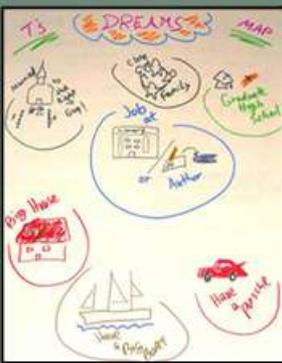


# Improve Student Outcomes Through Extended Learning Opportunities

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NEPBIS 2018



**RENEW**  
Rehabilitation for  
Empowerment,  
Natural Supports,  
Education, & Work

# Agenda

- What is an Extended Learning Opportunity (ELO)?
- Documented benefit of ELO's
- Explore the range & types of ELO's.
- Resources to help you get started using ELO's.
- Questions?



# ACTIVITY: Turn & Talk

## What Concerns do you have about Students?

STEP 1: Identify 1-2 youth with you worry about. Talk about:

- Types of problems exhibited
  - Academic performance
  - Social- emotional characteristics
  - Community connections
  - Work readiness
- STEP II: How does your school address these concerns?
  - What would be the ideal? What is needed?



# What is an Extended Learning Opportunity (ELO)?

- Extended Learning Opportunities allow for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom including, but not limited to: Independent study, Private instruction, Performing groups, **Internships**, Community service, Apprenticeships, and Online courses



# ELOs are for ALL students. This includes students who:

- Don't attend school
- Are on the honor roll
- Have failed classes
- Have diverse learning needs
- Are gifted learners
- Are non-responsive to traditional teaching methods
- are home-schooled
- Have IEPs or 504 plans



# Benefit of ELO's

- Academic achievement
- Improved student engagement
- Increased rates of high school graduation ( & decreased drop out rates)
- Improved social skills
- Higher education and career aspirations
- Provide youth with knowledge, skills, and experiences that bolster 21st century skills
- Postsecondary preparedness Community/business school partnerships
- Parental collaboration
- Learning connected to real world experiences
- Student voice
- Cross generation learning
- Locals designing solutions to local problems



# When & Where do ELO's Occur

- ELOs for school-age children include before- and after-school programs, Saturday academies, summer school programs, extended school year, and other innovative programs (Wintersession, etc.) that enhance student learning.
- These programs may be sponsored by a variety of providers such as child care centers, community organizations, and churches, as well as by schools.
- Many schools offer extended learning programs as a strategy for improving or enhancing student achievement

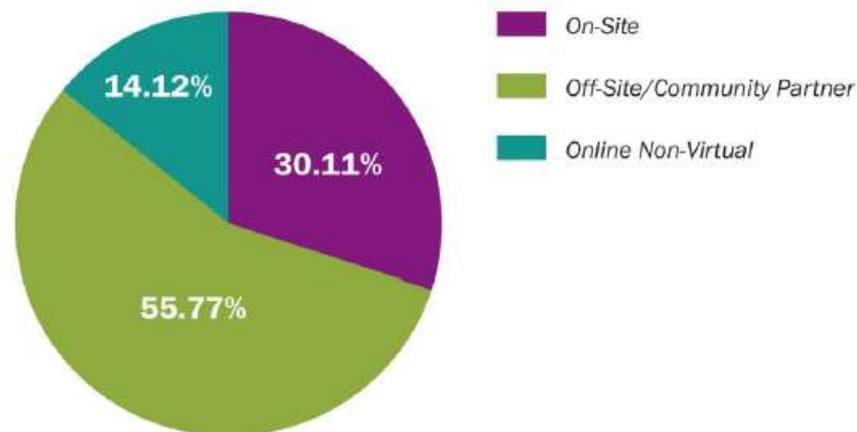


# Key Findings: High Quality ELO Implementation

- Off-site ELOs with a community partner were the most common format of school-facilitated ELOs across sampled schools in 2014-2015.

- Many more ELOS were completed for elective credit than for core credit.

**Figure 1. Total School-Facilitated ELOs Completed across Sub-Sample of Schools in 2014-15 by Format Type (n=22)**



	CREDIT TYPE	
	Core	Elective
<b>Total School-Facilitated ELOs</b>	<b>420</b>	<b>1,174</b>
<b>Percent School-Facilitated</b>	26.35%	73.65%

# Getting Started

## Ideas May Come From:

- A career interest
- A community business, service or agency connection
- Art or music lessons
- A need to make up credit
- A compelling [Essential Question](#)
- An afterschool sport or club
- A desire to learn about something not covered by the curriculum
- A hobby
- And more...

