor were recipients of a Stand Up New Hampshire award for their leadership in community engagement.

⁵ One group focused on each area: Finance; Law & Order; Environment; Education; Technology/Manufacturing; AV/Arts/Communication; and STEM.

Students were actively engaged in other aspects such as conducting outreach and making "cold calls" to community organizations, interviewing guest speakers, writing bios, emailing participants, co-presenting the keynote address, and developing a PowerPoint presentation. The students also convened eight of their teachers (who were invited to attend) prior to the event to present the plan for the REAL Collaborative event for input and approval. The Program Director for the Office of Extended Learning facilitated the team.

Approximately 70 participants from a variety of business sectors (small business, manufacturing, law and law enforcement, and grassroots organizations) as well as educators and students participated in the event. The event benefitted from a strong show of support from local leaders including the mayor, Economic Development Council Executive Director, the school district superintendent and middle school principal, and a representative from one of the state's Senators. Survey feedback (29 people) from the event indicated that the event was well-received and raised awareness and understanding and engagement: 86% of survey respondents rated the event as "excellent" and 100% reported that another event like this should be held. Immediate outcomes of the event include:

- Students presented themselves as active, invested, professional leaders of the REAL Collaborative event. The event helped students to demonstrate their learning.
- Community partners gained more awareness about extended learning and the REAL Initiative.
- Sixteen individuals from the community expressed an interest in continuing to support the REAL Initiative in some way. Outreach to these individuals to identify ways they can be involved in the school year programming is a priority for school year 2018-2019.
- Teachers appreciated insights shared through the keynote address about the impact of youth development on learning.
- New partnerships between the Initiative and community organizations emerged, specifically with the Belknap Mill, the host venue for the event.
- Additional leadership opportunities for students resulted. This included student participation on the Laconia Office of Extended Learning Advisory Board as well as student representation at the 2018 New England League of Middle Schools meeting. One student was also asked to participate in a panel discussion sponsored by Reaching Higher NH and the NH School Board Association about expanded learning opportunities (ELOs), the only middle school student to do so.
- Sharing of results of small group work with afterschool staff.
- Ideas for inclusion in summer 2018 program. This included new programming related to Law & Order (an expansion) and the development of a play (Boxes) about social-emotional learning that will be presented to the entire middle school in school year 2018-2019.

In reflecting on the event, the Director and Associate Director of the Office of Extended Learning shared that event was effective in raising awareness about extended learning among community members as well as teachers—in sum, the event was important to "launch" the REAL Initiative and to build and make visible student leadership. Translating the small group conversations into concrete program ideas was more challenging, in part because of the short amount of time at the event devoted to planning and the need for more concrete plans for continuing these planning conversations. The Office of Extended Learning expects to ensure that future events build in a more deliberate follow up process to the planning. Additionally, students suggested that the next event continue to focus on matching of the career clusters and professionals involved to the current career interests of students; an updated student interest survey will be conducted.

REAL INITIATIVE SUMMER PROGRAM

The five-week middle school summer program had been in place for many years and in 2018 was modified to include the principles of the REAL Initiative. The REAL Initiative Summer Learning Academy (SLA) was held each morning and engaged students of all levels in hands-on learning with a focus on essential skill-building in math and literacy, while also informing them about possible career paths. In the

afternoon, inquiries⁶ offered engaging learning opportunities in fitness, drama, STEM, nature, aquatics, and criminal justice.

One hundred and twenty-five students, including special needs students, participated in the 2018 program: 47 participated in the SLA and the inquiries and 78 participated in only the inquiries. Students self selected to participate in the program or were recommended to the program by their teachers.

Summer Learning Academy

The overall theme of 2018 SLA was *Healthy Me, Healthy World*. Three certified middle school teachers and two Site Coordinators led the SLA. Teachers took the lead with students while the Site Coordinators provided support including engaging with community partners and handling program logistics (such as field trips).

Curriculum development for the SLA was conducted utilizing the Understanding by Design (UbD™) methodology.⁷ Prior to the start of the program, SLA teachers developed lessons using this approach and incorporating the 4Cs. The teachers identified 5 specific domains within the 4Cs as areas of emphasis for the 2018 SLA:⁸

Communication

- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

Collaboration

- Demonstrate ability to work effectively and respectfully with diverse teams.

Critical Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. (Systems Thinking)
- Analyze and evaluate major alternative points of view. (Judgment and Decision Making)

Creativity

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

The first two days of the SLA focused on developing relationships—among students and between students and teachers. This was done through intentional ice breaker activities. These early days were also used to frame the theme of the SLA, *Healthy Me, Healthy World*, and engaged students in generating project ideas. During this time as well, students completed a self-assessment (described below). After these initial activities, the program began with the curriculum framed through the UbD method.

While the summer program was successful, starting the curriculum planning earlier and doing periodic check-ins with teachers during the program were identified as areas for improvement. This was seen as important to making sure teachers understood and implemented the 4Cs and project-based learning, and could perhaps be implemented through an enhanced role for the Site Coordinators. Another idea for next year will be to use an RFP process for the SLA program as well to identify community partners and building a component for the engagement of community partners to the UbD process.

⁶ Inquiries are defined as short- or long-term learning opportunities in areas of student interest developed in partnership with community members and/or teachers.

⁷ <https://www.authenticeducation.org/ubd/ubd.lasso>

⁸ Source: *21st Century Skills in Career and Technical Education Resource Manual*. ND. Superintendent for Public Instruction, Washington.

Inquiries

Nine inquiries were part of the summer 2018 program. These were: Law & Order; Digital Art; Nature Club; Drama Club; Band on Parade; Journeys; Aquatics; Just Do It!; and STEM. Inquiries were developed through a proposal process in which program leaders were asked to document how each program addressed at least two of the four Cs and to identify at least one community partner who would be engaged in the inquiry with the teacher. As a result, all inquiries involved at least one community partner.

LAW AND ORDER

https://www.laconiadailysun.com/community/announcements/law-and-order-lms-provides-career-options-to-students/article_83fc936c-a248-11e8-83b2-5f59a19ffc84.html

The Law & Order program introduced students to the skills needed to prepare a mock trial. These included developing and presenting arguments, gathering and analyzing data, teamwork, and communication. The program brought together a variety of community partners including the Laconia Police Department, a law student, a prosecutor, and a judge. Students also learned more about law enforcement and legal careers.

The inquiries supported development of a variety of skills including problem solving, data analysis, working with other students, presentation, and thinking through new and creative approaches to challenges.

Overall, the RFP was helpful in clarifying the focus of each of the inquiries and teachers and community partners reported that they liked the partnership. The REAL initiative will continue with this next year. Support to ensure that both teachers and community partners are prepared for the partnership is important and enhanced training will be an improvement for next year.

Student Reflection

Consistent with the spirit of student engagement, the summer program pilot-tested a student-engaged process of self-assessment and reflection, which also enabled the program to evaluate impact. The tool used was a short rubric that

assessed seven key 4C concepts that were identified by teachers as a focus for the summer program⁹. The self-assessment process consisted of three parts:

- **Student Pre-Assessment:** Using the *Student Pre-Assessment Rubric*, each student completed the one-page rubric on the second day of the program. These were reviewed by teachers who identified areas to work on with each student.
- **Teacher Post-Assessment:** In the final week of the program, teachers used the *Teacher Post-Assessment Rubric* and worked together to assess each student. This rubric mirrored the items on the student rubric. Additionally, teachers were asked to rate each student's progress on a scale of None, Some, Much.
- **Student Post-Assessment:** During the final week of the summer program, a teacher met with each student to review the teacher assessment and the student's initial assessment and discuss progress. The student then completed the student rubric again (*Student Post-Assessment Rubric*) with scoring that represented the conversation.

JOURNEYS: FROM STRESSED TO SAFE

Journeys, led by Anne Barach a Guidance Counselor and Gina McGuire a Health Science Technology Instructor, was an inquiry offered in summer 2018 that focused on yoga and mindfulness and nutrition and engaged a variety of community partners including nutritionists, an art therapist and a yoga master focused on health and wellness. Adults shared their career paths. As the two teachers shared, "*the young women who participated in the Journeys program were given a wide variety of transformational opportunities to learn from and interact with women empowered in their chosen fields from nutrition to the arts, observed and participated in the beauty of movement, and experienced and assimilated the importance of nature in their lives.*"

The process of student reflection, as well as the items asked about in the rubric, were new to students and teachers although this format and these types of characteristics are increasingly a part of how the school district will be thinking about student progress. Overall, feedback from students and teachers indicates

⁹ The rubric was informed by rubrics developed by the 21st Century Skills in Career and Technical Education Resource Manual developed by the Superintendent of Public Instruction, Washington State (<http://www.k12.wa.us/CareerTechEd/pubdocs/21stCenturySkillsinCTEResourceManual.pdf>) and Tatanka Elementary School STEM Rubric, Buffalo, Minnesota (http://www.bhmschools.org/sites/default/files/downloads/tatankas_4_cs_rubric_grades_3-5.pdf)

that the process worked well. Anecdotal feedback from students indicated that they found the process "interesting" and the rubric easy to complete. One challenge, however, was obtaining a complete set of assessments for each student. Students arriving to the program after the first week or ending before the last were often missing one or both of the student self-assessments. In the future, the program will tighten up the data collection process to ensure that as many students as possible are completing the assessments. Observations by the Office of Extended Learning staff indicate that the process worked well and the conversations between students and teachers were rich.

COMMUNITY ENGAGEMENT

This committee has been foundational to help the REAL Initiative create a network of business and professional community partnerships committee members as establishing the foundation in creating a network of business and professional community partnerships.

Engaging community partners is a key part of the REAL Initiative. Community partners are engaged in various ways including: co-leading programs with a teacher; serving as guest speakers; hosting an on-site field trip; serving on the Advisory Board and offering mentorships or internships.

NEXT STEPS

The REAL Student Leadership Team will continue to meet in school year 2018-2019. New team members from the incoming sixth grade have been identified and older team members will develop and deliver an orientation for them. Funding support from Reaching Higher NH will help to ensure the momentum of the Team is sustained and will support their efforts to plan the 2nd REAL Collaborative for April 2019. The funding will also support the strategic collaboration between the middle school students with the high school students who are involved in the extended day program, Freedom Found.¹⁰ Early work will involve the development of a mission statement, goals, outcomes, and a strategic plan. The Initiative also plans to create a leadership training program for both groups modeled on a local model known as Leadership Lakes Region which will include a cohort of youth and adult community leaders who will come together for seven monthly workshops to help students better understand the important aspects of civic life by exploring and increasing general understanding of the history and culture, economic, political, social and educational issues unique to the Lakes Region. This will be implemented in the 2019-2020 school year.

LESSONS LEARNED

Engaging middle school youth in college and career awareness is important, and can be done. Current and predicted workforce shortages are well-documented and the business sector increasingly recognizes the important contribution that extended learning opportunities make to the development of a skilled and knowledgeable workforce. Much of the focus, however, has been on programming for high school youth. Thinking more broadly about the pipeline requires programming for middle school youth as well, to raise awareness about college and career opportunities and to begin to develop skills among middle school youth, and to set the stage for deeper engagement in education- and workforce-related activities in high school. The REAL Initiative is an example of one approach to doing this.

Setting the stage for community/business engagement is key and takes many forms. The Office of Extended Learning developed various opportunities to raise awareness about extended learning among community and business leaders. Some of these were supported through larger initiatives and some through activities of the Office of Extended Learning. The NH Afterschool Network's Mayoral Summit and the community assessment were two important aspects of this. The feedback received through these was that community and business leaders want to be involved with youth and support career and skills

¹⁰Begun in 2011 at Laconia High School (LHS), Freedom Found is a dynamic Social/Emotional Peer Empowerment Group offered in the afterschool hours and facilitated by a guidance counselor at LHS. It strives to offer a safe haven for all students wherein they can share life experiences, form connections through community service learning activities, provide insight and support to each-other, build interpersonal skills and become empowered in school and community settings. In 2013, Freedom Found students and the counselor were recipients of a Stand Up New Hampshire award for their leadership in community engagement.

development. The Office of Extended Learning then worked with the Student Leadership Team to develop an event that launched the initiative and highlighted specific roles community and business members could play. An interest form distributed at the end of the event asked event participants whether and how they would like to be involved. Numerous options were offered including co-teaching an inquiry, being a field trip site, and donating or fundraising. Such an approach recognizes that business members and community leaders will have different interests and different capacities to become involved. Additionally, participation by Office of Extended Learning staff in various community groups that engaged businesses and community leaders was also important in helping staff to make connections that could later be followed up on. This includes engagement with Reaching Higher NH, the NH Business and Industry Association, and the NH College and Career Alliance. Over time and with continuing opportunities, the Office of Extended Learning expects that engagement will deepen and broaden.

Convening events that bring together multiple stakeholders can be powerful in engaging and raising awareness about workforce initiatives among community leaders and the business sector. The REAL Collaborative convening held in 2018 was an important step in formally launching the REAL Initiative and starting the momentum for partnership. The convening brought together teachers, students, and business and community leaders and balanced presentation to set the stage (through a keynote speaker) and small group discussions to enable participants to build relationships and begin to discuss and document what business-extended learning opportunities might look like.

Additional funding support was critical to ensuring implementation of key parts of the Initiative. The Office of Extended Learning was fortunate to have received funding support from private funders to carry out the work envisioned in the REAL Initiative. This funding was critical to support the convening and to develop and facilitate the Student Leadership Team. The funding also supported the expansion of the Law & Order program and the evaluation and documentation of the Initiative. Extended learning programs are often strapped for resources and thus the funding to carry out the activities that fell outside of direct programming was essential.

Community/business members need support in working with teachers and with youth. Ensuring that community/business participants have a good experience when working in extended day programming is critical to building long-term commitment. Training and support to these partners helps to prepare them for working in a setting with which they may not be familiar. This training should include information about positive youth development and how to work with young people and the role of extended learning opportunities. Clear roles and responsibilities are also essential. Teachers as well need support in working with community partners including connections to community and business resources, and how to effectively engage partners who are willing to contribute. The RFP process the REAL Initiative used for inquiries was very useful in helping teachers to articulate who and how the business sector would be engaged in summer programs. Building in time for teachers and community partners to get together to further co-develop a program is also important. Finally, periodic check-ins by the Office of Extended Learning staff during the program also helped to ensure that implementation was going well and that teachers and community/business partners were supported to be successful.

Structured opportunities for youth engagement are foundational to success. The REAL Initiative's Student Leadership Team was a critical component of the program and a way to demonstrate commitment to supporting youth. The Team was given important responsibilities (co-development of the REAL Collaborative convening) and provided support from Office of Extended Learning staff to succeed. The Program Director facilitated the Team and established clear structures and processes for the group to be successful including regular, structured meetings, clear goals, and on-going opportunities to play leadership roles. Respect and a willingness to let youth lead was critical.

THE REAL INITIATIVE

THE REAL INITIATIVE SUMMER PROGRAM 2018 EVALUATION RESULTS¹ October 2018

BACKGROUND

The Relevant Experiences Advancing Learners (REAL) Initiative seeks to develop curious, confident lifelong learners who will be active participants in their community. The REAL Initiative provides hands-on, project-based learning activities matched to student interests in career/college and co-facilitated by certified teachers along with members of the business and professional community. The Initiative focuses on middle school students. The goals of the Initiative are to:

- Increase the number of partners representing business and the professional community who are engaged and trained to instruct students in advancing their college, career and life readiness skills.
- Improve student competencies regarding essential 21st century skills including motivation, resilience, self-discipline, focus, confidence, teamwork, organization, and self-advocacy.
- Advance student competencies in preparation for career, college and life readiness.
- Increase the literacy and numeracy skills and academic performance of regular attendees with an emphasis on students designated with low socioeconomic status.

