



Hillsboro Area After School Project May 2004

Name of Program: Hillsboro Area After School Project (NCP)

Staff Member(s): Penny Turner, Dan Reidy, Sharon Cowen

Situation Statement: Hillsboro/Deering School District serves 566 elementary school, 376 middle school, and 534 high school students. Community data shows 31% of students eligible for free/reduced meals (June 03); 15.8% dropout rate (01-02); 18% of parents have less than 12th grade education (US Census, 2000) ; 20% of students are in special education; 75% of middle school students are without adult supervision after school; and police report one or more weekly arrests of middle school youth.

External Factors:

- Elementary afterschool program currently serves grades 1-5, including a small number of middle school youth. Program staff and advisory committee sees a need to separate out the middle school youth (grades 4-5) and expand /improve that part of the program.
- Community recreation program provides summer program for middle school youth.
- Teen Center (Project Genesis), operated by the Office of Youth Services, is open to middle and high school students 3 evenings/week (M,W,F) from 4-8:00 pm. It is hoped the program's hours of operation can be expanded and a youth advisory committee established to provide more leadership / ownership of the center. An additional space in the building has been recently renovated through the SADD (Students Against Destructive Decisions) chapter, and named by the students as *The Backspace Café*. Youth envision offering a forum for older teens to showcase their creative talents in a safe, non-judgmental atmosphere. *The Backspace Café* is open on occasional Saturday evenings, 7-11:00 pm, and hopes to expand its hours, and grow in popularity. Success depends on a strong partnership with youth.
- Middle School also received 21st CCLC funding. 4-H involvement is viewed as meeting the enrichment criteria of that grant, rather than the academic improvement goals.

Assumptions:

- Diverse community advisory committee supports the expansions described above (middle school after school program, Teen Center hours, *The Backspace Café*, and youth partnership in planning/owning these programs). Middle School principal and elementary school afterschool program team are all committed to collaborative program.

Barriers:

- 25% transience rate in the Middle School
- Funding (i.e. for adequate staffing of expanded programs, late-bus transportation to ensure all students can participant)

Inputs	Outputs		Outcomes ~ Impact		
	Participants	Activities	Learning Outcomes	Action Outcomes	Impact
<ul style="list-style-type: none"> • Relationship between school and Study Buddy Program to ensure accurate communication about homework • Resources to ensure youth can complete homework • Access to school library, computer labs • UNHCE staff and volunteers 	<ul style="list-style-type: none"> • Students from New England College, Keene State College, Antioch College, UNH Manchester, etc. • Retirees • Grandparents, family members • Teachers, school personnel, • Community volunteers • Program staff • 4H volunteers • Participants 	<ul style="list-style-type: none"> • Study Buddy Program matching participants with college students from nearby colleges, is expanded to include retired community members, grandparents, teachers, and others • Tracking of program and school attendance • Family Night Out events foster parent involvement /interest in child's academic progress 	<ul style="list-style-type: none"> • Improved grades among participating youth • Improved interest in reading (i.e. literacy) • Improved understanding of homework assignments 	<ul style="list-style-type: none"> • Improved participation in classroom • Improvement in homework quality and completion • Increased parent involvement in school and program activities 	<p>1. Academic Performance</p> <p>The rate school completion rate of middle school and high school students will increase; dropout rates will decrease.</p>

Inputs	Outputs		Learning Outcomes	Outcomes ~ Impact	
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<ul style="list-style-type: none"> • 4-H CCS, JASON, NASA, and computer literacy curriculum • Access to school space, library, computer labs • Materials, supplies • Field trip transportation • UNHCE staff from all program areas, and volunteers • UNH faculty and graduate students • Career awareness /self-assessment tools 	<ul style="list-style-type: none"> • Youth • Program staff • 4H volunteers • Business and industry members from the community and region (NH BIA) 	<ul style="list-style-type: none"> • Four 7-8 week series of special interest 4-H projects using 4-H CCS, JASON, Robotics, NASA, and computer literacy curriculum • Field trips within community to learn about local careers, jobs 	<ul style="list-style-type: none"> • Youth learn about various career options related to their interests, talents, skills • Youth develop a new skill and explore related careers 	<ul style="list-style-type: none"> • Youth articulate a positive view of their future, including planned career / work goals / life goals. • Youth make connections / network within the community 	<p>2. Future Aspirations –</p> <p>Youth pursue post-secondary education, and/or apprenticeship-type experiences to attain what they need to enter and succeed in a chosen field.</p>
<ul style="list-style-type: none"> • Program space • Materials • Food • UNHCE staff and volunteers 	<ul style="list-style-type: none"> • Program staff • 4H volunteers • Families, parents, youth • School personnel – guidance, teachers, administrators • Community leaders, advisory committee, community resources 	<ul style="list-style-type: none"> • Family Nights Out • Opportunities for parents to volunteer in the program • Training in negotiation and communication skills for families and youth • Farmer’s Market project 	<ul style="list-style-type: none"> • Youth learn how to make and keep friends (ie. Shy children make friends; aggressive youth learn alternative behaviors) • Youth and parents learn how to improve communication (ie. negotiation skills) • Program staff learn skills for providing safe environments (ie. Enhancing / building resiliency) 	<ul style="list-style-type: none"> • Increased school attendance • Improvement in family relations, including interpersonal parent / youth communication • Youth make friends who are a positive influence (self-report, parent report) • Increased parent involvement in school and program activities 	<p>3. Social Connectedness –</p> <p>Parents understand the importance of being involved in their child’s education and social development</p> <p>Youth have a safe environment (K-12th grade) under the age-appropriate supervision of caring and well trained adults (ie. Youth have someone they can turn to for help when / if they need it)</p>