## ELOs are flexible. They can be:

- Individual or Group-based
- Out-of-school or Connected to a class
- Large-scale or Small scale
- Interdisciplinary or Subject-specific
- for ANY student
- in ANY subject



# ELO's can Take Many Forms

Primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology which may include:

- Independent study
- Private instruction
- Performing groups
- Internships
- Community service
- Apprenticeships
- Online courses
- Enrichment activities
- Career clubs



# Types of ELO's

- **Service Aide:** Students provide assistance to a classroom teacher or other staff. Duties can include assisting in the classroom, technology support, creating & maintaining visual classroom displays and lesson preparation.
- **Independent Coursework:** Students with an interest in a content area not offered in their school or cannot fit an existing course into their schedule.
- **Career Exploration:** An opportunity for a student to investigate a specific occupation or career path. Requires the student to conduct independent research, informational interviews with professionals and job shadows when appropriate.
- **Advanced Study:** For students who complete a course or series of courses and would like to continue to advance their learning in that subject area when there isn't a scheduled course available. For example, a student who would like to continue beyond Jewelry 2 or Latin IV.
- **Internship:** A temporary, unpaid, position where a student is paired with a professional in the community in order to gain practical experience in an occupation or profession.
- **Project Based Learning** or PBL, is a learning experience where the student gains a deeper knowledge and broader skills by investigating a topic of their choice. Students actively explore real-world problems and respond to complex questions and challenges. This will often require the student to draw upon previous coursework and apply it in a very practical way to their project.



**Discussion:** What have you done to create learning opportunities outside of school for students, have they been credit bearing?



**Mr. Gilford had a knack for making high school physics fun.**



## Research

plan what you expect to learn  
adjust your research along the way  
use competency-specific rubrics

## Reflection

communicate your growth  
get help from others who know  
connect into your learning

student  
learning

communicate your experience  
share your knowledge and skills  
connect your learning to your life

## Presentation

plan what you expect to do  
gather & use authentic feedback  
make your learning productive

## Product



\* NH Assessment Moderation Team version 1.2 (2011)

# ELO Planning Process

## Team

- Student
- Academic Coordinator
- Teacher (HQT)
- Parent/Guardian
- Community Partner



## Resources

- Community Opportunity
- Setting
- Mentor
- Needs
- Review student transcript, follow data



## Formal ELO Plan

- Define the ELO Opportunity
  - Setting
  - Hours/experience
  - Competencies
  - Assessments
    - Formative
    - Summative



# RENEW Health ELO

Credit, student &  
School Information

Describe WHAT the  
student will do

Outline the Course  
Competencies



Template: ELO Samples for ELO: *Beyond Classroom* website

**ELO Title:** RENEW ELO

**Credit awarded upon completion:** 1

**School and/or educator:** Souhegan High School

**Overview:**

1. **Essential question:** What are my strengths, interests and goals for life after high school and how will I get there?
2. **Area(s) of study:** Health
3. **Duration:** e.g., one- semester
4. **Community partners:** e.g.,
  - a. RENEW Facilitator \_\_\_\_\_
  - b. Identified Social Services partners: (Resource Officer, Planned Parenthood, NH Coalition for domestic Violence, etc.)  
\_\_\_\_\_  
\_\_\_\_\_

**Student Activities:**

Student will engage in a student centered future's planning process with a trained RENEW Facilitator to identify major events in their lives/ history, important people in their lives, their strengths and accomplishments, what works and doesn't work for them to learn and perform at their best, be healthy, communicate effectively and understand others and identify their passions, talents and interests to explore further. Student will identify their vision for life after high school, any barriers, or concerns that may limit their ability to achieve this vision and then set 3 concrete goals that will allow them to move towards their vision.

Student will identify what additional knowledge, skills, and additional resources that they will need in order to achieve their personal goals, break their goals into manageable steps and then solicit support from their community to work toward the goal.

**Competencies**

**Disease Prevention with Health Resources:** Student will demonstrate an understanding of heart disease and communicable diseases by articulating effective methods for prevention, detection and treatment of these diseases based on current research and available health resources.