The REAL Initiative's five-week summer program incorporates academic support with enrichment programs focused on college and career. Summer 2018 was the first year of this new program. The REAL Summer Learning Academy (SLA) was held each morning and engaged students of all levels in hands-on learning with a focus on essential skill building in math and literacy, as well as informing them about possible career paths. In the afternoon, inquiries² offered engaging learning opportunities in fitness, drama, STEM, nature, aquatics, and criminal justice. Forty-seven students participated in summer 2018: 30 participated only in the SLA and 17 participated in the SLA and afternoon inquiries. Three certified teachers (math, writing, reading) led the SLA program. Seven teachers and 21 community partners (representing 17 community organizations) were involved in the inquiries. Two REAL Initiative Site Coordinators provided staff support to the program on a daily basis.

All REAL Initiative programming emphasizes the development of the 4Cs of 21st century skills—communication, collaboration, critical thinking, and creativity. In summer 2018, SLA teachers developed lesson plans based in the 4Cs and utilizing the Understanding by Design (UbD™) methodology.³ SLA teachers identified 5 domains within the 4Cs as areas of emphasis for the 2018 SLA:

Communication

- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

Collaboration

- Demonstrate ability to work effectively and respectfully with diverse teams.

Critical Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. (Systems Thinking)
- Analyze and evaluate major alternative points of view. (Judgment and Decision Making)

Creativity

¹ Author: Karen Horsch, Evaluation Consultant

² Inquiries are defined as short- or long-term learning opportunities in areas of student interest developed in partnership with community members and/or teachers.

³ <https://www.authenticeducation.org/ubd/ubd.lasso>

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Inquiries were developed through a proposal process in which program leaders were asked to document how each program addressed at least two of the four Cs. Nine inquiries were offered in summer 2018: Law & Order; Digital Art; Nature Club; Drama Club; Band on Parade; Journeys; Aquatics; Just Do It!; and STEM. Foundational to the REAL Initiative is the engagement and capacity building of professionals from the local community, who provide students with a real-world lens on college and career pathways and life readiness. The RFP process for inquiries also required the participation of at least one community partner in each inquiry.

EVALUATION

The evaluation of the Summer 2018 program focused on addressing the following questions:

- To what extent and how have students been exposed to the 4Cs during the summer program?
- To what extent have students gained skills in the 4Cs?
- To what extent and in what ways have business and professional community partners been engaged in the program?
- What have community partners gained from participation?
- How can community partners' experience and engagement be improved?
- To what extent have teachers been able to incorporate the 4C framework into lesson plans? Which strategies worked more/less well in doing this? What can be improved?
- What have teachers gained from participation?
- How can teachers' experience and engagement be improved?

The following tools were used for data collection:

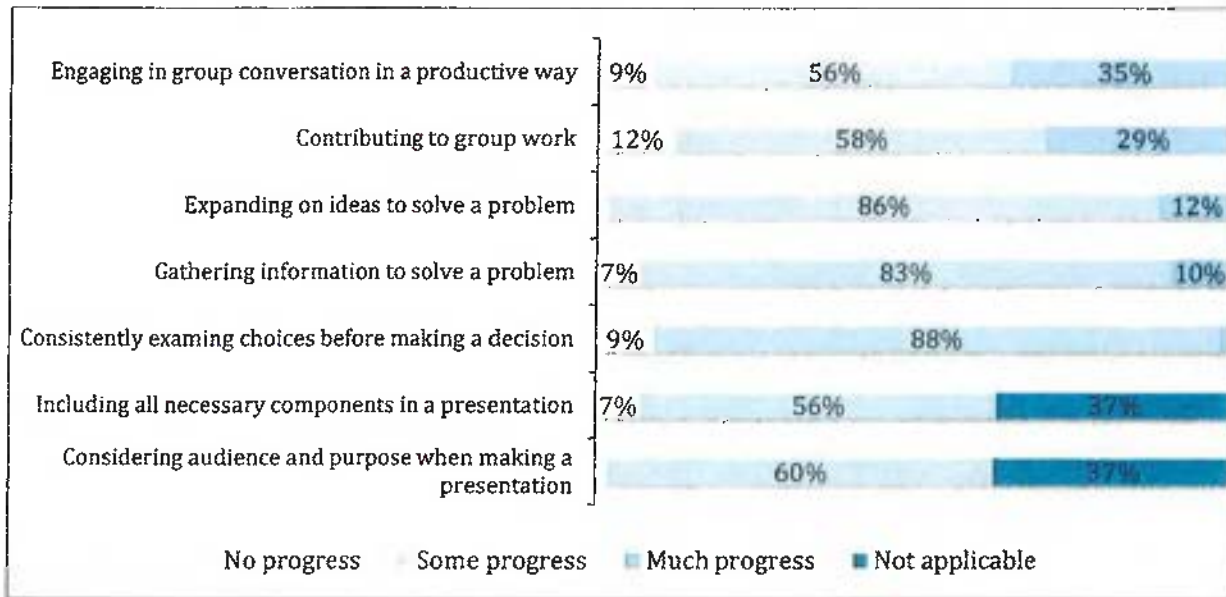
- *Student Self-Assessment:* A short rubric was used that assessed the seven 4C concepts that were identified by teachers as a focus for the summer program. Each student participating in the SLA completed the one-page rubric on the second day of the program. These were reviewed by teachers who identified areas to work on with each student. During the final week of the summer program, a teacher met with each student to review the teacher assessment (described below) and the student's self-assessment to discuss progress. The student then completed the student rubric again (*Student Post-Assessment Rubric*) with scoring that represented the conversation. Due to late entry to the program and early departures of some students, 21 (47%) of the 47 students in SLA had both a pre and a post assessment survey completed.
- *Teacher Assessment:* In the final week of the program, teachers used a *Teacher Assessment Rubric* that mirrored the concepts in the student rubric to assess each student. Additionally, teachers rated each student's progress on the items over the summer [None, Some, Much]. Teacher assessments were completed for 43 (91%) of the 47 students.
- *Community Partner Survey:* A brief, web-survey of community partners was administered at the end of the summer program to assess what community partners gained from participation and their suggestions for program improvement. Three (14%) of 21 community partners completed the survey. Due to the low response to this survey, results were not analyzed.
- *Teacher Survey:* A brief web-based survey of teachers was administered at the end of the summer program to assess what teachers gained from participation and their suggestions for program improvement. Five of 9 teachers (56%) completed the survey.

RESULTS

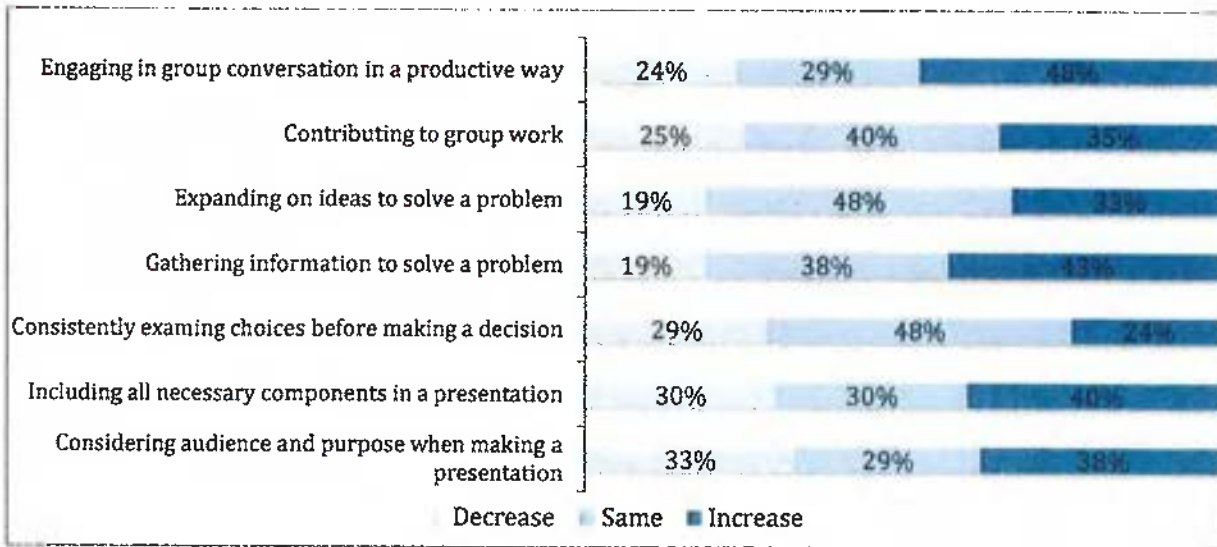
STUDENTS

Teacher assessments of student progress (N=43) indicate that students generally made some progress in the 4C skills as a result of participating in the summer program. The proportion of students who made

“much progress” was highest in the areas related to group work, including engaging in group conversation in a productive way (35%) and contributing to group work (29%). These results are consistent with the focus in SLA on working in partnership and in groups. Teachers reported that most students made “some” progress in the areas of problem solving. Teachers indicated that for about one-third of students, assessment of presentation skills was “not applicable.” Although initially expected, the implementation of the summer program did not provide many opportunities for student presentation of learning; thus this finding is not surprising. There were no notable differences between students who participated only in SLA and students who participated in both SLA and the inquiries.



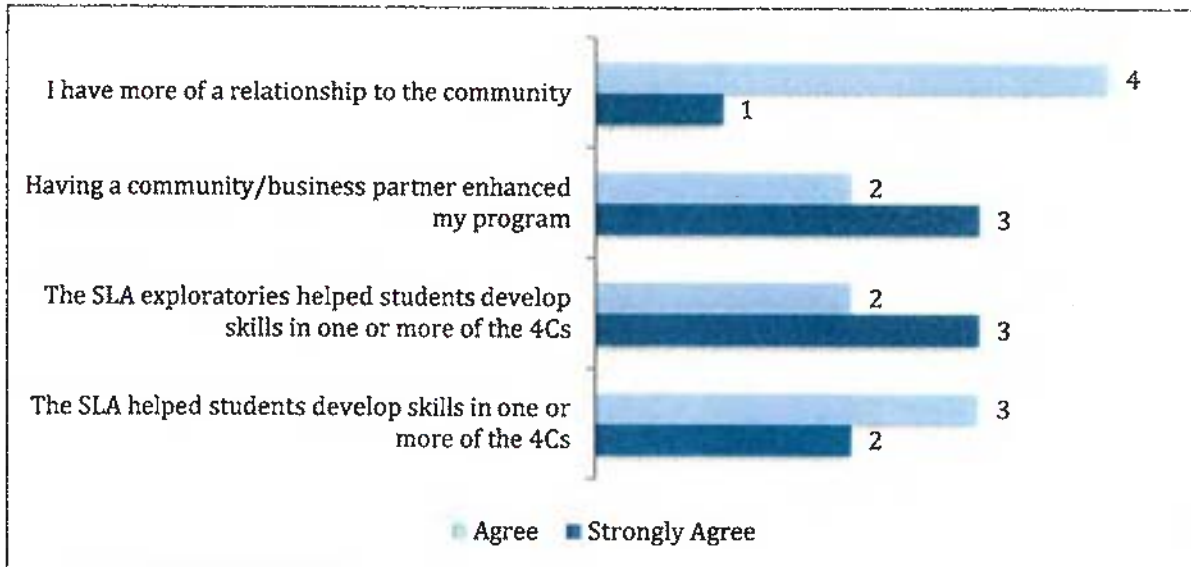
Data on self-reported student assessment should be interpreted with caution as students' initial assessments were conducted by the students individually while the post-assessments, although conducted individually by students, reflected conversation with teachers about the ratings before the assessment was completed. Thus, post-assessments may reflect enhanced understanding of the concepts asked about in the rubric from the first assessment to the second. An examination of these self-assessments (N=21) reveals that the highest proportion of students (48%) rated that they improved in the area of group conversation from the beginning to the end of the program. This is consistent with teacher assessments of progress as described above. Slightly over 40% of students reported an increase in gathering information to solve a problem and including all necessary components in a presentation. Interestingly, numerous students reported an improvement in presentation skills while teachers reported that assessment of presentation skills was not applicable for most students. This might point to differing understanding of what “presentations” mean to teachers and to students. In general, students rated their skills in contributing without being asked and expanding on ideas to solve problems highest at the start of the program and rated their presentation skills lowest. With few exceptions, the students who self-reported an increase in skills from pre-assessment to the post-assessment were those students who teachers reported had made “much” progress over the summer. It is important to note that some students show decrease in skills from the start of the program to the end. It is unclear to what extent this might be attributable to the differences in data collection.



TEACHERS

Teacher evaluation results indicate that teachers responding to the survey believe that students gained skills in the 4Cs as a result of the program and that their own connections to the community increased. For example, 3 of 5 respondents "strongly agreed" that the inquiries helped students develop skills in one or more of the 4Cs and that having a community partner enhanced their program. Five (56%) of 9 teachers participating in the summer program responded to the survey so results should be interpreted with caution.

Teachers also shared, in an open-ended question, specific ways participation in the REAL Initiative summer learning program enhanced their instructional practice:



- Gave me perspective on different teaching methods.
- Working with a diverse group of kids across grade levels required me to implement/improve my differentiated instructional practices.
- Bringing in community partners to tie in the learning to real world problems was such a huge success that I'd do it over and over again in the future.
- Keeping learning relevant with skills students need for success.
- I was able to learn more about my community and the great resources it offered by interacting with organizations. Summer Learning offers the opportunity to develop relationships which carry

over to the school year. Some students, who I had in class that previously struggled, thrived and grew. Some of the small group learning strategies will carry over to my instructional practices this school year.

A few survey respondents also provided ideas about how to improve the program next year:

- A place to food share: LOTS of wasted food at lunch time.
- I think the program should only be four weeks long; at least the academic piece. While teaching those skills are important, I think it is also important for students to enjoy their summer. Maybe have a 5th week of clubs only?
- I think there needs to be more planning time prior to the start of the program. The UbD was great, but building and developing lessons and allowing for more opportunities to differentiate would be helpful. These things take time. I think more information on students prior to the start of the program would be helpful including individual education needs and behavior plans. Students transferring to the middle school can benefit for the consistency and message the summer program provides as they start the school year.

COMMUNITY PARTNERS

Partners from 17 community organizations⁴ participated in the nine summer 2018 inquiries. Community partners were not engaged in the SLA.

