

**Hillsboro-Deering After-School Program
Kids in Gear
Skills Training Program**

Final Project Report

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Katy Lianos
CED 794**I. Abstract**

This report describes a Community Resource Renewal Project for the 35-50 children, staff, community volunteers, and Vision Team of the Hillsboro-Deering After-School Program in Hillsboro, New Hampshire whereby participants have created new salable items which they will sell to donate funds to a philanthropy of their choice and also to work to sustain and develop the After-School Program. Along with organizing the creation of items, I formed community alliances with local businesses which were pre-selected, by the Hillsboro Vision team, and the After-School Program. Participants in the project were provided with various training sessions in different skills, such as creating jewelry, sewing, and cooking. Students met weekly to complete various aspects of the project. The pilot program consisted of six months of preparation, which will culminate in a community sale. The success of the project was and will be evaluated by determining (a) participation and delivery of students, staff, and community members, (b) funds raised for the Program and philanthropy fund, and (c) creation of an alliance between the local business community and the After-School Program.

II. Executive Summary

The Hillsboro-Deering Middle School After School Program is currently operating under funding from a 21st Century Grant. This program was started two years ago (and is currently in its third school year) to provide quality after-school programming for students in grades 6-8. After much research, the town decided that this was a crucial need in this community due to the large number of working parents who arrive home after 5:30 pm. This time after school is considered to be a time when adolescents are most likely to participate in deviant activities. The purpose of the after school program is to prevent these behaviors and to foster positive learning activities. These activities are academic and social in nature.

The purpose of the Kids in Gear Skills Training Program is to teach middle school students the importance of providing philanthropic work to their community, as well as to create sustainability funding for the After School Program. The program will soon lose its initial grant money, and hopes to find ways to keep the program operating without this federal assistance. Students created different items, such as jewelry, fabric bags, bead animals, macramé items and woven belts, following weekly training sessions with community volunteers adept in these skills. The Director of the After School Program also asked that a philanthropic piece be included in the project. At the end of the school year, the students' work will be displayed in a fashion similar to that of an art gallery at a community fair. The funds raised by the sale of the students' work will be divided between funding for the After School Program, and to a charity chosen by the students. The goal is twofold: to teach students new skills which they can use to create items suitable for sale, and to demonstrate to students that they can work to provide benefits which are not always intrinsic in nature.

The initial step of this project was to work with the Hillsboro Vision Team, which is the nonprofit group in the Hillsboro area which arranges all the after-school programming for the community. This group hopes to foster positive community relationships with the after school programs. One goal is to bring in business support and community awareness of the after school programs, in the form of financial support and community volunteers. The Project Director's time spent with this group consisted of meetings regarding activities and events which were proposed to create sustainability for the various programs. The Vision Team also spent several months working to restructure its Board, goals, mission statement, and purpose. After several months of planning, the first sustainability project began. This project addressed the goal for creating community awareness and bringing in community volunteers.

The weekly skills training sessions were conducted by community volunteers. They included the Chairwoman of the Hillsboro School Board, a speech pathologist for the town of Washington, NH (also part of the Hillsboro-Deering School District), a retired citizen who operates a farm, and finally, a high school student from Hillsboro-

Deering High School, who was completing required community service hours. The craft projects which were taught were fabric bags, beaded jewelry, embroidery bracelets, woven belts, and several macramé crafts. Each session was conducted with a group of 5-7 children who participate in the After School Program. These students signed up for the program as a weekly choice. The same group of students participated in the program for the duration of the project.

The skills training sessions have been successfully implemented throughout the last three quarters of the school year. The students have learned a new skill with each of the community volunteers. The original plan for the implementation of the project was to hold six weekly sessions. The project was well received by the students, volunteers, and the Director of the After School Program. Project implementation was extended through the end of the school year, and is possibly going to become part of the summer curriculum. The goal for sustainability of the project was achieved at least as an intermediate outcome of the project.

The project is in its final implementation stages at this point. The final work to be accomplished is the sale of items in a community fair. This task will be completed at the end of the school year. The purpose of the sale will be to sell the items for sustainability funds, philanthropic funds, and finally, to create awareness of the program, which is expected to bring in some business support for the Middle School After School Program.

Overall, this project has been successful. The students have learned new skills, funds will be raised for sustainability and charity, and the program has been well accepted, which enhances the project's potential for sustainability. This project has been a learning experience. There have been problems at many points in the project's life cycle. Finding replacements for community volunteers who had to cancel or became ill was especially challenging. Students needed to be introduced to new skills to maintain interest on a regular basis. Scheduling volunteers was one of the most time-consuming portions of the project. Working with the Hillsboro Vision Team was both exciting and frustrating. It was important to learn the steps which go behind structuring a nonprofit organization. One lesson to be learned is that organizations will not always operate within the expected timeframe for a project. Most activities will take much longer than expected if they involve a large group of people, so it is necessary to plan extra time for each activity. Having a back-up plan would have been especially helpful when organizing volunteers. The economic component of the project has not yet been completed, but is expected to be completed by the end of the 2006-2007 school years. Finally, this project evolved into a version of the original proposal, but was not exactly what was originally planned, due to many extenuating circumstances. The most important lesson learned is that projects will evolve and change and it would be helpful to attempt to predict and prepare for these changes, but even then, the unexpected WILL happen.

III. Community Need Assessment

Community Profile

Hillsboro, New Hampshire is a small town in the middle of the Contoocook Valley with a population of 4928 residents, according to the 2000 census (1999). This population includes 2,409 males and 2,519 females. The median age in this town is 37.6 years. This town has a somewhat homogeneous population, consisting of 4,803 whites, 9 black or African Americans, 22 American Indian or Alaskan Natives, 46 Asians, 26 Latinos, and 42 residents who have a mixture of 2 or more races. The town's largest employment sector, manufacturing, employs 17% of the working population. Next is retail trade, employing 15% of the population, and third is health care and social assistance, with 12% of the population employed (NHnetwork, 2004). As a former resident of this town, the Project Manager knows first-hand that many of the manufacturing jobs in this town are provided by its large lighting factory, Sylvania. Most Sylvania employees are blue collar workers, and many work the second or third shifts. Sylvania is one of the biggest employers in the town of Hillsboro. Few employment opportunities exist in Hillsboro other than small, privately owned businesses, Shaw's Supermarket, and Sylvania. Therefore, a common thread through this community is that of the commuting worker. The mean or average commute in this town is 32.4 miles, according to the U.S. Census Bureau (1999). The town lies almost directly between the cities of Keene and Concord. Many town residents work long hours and do not return until evening. This creates a "latch-key" situation for many of the town's children. With few recreational activities that are not school sponsored, many of these children go home to an empty house. This population consists of 539 students from the ages of 10 to 14. These middle-school aged children are the target population for this project.