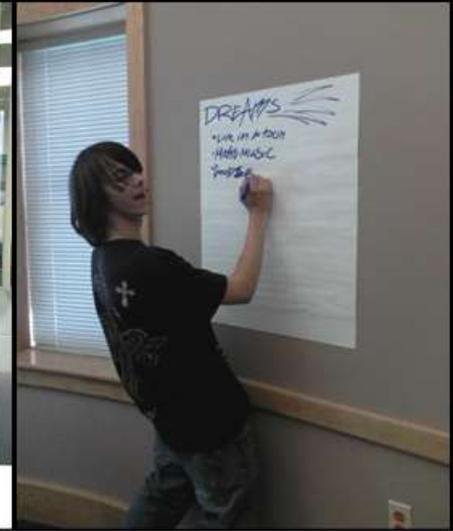
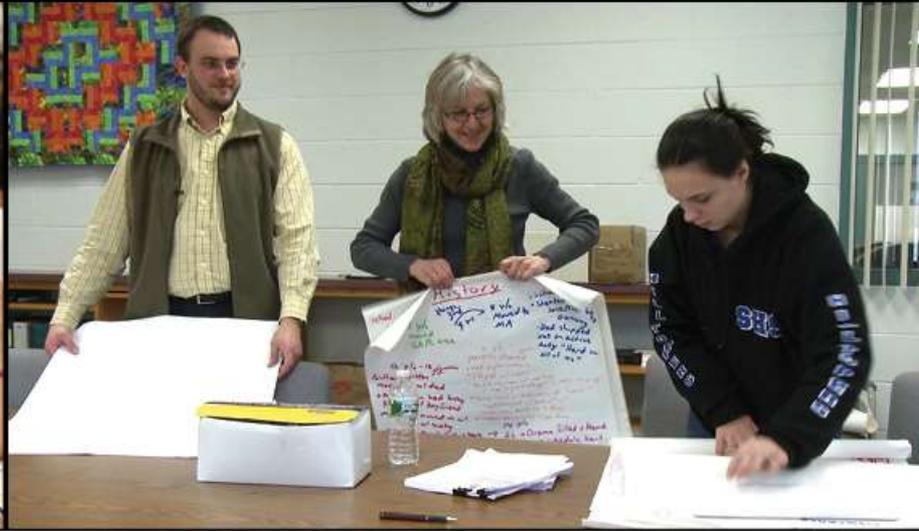
**Fitness:** Student will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals and identifying training principles to meet goals.

**Domestic Violence:** Student will demonstrate an understanding of what domestic violence is

**Media Influence:** Student will demonstrate an understanding of community and media influence on health behaviors by analyzing ways the community and media impact health related behaviors and identifying credible information to make decisions to improve health practices

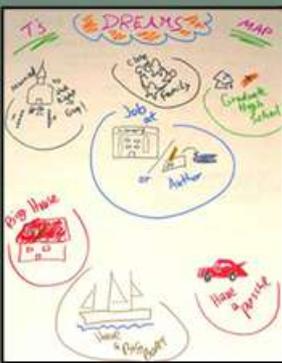
# Evaluation

Research/ Reflection	Exemplary	Proficient	Progressing	Beginning
How does the student engage in a self-reflection process using the RENEW Future's Planning Model?	The student identifies, evaluates, and revises his/her short term goals as needed, by reflection on their behavior in the past, what has worked and not worked, and is able to justify changes made along the way, explaining how this leads to successfully meeting his/her long term goals. Student researches the resources and skills needed to achieve their identified goals and advocate or their own needs	The student identifies major events in their lives, strengths and accomplishments, important people in their life, what works and doesn't work for them to be successful, sets short and/or long term goals, adjusts them as necessary, and determines tasks and next steps in achieving his/her goals.	The student identifies major events in their lives, strengths and accomplishments, important people in their life, what works and doesn't work for them to be successful, sets short and/or long term goals and uses them to determine tasks and next steps.	The student summarizes personal experiences.
Does the student gather information about themselves, their interests and related resources to make connections and progress?	The student communicates about and analyzes the connections between experiences and targeted competencies and predicts future behaviors/decisions / career choices based on his/her analysis ("Next time....", Based on information gathered in the future's plan and career research..)	The student communicates about and analyzes the connections between specific experiences, targeted competencies and long term career goals.	The student communicates about experiences and makes a connection to targeted competencies, skills and jobs to pursue.	The student communicates about experiences; however, connections to targeted competencies are not made.
Does the student Problem solve effectively?	The student describes and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of his/her	The student describes and analyzes problems(s), states solutions, and assesses solutions for them problem(s).	The student describes problem(s) and states possible solutions(s).	The student identifies problem(s).