CONCLUSIONS

The following summarizes the key conclusions from this evaluation:

- Evaluation results indicate that participation in the 2018 SLA contributed to student development primarily in the area of group work. Teachers reported that 35% of students made "much progress" in the area of engaging in group conversation in a productive way and 29% made this progress in skills related to contributing to group work. Student assessments reflect similar findings, with 48% of students showing positive change in the area of group conversation in a productive way from the start of the program to the end. However, due to data collection differences, student self-assessment data should be interpreted with caution.
- There were no notable differences in assessment results between students who participated only in SLA and students who participated in both SLA and the inquiries.
- In the area of presentations, students had less opportunity for this than initially expected and thus, this item was marked as "not applicable" on many teacher assessments. Of the seven items asked about in the self-assessment, students rated their presentation skills lowest at the start of the program. Slightly over a third of students reported that they improved in this area from the start of the program to the end; given the inconsistency with teacher respondents, there is a question of overall interpretation of this question.
- With few exceptions, the students who self-reported an increase in skills from pre-assessment to the post-assessment were those students who teachers reported had made "much" progress over the summer.
- Participation in the summer program supported teachers to practice individualized, student-focused learning approaches and work with community partners. Teachers who responded to the survey indicated that their participation in the summer program enhanced their instructional practice and their ability to work with community/business partners.

RECOMMENDATIONS

Recommendations for the REAL Initiative Summer Program stemming from this assessment relate to both programming and evaluation activities:

⁴ Laconia Parks and Recreation, Belknap Mill, Remick Sustainable Farm, City of Laconia Conservation Commission, Nike, NH Fish & Game, Laconia Police Department, County Prosecutor, County Attorney, Private Attorney, Judge, 2 nutritionists, 2 yoga instructors, and 1 art therapist.

Programming Recommendations

- Provide more time and structure for teacher planning prior to the start of the program to ensure that program design is consistent with the 4Cs identified as priorities for the program.
- Ensure that the specific 4Cs that are identified as emphases for the summer program are the focus during the program. Teachers identified the development of presentation skills as key skills for summer 2018, yet the assessment results indicate that about one third of students did not have an opportunity to present or use these skills. Ensuring alignment can happen during the program planning process and through ongoing monitoring and support by program staff.
- Incorporate a process to use student self-assessment results from the start of the program to identify areas for emphasis during the program, both with individual students and the group.
- Ensure quality implementation by: enhancing the role of the Site Coordinators to support teachers and monitor programming; ensuring all teachers are committed to stay for the entire program; and considering additional training in the 4Cs, student-centered learning, and social-emotional learning for teachers (and potentially community partners).
- Consider incorporating a culminating project that integrates learning and presentation into the program, enabling students to develop presentation skills and demonstrate learning.
- Due to low response to community partner survey, recommendations to improve this aspect of the program cannot be made.

Evaluation Recommendations

- Implement strategies to increase community partner feedback by: providing both hard-copy and on-line versions of the survey; discussing the survey and importance of feedback with partners; and personally reaching out to each partner to request feedback.
- Establish mechanisms to ensure that students complete the Student Self-Assessment at both the start and end of program. This could potentially be a responsibility of on-site REAL Initiative staff (Site Coordinator).
- Consider having students complete the self-assessment both at the start and the end of program on their own to facilitate an "apples to apples" comparison of change. Students could then use their assessments in conversation with teachers, who complete their own assessments.
- REAL Initiative staff shared anecdotally that they believed the assessment process was helpful in fostering student self-reflection and greater teacher-student engagement. Ensuring that there is sufficient time for this interaction at both the beginning and end of the program is important.
- Consider including questions to the assessment process that reflect other aspects of social-emotional learning, including enhanced confidence, social awareness, self-management and decision-making.

CREDIT FOR LEARNING



Integrating youth voice and student-created curriculum to boost engagement

Student-centered, active, and engaging learning experiences that build on young people’s interests, while developing their skills and knowledge, are at the heart of high-quality afterschool programs. Young people of all ages can benefit from these experiences, however, adolescence is a critical time for exposure to these types of learning opportunities, when young people are discovering their interests and passions as they begin on their path toward adulthood.

Afterschool programs can provide older youth opportunities to find their inspiration and gain skills that will benefit them in and outside of the classroom while allowing them to earn school credits. Credit-for-learning programs in the afterschool space—which can range from students earning physical education credits through a local YMCA to taking part in a boat-building course for elective science credit—are a valuable resource that individualizes knowledge acquisition and complements school day lessons for middle and high school youth.

Overview

Laconia School District’s Extended Learning Opportunities (ELO) program provides students in grades 9-12 the opportunity to take ownership of their education by earning elective credits outside of the classroom that align with their interests. Student choice and interest is at the core of the program. Students take the lead in designing and executing their ELOs, which include an individualized learning plan, with support and guidance from teachers, community mentors, and the district’s dedicated ELO coordinator.

A typical day for students

Each day, students work toward completing their individual learning plan; however, this looks different for each student. Each student’s learning plan identifies three to four competencies—which are goals for skill or knowledge acquisition developed by the student, teacher-advisor, community partner, and the ELO coordinator—along with specific activities and benchmarks to meet those competencies. For example, a CTE (Career Technology Education) competency identified in a past digital media arts ELO was understanding the fundamentals of computer graphics. Students typically work independently on the outlined activities in their plan and check in with their teacher multiple times throughout the week to ensure they are meeting their benchmarks. Time is set aside every day where students add to their reflective journals, which detail their activities and learning.

Laconia School District Extended Learning Opportunities

Laconia, New Hampshire

75 Average number of students served during the school year

72% Families with low incomes

Main funding sources:

- ▶ 21st Century Community Learning Centers initiative

Outcomes

Laconia School District reports that students in the program are highly motivated, working toward completing a rigorous project of their own design. During the 2020 school year, 98 percent of students who began an ELO successfully completed the program. Students have earned both elective and honors-level credits through the successful completion of their ELOs.

Program characteristics

The Extended Learning Opportunities (ELO) program, which is coordinated through the Office of Extended Learning, centers on the idea that learning can take place anytime, take place anywhere, and take many forms. This philosophy enables students to pursue credits outside the classroom that align with their interests, and take ownership of their education and graduation pathway. ELOs at Laconia School District are not pre-planned, rather, each year they are developed based on students' interests. The ELO process begins with the ELO coordinator—who is supported by federal 21st Century Community Learning Center grant funds and managed by the district's Office of Extended Learning—informing students of this opportunity. However, the development of the ELO process is initiated by students, who design an ELO based on their topic of interest. Some students design a semester-long ELO for one credit, while others design a year-long ELO for two credits.

To establish an ELO, students fill out an interest form and the ELO coordinator helps them find a teacher who will assist in developing an individual learning plan based on school-day curriculum. A validation committee is also a part of the ELO development process to ensure that students' plans are rigorous enough to earn credit. The individual learning plan centers around the topic the student would like to learn about and includes defined content competencies, benchmarks to be reviewed throughout the ELO, an outline of activities, and a final presentation to be graded after completion.

Students take the lead in completing their learning plan, with teachers and community mentors playing a supporting role. Teachers ensure students meet their benchmarks, and community mentors periodically look over students' work to make suggestions and give ideas. At the end of the term, students present their final product to a panel of stakeholders, including teachers, community or business professionals, and educational leaders. A rubric aligned to the ELO is used to assess students' performance, and the final grade is added to the student's transcript.

Through ELOs, some students explore career options, while others choose to advance their learning in school courses. For example, one student interested in a career in teaching special education shadowed a veteran teacher to learn about classroom management and practice building lesson plans. Another student interested in advancing their studies in physics took Physics II for honors credit. These opportunities both allow students to follow their interests, and make courses accessible to more students.

The need for credit-for-learning opportunities

Credit for learning expands educational opportunities for youth, where young people can explore their interests and delve deeper into subject matter outside of the classroom. These programs provide diverse learning experiences, promote student engagement, and prepare students for life after graduation.

Boosting motivation and engagement

When students are interested in what they are learning and have the opportunity to experience and develop a sense of agency, it can increase their engagement and motivation to learn. Credit for learning employs this student-centered learning approach, where learning is tailored to students' interests and needs, and students have ownership of their learning. This approach can be especially beneficial for older students, as school engagement has been found to decrease as students get older, or for youth who are disengaged from school.

Improving college and career readiness

Credit for learning provides youth the chance to engage in real-world learning experiences and learn about potential career paths while earning school credit. In these hands-on and applied learning contexts, students can develop skills that employers value, such as problem solving and collaboration, be mentored by and build connections with industry professionals, and complete internships or apprenticeships.

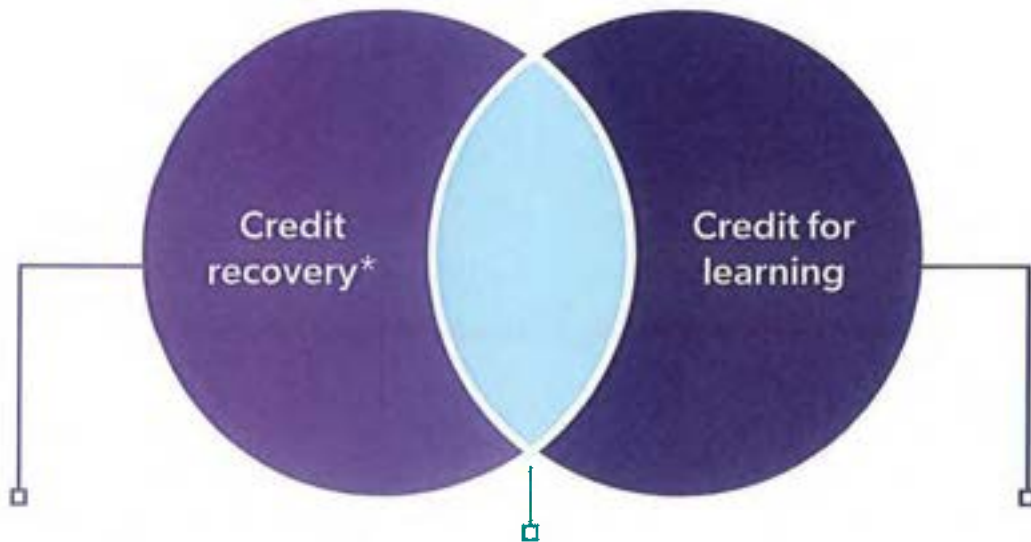
Addressing opportunity gaps

Research shows that students attending high-poverty schools too often lack access to the same learning opportunities as students attending low-poverty schools. Credit for learning can address equity issues present in the education system, broadening access to learning opportunities that schools may be unable to provide.

Read [Credit for Learning: Making Learning Outside of School Count](#) to learn more.

Credit recovery vs. Credit for learning

While the underlying intention of **credit recovery** and **credit for learning** differ from one another, there are overlapping strategies between the two credit earning opportunities.



- Intended for students who are **falling behind academically** or **at-risk of not graduating on time**.
- Provides opportunities to earn credits outside of the school day that count toward graduation requirements.
- Intended for students interested in **earning additional credits** toward graduation, or students looking to **further personalize their education or pursue an interest**.
- Students can **redo coursework in a class they have failed** or **retake the class** in an alternative manner, such as in summer school, during afterschool or weekend classes, or online.
- Can take place in afterschool and summer programs.
- Students can **earn credits for various activities and experiences outside of the classroom**, such as community service projects, internships or apprenticeships, independent studies, and student-led projects.

*U.S. Department of Education. (2018). *Issue Brief: Credit Recovery*. Retrieved from <https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf>

Program history

The Extended Learning Opportunities program at Laconia has been offered for more than 15 years. It began in 2006 when the Nellie Mae Foundation partnered with the Office of Extended Learning to kick-start their student-centered, project-based learning initiative. Over the years, the ELO program continues to be refined to improve program quality and ensure that all students interested can pursue an ELO.

Recommendations

for integrating youth voice and student-created curriculum to boost engagement:

- ▶ Student voice can be incorporated in both small and more significant ways throughout programs, from students choosing partners for group projects to determining the topics of interest to them that they would like to pursue during the program. The more ownership students have in their work, the greater their motivation. For ELOs to be most successful, students should take the lead from start to finish.
- ▶ Establishing systems to ensure rigor helps strengthen ELO programming. For example, bringing together school-day staff and community partners to review and certify student created ELOs lead to high-quality credit-for-learning opportunities that maintain students' ownership of and agency in the program.

Credit for Learning: Making Learning Outside of School Count

ISSUE BRIEF NO. 79 | NOVEMBER 2021



Student-centered, active, and engaging learning experiences that build on young people's interests, while developing their skills and knowledge, are at the heart of high-quality afterschool programs. Young people of all ages can benefit from these experiences, however, there is increasing attention on adolescence as a critical time for exposure to these types of learning opportunities. In addition to a period during which significant neurobiological and social and emotional growth occurs,¹ adolescence is a time when young people discover their interests and passions as they begin on their path toward adulthood. Creating new and engaging learning opportunities for middle and high school students can help them find their inspiration, gain skills that will benefit them in and outside of the classroom, and play an active role in designing their own learning journey to reach their full potential.

Afterschool programs can provide older youth with opportunities to explore their interests and participate in activities that also allow them to earn credits toward their graduation requirements. These credit-for-learning opportunities can cover a wide range of content—from students earning physical education credits through a local YMCA to taking part in a boat-building course for elective math or science credit. Credit-for-learning programs are a valuable resource to provide unique, challenging, and compelling learning opportunities that individualize knowledge acquisition and complement school day lessons for middle and high school youth.

“Expanded Learning Opportunities (ELOs)—our credit-for-learning programs—allow students to bring their full identities into school, for a unique, personalized learning experience. As students progress through their education, they become curious and develop interests. ELOs provide students with the opportunity to pursue interests both inside and outside the school setting that often evolve into career pathway goals after graduation.”

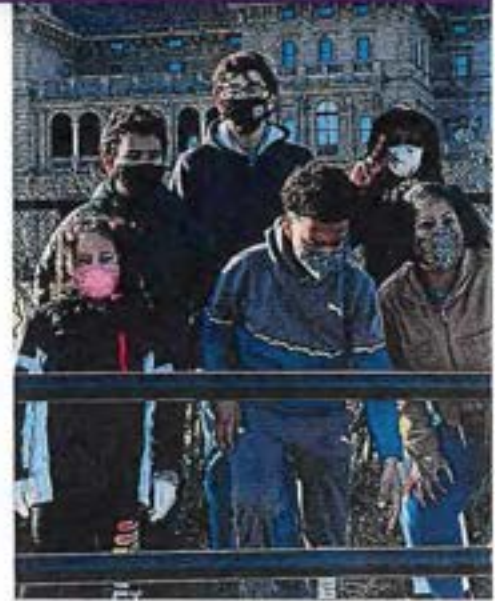
- Carolyn Eastman,
New Hampshire Learning Initiative

The need for credit-for-learning opportunities

Credit for learning expands educational opportunities for youth, allowing students to pursue experiences that speak to their interests and delve deeper into subject matter outside of the classroom. These programs are a resource to help promote student engagement, prepare students for life after graduation, and provide a broad range of learning experiences for young people, particularly underserved youth.

Boosting motivation and engagement by providing opportunities for student-centered learning

School engagement—where students are connected to and have strong relationships with their teachers, peers, and school²—has been found to decrease as students get older. Referred to as the “engagement cliff,” a 2016 Gallup Student Poll found that while 74 percent of 5th grade students are engaged in school, this number drops to roughly 1 in 3 when surveying high school students in the 10th (33 percent), 11th (32 percent), and 12th grades (34 percent).³



Credit recovery vs. Credit for learning

While the underlying intention of **credit recovery** and **credit for learning** differ from one another, there are overlapping strategies between the two credit earning opportunities.



- Intended for students who are **falling behind academically** or **at-risk of not graduating on time**.
- Students can **redo coursework in a class they have failed** or **retake the class** in an alternative manner, such as in summer school, during afterschool or weekend classes, or online.