Community Needs Assessment

The organization that conducted the project is an after-school program in the town of Hillsboro. This after-school program was created through a 21st Century grant which provided funds for the creation of the program. The after-school program is an integral part of Hillsboro-Deering School District's Safe and Drug-free Schools Prevention Matrix. The Matrix is a plan to implement Safe and Drug-free Schools programs in all levels of Hillsboro's three public schools. As published on the district website (2005), the after-school program's vision statement states that the program was "established to provide and engage middle school students in productive activities that are designed to raise self-esteem, address academic deficits, promote positive social interaction, and better connect families to school and community." The community needs assessment (CNA) which was examined by the Project Manager was created to address the lack of monies for the Governor's Commission Prevention and Treatment Fund. This CNA offered information which demonstrates the importance of productive, after-school activities and programs for children from the ages of 10 to 15. According to this CNA, young people who start drinking alcohol before the age of 15 "are 4 times more likely to develop alcohol dependence than those who begin drinking at age 21." (National Institute on Alcohol Abuse and Alcoholism, 2005). This age group is particularly at-risk, as "over

half of NH high school students surveyed reported drinking alcohol in the past month. Over 1/3 reported riding with someone in the past month who had been drinking alcohol, and 1/3 reported binge drinking (consuming 5 or more drinks in one sitting),” (NH Youth Risk Behavior Survey, 1999). Therefore, it is very important to find positive ways to occupy the time of these pre- to early teens. The State of New Hampshire spends nearly 50 times more (\$140 million vs. 3.15 millions) on the cost of alcohol use by New Hampshire youth than it does for overall alcohol and other drug prevention and treatment services, according to the Friends of Recovery CNA (2005). This age group is particularly at risk because they are more likely to give in to peer pressure and other outside influences if they are not coming home to a parent-occupied house after school. The CNA that was accessed focuses on the need to provide adequate funding for the Governor’s Commission Prevention and Treatment Fund. This influences the sustainability of drug-free programs, such as the after-school program that hosted the project.

The research for this project identified several relevant pieces of information which reflect the status of the chosen community. Over a quarter of Hillsboro’s population is under the age of 18. This is a large population of children for such a small town. In the U.S., the percentage of the population between the ages of 5 and 18 is 6.5%, compared to 6.9% statewide, and 8.4% in Hillsboro. According to the U.S. Census Bureau (1999), the median household income for the state of New Hampshire is \$49,467, compared to the median household income in Hillsboro of \$41,994. This lower income creates a situation in which parents are unable to provide costly extra-curricular activities or adequate child care for many of their older school-age children. Hillsboro also has a higher percentage of people in the workforce (70.5%) compared to the U.S. average (63.9%). This places a greater percentage of parents in the workforce, and thereby a greater number of parents who are not home after school to be with their children, as proven by the Census data (1999). The program described below is one of 10 programs in the town of Hillsboro addressing the vital needs of students in grade 6-8. This program affects the children in this community in many positive ways. Without this program and other programs like it, future unemployment rates, poverty level and other such statistics could be negatively affected. This is the problem in this community....SUSTAINABILITY. According to members of the Vision Team, visibility of the After-School Program and its importance within the community is an on-going struggle. The support of the After-School Program within this community is a need which must be addressed.

IV. The Problem

1. Problem Statement

The community of Hillsboro, New Hampshire consists of a large commuting population. Many adolescents of this town are therefore left home alone between the crucial hours of 3:00 pm to 6:00 pm. These are the hours when students are most likely to experiment with drugs and alcohol, due to boredom, lack of parent supervision, and desire to “fit in” with their peers. The Hillsboro-Deering Middle School, along with the support of a 21st Century grant, created an after-school program to address the need for positive, supervised activities for adolescents in grades 6 to 8. The After-School Program has been successful in gaining a regular population of students. However, initial grant money is dwindling, and the After-School Program must address the issue of sustainability in order to continue providing services to middle school youth. The After-School Program also desires greater recognition of its crucial role within the community in order to obtain positive community involvement and support of its efforts. The sustainability of the After-School Program will need to be a combined community effort. Without this program, students in this at-risk age group will be left to face the long hours after school without the option of a safe, nurturing environment in which to occupy their time. The purpose of this project is to address the After-School Program’s need for sustainability.

2. Project target community

The target community consists of the students and leaders of the Hillsboro After-School Program. This program includes 35-50 middle-school aged students, a Vision Team, and the After-School Program Coordinator, Cathy Nowacki. This program offers the middle-school students of this town a safe, productive environment to occupy their after-school hours. The town residents consist largely of commuters. The after-school program is part of a drug-free initiative adopted by the school community. This project addresses the program’s need for sustainability options after initial grant money dissipates. The target community also consists of the local business population, which will be asked to support both the sustainability of the After-School Program, and the goals of the project. The purpose is to create a positive relationship with the students in the Program and the local businesses, with the added benefit of creating funding for the After-School Program and its youth. Included in the project development are two high school students. These students will help the middle-school students develop their items for sale. Finally, the project community consists of the community volunteers who have given their time to work with the middle school students each Friday afternoon.