Inputs	Outputs		Learning Outcomes	Outcomes ~ Impact	
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<ul style="list-style-type: none"> CHARACTER COUNTS (i.e. Boomerang) Materials and supplies Conflict resolution curriculum (including anti-bullying) – community resources Positive behavior management training resources UNHCE staff and volunteers 	<ul style="list-style-type: none"> Youth Program staff 4H volunteers Parents, families Community resources 	<ul style="list-style-type: none"> Anti- Bullying , Anti- Violence program Opportunities to engage youth in community, school, and afterschool projects where they can demonstrate respect for each other and property (i.e. giving back to community through a Tree Nursery) Linking with community resources to ensure youth and families have support needed to assistance disclosures of family violence Staff training to ensure program policies/procedures are followed, community resources are accessible to families in need, and staff can respond to behavioral issues 	<ul style="list-style-type: none"> Youth and program staff learn the principles and behaviors of social responsibility through CHARACTER COUNTS Staff learn positive behavior management skills 	<ul style="list-style-type: none"> Decreased crime rate among middle school youth (decline in number of middle school youth arrested; involved in the court) Decreased incidence of behavior issues among participating youth (i.e. bullying reported, observed, and/or perceived; referrals to principal; detentions; suspensions) Youth and program staff demonstrate and apply the 6 pillars of CHARACTER COUNTS Increase in positive social behaviors (i.e. manners, introductions, accepting differences) 	<p>4. Social responsibility</p> <p>Youth and adults respect each other and property.</p> <p>Declining crime rate among youth in the community.</p>
<ul style="list-style-type: none"> Space, materials and supplies CCS 4H curriculum (i.e. Theatre Arts, communication, technology) 4H 101 training materials UNHCE staff and volunteers UNHCE obesity team <p>UNH faculty, institutes, centers (i.e. Adolescent Resource Center, Family Research Center)</p>	<ul style="list-style-type: none"> Youth Program staff 4H volunteers Parents 	<ul style="list-style-type: none"> Staff training - Ages & Stages of Youth Dev., ositive youth development (i.e. 4H 101) Incorporate healthy snacks, fitness activities, and intramural games as part of the “Lighten Up NH” obesity initiative Youth and staff use 4H CCS curriculum, and create opportunities to showcase youth talents, skills, and abilities 	<ul style="list-style-type: none"> Youth learn how to incorporate healthy lifestyle practices into everyday Youth learn a new skill Youth gain knowledge and understanding of their own unique strengths and abilities 	<ul style="list-style-type: none"> Youth eat healthy snacks and engage in active fitness activities daily Youth practice a new skill Youth recognize their own talents and gain confidence Youth demonstrate increased sense of self through higher level of participation (i.e. class, program participation; exhibit/perform) 	<p>5. Sense of Self (self esteem, self-image, confidence)</p> <p>Youth view themselves as capable and confident to aspire, and ultimately become healthy, productive, connected, and contributing members of their community.</p>