- Provides opportunities to earn credits outside of the school day that count toward graduation requirements.
- Can take place in afterschool and summer programs.

- Intended for students interested in **earning additional credits** toward graduation, or students looking to **further personalize their education or pursue an interest**.
- Students can **earn credits for various activities and experiences outside of the classroom**, such as community service projects, internships or apprenticeships, independent studies, and student-led projects.

*U.S. Department of Education. (2018). *Issue Brief: Credit Recovery*. Retrieved from <https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf>

Credit for learning employs a student-centered learning approach that can help improve students' engagement in their education. In a student-centered model, students take ownership of their education and learning, and learning is individualized to address each student's "strengths, needs and interests."⁴ When students are interested in what they are learning and have the opportunity to experience and develop a sense of agency—competencies that are prioritized in the out-of-school time space—it can increase their engagement and motivation to learn.⁵ This individualized approach can be especially beneficial for older students or for youth who are disengaged from school. A study that examined the effects of student-centered learning found that students in these classroom environments reported both higher engagement levels and learning acquisition compared to students in a traditional setting.⁶

Credit for learning can provide the flexibility to better meet individual student needs, employing a personalized approach to education that accommodates different strengths and learning styles, addresses students' interests and passions, and offers students voice and choice in their educational experiences.^{7,8} In credit for learning, students can enroll in classes of interest to them or in a subject area or advanced coursework that their school is unable to provide. Young people can also participate in student-led projects that give them agency over their learning or service-learning projects that connect them to their community, all while earning credit toward graduation.

Improving college, career, and life readiness

Credit for learning provides opportunities for youth to engage in real-world learning experiences, broadening exposure to potential career paths and creating career readiness opportunities. In these hands-on and applied learning contexts, students are able to develop the skills and knowledge that will help them prepare for their future and do well in today's job market that values skills such as problem solving, collaboration, communication, and initiative.^{9,10} Additionally, some credit-for-learning models involve students working with a community mentor, enabling students to form relationships with industry professionals and build those connections starting at a young age.¹¹ Students may also complete internships or apprenticeships, both earning school credit and furthering their career readiness skills and career exploration.

Addressing opportunity gaps and advancing equity in education

Student-centered, personalized learning opportunities like those found in afterschool programs can be a crucial piece to address opportunity gaps and equity issues present in our education system. Research has shown that students attending high-poverty schools too often lack access to the same opportunities as their peers attending low-poverty schools. A Government Accountability Office report found that high schools with the highest concentration of students living in poverty, whose students were largely Black and Hispanic, were significantly less likely than schools comprised primarily of higher-income students to offer advanced courses that many colleges consider prerequisites, such as calculus (50 percent vs. 85 percent) and physics (62 percent vs. 90 percent), as well as Advanced Placement courses (60 percent vs. 80 percent).¹² Similarly, a report examining National Assessment of Educational Progress data found that elementary and middle schoolers attending the highest-poverty schools are much less likely to have access to science labs and materials, as well as less likely to regularly take part in hands-on science activities during the school day than their peers attending low-poverty schools.¹³ Credit for learning can create opportunities for youth of all backgrounds to personalize their education and pursue an interest that they are unable to during the school day.



Afterschool as a key partner to support credit for learning

A unique attribute of the afterschool field is its flexibility and responsiveness to the needs of the young people they serve. Afterschool programs are a space where youth have a voice in program offerings, can explore their interests, and take part in relevant and engaging hands-on learning activities under the guidance of positive adult mentors who create a safe and supportive setting. This environment supports whole-child development, with research finding that afterschool programs help boost engagement in school, increase motivation to learn, and are well positioned to foster high-quality relationships and provide inclusive, equitable environments.^{14,15}

Afterschool programs provide an ideal environment for innovative learning to take place, such as credit-for-learning opportunities. In a review of New Hampshire's Extended Learning Opportunities (ELOs), afterschool programs implementing credit for learning had a positive impact on student outcomes. Students who participated in ELOs were more likely to accumulate credits and be on track to graduate on time, outperform non-participating peers on the SAT, and were significantly more likely to be enrolled in college six months after graduating from high school.¹⁶

From integrating youth voice to leveraging school partnerships, afterschool programs are successfully providing opportunities for youth to earn credit for learning outside of the classroom.



Credit-for-learning insight

Credit for learning often relies on school buy-in and support from superintendents, principals, and teachers, as strong school-program partnerships allow programs to best serve students. Schools can help identify students that would be a good fit for programs, share data with programs, and generate support for credit for learning, while teachers can help programs design curriculum that align with state standards or serve as mentors in programs.

The current credit-for-learning policy landscape

A handful of states and local communities have enacted policies and initiatives around credit for learning to develop and implement credit-bearing opportunities outside of the traditional school day through afterschool and summer learning programs. Rhode Island and New Hampshire are leading the work in this area. In total, seven states have enacted credit-for-learning legislation to date.

Rhode Island's All Course Network is a statewide course catalogue designed to help districts meet students' needs and prepare students for jobs in critical sectors by creating opportunities to pursue an individualized pathway to graduation. Through the All Course Network, students can take courses that are in the areas of work-based learning, dual enrollment, career and credential, advanced placement, and enrichment in out-of-school time settings, where they receive grades and high school elective credits for their work.

New Hampshire's Extended Learning Opportunities (ELOs) allow students to acquire knowledge and skills through experiences outside of the classroom, including independent study, visual and performing arts programs, internships, community service, apprenticeships, and online courses. Each school that offers ELOs has an ELO team that assesses learning through competency-based assessments aligned with state standards. ELOs are co-designed by students, their advisors, teachers, and community partners.

Other states that have enacted legislation this year that will allow credit for learning to take place include Alabama, Mississippi, Montana, North Dakota, and West Virginia.

Sources: Rhode Island Department of Education. All Course Network. Retrieved from <https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AllCourseNetwork.aspx>

New Hampshire Department of Education. Extended Learning Opportunities. Retrieved from <https://www.education.nh.gov/partners/education-outside-classroom/extended-learning-opportunities>



Integrating youth voice and student created curriculum to promote engagement

Credit for learning in the afterschool space allows students to individualize and direct their learning in subject matter that speaks to their interests. **Riverzedge Arts** in Woonsocket, Rhode Island, incorporates student voice throughout their Expanded Learning Opportunities (ELO)^{*} program, from students selecting the credit-for-learning topic to determining the composition of their final project. At the start of the program, students are surveyed to learn about their general interests and credit needs. The program then looks for industry partners and classes they can offer to fit those interests, working with the school to ensure students can earn the credit they need. During the ELO, students team up with their industry mentor to design a final project that an accredited teacher will evaluate for credit. For example, through their Healthy Lifestyles ELO, students worked with a local health care center and a local filmmaker to create a video on teen sexual health. Students developed the content for the film, which included information about sexual and reproductive rights of teenagers, as well as information about healthy relationships. For this project, a health teacher evaluated the material and students received elective physical education credit for their work.

Similarly, at **Laconia School District's Extended Learning Opportunities (ELO) program**[†] in New Hampshire, ELOs are student-owned and directed, with a teacher, community mentor, and the district's dedicated ELO coordinator supporting and guiding high schoolers in the design and execution of their project, which can take the course of one or two semesters. Initiated by students based on an interest they want to pursue, ELOs develop organically and lead to a wide range of topics covered, from improving photography skills to learning to become a real estate agent. Throughout the ELO, students work toward meeting the benchmarks outlined in their individual learning plan. At the end of the term, students present their final product to a panel of stakeholders to demonstrate what they have learned. For example, a student who wanted to learn about athletic program management worked alongside the school's athletic director to learn about scheduling, logistical planning, budgets, and working with game officials. Through the ELO, the student created spreadsheets to highlight school sports teams' statistics, scheduled umpires for games, helped prepare budgets, and set up various events and ceremonies, earning a general elective credit at the end of the semester.

Creating a path for career exploration and readiness

YouthForce NOLA, in New Orleans, Louisiana, prepares students for full-time careers post-graduation. Two of their programs—an internship program and technical training provider program—allow students to earn elective credits toward graduation. Through their technical training provider program, YouthForce partners with nine third-party training providers—such as the New Orleans Technical Education Training Center and the New Orleans Career Center—to help students develop job-specific technical skills and earn industry-recognized credentials after school in areas including digital media and information technology, carpentry, and cyber security. In addition to the credentials students earn that help them secure high-demand jobs after graduation, YouthForce works as an intermediary to ensure that students earn high school credits that count toward graduation requirements. YouthForce's internship program provides students the opportunity to earn credit after school, taking part in job skills training, career development workshops, and paid work experience. This past spring, 23 students earned course credit for after school internships, and more than 40 students earned industry-based credentials in after school technical training during the 2020-2021 school year.

^{*} While most programs in Rhode Island refer to their credit-earning programs as "courses" through the All Course Network, Riverzedge Arts uses the terminology "Expanded Learning Opportunities" (ELO) to describe its credit-earning program.

[†] In New Hampshire, Laconia School District offers the "Extended Learning Opportunities" (ELO) program.

Digital badging: Another approach to credit

Digital badges are validated indicators of accomplishment, skill, quality, or interest that can be earned in various learning environments. While they do not provide credit toward graduation requirements, digital badges are another way to recognize the learning that takes place out of school.

At **Reel Works**, a filmmaking program that pairs teens with professional filmmaker-mentors in Brooklyn, New York, students can earn badges to signify credentials in areas such as film editing, photography, and animation. The badges were developed in partnership with local businesses, and are recognized by prospective employers as credentials that reflect work-readiness skills.

Through dozens of organizations that are part of Chicago's out-of-school ecosystem and found through **My CHI. My Future**, youth can earn badges by completing different online challenges or participating in programs across the city. Badges run the gamut from earning a badge in goal setting through the Malott Family Zoo Intern Program to an automation and robotics badge through Project SYNCERE, an organization focused on increasing STEM opportunities for students traditionally underrepresented in STEM fields.

South Carolina's **College and Career Innovation Digital Badge (CCIDB)** program provides digital indicators of a student's college and career readiness. Students earn digital badges in four areas—Life and Career Characteristics (such as work ethic and direction), World Class Skills (such as teamwork and creativity), World Class Knowledge (such as STEM and grammar), and Trekking (such as CPR and entrepreneurship).

in Wasilla, Alaska, students attending Burchell High School, an alternative school in the Matanuska-Susitna school district, have their choice of experiential and project-based learning electives through the **L.E.A.D. Afterschool program**. Burchell High School often serves students from difficult backgrounds, serving the district's highest population of homeless students and teen parents. A program priority is to help young people prepare for life after graduation by connecting students with opportunities to explore career options, as well as developing leadership and collaboration skills, critical thinking skills, and goal-setting and planning skills. Due to the school's small size, it relies on L.E.A.D. Afterschool to offer elective courses, many of which are career-focused. For example, a current elective is restaurant management, where students learn the basics of running a restaurant, including ordering supplies, hiring quality workers, maintaining inventory, and managing a large staff. Throughout the course, students gain a better understanding of essential concepts in the food industry, such as food safety, hygiene, customer relations, and marketing. For this elective, students earn a half credit in culinary arts and a half credit in entrepreneurship.

Fostering relationships to create a strong sense of belonging

At **FabNewport** in Newport, Rhode Island, middle and high school students can take classes through the state's All Course Network for high school credit, allowing students to take advanced computer science classes that their schools are unable to offer, or take a class in a subject area that they are interested in. For example, students were able to take part in a Native American history class and learn about the history of Indigenous peoples through oral history telling, native musical performances, and culturally relevant arts activities taught by a local Native American musician. Regardless of the course content, relationships, particularly those between teachers and students, are at the core of learning in the program. FabNewport aims to create an environment where all students feel safe, valued, and heard. For FabNewport, these teacher-student relationships often begin in elementary school, well before students are able to sign up for the All Course Network. The program establishes a relationship with students through their typical afterschool programming, and as they foster the relationship through high school, they also encourage students to take All Course Network classes. FabNewport has found that these teacher-student relationships help cultivate a strong sense of belonging and community among the students in the program, keeping them coming back.

Leveraging school partnerships to best serve students

School partnerships are an essential component in the credit for learning work. **Sail Academy**, a boat-building and sailing program for high school students in New York City, New York, has a collaborative relationship with seven public high schools in the area to help students earn elective credits in math, science, and physical education. The partnership model is mutually beneficial, with Sail Academy looking to schools they serve to recommend students, while the schools depend on the program to offer enrichment opportunities that they are unable to provide. Through the close relationships with school-day staff, Sail Academy is able to stay up-to-date on how their students are doing during the school day and the individualized supports that would best meet their needs in real time. To provide accountability and solidify the partnerships, Sail Academy has contracts with each school that includes expectations and responsibilities of each entity. Overall, 98 percent of 9th grade students, 94 percent of 10th grade students, and 63 percent of 11th and 12th grade students at Sail Academy earned at least one full credit during the 2019-20 school year, with nearly all students across grades earning at least a half credit.

Conclusion

In credit-for-learning programs, students can pursue experiences that speak to their interests, boosting their motivation and engagement in learning, or explore different career options while building the social and emotional skills and competencies needed for work and life. Credit for learning also provides an opportunity to address inequities in our education system by giving students in under-resourced schools access to engaging enrichment content, hands-on projects, and opportunities to challenge themselves outside of the classroom. Afterschool programs, which employ supportive mentors, promote youth voice, and create compelling learning experiences, are well positioned to support credit-for-learning opportunities that personalize learning for students from all backgrounds.



Credit-for-learning insight

In the early 2000s, New York City began its small schools movement, where the New York City Department of Education took large struggling public high schools throughout the city and broke them up into several new smaller schools of choice to better serve some of the district's historically underserved youth. One common feature of this movement was partnerships between schools and nonprofit and community organizations. Schools looked to outside groups, including community-based organizations, to offer enrichment opportunities for their students outside of the school and school day, engendering a dynamic for credit-for-learning opportunities.

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21ST CENTURY COMMUNITY LEARNING CENTERS



Evolving to meet changing community needs

While 21st Century Community Learning Centers have always provided a safe, supervised, and engaging environment for youth in the hours after school, they have also continuously evolved to meet the changing student and community needs over the last 25 years. With a broader understanding of the supports that youth need to thrive, as well as the new and changing skills needed for 21st century jobs, many programs have adapted to incorporate social and emotional learning (SEL) and science, technology, engineering, and math (STEM) into their curriculum in recent years.

Overview

The Laconia School District's Office of Extended Learning (OEL), which encompasses all 21st CCLC programs in the district, has been operating since 2002 and currently serves close to 700 students in grades K-12. Over the last 18 years the program has become an integrated part of the district and utilizes a community advisory board to ensure student and community needs are met. One of the OEL's specific elementary school programs, Project EXTRA, has evolved from a primarily academic program to adopt a project-based learning (PBL) approach to help build social and emotional competencies and 21st century skills. As the community's needs have changed over the years, the advisory board ensures that the programming offered reflects the present needs of its students and families.

Project EXTRA

Laconia, New Hampshire

700

Average number of students served during the school year

59%

Students from low-income families

Main funding sources:

- ▶ 21st Century Community Learning Centers
- ▶ Private Foundations; Bank of New Hampshire; NH Charitable Foundation; and Curran Foundation

A typical day

After school dismissal, students arrive at the program, receive a free nutritious snack, and have time to be active and catch up with friends before getting back into academic work at the program. Programming then officially begins with a community meeting to go over the day, and then students break for roughly an hour of enrichment activities or a PIQUES (Providing Individualized Questioning and Understanding of Essential Skills) tutorial for underperforming students in the district. The program ends with time for help with school assignments and academic skill building, and a free dinner for all students.