3. Stakeholders

- A.) Students in the Kids in Gear Program (5-7 students)
- B.) Director of After School Program
- C.) Town of Hillsboro, New Hampshire (and surrounding community)
- D.) Members of Community Vision Team
- E.) Community Charitable Organization (to be decided by students)
- F.) Future participants in HDMS After School Program
- G.) Hillsboro-Deering Middle School
- H.) Parents of students attending After School Program
- I.) Community Volunteers (participating in skills training sessions)

Each of the stakeholders in this project offers a different level of participation. The project currently consists of about 5-7 middle school students attending the weekly training sessions. Each of these children voluntarily signed up for this project. These students have worked on a variety of crafts with several volunteers throughout the 2006-2007 school year. The project began implementation with these students in November of 2006 and will end in June of 2007. Cathy Nowacki, the Director of the HDMS After School Program, has assisted the project director (the author) directly throughout the life of the project. She provided the group of students for the project by offering the skills training seminars as a weekly elective for students in her program. Cathy is very involved in the week-to-week operation of the project, and directly supervises both the project director and the people conducting each seminar. Cathy and the director speak on an almost weekly basis to discuss various aspects of the project. The Town of Hillsboro and the Hillsboro-Deering Middle School benefit from the project through the investment in its youth. When funds have been raised to assist in the sustainability of the program, Hillsboro and its surrounding communities will benefit from having students guided away from deviant behaviors, and also from students who are involved in working together to help their community. This project fosters good citizens, as does the After School Program. The project and the After School Program both create a positive image for the town and its middle school. Creating quality after school programming shows an investment in the youth of the community. When students are involved in positive activities, it creates a healthier community. The Community Vision Team currently works towards sustainability and visibility of the town's After School Program. They have been involved in this project on a direct level, but do not actually help to implement the project itself. This project fosters goals and the mission of the Vision Team, but Vision Team Members view the project as one of many activities helping with their mission. Parents of the students involved in the project are able to see a positive activity being undertaken by their children. Their children are participating in philanthropic activities which will help their social and emotional growth. Parents can feel secure that their children are not engaged in negative behaviors during this after school time. Finally, the volunteers who have participated in the project have been directly involved in conducting weekly training seminars. They are responsible for teaching children new skills, and monitoring their work. The volunteers have gained knowledge that they are

giving back to their community. They have formed positive bonds with the students participating. The various stakeholders recognize the benefit of this project to all involved.

Please see Appendix H for Original Stakeholder Plan

4. Project goals in CED terms

Because the need for an after-school program is crucial in this working-class town, sustainability of the program creates a very immediate problem. A viable CED plan for this problem is to create a project in which students collect used items donated by the community, receive training on how to refurbish these items, and finally refurbish and sell the items in a community yard sale. The project also aims to garner support for this program in the form of sponsorship from local businesses in exchange for both a tax incentive and positive community visibility of their business. This element of the project is not completed at this time, but plans for future business participation are being discussed currently by the Vision Team.

- The project will create financial support for the After-School Program from the local business community.
- The project will create positive relationships with the high school student volunteers who will assist the middle school students with their project, and with the local business community.
- The project will create sustainability funds for the after-school program.
- A by-product of this project will be student training in a variety of skills needed to create retail items, as well as the creation of goodwill in the community, and knowledge of business skills for students.

Achievement will ultimately be measured by determining the amount of money raised for sustainability of the After-School Program and the participation and delivery of students, staff, and community members, and the ability of the project to continue and possibly expand in the following year.

(a) Outline of Goals:

1. Sustainability for After School Program.
2. Community Businesses are aware of the After School Program
3. Community Businesses make financial donations to After School Program
4. Community members volunteer at After School Program
5. Students create items for sale.

(b) Define the Outputs:

1. Students acquire new skills.
2. Funds are supplied to a charitable organization.
3. Funds are supplied to sustain After School Program.
4. Community members take an interest in the After School Program and its purpose
5. Students gain pride in their philanthropic work.

(c) Assess the Feasibility of the Outputs:

1. Students are trained by people who are experts in the skill.
2. The items produced are popular clothing or home furnishing items with a wide market.
3. Students are interested in working to raise money for others, they signed up for the course as a choice.

(d) Verification of Progress:

1. Weekly check-ins with Director of After School Program.
2. Regular notes taken on progress of students.
3. Frequent contact with community volunteers.
4. Items created by students.

5. Project Objectives

The goals for the Kids in Gear Skills Training Program are as follows:

- Students will have learned five new skills which enable them to create craft items that can be sold. This will be determined to be successful when students are able to create tangible items through the use of their new skills. This will be completed by June of 2007. This objective was accomplished through the implementation of weekly skills training programs, beginning in November of 2006, and ending in June of 2007.
- Hillsboro-Deering Middle School After School Program will receive funds to aid in its sustainability. This will be considered successful when students are able to raise at least \$250 for the After School Program by June of 2007.
- At least \$200 will be raised for a local charitable organization by June of 2007. This will be accomplished by selling the student work at an end-of-the-year sale.
- At least one new community business or community member will have supported the After School Program through a cash donation, volunteer time, or donation of materials. This was accomplished by working with 6 community volunteers who offered their time each Friday to train students in new skills. The volunteers worked in six-eight week sessions. This goal was accomplished by June of 2007.

Kids in Gear Skills Training Program

Project Activities

Activities	Time Frame	Responsible Party
Identify Problem	9/2005	Katy Lianos
Develop Preliminary Plan	9/2005 – 11/2005	Katy Lianos, Vision Team, Director of After School Program (Cathy Nowacki)
Initial Meeting with After School Program Director	10/2005	Katy Lianos/Cathy Nowacki
Conduct initial meeting with Volunteer Coordinator and Community Vision Team to discuss project goals	12/2005	Katy Lianos/Volunteer Coordinator-Janet Heikkla/Plus-Time New Hampshire Participant/Project Genesis Director
Conduct Research and Community Needs Assessment	9/2005-10/2005	Katy Lianos
Planning of Project with Vision Team	1/2006-6/2006	Katy Lianos/Vision Team
Determine Volunteers who will conduct training sessions	7/2006-10/2006	Katy Lianos/Volunteers
Budget Determined	5/2006-11/2006	Katy Lianos/Volunteers
Implementation of Skills Training Sessions	11/2006-6/2007	Cathy Nowacki/Volunteers/Student Participants
Sale of items	Planned-6/2007	Katy Lianos/Volunteers/Cathy Nowacki/Student Participants