# Student Examples

Using the RENEW process to develop Extended



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# Scenario 1

- A 18 year old student has been participating in RENEW for 8 months to support him in the school to career transition process. Student lacks necessary credits to graduate on time.
- Youth verbalized his desire to drop out of high school if he could not find a pathway to graduate on time. School attendance was a major concern as he often left school midway thought he day and did not return.
- Student had an IEP and the truant officer was main resource prior to RENEW. Substance use was a concern as well.
- Through RENEW, student enrolled in a 20 credit diploma vs. the school's 26 credit diploma.
- Youth lacked 2 credits in English, 1 Math credit, 1.5 S.S. credit and 1.5 elective credit.
- To earn these necessary credits student began taking classes at Dover Adult Education Program. Several RENEW meetings occurred to make this happen.

# Scenario 1 (continued)

- His RENEW team included:
  - His mother, school counselor, case manager, administrator, RENEW facilitator, RENEW External coach, community-based social worker, truant officer, current social studies teacher
- His goals in RENEW:
  - Get his driver's license
  - Get job
  - Graduate high school



# Scenario 1 (continued)

- Through RENEW, he identified a strong interest in culinary, sports, and a love for the outdoors



# Scenario 1 (continued)

- During RENEW youth got his driver's license, got a job as a prep cook at a local golf course, and enrolled in culinary at the high school for an elective (2) credit.
- He began taking the required English courses and a social studies course at night school, and a math course at the high school.
- Still need was .5 credit in Social Studies in order to graduate
- Obstacle: Graduation 8 weeks away – no courses begin offered at the night school or the high school in the area required.

**Solution: ELO in Social Studies specifically in land conservation**



## ESSENTIAL QUESTION/REFLECTION:

What is conservation;  
how did it start and  
can I see it in action  
today; is New  
Hampshire involved;  
does it matter to me?

## RESEARCH:

- Evaluate how individuals have developed ideas that have profoundly affected American life
- Study forest succession and demonstrate understanding of conservation science that corroborated conservationism
- Research the St. Gaudens civil war art & demonstrate knowledge of a NH practicing artist who memorialized the black troops who fought in civil war
- Demonstrate research on contemporary spread on conservation values from US to world
- Demonstrate exposure to key players and their corroborating values
- Demonstrate exposure to contemporary NH conservation issue



## Presentation:

- Compare/contrast essay on park service/forest service areas
- Summarize learning experience by stating how land conservation began in America, why it was important, and how it impacts our lives today

## PRODUCT:

- Create binder of required worksheets on land conservation.
- Collect and display artifacts from parks student visits to learn about land conservation in NH.
- Create a document summarizing the role of a park ranger based on interviews.
- Write a compare/contrast essay on park service/forest service.
- Give an oral presentation of final product to RENEW team and HQ SS teacher.



# Scenario 2

- 15 year old student began RENEW January 2016.
- Youth has an IEP but was identified as needing further social/emotional behavior support. Team and youth felt specific personalized needs could be addressed through RENEW and inform the IEP transition plan.
- When enrolled in RENEW, student was significantly behind in credit as behavior issues impacted the learning environment for he and others. Prior to RENEW, student was receiving instruction at the district office and had a shortened day. Easter Seals and mental health counseling were involved as well.
- Prior to RENEW, student had earned a total of 6.25 credits out of a possible 12.75. Up to this point 0 credits in English.



# Scenario 2 (continued)

## RENEW Goals

- Earn credit to gain diploma
- Save money
- Learn skills to be independent
- Learn skills to be a survivalist
- Learn how to deal with crowds
- Learn about metal working

## RENEW Team

- RENEW facilitator
- Case manager
- RENEW external coach
- Easter Seals Coordinator
- Community Social Worker
- Teachers
- Administrator



# Scenario 2 (continued)

- After youth presented his goals to his RENEW team, the idea of doing an ELO for elective credit was generated.
- Ideas for ELO were brainstormed by youth & RENEW team, identifying his goal for independent living.
- He chose to do a culinary project. His community partner was his Easter Seals coordinator.