Outcomes

The program has made significant progress towards many of their goals, objectives, and outcomes. In the 2018-19 school year, 100 percent of students participating in PIQUES made gains as reported on their individual learning plans and progress reports. Teachers report that nearly half of students (48 percent) showed improvement in classroom participation and homework completion, while 29 percent did not need to improve. Among parents surveyed, almost all parents (98 percent) reported that they were pleased overall and the program was very helpful.

Program characteristics

Because of their unique advisory board made up of community members, including the superintendent, principals, parents, businesses, the mayor, and students, Project EXTRA and the Office of Extended Learning has continually evolved throughout its 19 years to meet the needs and interests of students, parents, and the community at large. From the start of the program, academics has always been the focus; however, over the last decade, the program began to incorporate a project-based learning (PBL) framework for their enrichment to intentionally differentiate their programming from the school day and better engage students. This PBL approach has more recently incorporated building and measuring 21st century skills and social and emotional competencies— such as teamwork, problem solving, and critical thinking—due to the advisory board’s position that both are necessary components to help ensure college and career readiness in today’s world. Social and emotional learning (SEL) has also been an important aspect of their programming more recently. As the program has seen an increase in the number of students with adverse childhood experiences, they have responded by training staff in restorative practices, de-escalation techniques, and other ways to effectively handle situations and support these students.

The most recent change the program has made has been an emphasis on middle school through their REAL Initiative (Relevant Experiences Advancing Learners).



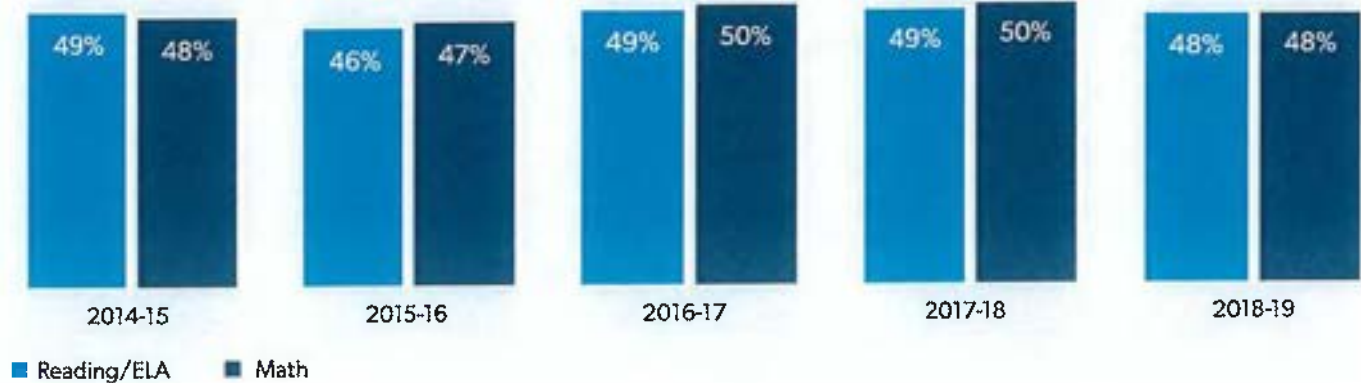
21st Century Community Learning Centers

21st CCLC is the only federal funding source dedicated exclusively to supporting local afterschool, before-school, and summer learning programs. Since its inception in 1994, the program has supported school and community based organization partnerships that provide a safe and supervised environment for youth, while inspiring students to learn through hands-on learning and other enrichment activities, find new areas of interest, and connect with positive adult mentors, as well as providing supports to their families. Today, 21st CCLC programs serve students attending high-poverty, low-performing schools.

Read [*Two Decades of 21st Century Community Learning Centers: Providing afterschool and summer opportunities to millions of young people and families*](#) to learn more.

Department of Education annual performance reports have shown students in 21st CCLC programs are making consistent gains in math and reading

% of regularly attending 21st CCLC students improving in their math or reading grades



In response to a community needs assessment and the lack of engagement they were seeing at the middle school level, the program created a student leadership team to help with program design and promotion, as well as building contacts with the community and local businesses. The leadership team has helped bring in community partners to do robotics, athletic recreational programming, mock trial with local police and lawyers, and cooking with local chefs. Whereas at the high school level they are able to have an internship program where students can engage in the community, for middle school, they brought the community into the program. By shifting control to a student-led team, the program has seen a dramatic turnaround in attendance rates, and now operates a robust and engaging middle school program.

Over the years, many other aspects of the program have changed. As a now integrated part of the school district, staff are present throughout the school day and participate in all district professional development. The program is seen as an equal partner in students' growth and development and it is recognized that what they do in the program makes a positive impact on the school day.

Program history

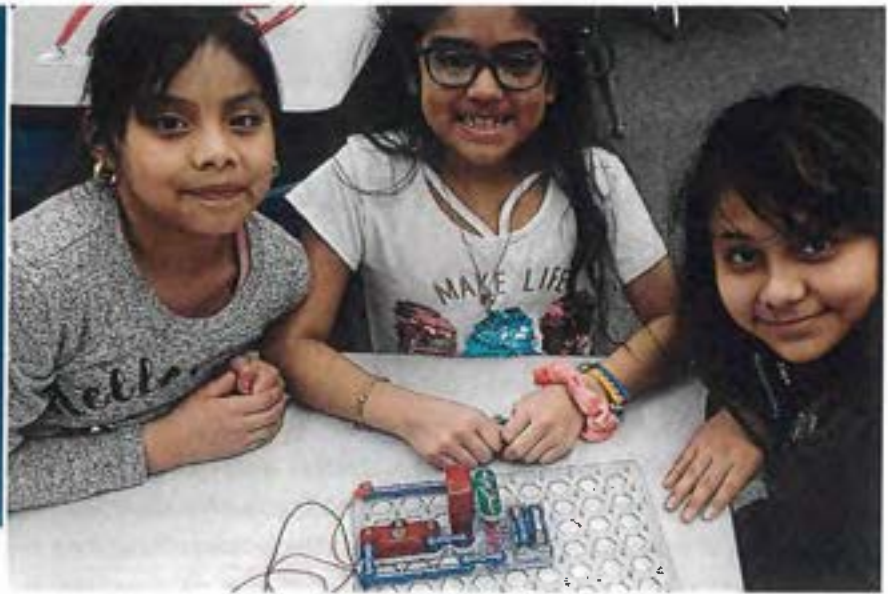
Project EXTRA and the Office of Extended Learning was started in 2002 by the then-assistant superintendent in response to the rapidly rising free and reduced price lunch rates in the district. The program was part of the first cohort in the state to receive 21st CCLC funding. From the beginning they have always focused on academics, but new additions have been incorporated over the years to meet the changing needs of the community, including a project-based learning framework, and more recently, a focus on the middle school level.

Recommendations

- ▶ Involve the community at every point possible. Community ownership is important in making your program unique to fit the particular needs of your community. You can't build a program alone, the community needs to be invested.
- ▶ Get students involved as much as possible to build a program that they want to be a part of.

Two Decades of 21st Century Community Learning Centers: Providing afterschool and summer opportunities to millions of young people and families

ISSUE BRIEF NO. 78 | FEBRUARY 2021



The 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school, and summer learning programs. Since its inception in 1994, the program has supported local school and community based organization partnerships that provide a safe and supervised environment for youth, while inspiring students to learn and providing supports to their families.

Over the years, the program has evolved to become a local afterschool model — serving students attending high-poverty, low-performing schools in an effort to help address the opportunity and achievement gaps present in these communities. 21st CCLC programs engage students in hands-on learning activities aimed at supporting their academic growth; provide a variety of enrichment activities (ranging from service learning to physical fitness and health) to complement school day learning; and offer educational and support services to the families of participating children.¹ Evaluations of 21st CCLC programs have found that students who regularly participate see improvements in their school-day attendance and engagement in school, as well as academic gains. Throughout the course of the initiative's more than 25 years, millions of students have taken part in a program that has helped them explore and find new areas of interest, connect with positive adult mentors, and build their academic, social, and emotional skills and competencies so they can grow and thrive in and out of school.

As a national initiative with state leadership focusing on quality and professional development and built-in local flexibility to meet community needs, the infrastructure of 21st CCLC serves as a model that leverages federal, state, and local efforts. Through coordinated investment at the federal level, to states that direct funding to local priorities, technical assistance, best practices, and innovative programs, 21st CCLC continues to help move the afterschool field forward.

What 21st CCLC looks like today



More than 8 in 10 programs are located in public school districts



Each grantee has on average 9 partner organizations



Programs stay open on average: 13.8 hours per week, 5 days per week, and 32 weeks per year



On average, programs receive \$1,495 per attendee



Programs serve 68 percent of students from households with low-income and 14 percent with limited English proficiency

Sources:

Learning Point Associates. Profile and Performance Information Collection System (PPICS). Data retrieved May 1, 2014.

U.S. Department of Education. (2020). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2018-2019 (15th report)*. Retrieved from https://oese.ed.gov/files/2020/03/18-19_apr_21st_cclc_2020_03_12_clean-002-003.pdf

The evolution of 21st CCLC

Prior to the 1990s, the responsibility of afterschool care and enrichment fell largely on families and community organizations, and funding for programs was primarily from local sources. However, in the late 20th century, cultural shifts began to take place that prompted federal involvement in the afterschool space. As more women entered the workplace and both parents were working outside the home, children were unsupervised in the hours after school.² This left parents worrying about the safety and well-being of their children during this time; as a Department of Education and Department of Justice report found, “latchkey” children are more likely to engage in risky behaviors such as drug and alcohol use.³ In response, the “21st Century Community Learning Centers Act” was introduced to Congress in 1994 with bipartisan support. Ultimately, the bill was incorporated into the 1994 reauthorization of the Elementary and Secondary Education Act, known as the “Improving America’s Schools Act” and received an appropriation of \$750,000 in 1995.⁴

21st CCLC grew rapidly in the late 1990s—including an increase in funding for the initiative, the number of students served by programs, and the number of grant requests due to the high demand for programs. As education reforms began to focus exclusively on achievement gaps, afterschool programs were viewed as a solution to help address the problem by combatting a contributing factor: the opportunity gap, which refers to the “unequal or inequitable distribution of resources and opportunities,” such as access to afterschool and other enrichment programs.⁵ With this new widespread attention on achievement, 21st CCLC made a shift toward providing academic supports, which today remains a primary goal of the program.

Prior to 2002

- Programs applied directly to the Department of Education
- Grant length: 3 years
- Average grant: \$500,000 (2000)

Now

- State-run competition based on a state’s share of 21st CCLC funds (allocated by Title I formula)
- Grant length: 3-5 years
- Average grant: \$373,000 (2020)*

Sources:

McCallion, G. (2002). 21st Century Community Learning Centers: A History of the Program. Congressional Research Service. Retrieved from https://www.everycrsreport.com/files/20020122_RL30306_657b7ac638cf585415393902173335dd01c5a5a6.pdf

*An Afterschool Alliance calculation based on the amount appropriated to the 21st CCLC initiative through the FY2020 Further Consolidated Appropriations Act, 2020 and the total number of currently funded 21st CCLC grantees reported by State Education Agencies. State Education Agency data were collected between January and March 2020.

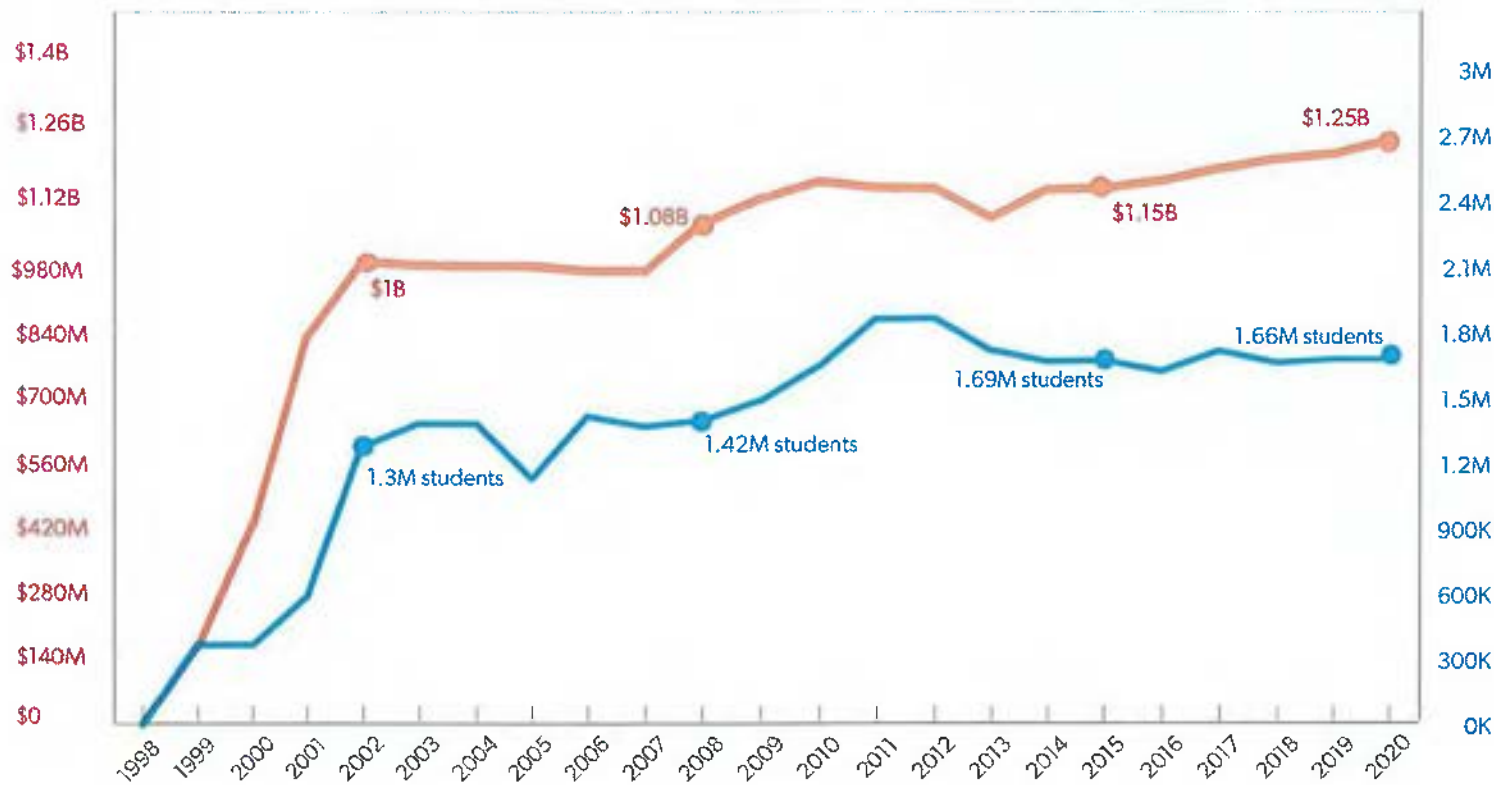


Narrowed focus on academic supports for students

Initially, the 21st CCLC initiative was designed to support all members of the community, not only students, by providing grants for “educational, recreational, health, and social service programs for residents of all ages within a local community.”⁶ At the time, the grant money could be used to provide a variety of activities and resources, and each center that received money was required to offer at least four community supports that would benefit different members of a community, such as literacy education programs, parenting skills education, and senior citizen programs.⁷ However, following the 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind (NCLB), 21st CCLC’s broad community learning center model—that previously provided afterschool and summer programming for youth as well as social services to all members of a community—shifted to a more narrowly defined afterschool program model aimed at providing academic supports to students.⁸ Specifically, 21st CCLC provided students in high-poverty, low-performing schools with “opportunities for academic enrichment” to help them meet state and local academic achievement standards.⁹ To complement the academic supports to students, 21st CCLC programs under NCLB could provide enrichment activities and educational opportunities for families of participating students.¹⁰ Today, 21st CCLC programs continue to serve these students, as well as their families.¹¹



21st CCLC Funding and Students Served Over the Years



*The 2020 number of students served is based on the U.S. Department of Education’s report, 21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2018-2019 (15th report).

