

Extended Learning Opportunities

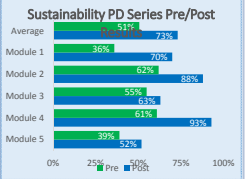
Creating Alternative Pathways for Students to Achieve Academic Credit Inside and Outside of School

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Next Steps NH Pre/Post Training Assessment

Similar to the need for teachers to gain data on student understanding, we need to determine what impact our training has on your understanding of the training topic/content.

- **Purpose:**
Evaluate Next Steps NH Training NOT participants
- **Measure the Impact of Knowledge**
 - ✓ Pre-test - assess prior knowledge
 - ✓ Post-test - assess knowledge gain
 - ✓ Additional questions - quality & usefulness




Module	Pre (%)	Post (%)
Average	51%	73%
Module 1	36%	70%
Module 2	42%	88%
Module 3	55%	93%
Module 4	61%	93%
Module 5	39%	82%

Learning Objectives

Participants will...

- Learn the critical components of a successful ELO program
- Develop strategies to develop an infrastructure to support ELOs within their schools
- Examine policies and practices that support ELOs within their schools





Guiding Principle

ELOs, like transition, do not happen in isolation. This training is about ELOs and the framework needed to build a program. Actual building needs **to include other partners not present at the training.**

Materials For This Presentation

- Come from a variety of sources including but not limited to:

www.beyondclassroom.org

www.nextsteps-nh.org

- [New Hampshire Department of Education](#)
- [Lebanon High School](#)
- [Pittsfield Middle High School](#)
- [Q.E.D. Foundation](#)



NH- Local Control

- ✓ NH DOE provides guidance on the creation & implementation of ELOs.
- ✓ Local schools and school boards define policies.
- ✓ High School Redesign and SB 18 created the flexibility to expand educational opportunities.



New Hampshire - The Granite State

DOE Guidance on ELOs

- ELO learning may be offered in any course area; school district policy defines which areas the district will approve.
- ELOs must be pre-approved by the school before beginning.
- Certified school personnel must authorize and oversee the ELO and the awarding of credit.

Source- NH DOE

DOE Guidance on ELOs

- Credit for ELO must be based on student demonstration of mastery of rigorous, measurable course level competencies.
- It is the purview of the local school district to identify/develop course level competencies, decide on appropriate competency assessment methods, and identifying necessary and sufficient evidence for students to demonstrate mastery.
- ELO may provide credit for all or some of a core course.

Source- NH DOE

NH State Standards...

- Minimum State Standards for Public Education provides the foundation for ELOs
- It states we *can* do them, not *how* to do them
- Requires local school boards to adopt ELO policy



Blueprints for an ELO program?



Let's Face It.....

"That was an awesome worksheet,"
said no student ever.



someecards
user card

What's in Your ELO Policy?

- Where is information on ELOs found?
- Limit on the number of ELOs?
- ELOs for any subject?
- Application process?
- Time limits?



Financial Support for ELO's

- Is there a budget to support the program?
- Possible support needs:
 - Transportation
 - Promotional materials on the program
 - Background checks



Insurance

- Find out what insurance company covers your district
 - Local Government Center (LGC)
 - PRIMEX
 - National Union
- Check to make sure there are no restrictions on ELOs under current policy.



Developing ELOs



Marketing ELOs

Within the School

- Staff knowledge of ELOs & development

With Students & Families

- How do you know about ELOs?
- Program of studies

In the Community

- Business partners



Big Picture Planning

✓Determine Process

- Staff Who Know About & Understand ELOs

✓Templates

- Planning, Expectations, Outcomes

✓Identify Certified Educator & Competencies

✓Identify Community Partner

- DOL process
- Mitigating Risk



A Starting Point

• Where do you start?

- Student
- Teacher
- Community member



- [Review sample forms](#)

ELOs & IEPs

Case Manager Involvement

- Aligned to an IEP
- Knows the student, their support needs & learning style

Disclosure

- Accommodations
- Beyond Classroom



Detail Planning

✓Start

- In alignment with school quarters or semesters? Or anytime?



✓When the ELO Occurs

- During school or after school

✓Transportation



✓Financial Responsibility

✓Course Credit

Your Referral & Planning Process

- What do you currently do?
 - Do all staff know about it?
 - Do students & families know?
- Are there areas for improvement?
- Areas you want to change?



Developing the Plan

- Areas to review
- Essential Question
- Competencies
- Monitoring progress

Academics

- ✓ Course Competencies
 - Competency Validation Rubric:

[NH DOE Link](#)



- ✓ Ensuring Academic Rigor

Competencies

- They are a system of standards and appropriate assessments by which student mastery can be measured.
- Format for competencies is a local decision.
- They often contain Essential Questions or big ideas of the course.
- What do you expect the student to take away from the course and have learned and retained over time?

Source: NH DOE



Competencies are the knowledge, skills, and/or behaviors students must master in a specific content or performance area - Kim Carter, [Q.E.D. Foundation](#)

Competencies often.....