# In addition to the ELO culinary...

- Student desperately need 1 credit to meet English requirement towards graduation.
- From RENEW maps identifying his interests, strengths, and goals team & youth identified a English project based on being a survivalist.
- HQ English teacher approved independent literary review on “Into the Wild”.



## Essential Question & Reflection

### My Essential Question:

What are some of the skills and safety protocol needed of surviving in the wilderness?

- Student will read fluently with understanding and appreciation
- Student will write effectively for a variety of purposes
- Student will speak purposely and articulately
- Student will listen and view attentively and critically
- Student will understand, appreciate, and critically analyze works of non-fiction and informational texts
- Student will complete a literary analysis

## RESEARCH:

- Student will complete the non-fiction novel, “Into the Wild” by Jon Krakauer.
  - While reading the novel, student will reflect on the content through long paragraph journal entries every 3 chapters.
- After finishing the novel, student will watch the movie.
  - Throughout the movie, student will answer 10 guiding questions which will be provided for him.
- After finishing the book and the movie, the student will write a 1 page compare and contrast paper.
- Student will find and read a survival guide of his choosing before he embarks on a camping experience.
- Student will write a reflection paper on his outdoor experience which will later be shared at his final presentation along with a visual ( power point, posters, photo album, etc)
- Finally, student will write 2-4 page literary analysis answering a thesis question that will be developed by the student and using at least 2 quotes from the book to support his answer.



## Presentation

- Write and reflect in 6 journal entries on the book “Into the Wild”
- Reflection on student’s outdoor experience
- Able to discuss and compare the novel, “Into the Wild” vs. the movie and highlight the mistakes narrator made along the way
- Final presentation will incorporate overview and summary of learning experience

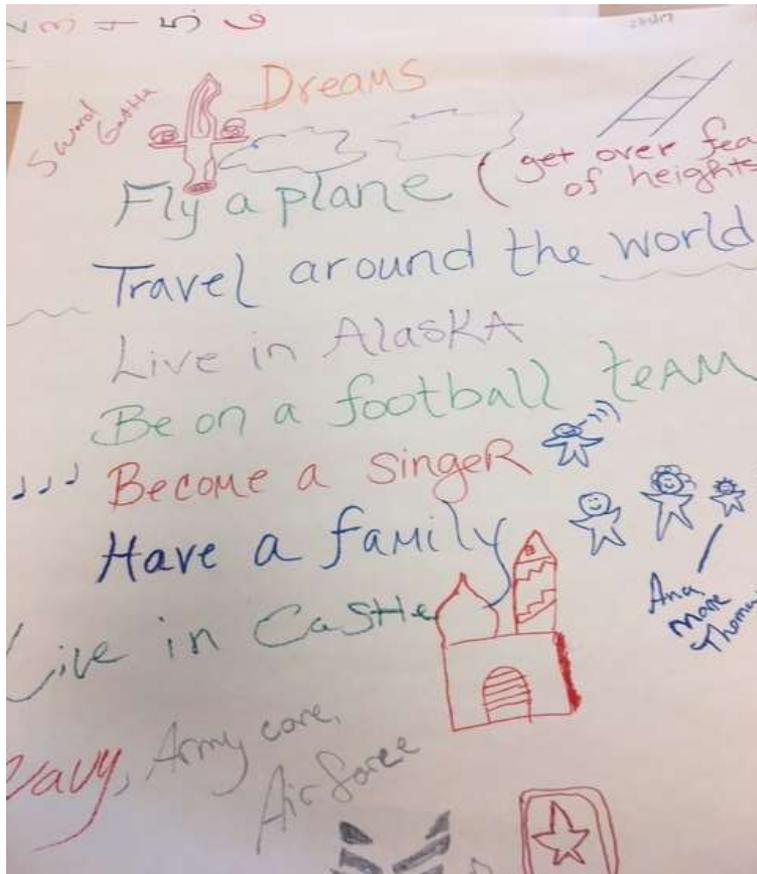
## PRODUCT:

Final project will be a portfolio which contains the following evidence of understanding:

- The reflection journal
- Review of movie guided questions
- Comparison essay
- Reflection paper
- Literary analysis
- Power Point and video demonstration of how he made and used basic survival equipment



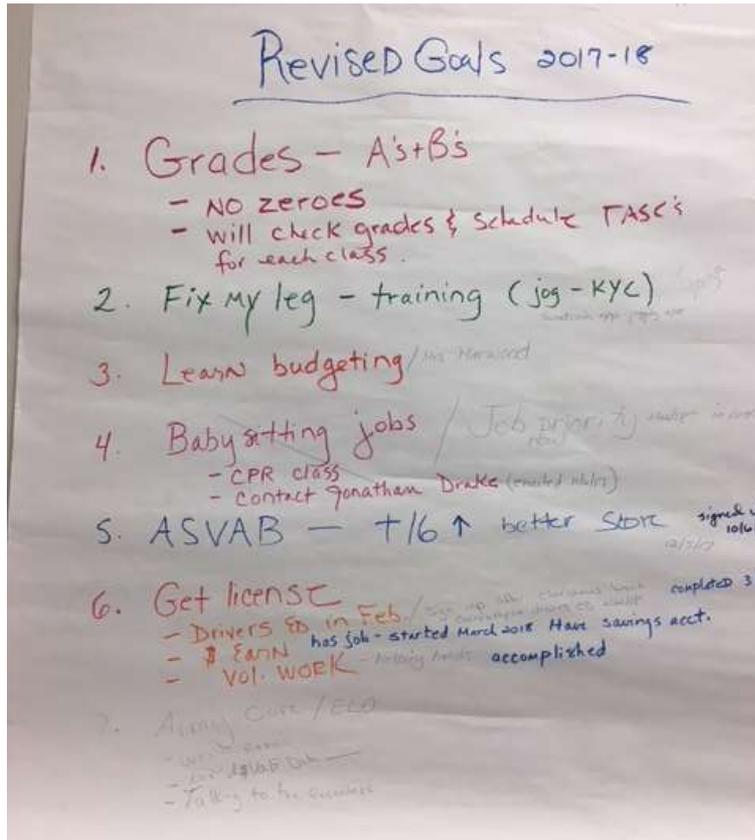
# Scenario 3: RENEW as an ELO for 1 Elective Credit for Career Exploration



- Current Sophomore who has been involved in RENEW since his Freshman year
- Through RENEW, youth identified the idea of being in the military as a way to see the world and move out of area
- Also thinking about a career as carpenter



# Since RENEW



- Youth has accomplished several goals:
  - Improved grades
  - Saved money and got driver's license without help from his family
  - Learned how to budget
  - Fixed problem with leg
  - Took ASVAB
  - Got a job



# RENEW as an ELO

Student approached  
RENEW team about  
gaining credit for RENEW  
as an elective to further  
his inquiry on career  
exploration

Essential Question:  
Where will I be in 2025  
and how will I get there?



# Scenario 3 (continued)

## Reflection

- Student identifies, evaluates, and revises his short term goals as needed, and is able to justify changes made along the way, explaining how this leads to successfully meeting his long term goals.
- The student describes and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of his choice.
- Student will reflect on his strengths, interest and work environments that work and don't work for him, and able to articulate this as a match to his career preference.

## Research

- Student engages in a self-reflection process using the RENEW Future's Planning Model and interest inventories.
- Student will research the resources and skills needed to achieve their identified goals for life after high school related to chosen career pathway.
- Student will research a career goal they would like to pursue upon graduation and what training, education, skills and resources are needed.
- Conduct informational interviews with 2-3 different military personnel ( former and/or current) that represent different types of military branches and jobs within each branch and 1 information interview with a carpenter.



# Scenario 3 (continued)

## PRESENTATION

Student participates in an exit interview and portfolio review to summarize the person-centered planning experience, as well as creates a final project which answers the essential question, reflecting the career interests of the student.

## PRODUCT

Student Future's plans, Action Plans, agenda planner, portfolio, resume, results of interest inventory career brochure, career research, informational interviews will be collected, distribute and presented in various forms chosen by student and RENEW facilitator ( video, power point, stand up display board, poster etc.).