— \$ Amount Appropriated
— Number of Students

131

Allowable uses of 21st CCLC funds through the years

	Original uses of grant money (1994-2002)	NCLB uses of grant money (2002-2015)	ESSA uses of grant money (2015-Present day)
Academic focused supports	<ul style="list-style-type: none"> Expanded library service hours Telecommunications and technology education Literacy education programs Summer and weekend school programs 	<ul style="list-style-type: none"> Expanded library service hours Telecommunications and technology education programs Remedial education activities and academic enrichment programs Tutoring services and mentoring programs Mathematics and science education activities 	<ul style="list-style-type: none"> Expanded library service hours Telecommunications and technology education programs Literacy education programs, including financial and environmental literacy Academic enrichment, mentoring, remedial education, and tutoring programs Programs that build skills in STEM, including computer science, and foster innovation in learning
Health/wellness	<ul style="list-style-type: none"> Education, health, social service, recreational, or cultural programs Nutrition and health programs 	<ul style="list-style-type: none"> Recreational activities Drug and violence prevention, counseling, and character education programs 	<ul style="list-style-type: none"> Programs that support a healthy lifestyle, including nutritional education and regular physical activity programs Drug and violence prevention and counseling programs
Parent/adult supports	<ul style="list-style-type: none"> Parenting skills education programs Services for those who leave school before graduating from secondary school Senior citizen programs Employment counseling, training, and placement 	<ul style="list-style-type: none"> Programs that promote parental involvement and family literacy 	<ul style="list-style-type: none"> Parenting skills programs that promote parental involvement and family literacy
Supports for vulnerable populations	<ul style="list-style-type: none"> Services for individuals with disabilities 	<ul style="list-style-type: none"> Programs that provide academic assistance to students who have been truant, suspended, or expelled Programs for limited English proficient students 	<ul style="list-style-type: none"> Services for individuals with disabilities Programs that provide assistance to students who have been truant, suspended, or expelled Programs for English learners
Day care services	<ul style="list-style-type: none"> Children's day care services Support and training for day care providers 		
College and career readiness		<ul style="list-style-type: none"> Entrepreneurial education programs 	<ul style="list-style-type: none"> Programs that partner with in-demand local workforce fields or build career readiness skills, such as internships, apprenticeships, and entrepreneurial programs Well-rounded education activities, including credit recovery or attainment
Other enrichment		<ul style="list-style-type: none"> Arts and music 	<ul style="list-style-type: none"> Arts and music Service learning Cultural programs

Change to a more comprehensive evaluation system

NCLB also resulted in state administration of 21st CCLC, which came with a new emphasis on technical assistance, professional development, and evaluation, as well as linkages to state education priorities. State education agencies began investing in their own quality improvement and evaluation systems, but also had to gather data from their grantees to meet federal reporting requirements. Because academic achievement was of primary importance at the time, 21st CCLC programs were required to collect and report data on students who regularly attended the program (30 days or more) to assess changes in grades, state assessment scores, and homework completion and class participation. The individual grantee data is reported to State Education Agencies who in turn share it with the U.S. Department of Education via an annual performance report system. U.S. Department of Education annual performance reports have consistently found gains in areas such as math and reading/English language arts achievement and standardized test scores.

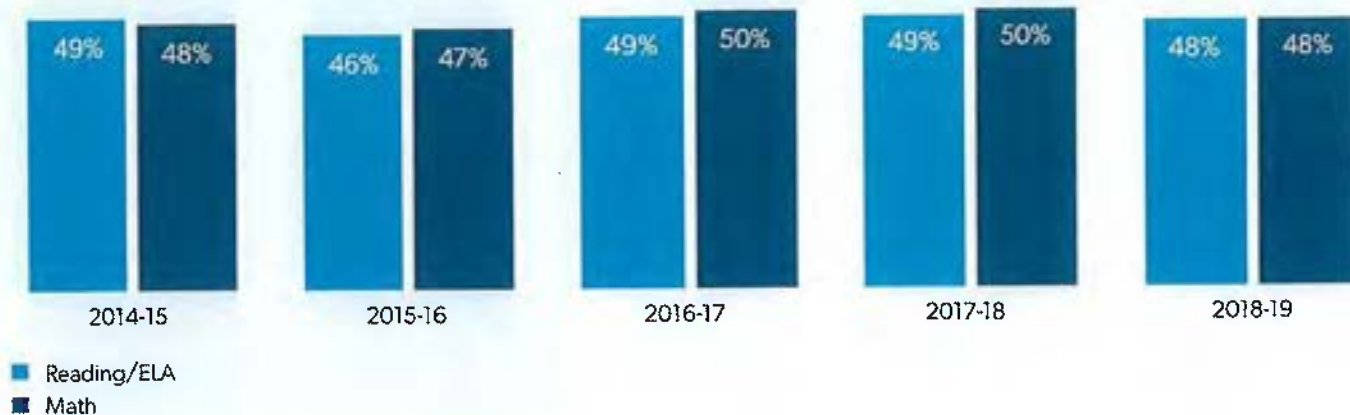
The annual performance report system now also includes data from teachers regarding student improvement in classroom behavior, and annual performance reports have largely found majorities of students making positive gains. However, research institutions such as RAND and the Government Accountability Office have recommended additional behavioral indicators to better capture the wide range of supports provided by 21st CCLC programs, such as social and emotional skills and competencies, as well as broader performance measurements, like programs' benefit to parents.¹²

Currently, the Department of Education is in the process of revising the Government Performance and Results Act (GPRA) indicators for the 21st CCLC program to update the indicators to better align with current day goals and activities of programs. Overarching changes to the indicators include greater attention to improvements in student engagement in learning and more accurately reflecting student growth. The new indicators and an updated performance report system will go into effect for the 2021-22 school year.



Department of Education annual performance reports have shown students in 21st CCLC programs are making consistent gains in math and reading

% of regularly attending 21st CCLC students improving in their math or reading grades



A return to its roots

Subsequent to the 2015 passage of the Elementary and Secondary Education Act reauthorization, known as the Every Student Succeeds Act (ESSA), 21st CCLC began to redefine what afterschool could look like. With a broader understanding of what supports young people need to thrive, there is now a greater emphasis on whole child development and incorporating physical activity, nutrition, and overall wellness into programs. Part of this includes social and emotional learning. In recent years, embedding a social and emotional learning approach into practice has expanded rapidly in the education field as more research has emerged on its importance to children's development and overall wellbeing. Currently, helping children build their social and emotional skills and competencies is a part of many 21st CCLC programs, as well as mental health and trauma informed learning. Additionally, ESSA emphasizes a well-rounded education and increased attention in 21st CCLC is on science, technology, engineering, and math (STEM) and workforce development, as they are critical areas to prepare youth for 21st century jobs.¹³ With these new changes and wider reaching supports to youth, 21st CCLC today is not only concentrated on academics, but has returned to more of a comprehensive support system for students and families that need it the most.

21st CCLC programs today

Based on the most recently available data, there are more than 10,000 21st CCLC programs across the country reaching approximately 1.7 million students during the school year and 381,000 adults and family members.¹⁴ Through opportunities such as STEM programming, social and emotional supports, and academic enrichment, 21st CCLC programs benefit high-need students in more ways than one: boosting academic performance, promoting positive behaviors, and providing a safe, structured environment for kids to go after school. As research has shown, 21st CCLC programs help students make gains in math and reading grades and test scores, as well as improve classroom behavior, school engagement, and school day attendance.¹⁵ For example, Hawaii's statewide evaluation found that 82 percent of regular 21st CCLC participants improved their homework completion and class participation.¹⁶ In addition, many 21st CCLC programs have demonstrated strong or moderate evidence of effectiveness based on the ESSA tiers of evidence, in which, based on experimental and quasi-experimental studies, regular afterschool participation is correlated with higher positive outcomes.¹⁷

Keeping kids safe

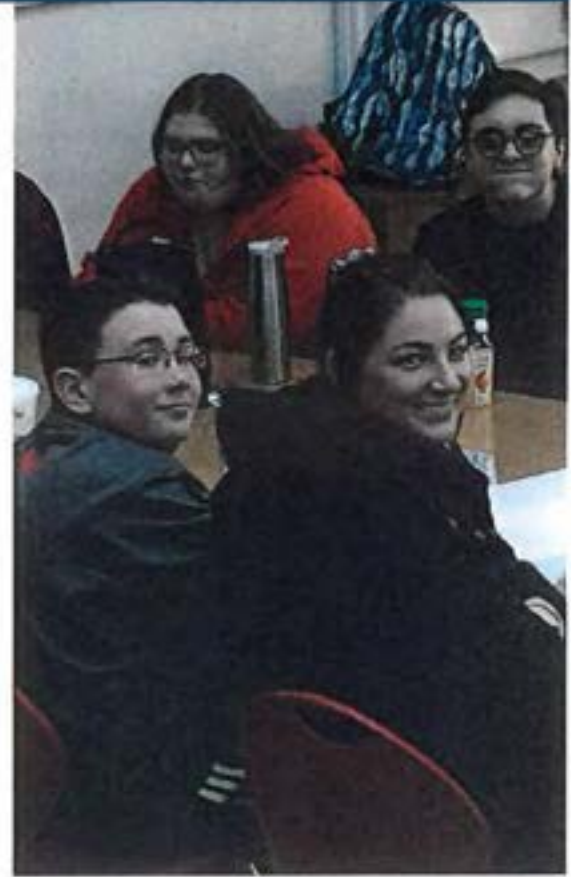
Through the years, various aspects of the 21st CCLC grant program have changed, including who they serve, what they provide, and how programs are evaluated. However, 21st CCLC has always remained true to its original intent—keeping kids safe in the hours after school. Recently, research has shown that while juvenile crime rates have declined, they are still highest between 2 and 6 p.m., the hours after school and before parents return home from work, when children are more likely to be left unsupervised.

Fight Crime, Invest in Kids. (2019). From Risk to Opportunity: Afterschool Programs Keep Kids Safe. Council for a Strong America. Retrieved from <https://www.strongnation.org/articles/930-from-risk-to-opportunityafterschool-programs-keep-kids-safe>



Evolving to meet changing community needs

Throughout the course of the 21st CCLC grant initiative, 21st CCLC programs have always put student needs first. **Project EXTRA** at Laconia School District in Laconia, New Hampshire, has been operating since 2002, and during its 18 years has grown to become an integrated part of the district, enabling the program to best serve its students. The program has an advisory board made up of community members, including the superintendent, principals, parents, businesses, the mayor, and students, which allows them to hear directly from the community so they can meet their needs. Since the start of the program, academics has been a central focus, and in the last 10 years, they have incorporated a project based learning framework to better engage students and help build social and emotional competencies. This skill-building is intended to better prepare youth for life after high school, as more jobs are looking for 21st century skills that can be applied across fields. They have also placed a greater emphasis on social and emotional learning due to the increase in students in their programs with adverse childhood experiences, where the program now uses restorative practices and staff are trained to handle these situations. More recently, in response to a community needs assessment and the need to better engage students at the middle school level, the program instituted their REAL Initiative. Through this, the program created a middle school student leadership team to guide programming and career and college readiness activities, such as bringing in local chefs to teach their signature dishes, and running mock trials assisted by lawyers and police officers. Middle school attendance rates have since greatly improved and they now operate a robust middle school program.



Reaching students most in need

21st CCLC programs provide academic help, social and emotional supports, and meals in a safe space after school to some of our country's most vulnerable children. For example, the **Hornets of Character** program in rural Colcord, Oklahoma, serves a community of concentrated poverty, a community where a high percent of the population lives below the federal poverty line. As the only afterschool program in the area, Hornets of Character is vital in the community, supporting students' skill development and overall well-being in hopes that those students can give back to their community in the future. The program provides their students with meals, positive adult mentorship, youth development, cultural programs, and additional supports such as health and wellness classes, substance abuse counseling, and other social services. Located in the heart of Cherokee Nation, Hornets of Character ensures that their programming is culturally sensitive and responsive to their Native American students. The curriculum includes learning and practicing native language through a Cherokee

word of the day, language bowls, and a Cherokee club that meets twice a week. The Colcord county sheriff praised the afterschool program for engaging the children with constructive activities, and the afterschool program has also seen remarkable academic growth in its students, with Colcord Elementary improving from an F-rated school to a B-rated school since the start of the program.

Another program, **Raiders ARK** in Arcadia, Wisconsin, serves a small, rural town with limited resources available in the community. Not only does the program serve a community of concentrated poverty, 80 percent of its students are English language learners (ELL) and 14 percent are students with disabilities. As many of the students in the program have experienced trauma, Raiders ARK takes a social and emotional learning (SEL) approach to best support its students. Each table in the classroom is set up as a “family” unit to help foster a sense of belonging, and each day starts and ends with student check-ins so teachers can offer the necessary supports for that day. This SEL approach, and particularly the family tables, is especially helpful for the ELL students. The tables are intentionally set up with students of different language ability, where students can learn from one another and practice their English. The program notes improved confidence, social skills, and gains in English skills and language acquisition.



Partnerships allow for unique programming opportunities

One of the critical aspects of 21st CCLC programs is their partnership network. Partnerships enable programs to offer unique opportunities and a broad array of additional services, programs, and activities that students otherwise might not have access to. The **BREAD Center**, in Birmingham, Alabama, for example, has several partners around the nation, including a unique partnership with NASA that provides career readiness opportunities in STEM fields. Through this partnership, students participate in Zero Robotics, a programming competition where students program SPHERES (Synchronized Position Hold Engage and Reorient Experimental Satellites) to solve challenges, such as navigating obstacles and picking up objects all while conserving fuel, charge, and other resources. Finalists have the unique opportunity to compete aboard the International Space Station, where an astronaut conducts the competition through a live broadcast. Other partners, such as local bank representatives, the Fire Department, and the Cooperative Extension System, come into the program to lead activities for students and parents, including Money Making Cents to teach financial literacy; fire safety classes; and health and nutrition lessons. In addition, the City of Birmingham Division of Youth Services provides youth workers during the summer to serve as aides in the program. These partners are key to the overall success of the program. In a survey of program students, 84 percent agreed or strongly agreed that they liked the afterschool program, and according to teacher surveys, more than half of participants increased their overall academic performance (54 percent). Teachers noted that most students in the program did not need to improve.