*** Please see Appendix F for original timeline of project goals.

V. Project Design:

1. Literature Review

After school programs are one of our most important resources in today's busy society filled with working parents. After school programs in New Hampshire and in other states provide a safe haven for students between the crucial hours of 3:00 pm to 6:00 pm. These are the hours when students are most likely to experiment with drugs and alcohol, due to boredom, lack of parent supervision, and desire to "fit in" with their peers. Young people who start drinking alcohol before the age of 15 "are 4 times more likely to develop alcohol dependence than those who begin drinking at age 21" (National Institute on Alcohol Abuse and Alcoholism, 2005). This age group is particularly at-risk, as "over half of NH high school students surveyed reported drinking alcohol in the past month. Over 1/3 reported riding with someone in the past month who had been drinking alcohol, and 1/3 reported binge drinking (consuming 5 or more drinks in one sitting)" (NH Youth Risk Behavior Survey, 1999). Therefore, it is very important to find positive ways to occupy the time of these pre to early teens. New Hampshire spends nearly 50 times more (\$140 million) on the costs of alcohol use by New Hampshire Youth than New Hampshire state expenditures (\$3.15 million) for overall alcohol and other drug prevention and treatment services (Friends of Recovery New Hampshire CNA, 2005). This age group is particularly at risk because they are more likely to give in to peer-pressure and other outside influences if they are not coming home to a parent-occupied house after school. Within the last decade, after-school programs have moved from the periphery to the center of the national education policy debate. The demand for after-school care by working parents and a new focus on test-based accountability are the two primary reasons (Kane, 2004).

Sustainability is a widespread problem for after-school programs across the country. This project hopes to form an alliance between the HDMS After-School Program and the business community in the town of Hillsboro. The National Association of School Boards website (2005) states that "quality after school programs are crucial to the business community because they help develop the future workforce and because they support the needs of the current workforce." The business community sees the importance of after school programs because their current employees need a safe, nurturing environment for their children, and "by providing a range of engaged learning opportunities, high quality after school programs can play a critical role in improving young people's chance of success both in school and in life" (National School Board Association website, 2005). Besides, "Children and youth who regularly attend high-quality after school programs have better grades and conduct in school; more academic and enrichment opportunities; better peer relations and emotional adjustment and lower incidences of drug-use, violence and pregnancy." (U.S. Department of Education., 2000) As discussed in the ESR website article, "Creating Schools Where Young People Want to be and Teachers Want to Teach" (2006), "In today's after school programs, educators face the challenge of expanding academic enrichment opportunities for students, while enhancing academics with creative programming that fosters social and emotional

development.” Sustaining these programs is always on the minds of those who operate them. “Sustainability is much more art than science, as much political as programmatic,” according to “Coalition for Community Schools” (Community Schools website, 2005). Therefore, it is up to the programs to find innovative ways to sustain their own programs once initial grant funds have been depleted. This project hopes to combine academic enrichment through creative programming with the issue of sustainability.

Also discussed in the “Coalition for Community Schools” article (2005), “A recent analysis of school-community initiatives identified two primary keys to sustainability: leadership and money. Leadership offers programs fuel and direction, and money buys the organization time.” The 21st Century grant which originally sponsored the HDMS After-School Program has a short shelf-life. The program has excellent leadership, and is currently working to find ways to create money.

One of the options discussed in the article (2005).which similar organizations have considered is diversified funding. These organizations have made every effort to “rally and expedite the array of potential volunteer support, for example, community members and civic and faith-based organizations.” Sustainability projects in similar after school programs know that “sustaining community schools involves building a constituency and creating a common vision and strategy.” “The keys to sustainability are clarifying value and demonstrating feasibility.” (2005). Therefore, when these programs are creating sustainability strategies, they must make sure the strategies are realistic, and that they address the particular needs of that program.

The understanding of after school programs, as highlighted in the “Coalition for Community Schools” article (2005), is that the business community is an important resource in sustainability, as after school programs often ask themselves “how can we use existing resources (or resources that might become available) to support our vision?” That question was central to the project described here. Using existing resources is an important avenue for after school projects. When involving the business community in after school sustainability, the programs should stress that “young people spend just 20% of their waking hours in school.” As mentioned on the National School Boards Association website (2005), “how they spend their remaining 80% of those waking hours can have a significant impact on their overall development.”

Refurbishing projects have been conducted in many communities to reuse existing resources. For example, the Tulsa Computer Society “provides refurbished computers to schools, churches, and non-profit agencies” (APCUG, 1997). This program was created to teach people a skill which would allow them to obtain a job. The mission statement of this organization is: “In the area of Computer Training, we propose to teach people to repair computers, and then give them an opportunity to work on refurbishing computers at our facility” (1997). Similar to the Kids in Gear project, this organization trains citizens, and then gives them the opportunity to apply their new skills in a hands-on program.

Another form of a refurbishing program involves cell phone refurbishing. Several organizations currently offer recycling of used cell phones. This is important to our society because according to an organization called Worldwide, “there are an estimated 30 million unused handsets that are yet to be disposed of by American homes and businesses.” (Worldwide, 2005). These programs, including Call to Protect, which sponsors 911 phones for abused women, the Breast Cancer Foundation, the American Cellular Donation Organization, which helps non-profit organizations raise funds through used cell phone donation drives, and Collective Goods International, which donates cell phones to third world countries; all use recycled phones to help needy organizations.

Recycling and refurbishing our materials is becoming increasingly important in our world. According to the Worldwide website (2005), “Reusing metals will save the energy of mining new metallic ores and the impact of mining on the environment.” According to the Environmental Protection Agency, “the average U.S. citizen produced 4.4 pounds of waste per day during 2000. This is the equivalent of over 1600 pounds of trash per year per person, or more than 220 tons of waste being generated each year.” (Worldwide, 2005). Trash comes from many sources in our country, including bottles, boxes, cans, yard trimmings, grass clippings, furniture, clothing, newspapers, tires, appliances, furniture, paper, and aluminum. Without refurbishing and recycling projects, we have an increasingly desperate problem on our hands. This project hopes to address these issues on a community scale. While the students will be working to create new materials, such as jewelry and bags, they will also be recycling old fabric and beads to make these new materials.