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<ul style="list-style-type: none"> Space, materials Food Curriculum – (i.e. Family Nights Out, team-building / adventure-based, Strengthening Families Program, communication, family resource management, nutrition and foods) Farmers Market Transportation Speakers, community resources UNHCE staff 	<ul style="list-style-type: none"> Parents Youth Program staff School personnel 4H volunteers Community resource leaders and staff 	<ul style="list-style-type: none"> Monthly Family Nights Out and weekend outings Parent education on topics of interest / need (i.e. SFP) Staff design opportunities for increased parental involvement in school programs, conferences, activities, volunteering Provide recognition for parent volunteers Families have access to Extension resources (Farmers Market, nutrition education, etc) 	<ul style="list-style-type: none"> Increase in parents' knowledge, skills, abilities, and confidence to raise their middle school child Parents understand the benefits of being involved in program and school Parents learn they are not alone and their parenting concerns are not unique 	<ul style="list-style-type: none"> Increased parent confidence in raising their middle school child Increased number of parent who attend school and program events (i.e. conference, family nights) Increased parent involvement in day-to-day education of their children Decrease in parents' feelings of isolation. 	<p>6. Parenting Efficacy (effective and confident parents, involved with children and schools)</p> <p>Families are a strong source of support for youth.</p> <p>Parents are confident, effective, and involved with their children and the schools.</p>
<ul style="list-style-type: none"> Food Curriculum – 4H CCS (i.e. Family & Consumer Science, Communication, Performing Arts) Space Materials and Supplies UNHCE staff Diversity and cultural competency resources 	<ul style="list-style-type: none"> Youth Parents Program staff 4H Volunteers Community partners and volunteers 	<ul style="list-style-type: none"> Program design incorporates daily opportunities to practice social skills and cultural customs (i.e. manners, table setting, introductions, presentations) Family Nights Out Cultural festival CCS 4H curriculum (i.e. Family & Consumer Science, Communication, Performing Arts) Community quilting bee – life in the community Community history project – (i.e. walking history, scavenger hunt, Quest) 	<ul style="list-style-type: none"> Youth understand and respect cultural differences and similarities Youth learn skills to plan and accomplish a community service project 	<ul style="list-style-type: none"> Increased understanding, respect, and social acceptance for cultural differences and similarities Increased skill in setting and achieving goals to accomplish a service to community Increased number of middle school youth involved in planning and accomplishing community service projects. 	<p>7. Social Skills / Decision Making (Respect)</p> <p>Youth appreciate the value of community service</p> <p>Youth are competent, comfortable, and make appropriate decisions when functioning in a variety of public / social situations</p>

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<ul style="list-style-type: none"> • Program space • Food • AV equipment • Technology • Lap top computer • Community development plan • CYD resources • Community gardens • UNHCE staff from all disciplines 	<ul style="list-style-type: none"> • Community adults • Youth • Program staff • 4H volunteers • Social services • Town government • Health care workers • Business leaders • Speakers, community resources • Regional planning commission • Main Street project leaders 	<ul style="list-style-type: none"> • Field trips / visits with community leaders (i.e. town hall, library, community agencies, businesses, health services, day care, transportation services, sanitation, etc.) • Training in community youth development • Steering committee reviews / sets program goals, and shares vision with community • Adults and youth partner on afterschool program and Teen Center development 	<ul style="list-style-type: none"> • Increased knowledge of jobs, careers, and resources in the community • Youth and adults learn goal setting, communication and decision making skills to improve competence in working together • Adults learn the importance and value of youth as a resource to community • Youth learn components of an effective and healthy community 	<ul style="list-style-type: none"> • Youth and adults work together to set and reach goals • Increased number of youth serving as equal partners on community boards and committees • Increased Farmers Market participation, with growers accepting Food Stamp program 	<p>8. Community involvement with Youth / School</p> <p>Citizens recognize and act to ensure community-wide support and involvement in school, afterschool, and youth / family programs</p> <p>Afterschool program is expanded and sustained</p>

Evaluation Plan:

1. **Collect demographic and programmatic data required by funding agency –**
 - a. **poverty rate of participants- use the school free-reduced lunch program data**
 - b. **numbers of participants by race, gender – enrollment and attendance records**
 - c. **numbers of staff and volunteers by race, gender, hours involved in project – personnel and volunteer time sheets, observation**
 - d. **numbers of computers, computer training, participants in computer training – program schedules, attendance sheets**
 - e. **numbers of collaborators – minutes of advisory committee meetings, monthly reports from program staff**
 - f. **descriptor key words of programming for youth, and parents/families – program schedules, curricula, staff reports**
2. **Follow the evaluation / research plan of Dr. Scott Meyer, Plymouth State University, and protocol approved by UNH IRB in determining progress / impacts related to the 8 target impacts. Protocol includes:**
 - a. **pre-test survey/interviews with participating youth**
 - b. **interviews / surveys of participating youth, parent/family member(s), program staff, collaborating community partners (advisory committee members), and collaterals (key informants from school community)**
 - c. **data analysis – tri-angulation of data from all sources**
3. **Include data collected for 21st Century Community Learning Center project (program is being run as part of the Middle School 21st CCLC grant) – academic indicators (grades, grade improvement, homework completion, classroom participation, scores on standardized state exams)**