Engaging older youth

21st CCLC programs also engage older youth and provide high school students with unique opportunities that can help support college and career readiness. For example, **Lathrop After the Bell** at Lathrop High School in Fairbanks, Alaska, concentrates on academics, especially among freshmen, to ensure students stay on track to graduate. The program offers daily tutoring, test preparation, and a variety of STEAM (science, technology, engineering, arts, and math) based enrichment courses. Lathrop After the Bell also offers “LAB time” for students to receive help in developing resumes, filling out job applications, practicing interview skills, and applying for colleges, tech, or trade schools with help from the school counselor. Since first serving high school students in 2004-05, the program has continually grown and evolved to meet the needs and interests of their teens. They have strengthened their partnership with their local university to provide students the opportunity to connect with college students, learned about student interests and passions to incorporate them into the curriculum, and put on career readiness workshops with local leaders. For example, through their Delta GEMS group, a program of the Delta Sigma Theta Service Sorority, girls worked on resumes and practiced interview skills with local professionals, some of whom included a school principal, nurse, social worker, local assemblywoman, NAACP president, and a military family specialist. These connections have led to successful post-high school endeavors with acceptance to a nursing program and social work internship. As a result of their efforts, the program has noted an increase in academic achievement and improved behavior over time. More than half of regular program attendees at Lathrop High School improved on state assessments in math (51 percent) and reading (59 percent), and among those who had below-average attendance rates the prior year, 57 percent increased their attendance.



Introducing kids to STEM and building employability skills

Many 21st CCLC programs offer STEM curriculum that helps prepare youth for 21st century jobs in the STEM fields that are driving today’s global economic growth. **Safe Harbor** in Michigan City, Indiana, has become primarily a STEM program for students in grades K-12. Initially, Safe Harbor was geared more toward general college and career readiness, and with the growing emphasis on STEM careers nationwide, transitioned to become STEM-focused. Today, Safe Harbor works as a feeder system, where starting in elementary school, the program exposes kids to age-appropriate STEM curriculum to help build foundational skills that they will continue to expand upon as they reach older grades. By the time they reach high school, students are well versed in basic STEM skills, allowing them to take part in more advanced projects. At the elementary level, the program offers afterschool manufacturing academies where youth learn about engineering; how to use the program’s machinery, which includes laser cutters and 3D printers; and can utilize their problem solving skills by identifying a problem and figuring out a solution. For example, kids designed and produced a product to stop their chairs from squeaking using their 3D printers. At the middle and high school levels, students learned how to build 3D printers, which they then used in other schools. In the 2019-20 school year, 89 percent of K-6th grade regular program participants at one elementary school maintained or improved their English language arts (ELA) from fall to spring, and 91 percent maintained or improved their math grade. Teachers reported that 75 percent improved classroom behavior and “getting along well with others”. These results were similar across other elementary, middle, and high school programs.

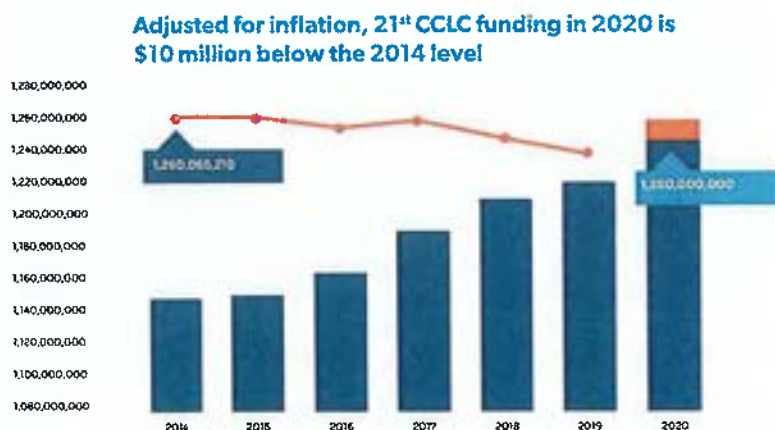


Conclusion

21st Century Community Learning Centers play an essential role in communities across the country, offering unique opportunities for academic and enrichment activities to youth who otherwise might not have them. Since the start of the grant, 21st CCLC programs have kept kids safe in the hours after school, and today, the program has grown to become a more whole child-focused afterschool model that provides academic, social and emotional, behavioral, and overall health and wellness supports to youth and their families. 21st CCLC programs are intentional in their offerings to students and provide an expanded set of activities and supports, where both keeping kids safe and providing enrichment are priorities. Additionally, 21st CCLC programs, through school-community partnerships, offer supports that complement and build on, but do not replicate, school day lessons.

As a result of 21st CCLC funding, many communities have been able to open up afterschool programs or expand upon services and increase accessibility. While 21st CCLC programs creatively combine multiple funding streams and partnerships to serve the children and families in their community, the funding they receive through the 21st CCLC initiative is imperative. For example, in interviews with 21st CCLC programs, many expressed the sentiment that both the services and number of students served would be dramatically impacted if they were to lose 21st CCLC funding. One program, Community Education Partnership in West Valley City, Utah, will be entirely shut down when their current grant cycle ends because their community lacks enough resources to support the programming without the federal investment. In just four years, they will have gone from serving 10,000 students in 26 programs throughout the community to completely shutting their doors.

As a national initiative, with state investments in quality and professional development, and local flexibility to meet community needs, the 21st CCLC program is continuously improving and serves as a model of the synergy that is created when federal, state, and local efforts are aligned. Many states have created or adopted (and continue to update, per new research) afterschool quality standards, observational tools, and professional conferences in connection with their 21st CCLC programs. While not every program is yet lucky enough to access 21st CCLC grant funding, programs across states and the country have been able to learn from and utilize these tools and examples. The 21st CCLC programs are often seen as a standard for quality, innovation, and best practices, and continue to move the field forward.



21st CCLC programs provide many benefits for youth and their families, and fortunately, the growth in funding throughout the years has enabled more children and families to be served by 21st CCLC programs. However, much more investment is needed to ensure that all children who want to participate in an afterschool program are afforded that opportunity. While more than 17 million youth are in low-income settings that would qualify them as eligible to attend 21st CCLC programs, funding currently only allows for 1.7 million children to participate. Over the last decade, public investments in afterschool programs have largely stalled and not kept up with

the cost of inflation or the growing demand. After adjusting for inflation, 21st CCLC funding in 2020 is \$10 million below the 2014 level. Additionally, on average in each grant cycle, only 1 in 3 applications is awarded.¹⁸ In order for 21st CCLC programs to serve more students in need, meet the changing needs of youth and their families in the 21st century, and continue on its trajectory of success and standard for quality in the field, greater investment is urgently needed.

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New Hampshire

Department of Education



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

Site Visit Observation Form

Grant Name: Laconia School District (Woodland Heights Elementary) Date of Site Visit: 11/17/2021

Grant Director: Christine Gingerella

Name of Reviewer/s: Kathleen Vestal & Emily Fabian

SECTION 1. Progress / Interview with Grantee

# of Students enrolled in program:	Average Daily Attendance per grant:	Actual Attendance of day of visit:
163	35.82	40

A. Program Management Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
1. The leadership, school staff, and community/business organizations promote the out-of-school time program with families, teachers, and other members of the school and community. The advisory board members and other partners are involved in the efforts of program improvement and sustainability. High school and middle school sites have at least one student member on the board. Recommended one parent for elementary sites.	X			An excellent diverse group of advisory board members including parents and students. Last advisory board meeting was 10/21/21. Agenda, minutes, and sign in sheets are uploaded in Cayen. Program has a wide variety of MOU's. Sustainability plan is well done. A communication plan with the school district is in place.

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<p>2. The grant and handbooks are located in a place where staff, families and community members can obtain the information. Ongoing communication plan to disseminate information about the program is demonstrated. If materials need to be translated, describe how this is accomplished.</p>	X	<p>The grant is posted on website. Policies and procedures, flyers, and registration forms are posted on the website. Schedule of activities are posted at the program. The program translates materials on an as needed basis. They have less than 1% of ELL population. Data is collected and summarized and shared with constituents. ex: advisory board, school board meetings, principals, etc.</p>
<p>3. Receipts of all program income expenditures are available and match the documented expenses on the 2021-2022 Program Income Document. All program income expenses are 21st CCLC allowable costs.</p>	X	<p>Program does not currently collect program income. Has collected some program income in the past. Does an excellent job braiding of funds during the summer. Receipts of program income expenditures is well maintained.</p>
<p>4. Professional development is offered to staff on a regular basis.</p>	X	<p>An excellent variety of professional development is offered. Certificates are housed at Human Resources and the Frontline system.</p>

SECTION 2. PROGRAM OBSERVATION

Site Location: Woodland Heights Elementary

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B. Program Design and Structure Indicators of successful implementation include:	Exceeds Expectations	Meets Expectations	Needs Improvement	Evidence & Comments
1. Students are recruited (targeted) and provided continuous services based on grant requirements. Students have the opportunity to engage in both academic and enrichment opportunities. Classes are designed to meet the needs of all students.	X			The process for recruiting students in the summer was that a referral form is given to teachers. Data is collected and analyzed. The program works with teachers on a plan for students. They reach out to parents for permission to work with the students in identified areas. The same process is used during the school year. Program is not allowed to reinforce the completion of homework without parental permission. Parents may choose to participate or not.
2. Operating schedule meets the needs of the students. Activities and schedules are posted for students and families. Programming is offered a minimum of 15 hours per week, 5 days per week.		X		The program operates five days per week. Activities and schedules are posted in the building for students and families. Program is operating sufficient hours during the summer and school year. School teachers runs activities using multiple ways to reinforces skills that are learned during the school day. This site has a new site coordinator who seems to be doing a great job.
3. Program activities align with the school day. Academic & enrichment opportunities are offered to engage high academic standards preparing youth to succeed in college & careers. High school programs offer opportunities for credit bearing expanded learning opportunities.		X		Program does not separate enrichment activities from academic clubs. Club leaders, who are teachers, align these clubs with the school day.
4. Families of participating students have the opportunity to actively engage in their child's education.		X		No volunteers due to Covid-19. Pre-Covid-19 the program worked with the family resource center. Ten parents will be part of a PD and training advocacy group on marketing in regards to what extended day learning means on the OSTCP grant.
C. Safe Environment	Yes	No	Not Observed	Evidence & Comments
1. Youth adequately monitored and offered engaging activities by staff.	X			1:5 for tutoring, 1:12 for academic & enrichment; 1:18 for recreation. (5 staff present) Students appeared to be engaged in enrichment activities. Program has students, from PSU, working on their field work experiences in fall and will transition to their internships in the spring.

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2. Safety practices & protocols specific to community learning center needs are in place. The physical environment is safe and free from health hazards.	X		Written safety plan is posted, program space is clean, well-lit, and a comfortable temperature. Office space is sufficient. Program space is sufficient.
3. Appropriate emergency procedures and supplies are present.	X		1st aid kit, fire extinguisher, safety procedures and fire exits posted, etc.
4. Adequate space is provided for program and staff.	X		Adults and youth can move freely, doorways are not blocked, ample space for activities.
5. Access to indoor and outdoor program space is supervised during program hours.	X		Students have an opportunity to be indoors and outdoors and with plenty of supervision.
6. Healthy food and drink are provided and meet USDA requirements. Does program participate in the USDA program?	X		Students pick up their bagged snack when attendance is taken. Snack consisted of fruit loops and milk. Dinner consisted of salad, cheese sticks, milk, PB&J and grapes. Student allergies are accounted for. Documentation provided that program participates in the USDA.
7. Attendance is taken in a timely manner and all youth scheduled for the day are accounted for. Program addresses student absences & early dismissal.	X		Attendance is done in an orderly and efficient manner. The site coordinator gets a daily list from the office of the students who are absent or left school early and notes from parents saying they are leaving early or not taking the bus.
D. Supportive Environment	Yes	No	Evidence & Comments
1. Staff provide a welcoming atmosphere.	X		Staff actively engage with youth, smile at youth, make eye contact, speak respectfully, and offer encouragement, etc.
2. Staff responds to and helps youth address conflict safely and respectfully.	X		Staff stop hurtful actions, acknowledge feelings, and apply appropriate consequences.
3. Program pace is relaxed and flexible. Program day flows smoothly and is organized.	X		Pace: Youth have time to get involved; environment is relaxed, and not rushed.
4. Clear communication with parents/guardians is in place.		X	The program is continually communicating with parents. Staff are interacting with parents during pick up times, if applicable. Parents can text or call the site coordinators cellphone. Parents can also communicate with 21 st CCLC through the schools communication platform.
5. Program day offers youth a balance of instructional approaches.	X		Balance of adult-directed time, independent time, and cooperative learning time and has a balance of group sizes.

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E. Youth Engagement		Yes	No	Not Observed	Evidence & Comments
1. Youth have structured opportunities to get to know each other.				X	
2. Youth follow established program rules and behavioral expectations.	X				Students understand the rules and behavior expectations.
3. Youth are engaged, appear relaxed and in control of themselves.	X				Youth are well behaved, understand personal space appear to be relaxed and enjoying activities.
4. Youth have a voice and choice.	X				Youth leadership group on Fridays meet and talk about what life skills they would like to learn and how they can reinforce the program to learn these skills.
F. Staff / Youth Interaction		Yes	No	Not Observed	Evidence & Comments
1. Staff are actively engaged in activities with youth.	X				Staff are interacting with groups, or individual youth; providing ongoing facilitation, participating with youth.
2. Staff encourages youth to share control/responsibility for activity.	X				Youth help set out materials, youth are encouraged to take the lead in selecting and initiating activities.
3. When providing assistance to youth, staff helps youth think through problems themselves rather than offering answers.	X				Staff are asking "how," "why," "what-if" questions, brainstorm potential solutions.
4. Staff engages youth in structured time for reflection on how the activity went, what they learned, and on next steps.	X				Asking inquiring questions allowing youth to respond in a thoughtful manner.

Overall Comments: Emily and I enjoyed visiting your program. The program has a good alignment with the school day, ran smoothly and students were engaged in activities. A strong relationship with Plymouth State University has been established providing additional staff to the program.