This program is also concerned with providing students with a unique opportunity to do something fun to help their community. Many students in today’s materialistic society expect that they will be rewarded in some way for every positive action they perform. The purpose of this program is to provide students with a different variety of reward, that is, intrinsic reward. Students learn to look outside themselves to see that others in their society need their help. This project makes them aware that they can be active participants in positive social change. Opportunities exist like this in many other after school programs throughout our country. For example, in Maine, “media literacy is just one component of a program for girls and women called Turn Beauty Inside Out, Maine. Developed by University of Maine Cooperative Extension, Turn Beauty Inside Out is designed to heighten awareness of a new cultural definition of beauty: good hearts, great works and activism.” (University of Maine New Archive, 2006). The initial creation of materials in the project began in the early part of November, with a focus on helping people during the holidays. “Service learning projects during this season provide an opportunity for your students to volunteer as well as deepen their understanding of issues affecting their community. Service learning curriculum stresses reflective and committed volunteerism as a tool for education, not simply as a once a year activity.” (Friedrichs, 2001). A program associated with an Americorps VISTA organization in Pennsylvania had students working with the elderly in 2001 to make “ugly quilts” for the homeless. The project team hopes to eventually collaborate with the local Nursing home and

retirement organizations to involve them in working with the students in the After School Program to create items to sell to raise funds for a charity yet to be determined. The holiday season was an excellent opportunity for the students to really get into the mood of giving their time and efforts.

Many organizations work to promote the arts in the State of New Hampshire. One such organization is the New Hampshire State Council on the Arts. The mission of this organization, according to their website (2005), is to support the efforts of arts and non-arts organizations and individual artists. Project leaders hope to include this Council, as well as other artists' organizations, in the project eventually.

2. Program

The project originally consisted of having the children in the after-school program create a fund-raising and on-line business opportunity through the collection and restoration of used furniture, glassware, and vintage clothing. Local businesses were to be asked to sponsor this project, the After-School Program, and its activities. The children were to collect the items from members of their community, which would provide the community members with the service of having their old items removed for free, and the children would in turn give the community member a token of goodwill, such as home-baked cookies, cakes, or pies, or a homemade card or poem. This would have created a positive relationship with that community member, and in turn promoted social service in the community. The children would then use their various talents to cook the baked items, restore old pieces of furniture, paint fancy designs on glassware, and recreate old jeans and clothing with new beads, sequins, and other baubles which are so fashionable in today's clothing. This program would have provided the children with several important lessons, including reaching out to community members, and recycling used goods. The children would then take the goods they had restored and sell them at a large yard sale at the end of the school year. The remainder of the items could be sold on an e-bay website. This would have provided children with some knowledge of how to operate a small business, as well as teaching them some technology skills. The children could work on various pieces to sell during the after-school program sessions. The coordinator would be involved by supervising the children in these activities. One day could be set aside for each type of item, for example. Students from the local high school after-school program, Project Genesis, would have been asked to volunteer their time to assist the middle school students with this project. The children would take the funds that were raised and apply a percentage of them to the after-school program, and the rest would be put into a scholarship fund for the members of the program.

The initial project idea was wonderful in theory, but difficult to implement in this small community in a short amount of time. In preliminary discussions of the project plan, the Community Vision Team and the Director of the After School Program reacted positively. Many ideas for the project were discussed, and the project was tentatively

approved by all involved. The Vision Team spent much of the summer redefining its purpose and restructuring its Board and policies. During the restructuring, the actual implementation of the original project was put on hold. The Vision Teams primary mission was to sustain its after school programs, and to create visibility for the programs within the community. The Vision Team also hopes to gain monetary support, volunteer support, and interest in its mission. The project is one of many activities intended to accomplish these goals. The structure of the community resource program which was actually implemented will allow students to raise sustainability funds for the Hillsboro-Deering after-school program that can be used once the initial grant money has expired. This is exactly what the original project plan set out to do. Therefore, the purpose of the project remained intact.

Due to several complications, the actual design of the project changed. Plans to collect recycled materials and refinish them for resale were hindered by many obstacles. The team was unable to obtain free storage for the furniture items, which would require a lot of space. The Vision Team did not have the funding to pay for the storage facility. In addition to this, the group determined that they could not have students working on large furniture items with the chemicals required due to child labor laws. The project also ran into a time-crunch problem, due to the restructuring phase of the Vision Team, which occurred during the planned collection time of materials. This phase put all projects on hold temporarily. Finally, the project required a licensed auctioneer in order to implement the online portion of the program. This obstacle would most likely have been overcome, if the project had been feasible in the two year period.

As a result of the “roadblocks”, an alternative plan was created. After meeting with the Director of the After School Program several times, it was determined that the project director would create a program which would accomplish the same goal of bringing in community volunteers to train students in new skills, such as sewing, macramé, jewelry-making, and weaving on a loom. Next, the group hopes to sell the items made by students to raise funds for charitable purposes and for sustainability of the program. This idea also promoted goals of the After School Program, which were to teach students both new skills, and the importance of philanthropy. The initial implementation plan was expected to last 6 weeks, but due to its popularity, the decision was made to carry it through to the end of the school year, and possibly make it a regular part of the curriculum.

The resource project will still hope to obtain support from local businesses in the form of sponsorship of the project at the end of the year sale, as well as possible sponsorship of the after-school program itself. These businesses will in turn be able to write off any funds as charitable donations, and will receive advertising on any flyers distributed for the project. The community resource project began in June of 2006, and will culminate in June of 2007. The ultimate goal for this project is for it to continue the following year, and eventually become an annual event, as well as a regular part of the After School Program curriculum.

The structure of the program will allow this program to be duplicated in later years, in the form of annual donations made by local businesses, which could include monetary donations, donations of time, or donations of supplies.

3. Participants:

The 35-50 student participants in the Hillsboro-Deering After School Program, the community, the staff and Vision Team of the After-School Program, and the project director have been participants in this project. The students are regular participants in the after-school program. The community also includes the businesses in the town of Hillsboro, New Hampshire. The project director will take responsibility for obtaining financial support from one or two specific businesses.

4. Community Role:

The project consists of having the children in the after-school program create a fund-raising and opportunity through the learning of new skills and creation of goods which will be sold. Local businesses will be asked to sponsor this Project and the After-School Program and its activities. The students will sell the items they create through a series of workshops teaching them new craft skills. This program will provide the children with several important lessons, including reaching out to community members and recycling used goods. The children will then take the goods they have created and sell them at a community sale at the end of the school year. The children can work on various pieces to sell during after-school program sessions. The coordinator would be involved by supervising the children in these activities. One day could be set aside for each type of item, for example. Students from the local high school will be asked to volunteer their time to assist the middle school students with this project. The children will take the funds that are raised and apply a percentage of them to the after-school program, and the rest will be given to a local charity.

