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

CASE STUDY 2018



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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.