- Reference NH Curriculum Framework and Grade Span Expectations.
- Include a statement describing what is expected from a student to demonstrate mastery of the competencies
This can be given as sample performance task(s), a test, a presentation, or any number of other means by which a student can be expected to show that they have mastered the competencies.
- Provide a Rubric for Assessment



Source: NH DOE

Competency Standard Statements

These are the concepts, content knowledge, and skills expected to be learned from the course.

- Some schools are developing 4-7 competency statements per course conceptual in nature.
- Some are developing many more competency statements per course that are closer to individual content or skill proficiencies .
- Some are designed with content knowledge and skills together.

Source: NH DOE

Attaining Competency

What are the standards for demonstration of competencies?

- The same standards should be used as those required to pass the class as designed. The standards should be the same for in-class and for an Extended Learning Opportunity.



Source: NH DOE

Attaining Competency

What does "demonstrating mastery" mean vs. demonstration of a competency?

- The term "mastery" indicates that a student has presented sufficient evidence of attainment of the required competencies.
- Sufficiency of evidence is determined at the local level.



Source: NH DOE

Employers & Community Partners

- ✓ Know what you are looking for from them
- ✓ Be prepared to address concerns/questions
 - Know your school's insurance
 - Supervision
 - Time commitment
- ✓ Have a contract that outlines expectations
- ✓ Communication plan
 - Contact information
 - How are you getting information on the student's progress?
- ✓ Evaluation plan



Mitigating Risk

- Keeping students safe
- Clearly defining roles & responsibilities
- Documentation





NH Dept of Labor

- There are different rules for unpaid and paid internships.
- DOL approval is needed for internships that are unpaid or pay a sub-minimum wage – these are identified as *training* experiences.
- DOL approval is required for job shadows.
- DOL approval is not needed for internships that pay at least minimum wage.

NH DOL Requirements

There are 2 forms the MUST be completed:

1. *Format for Submitting Business Partner Names for Pre-Screening by DOL*
2. *Approval form for non – paid work-based activities under RSA279:22-aa*





Insurance

- Request an insurance binder from your provider for the ELO work site. Insurance provider needs to know:
 - Main contact at ELO site
 - Physical & mailing address, phone number & email

ELO Coordinator needs a copy for their records

Reference: NH ELO Program Design Handbook, pgs23-24

Approval Process

- ✓ ELO proposal approval
 - Clear understanding of the ELO by all parties
 - Agreed upon competencies
 - Certified Educator identified
 - Family agrees
 - Clear process for required signatures

- ✓ Dept. of Labor compliance
- ✓ Insurance binder






Assessing the ELO

- Engaging the student in assessing and monitoring their work
 - Formative (monitor)
 - Summative (evaluate)
- Rubrics- what is being evaluated and how?
 - Research
 - Reflection
 - Product
 - Presentation
- Working with community partners

Rubrics




Rubrics provide...

- Method of measurement of mastery.
- What is good enough.
- Definition of sufficient demonstration of mastery for a given competency standard.

Examples: [Pittsfield Rubric](#) [Lebanon Rubric](#)

Feedback & Progress Monitoring

- ✓ Benchmarks to Review Progress
- ✓ Communication & Feedback
 - Student
 - ELO Coordinator
 - Certified Educator
 - Community Partner



ELO Program Monitoring

- ✓ Planning Team Development & Facilitation
 - Creating a team to support ELO implementation in the school
- ✓ Inclusion of Parents and Families
 - Inviting family members to support a student's plan and ELO
 - Tapping into the network of families to support ELOs in the school and community?

Capacity & Supports

Process for ELO development

- Tools/ Application/ Rubrics
 - ✓ Clear process that everyone understands
- Coordinators oversight of ELOs
 - ✓ How many is too many?



Documentation on the Transcript

Identify as an ELO and include content area covered:

ELO: English 12 Independent Study - American Sign Language

ELO: Law Enforcement Job Shadow

ELO: Independent Study - Terrorism Around the World

ELO: Veterinary Science Internship

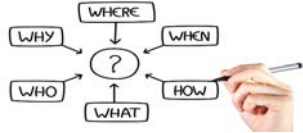


Program Evaluation



Program Evaluation

- What ELO program oversight is currently in place?
- What is the process for collecting data on the outcomes of the ELOs being implemented?
- Evaluation of the overall success of the ELO program.



Program Evaluation

- ✓ Program Goals
 - What does our school hope to accomplish by implementing ELOs?
 - What outcomes do we hope for our students participating in ELOs?

✓ ELO Program Quality



Developing an Action Plan

- Based on your SOAR analysis, fidelity tool results, workshop materials and discussion, identify goals and begin to develop an action plan to build your ELO program



Wrap-up

- ✓ Successful ELO programs have clear processes and procedures.
- ✓ There are a wide-variety of policies and practices that schools need to examine as they develop programs.
- ✓ Strong ELO programs incorporate students, families and community partners.

Where Do We Go From Here?

- ✓ Using your SOAR analysis and action plan, work with your Regional Intermediary to develop Day 3 of training.
 - Schedule it to take place in your school by end of April
- ✓ Invite at least one student, family member & community partner. Be clear on their role and why you want them there.