5. Host organization:

The Hillsboro-Deering After-School Program services the middle-school aged youth of the Hillsboro-Deering Middle School. The Program was created through a 21st Century Grant. The Program is part of the Hillsboro-Deering School District's drug-free initiative. This program recognizes the importance of providing productive and safe after-school activities for middle-school students.

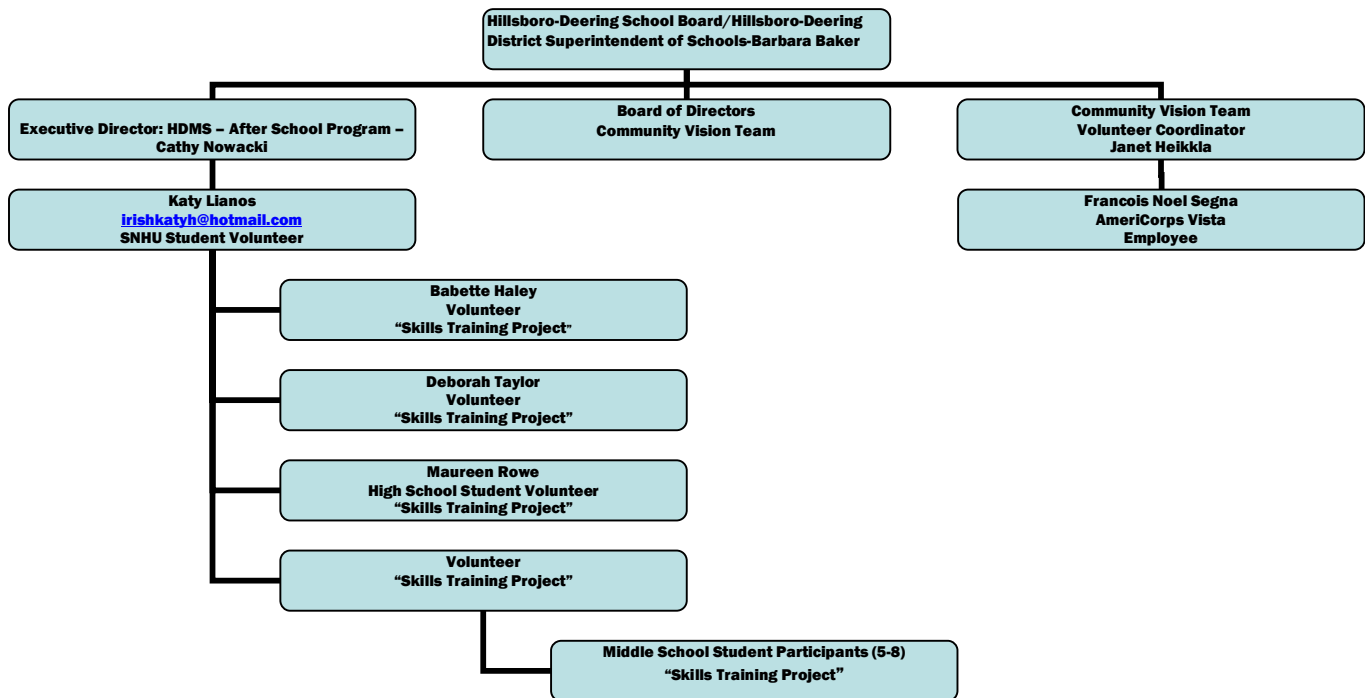
Katy Lianos, the project director and author of this report, is not employed by the Program, but has a personal interest in this organization. Katy's mother, Babette Haley, was the original grant writer for the creation of this program. She is also the Chairperson of the Hillsboro-Deering School Board, and recognizes the very real need for this program in Hillsboro. Babette has dealt with many discipline issues facing the students of Hillsboro. Katy was recently employed within the same SAU as the After-School Program. Katy also attended the Hillsboro-Deering Schools for many years, and is a former student of the middle school.

In the past two years, an After-School Program Coordinator, Cathy Nowacki, was hired to oversee this program. Cathy is a huge contributor to the growth and success of this fledgling program. Along with Cathy, Katy worked with the Vision Team, of which Babette Haley is a part, and with the Volunteer Coordinator for the Vision Team, Janet Heikkala.

The after-school program in Hillsboro works in cooperation with two other organizations in the town: the Department of Youth Services, which is town-based, and a government-based elementary school after-school program. Wiewel, Teitz, and Giloth (1993) describe community as a "network of like-minded individuals, which for some people may have an important geographic component but for others transcends spatial boundaries." In other words, although these organizations are based in different buildings within the town, the three organizations are all coordinated as a community under a common Vision Team, and all three of the organizations work as a cohesive unit. This program was created by several people who realized the importance of the program to the community as a whole. "Residents in places that have a well-developed sense of community have their own preferences and their own mechanisms-public as well as private-for investing in the creation and maintenance of a sense of place." (Wiewel, Teitz, & Giloth, 1993). This program is funded by grant money, as well as private donations of time and materials. The programs all have their own defined space, but they all help each other with different projects. This program could be defined also under the community/organizing/planning strategy, which describes how community planning "alters the power relationships that constrain the flow of resources and opportunities to neighborhoods." (Wiewel, Teitz, & Giloth, 1993). This program provides a resource to working families and at-risk children. The power structure of the community now also includes the Vision Team, which makes decisions about the program.

6. Organizational Chart

Organizational Chart Kids in Gear Hillsboro-Deering Middle School After School Program "Skills Training Project"



7. Method:

The After-School Program currently has a Vision Team, which includes a Volunteer Coordinator, who actively worked with me to gain support and participation from community residents in the program through both volunteer hours and donations of reusable materials. The student participants and community volunteers attended weekly trade skills programs, addressing various areas such as sewing, jewelry-making, macramé, hemp jewelry, and loom weaving. The students and volunteers then created items which will be sold to members of the community. Staff, students, and community volunteers will hold an end of the school year sale to create funds for sustainability and a charitable organization. The ultimate plan for the project is for local businesses to provide yearly financial donations to the After-School Program. The initial steps of this goal are expected to be implemented through the positive reactions of the end-of-the-year sale from local businesses.