# Your Turn!



# Internship Ideas

TOP 3 Ideas  
circled  
Talk to Eddie about looking into

## Internships



Chali Fours  
Florist



## 1 Music

Thrift's  
Music Man? Music Store's

Verizon Arena?

Palace Theatre Music →

RADIO Station - Rock 101  
Theatre 94.1

Manchester Community Orchestra  
Manchester Community Theatre

## Sports

- Verizon
- Fischer cats
- Monarchs
- Radio stations
- WmV R

Adult Basketball  
Leagues



# Internship at a Flower shop

- Interned at a Flower Shop for 8 weeks
  - Arranged Flowers
  - Worked with customers- helping plan flowers for weddings, funerals, birthdays, etc.
  - Learned maintenance, finances, process from ordering through delivery



# Health ELO

- Student needed some health competencies to graduate
- Obtained approval from Health Teacher to complete the RENEW Process & share his learning with the health teacher
- Student presented RENEW Future's Plan to Health teacher with RENEW Facilitator in attendance as well



# Senior Project: Benefits of Running to Manage Behavioral Health

- Student interest: mental health & wellness
- Student works with RENEW Facilitator to identify strengths/interests, complete personal futures plan
- Team helps connect student to cross country coach
- Cross Country Coach becomes the Community mentor for Senior Project
- Research: Running & the benefits to behavioral health
- Reflection: paper on what he learned
- Project: Organized a 5K run in the community
- Presentation: student presented to a “senior project panel” which included members of his RENEW Team



# Behavioral Health Career Exploration

- Weeklong program ( 40+ hrs) at local Manchester Community College
- Group ELO
- Students learn Motivational interviewing, Youth mental health First Aid, Signs of Suicide, Leadership, cultural competence, understanding personal values/ beliefs, substance misuse, adventure based therapy, art & music therapy, animal assisted therapy & Career exploration

Registration available at [www.snhahec.org](http://www.snhahec.org) under "upcoming events"

Southern NH Area Health Education Center,  
NH Office of Health Equity and  
the Institute of Disability / UCED  
present

**Behavioral Health Career Exploration**

Be a part of the Health Care Workforce Pipeline.  
Build the skills needed by social workers, nurses,  
physicians, psychologists, care coordinators and others.

**Trying to decide on a career path  
or a course of study?**

**What will I be doing during the week?**

- Learn about the employment options in the Behavioral Health field,
- Participate in a variety of behavioral health-related programs, such as Substance Abuse, Prevention and Signs of Suicide, Mental Health First Aid, and Motivational Interviewing
- Learn the fundamentals confidentiality, wellness and ethics
- See some professionals in action -Art Therapy and Equine Therapy

July 23-27, 2018  
Manchester Community College  
8:30am to 4:30pm  
For Students ages 16 through 21



Your participation in this career exploration program may be eligible to earn ELO credit.  
**Scholarships are available.**  
The program has a value of \$1100.00 per person.

DAILY BUS TRANSPORTATION TO MCC WILL BE AVAILABLE TO & FROM CENTRAL AND WEST HIGH SCHOOLS. THE PROGRAM RUNS FROM 8:30AM TO 4:30PM DAILY.