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SOAR Process Notes: The REAL Collaborative Event 05/19/20 (OEL Advisory Board and POG/OST-CP Advisory Board)

Common Themes - Strengths		Common Themes - Opportunities	
Community/Business Collaboration:		District-wide Alignment:	
Caring Community		Career College Expository at LMS	
Great relationships with Community		Better connection between HS & HTC	
Acknowledge the Strengths of people in our community		Expand HTC	
Overall Community engagement		Expand down to elementary	
Partnerships with PSU & LRCC		Increase Afterschool/extra curricular focus on OST CP	
Students:		Post-high school:	
Awesome Kids		Increase access	
Resilient Kids!			
Diverse population			
Student Readiness			
Huot Career Tech (HCT):			
HCT: Many paths			
Having both Tech Center & High School			
HCT: Central Location			
Common Themes - Aspirations		Common Themes - Results	
Students:		Portrait Of Graduate (POG):	
Able to identify strong traits		POG Attributes assessed k-12	
How to build their own path		POG Curriculum established	
Increase elementary experiences		Communication lines expand the POG to community	
Expand career opportunities to lower level		Feedback from business community on POG based on	
Start conversations with younger students			
Graduates:		Students:	
Graduated students' success stories		increased awareness	
Students are more goal-oriented		understands direction and can articulate it	
Post-graduation success		digital citizenship-skill of the future	
Career ready		plan for the future and the "why"	
		exit HS with clear goals and plan	
POG:		Measure:	
see POG task force & initiatives come to fruition		Data/Assessment to inform constant improvement	
actualize POG skills at work while in school		Post-Graduate data	
Students leave with POG Attributes		POG attributes assessed district-wide	
		pipeline for business/industry	
Community:		lines of communication to expand POG to Partners	
How to give back to community and how community		Increase number of graduates while unemployment rate	
Expand career opportunities in the region			

Attachment 2. 21st CCLC Application 2022 - SURVEY QUESTIONNAIRES

The following questions were used for surveying TEACHERS and COMMUNITY/BUSINESS PROFESSIONALS- 1) How familiar are you with the programs and services (Project EXTRA for elementary, the REAL Initiative for Middle school, Extended Learning Opportunities at the high school, the PIQUES tutoring program) that the Laconia School District's Office of Extended Learning provides to the students? CHOICES: Very Aware, Somewhat Aware, Not Aware; 2) How are you aware? CHOICES: Hearing from Students/Youth; Attending school and/or community-based meetings; Participating as a member of the Portrait of Graduate Advisory Board; Reading announcements on School Websites; By "Word of Mouth"; 3) I feel that the after school, summer programs and Extended Learning Opportunities managed by the Office of Extended Learning have had a positive impact on: CHOICES: Keeping students safe in providing a haven during critical hours (3 to 6 PM); Provides exploration and learning experiences focused on Career, College and Life readiness; Assists with their academic, social, and emotional growth; Empowers students in leadership opportunities that impact their personal development; 4) How has your organization/business partnered with the Laconia School District's Office of Extended Learning? CHOICES: Received Funding; Partnered on a project Collaborated to advance system; Shared professional development Fundraising (grant writing/braiding funds; Volunteered; Mentored students with interns; Participate together in governance; 5) Looking forward to the next 5 years, how would you and your organization like to advance the partnership with the Laconia School District's Office of Extended Learning? CHOICES: Receive Funding to expand; Partner on a school-wide or community event; Collaborate to advance a system of program delivery; Share Professional Development; Mentor students with internships; Co-instruct with teachers; Participate together in governance; 6) Please check off the top three focus areas you believe need to be addressed in the next round of funding? CHOICES: Career, College and Life Readiness; Experiential (Project-Based) Learning; Work-based Learning experiences; Small Group Academic Intervention; Technology (Computer Coding) Arts (Visual/Musical/Performing); Health and Fitness; STE(A)M programs: Extended Learning Opportunities; Family Engagement and/empowerment in Education; Youth Leadership.

The following questions were used for surveying FAMILIES: 1) How familiar are you with the programs and services (Project EXTRA for elementary, the REAL Initiative for middle school, Extended Learning Opportunities & Clubs at the high school, and the PIQUES tutoring program) that the Laconia School District's Office of Extended Learning provides to the child(ren) or Laconia students? CHOICES: Very Aware, Somewhat Aware, Not Aware 2) As our community has experienced setbacks because of the pandemic, what are your child(ren)'s needs and gaps that the Office of Extended Learning can address moving forward? CHOICES: Academic Loss of Learning; develop social/emotional skills. Mental health services/programs, no cost associated with programs; Partnering with agencies for basic needs, increase hours of operations, transportation from program to home; 3) What is your top three activities needed? CHOICES: Childcare during after school and summer; academic growth (tutoring); supervised activities to build social skills; Mental Health services/programs; enrichment activities (music, visual arts, etc.); practice real life skills in preparation for graduation; Project-Based Learning activities. 4) If your child participated in the afterschool/summer programs managed by the Office of Extended Learning, could you choose the TOP 3 reasons you enrolled your child(ren)? CHOICES: Affordable childcare;

academic growth; supervised activities to build social skills; provide activities associated in the arts; practice real life skills in preparation for graduation; Project-based Learning activities, extra physical fitness activities. 5) I feel that Project EXTRA /PIQUES Tutoring at the Elementary Schools, the REAL Initiative at Laconia Middle School and the Extended Learning Opportunities & Clubs at Laconia High School has had a positive impact on: (check all that apply) CHOICES: keeping my child safe during critical hours; provide snack and dinner; alternative choice for children not interested in traditional athletic/extracurricular programs; academic growth; making friends in safe and supervised environment; high quality engaging activities; affordable/no cost childcare; provide opportunities to explore career, college, life readiness; empower students in leadership and community service learning. 5) I feel that the OEL leaders, teachers and staff communicate to me about my children: CHOICES: Exceptional; Satisfactory; Unsatisfactory

LACONIA MIDDLE SCHOOL STUDENT INTEREST SURVEY: Students participated during their Remediation/Enrichment block by completing a self-assessment of their personal interests regarding free-time activities, personal qualities, and academic subjects. The results assisted students in determining their top 3 Career Clusters. The aggregated results will inform site coordinator and teachers in designing summer/after school programs and with networking of community/business professionals to actively participate as co-instructors. Career Clusters Questionnaire/Career Technology Education

<https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

LACONIA HIGH SCHOOL STUDENT INTEREST SURVEY: XELLO- Students complete interactive career, personality, and learning style assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options.

<https://xello.world/en/middle-and-high-school/>

SUMMER Referral form for Summer 2021 Learning Program

Teachers: Working in grade level teams, please PRIORITYIZE a list of your students in grades K-8 who would benefit from personalized academic instruction, based on assessment data and other factors below. Please assign a value of 1-4 to each column (1=below grade level, 2=approaching grade level, 3=grade level, 4=above grade level).

Area of Instruction:

NAME	Grade	Literacy	Math	Other (Specify)	Behavior Issues	Classroom Participation	Attendance and/or Tardiness Issues	Math: areas to work on	Reading Level (Lexile or GRL)	Comments IEP? Y/N
Example: Smith, John	4	2	1	N/A	Y	Good	Absent 12 days	Numbers and operations; equations	P	John has a behavior plan
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										

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Team making Referral: _____ Please return to _____ Friday, March 22nd.

Activity Worksheet

Instructor(s): _____
Days & Time: _____

Start & End Date: _____
Location/Room #: _____

Activity Name: _____

Activity Description:

Partner: _____ (if applicable)
Funding Source(s): _____

Project Objectives: Enter atleast one objective from Grant aligning to the activity and related sessions.

Choose appropriate APR Category aligning to the activity and related sessions.

- | | | |
|---|--|--|
| <input type="checkbox"/> Arts & Music | <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Truancy Prevention |
| <input type="checkbox"/> College & Career Readiness | <input type="checkbox"/> Homework Help | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Community/Service Learning | <input type="checkbox"/> Literacy | <input type="checkbox"/> Violence Prevention |
| <input type="checkbox"/> Counseling Programs | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Youth Leadership |
| <input type="checkbox"/> Drug Prevention | <input type="checkbox"/> Physical Activity | |
| <input type="checkbox"/> English Language LearnersSupport | <input type="checkbox"/> STEM | |

Choose all applicable Targeted Student Population aligning to the activity and related sessions.

- | | | |
|---|--|--|
| <input type="checkbox"/> Below Grade Level or Failing Student | <input type="checkbox"/> No Specified Population | <input type="checkbox"/> Special Needs or Disabilities Student |
| <input type="checkbox"/> Limited English Proficient Student | <input type="checkbox"/> Other | <input type="checkbox"/> Truant, Suspended or Expelled Student |

Choose Academic Subjects that apply to the activity and related sessions.

- | | | |
|--|--|---|
| <input type="checkbox"/> Arts & Music Education Activity | <input type="checkbox"/> Health-Nutrition Related Activity | <input type="checkbox"/> Reading/Literacy Education Activity |
| <input type="checkbox"/> Cultural/Social Studies Activity | <input type="checkbox"/> Mathematics Education Activity | <input type="checkbox"/> Science Education Activity |
| <input type="checkbox"/> Entrepreneurial Educaiton Program | <input type="checkbox"/> Other | <input type="checkbox"/> Telecommunications/Technology Education Programs |

Notes/Comments:



Beth Vachon <bvachon@laconiaschools.org>

Encouraging students with every student, every day, in every way

Fwd: Campus Compact NH Presidents' Awards Luncheon

Christine Gingerella <cgingerella@laconiaschools.org>
To: Beth Vachon <bvachon@laconiaschools.org>

Thu, Jan 27, 2022 at 12:52 PM

----- Forwarded message -----

From: **Donald Birx** <dibirx@plymouth.edu>
Date: Fri, Mar 6, 2020 at 8:02 AM
Subject: Campus Compact NH Presidents' Awards Luncheon
To: Christine Gingerella <cgingerella@laconiaschools.org>
Cc: Jessica Dutille <jadutille@plymouth.edu>, Casey Krafton <cakrafton@plymouth.edu>

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Christine,

I am pleased to congratulate Project EXTRA of the Office of Extended Learning on being selected this year's recipient of the Campus Compact for New Hampshire PSU President's Community Partner Award. This award is given to a non-profit organization that has enhanced the quality of life in the community in meaningful and measurable ways and engaged in the development of sustained and reciprocal partnerships with the University.

You and your guest are invited to attend the annual **Presidents' Awards Luncheon, Tuesday April 7, 2020 at 12:00 p.m. at the Manchester Country Club in Bedford, NH** for the presentation of this award. Please RSVP to my assistant, Pat Bahr ptbahr@plymouth.edu on or by Friday, March 20.

Once again, congratulations to Project EXTRA and you for earning this award.

Sincerely,

Don

Donald L. Birx
President
Plymouth State University
17 High Street, MSC 1
Plymouth, NH 03264
603-535-2210

150

What is The Office of Extended Learning?

- The Office of Extended Learning's MISSION is to supplement and extend Laconia School District's engagement of students in partnerships within the community to provide individualized learning experiences through varied pathways, to develop curious, confident lifelong learners who will be active participants in their community.
- Our Programs include:
 - **Project EXTRA** (Enriching eXtensions to Raise Achievement) at the Elementary Schools (Elm Street School, Pleasant Street School, Woodland Heights School)
 - Clubs through the **REAL** (Real Experiences Advancing Learners) Initiative at Laconia Middle School
 - **PIQUES** (Providing Individualized Questioning and Understanding of Essential Skills) tutorial program for underperforming students at all schools in the Laconia School District
 - **ELOs** (Expanded Learning Opportunities) and Clubs at Laconia High School
- OEL is primarily funded by the 21st CCLC federal funding initiative, which "supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The programs rely on other sources of revenue as well (foundations, smaller grants, fees) for sustainability. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children."
- In 2002, a team of stakeholders in the Laconia community (administrators, teachers, parents, community members) came together to apply for the first round of 21st CCLC funding, with the mission of engaging our youth during out-of-school time- knowing that 20% of a student's time is spent in school, and what happens the other 80% is critical to their development.
- The Office of Extended Learning received its **fourth** round of 21st CCLC funding for the School Year 2017/18. Each year since 2002, Project EXTRA serves an average of **half** of the Laconia School District Population through these various activities and programs at all five schools in the district. Project EXTRA never turns away a student or family due to inability to pay, and **provides scholarships for more than 80% of students.**
- **HOW CAN YOU HELP?** We are looking for people in our community with a passion for what they do (your area of expertise in teaching, hobbies, interests, other careers) to share their skills with students in our programs. Your commitment can be as little as 1.5 hours per week! See your Site Coordinator for details.
 - Elm Street School: Jake Colby jcolby@laconiaschools.org 455-0125
 - Pleasant Street School: Kierra Green kgreen@laconiaschools.org 455-1736
 - Woodland Heights: Rebecca Porter rporter@laconiaschools.org 455-9199
 - Laconia Middle School: Aja Montague amontague@laconiaschools.org 455-1694
 - Laconia High School: Ken Martin kmarting@laconiaschools.org



Embedded Talents

As an afterschool professional (yes, you are a professional!) you have embedded talents you can bring to enrich the lives of young people.
Help us develop an exceptional program by utilizing your talents.

1. What are your activities, interests and hobbies?
2. What skills can you offer (technology, building, cooking, etc.)?
3. Do you speak a different language, sign or have another unique talent?
4. What other community knowledge do you have?
5. What life skills do you bring?
6. Do you have connections with businesses or individuals who would be interested in collaborating with our program (tradesmen, scrapbooking, archery, electricians, business owners, artists, game designers/players)?
7. What provides you with the sense of accomplishment at the end of your workday?
8. What is something you do that is not related to the afterschool programming?

Office of Extended Learning, Laconia School District
Staff Assistant Evaluation Form

Date: _____

Employee: _____ Date of Evaluation: _____
Date of Hire: _____ Evaluation Period: _____
Site: _____

To be completed by Site Coordinator

For each of the following areas, give the staff member a score of 1-5 to indicate how strong you think the skill demonstrated is. Use the comment section to discuss all items scored at 3 or lower.

5-Has mastered the area and could teach others
4-Is strong in this area but could improve
3-Is average in this area
2-Is below average in this area and could learn more about this

1- Needs help with this to be more effective

Professional Conduct

Works when scheduled
 Arrives on time
 Gives ample notice for absences
 Dresses appropriately for working with young children
 Maintains confidentiality concerning children
 Maintains good working relationships with other staff members

Works as a team player completing job tasks in a timely manner
 Conversations relate to students and work at the site and not personal information
 Open to suggestions from leadership (Site Coordinator)

Skills working with students

Presents friendly and warm demeanor
 Is willing to "get on the floor" with students
 Shows respect to individuals
 Encourages independence/self help
 Promotes self-esteem in communications
 Reinforces positive behavior
 Is PRESENT (constantly monitoring students, not checking personal cell phone, not engaged in personal conversations with other staff members)

Conversations relate to students and work at the site and not personal information
 Assists Lead Staff in engaging students in activities

Comments/Notes:

Site Coordinator signature: _____ Date: _____

Staff Assistant signature: _____ Date: _____

Office of Extended Learning 5 Minute Program Form for Program Evaluation: To be completed by Site Coordinator

Date:

Lead Staff Member Name:

Activity:

Observation Structure	Specifics	Notes
Student Engagement - Do students appear to be engaged and attending when you first walk in? Does teacher engage in relationship building activities with students?	Listening, interacting with staff, partners or small groups, independent work Group meeting, greeting students	
Standards/School day Links – Actual Observed Taught Curriculum: What objective(s) has the teacher chosen to teach at this time and how aligned are they to the proposed Activity (see 21 st CCLC Activity Sheet)?	Teaching of a new skill, review of prior knowledge, hands on and/or project-based learning	
	Content: material(s) given to students, oral directions, written directions, demonstration	
	Student response: writing, speaking, pointing, raising hand, hands-on activity, etc.	
	Vocabulary specific to content: essential to understanding the content	
	Link to Curriculum: <ul style="list-style-type: none"> ○ Art Music ○ English Physical Education ○ Mathematics Science ○ Music Social Studies 	
Evidence – What evidence is there that is present in the classroom or the student can take home?	Student projects, papers, bulletin boards, activities posted, pictures up, etc.	
Safety and Health Issues – Are there any noticeable safety or health issues that to be addressed?	Backpacks in aisles, tipping back chairs, materials not being used safely, etc.	

Action Steps (if needed):

Date of follow up (if needed): _____

Staff Signature: _____ **Date:** _____

Site Coordinator Signature: _____ **Date:** _____