Method: Program Participants

Hillsboro-Deering High School students are required to accumulate volunteer hours in order to graduate. Two of these students have helped with the project implementation. These teens had the opportunity to form connections which may help them obtain after-school employment positions, as well as the potential to receive valuable job skills to help them in these positions.

Students in the HDMS After-School Program will have the opportunity to form positive relationships with citizens in the community, and local businesses. They will engage in classes which will teach them several different skills, including sewing, jewelry-making, and macramé. The students will obtain knowledge of many skills involved in running a business, including making community connections, advertising, and how to market goods. The students in this program will be an active part of raising funds to sustain their program.

Local businesses and residents in the community of Hillsboro, New Hampshire will have the opportunity to sponsor a worthwhile program within their community, which will offer them a tax write-off. Businesses will be able to meet and interact with teens who could become potential employees. Businesses will gain valuable advertising within the community when the yard sale is advertised. The goal for this project is to have at least one business become a long-term sponsor of the HDMS After-School Program. Business involvement will be obtained through a letter-writing campaign to local businesses, asking for their support. Several large businesses within the town will be the main focus of this campaign.

8. Products and Outputs by June of 2007

- Three Vision Team Organizational/Structuring Meetings
- Plan for Implementation of Project Created
- Team Meeting Conducted with Director of After School Program
- Purchased supplies through donated funds
- Collected any donated supplies
- Established schedule for creating items
- 5 community volunteers participate in teaching program seminars
- 6 months of weekly seminars
- Items created for sale
- Plan created for final sale
- Items sold in final sale
- Funds raised for After School Program
- Funds raised for local charity

VI. Project Implementation:

See attached Gantt chart in **Appendix D** for preliminary project plan.

1. Implementation Plan:

(Original) Preliminary Plan:

- Create a budget for the project: Katy Haley Lianos will create a preliminary budget, which will then be approved and modified by the Vision Team. Inputs needed: knowledge of cost of materials, refurbishing materials required, and any and all supplies which will be required for the project. Timeframe: Created in Spring of 2006.
- Obtain support from the business community: Outreach to the business community will be done in a variety of ways, such as through face-to-face meetings, and through a letter writing campaign to local businesses asking for support and donations. Much of this will be conducted by Katy Lianos and the Vision Team. Any and all communication sent to the community will first need to be approved by the Vision Team. Inputs needed: a letter will be created to send to community businesses, time to visit larger businesses. Timeframe: begun in Spring of 2006, should be finalized by August of 2006. A brunch will be held in March of 2006 to garner support from a trial group of ten businesses.
- Obtain a group of Community Volunteers who will be willing to conduct sessions on how to refurbish items. Conducted by Katy Haley with suggestions from the

- Vision Team. Inputs needed: time to contact and obtain support from each member. Timeframe: list of people should be finalized and approved by Spring of 2006.
- Meet with the students in the After-School Program to explain the project: Done by Katy Haley and Cathy Nowacki, After-School Program Coordinator. Timeframe: Spring/Summer of 2006.
 - Advertise to the Community the need for refurbishing materials. Vision Team and After-School Program attendees. Inputs needed: flyer materials. Timeframe: Summer of 2006.
 - Collection of Materials: Community Members will be asked to drop-off materials at the Project Genesis building, which contains a storage room. This will eliminate the need for a vehicle to pick up items. Timeframe: Late Spring/Summer of 2006.
 - Conduct Seminars for refurbishing materials: Conducted by Volunteers with knowledge in each area: Sewing, painting, refinishing furniture, jewelry making. Inputs needed: participation from each of these community volunteers. Timeframe: Fall of 2006/Early Winter of 2006.
 - Final Yard Sale will be held in December of 2006. Inputs needed: Community Volunteers, student volunteers, supplies,
 - Evaluation: Spring semester 2007.

Please refer to Appendix G for Preliminary Inputs and Outcomes Table

2. Inputs:

Activities	Inputs
Identify Community Need	2 weeks of research, reviewing Census Data, documents discussing similar projects, discussion with community residents-Katy Lianos time
Preliminary Meetings with After School Site Director	8 hours meeting time-3 separate meetings Katy Lianos/Director time
Attend Vision Team organizational meetings	8 hours over 3 months- 3 separate meetings
Meetings with Volunteer Coordinator for Vision Team	3 hours- Katy Lianos/Volunteer Coordinator Janet Heikkla
Final Pre-planning meeting with Site Director	1 hour-Katy Lianos/Director Cathy Nowacki time
Phone meetings with volunteers	4 hours – Katy Lianos/Volunteer time
Purchase supplies for volunteers	3 hours -\$450 (approximately) in supplies and materials purchased-Katy Lianos time
Training sessions conducted-November 2006-April 2007	36 hours Volunteer time (2 hours each Friday, average of 3 weeks per month).
Weekly follow-up with volunteers and site director	20 hours- phone conversations/in-person meetings-Katy Lianos/Volunteer time
Preparation of materials/sessions	9 hours- Volunteer time (1/2 hour for each session).
Preparation of Final Document	150 hours+ Katy Lianos

3. Staffing Pattern:

The expected staffing pattern for this project is as follows:

All people involved report to the Hillsboro-Deering Vision Team. The Vision Team also oversees the elementary school after-school program, and the Department of Youth Services after-school activities.

Cathy Nowacki is currently the After-School Program Coordinator. Katy Haley Lianos reported directly to Cathy with any immediate questions or concerns which arose during the project.

Janet Heikkala is the Volunteer Coordinator for programs associated with the Hillsboro-Deering Vision Team. Katy Haley Lianos worked with Janet to coordinate volunteers for

all aspects of the project. Katy will also ask for Janet's assistance in gaining support from community businesses in the final sale of the products.

4. Budget:

Cathy Nowacki is the staff person who directly monitored the weekly project sessions. She was present 100% of the time. Her salary is paid for through a combination of grant money and other funds allotted to the After School Program. The actual seminars involved in the project took 66 volunteer hours to implement. The project required at least 500 hours of planning, implementation, and monitoring by Katy Haley Lianos. This time was all volunteer time, and therefore was not reimbursed. All expenses were paid for by the After School Program, except for materials, which were donated by volunteers.