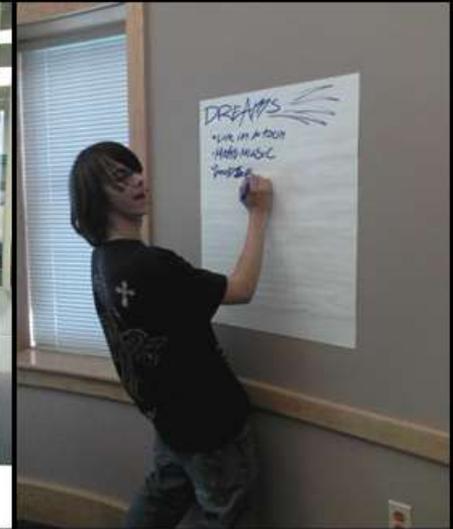
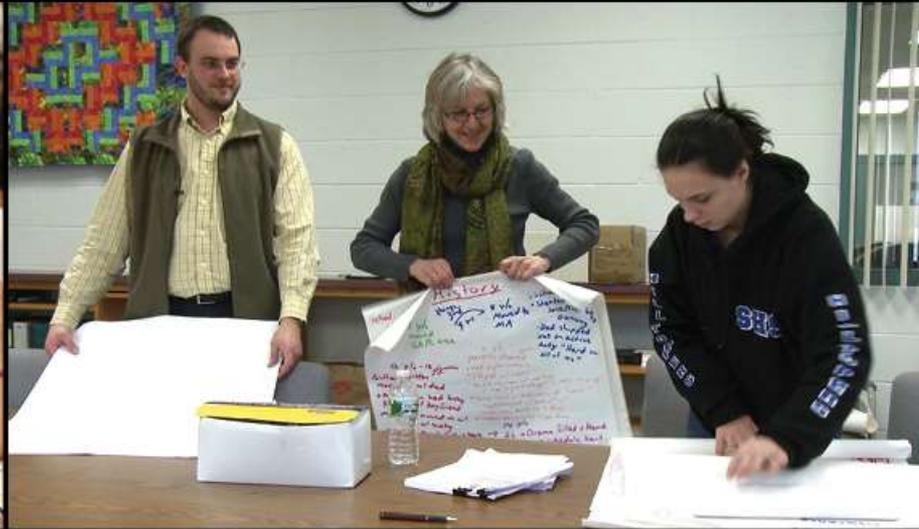
If interested in learning more, please contact Gina Savinelli at [gsavinelli@snhahec.org](mailto:gsavinelli@snhahec.org) or 603-895-1514 x2

Institute of Disability/UCED  
University of New Hampshire

AH EC  
Southern New Hampshire Area Health Education Center

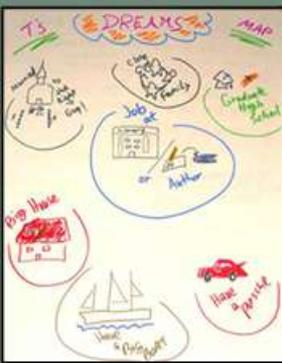
NH Office of Health Equity





# Community Partners

Establishing connections to the larger community to help foster student learning



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# Souhegan high School

- Notice in parent newsletter & local newspapers
- Use Survey monkey link to inventory Community talent
- Seek support from local businesses ( Fidelity, PC Connection, BAE) to fund background checks on volunteers



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# Walk & Talk (5 mins)

Stand up, stretch and find someone you don't know to share how you currently partner with your community and what you might do in the future



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# Ideas for Fostering Community Connections

- Business networking events
- Chamber of Commerce
- Parents in the community
- Community Breakfasts
- Inventory Community
- Create a community resource map
- Visit local businesses, senior homes etc. and talk with them about your vision t partner & their needs



# Additional Examples

- Poetry slam
- Aviation Education High school Course  
<http://www.nhahs.org/av-ed>
- Health Career Club
- Behavioral health career exploration program  
<http://www.snhahcec.org/Behavioral%20Health%20Career%20Exploration%20-%20website.pdf>
- Nursing quest camps  
<https://www.eventbrite.com/e/advanced-nursing-quest-summer-camp-2018-manchester-community-college-9th-and-10th-graders-tickets-43448425410>



# Resources

- RENEW IOD ELO Frameworks
  - Health
  - Career Exploration
- Closing the Gap Through Extended Learning Opportunity (2008) National Education Association  
[http://www.nea.org/assets/docs/HE/mf\\_PB04\\_ExtendedLearning.pdf](http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf)
- Beyond Classroom <https://beyondclassroom.org/>
- The Buck Institute ( Project Based Learning) <http://www.bie.org/>
- Model ELO sites in NH :
  - Winnacunnett High <https://sites.google.com/a/warriors.winnacunnet.org/elo/>
  - Lebanon High school  
[http://lhs.sau88.net/apps/pages/index.jsp?uREC\\_ID=333507&type=d](http://lhs.sau88.net/apps/pages/index.jsp?uREC_ID=333507&type=d)



# Resources

- Bowles, A. & Brand, B. (2009) *Learning Around the Clock: Benefits of Expanded Learning Opportunities for Older Youth*. Washington, DC: American Youth Policy Forum.
- Afterschool Alliance(2008). Evaluations backgrounder: A summary of formal evaluations of the academic impact of afterschool programs.



# Questions?