◇ Salaries	\$ 9000 (pro-rated)
◇ Copying	\$ 25
◇ Paper	\$ 100
◇ Transportation	\$ 50
◇ Fabric	\$ 50
◇ Jewelry Supplies	\$ 450
◇ Sewing Supplies	\$ 100
◇ Misc. Expenses	\$ 300

* A detailed budget is available in Appendix C.

5. Project Implementation Report:

(Actual) Implementation Plan:

- Katy Lianos works on Project Plan, including research and Community Needs Assessment. Timeframe: October 2005-November 2005
- Katy Lianos meets with Director of the After School Program, Cathy Nowacki to discuss plans for the project. Cathy approved of the idea, and discussed how it would fit in with her goal to promote philanthropic values in the students, as well as working to obtain community interest in the After School Program. Cathy advised Katy to meet with Janet Heikkla, Volunteer Coordinator for the Community Vision Team. Timeframe: November 2005.
- Obtained initial approval to go ahead with the project after a planning meeting with the Volunteer Coordinator for the Community Vision Team and other members of the team. The project plan was discussed at this meeting, as well as

other ideas and concerns. Apparently, sustainability is a major issue being discussed by CVT at this point in time. Timeframe: December 2005.

- Katy Lianos works on monthly planning meetings with the CVT to determine how best to plan this project. During this time, the CVT, which had been existence for two years, decides to restructure the whole team, to work towards becoming visible in the community as a cohesive unit. This delays work on the project during the summer months. Katy also meets regularly with Janet Heikkla, Volunteer Coordinator for the CVT, during this time to discuss concerns and plans for the project. One major obstacle which arises during this time is how to deal with the issues of child labor, as well as concerns for having students work with hazardous chemicals. This requires rethinking the refurbishing portion of the project. Timeframe: May 2006-August 2006.
- Community Vision Team works towards restructuring itself, to become an established and well-recognized organization in the community of Hillsboro, New Hampshire. At this time, the planning of the crafting part of the project is put on hold. Katy Lianos becomes a Volunteer member of the CVT, and is involved in the re-organization process. This includes, renaming the organization, creating a Board of Directors, developing policies, and discussing ways to advertise to the community. The Project is discussed as one of the fundraising plans for the newly organized CVT. Timeframe: July 2006-August 2006.
- Katy is asked if she will apply for two positions within the After School Program and CVT, both an Assistant Director position, and a grant-funded position as an Americorps VISTA employee. Katy Lianos does not take either position. Timeframe: September 2006
- Katy Lianos meets with Cathy Nowacki, Director of the After School Program. Decisions are made to go forward with the Project, but to revamp it and make it a crafting project using some recycled materials instead. The project adopts a smaller, less grandiose focus, and plans are made to organize volunteers to participate in a six-week seminar in which students will create objects for sale within the community. The goal is to both raise funding for the After School Program, and to introduce the concept of philanthropy to middle school participants. Timeframe: October 2006-November 2006.

- Volunteers are organized to conduct the November and December six week session. Timeframe: November 2006.
- Training seminars are conducted, and students create jewelry and fabric bags for sale. The students are very excited about the project and engage in the various activities. The students are proud of their creations. November 2006- December 2006.
- Katy Lianos meets with Noel, the Americorps person hired for the CVT, to discuss organizing a community event to create business support for the CVT.
- Katy Lianos and Cathy Nowacki meet to discuss continuing the project throughout the rest of the school year, which is not in the original plans, but interest continues in the project. Timeframe: January 2007.
- Volunteers are organized to conduct sessions until June of 2007. Timeframe: January 2007-April 2007
- Final Sale will be held to raise projected funds. Timeframe: June 2007 (expected)
- Final Evaluation survey will be distributed to students. Timeframe: June 2007 (expected)

The actual implementation of this project was quite different than the original plan. The initial project was accepted by the Community Vision Team in the Spring of 2006. However, due to several liabilities involved with refurbishing furniture and collecting goods for sale, the project changed over the course of the two-year period. The original plan consisted of using chemicals to refurbish furniture. The Vision Team and the Director of the After School Program were concerned with using chemicals around students. Also, the people involved were concerned with breaking child labor laws. After these concerns were voiced, the project was revised to fit into the curriculum of the After School Program in a safe, enriching way, which still followed the original CED goals of the first plan.

During the summer of 2006, Katy Haley Lianos worked with the Vision Team to figure out how the project fit into their goals and mission statement. Also during this time, the original Vision Team went through a reconstruction phase. Katy worked with the team to form a board of directors, formal mission statement, and the development of an official name. At this point, the skill training project was put on hold, while the team decided how the project would fit into its new defined mission. The team also discussed several other projects which would raise money for the sustainability of all the after school programs within the Hillsboro-Deering community.

Finally, in September of 2006, Katy met with Cathy Nowacki to determine how the project would fit into the curriculum of the After School Program. It was decided that the project would fulfill one of the missions of the Program, which was to promote philanthropy and teach students the benefits of doing community service activities, which would also contain an economic benefit. Ultimately, it was decided that weekly skills training workshops would be conducted in 8-week sessions. During each of these sessions, the students would learn new skills, such as jewelry-making, making fancy fabric bags, macramé, and belt weaving. Each of these skills would be used to produce items made by the students. These items would finally be sold in a community sale to be held at the end of the school year. The items will be displayed in an artistic fashion at the sale, to honor the work of the students. All of the funds which will be raised at this sale will be partially donated to charity, and partially used to provide funds to sustain the After School Program after all its initial grant money has expired.

The project was originally scheduled for an 8-week session. However, due to the success of the project, and the interest of the students, the project was continued throughout the rest of the school year. The project may be continued each year. The group of students developed new, marketable skills, which were able to be used to create an economic benefit.

6. Project Implementation Gantt Chart:

	Sept. '05	Oct. '05	Nov. '05	Dec. '05	Jan. '06	Feb. '06	Mar. '06	Apr. '06	May '06	Jun '06	Jul. '06	Aug. '06	Oct. '06	Nov. '06	Dec. '06	Jan. '07	Feb. '07	Mar. '07	Apr. '07	May '07	Jun. '07
PRELIMINARY PROJECT PLAN CREATED																					
HOST ORGANIZATION CHOSEN																					
CONDUCT INITIAL MEETING WITH HOST ORGANIZATION																					
CONDUCT RESEARCH AND can																					
HAVE FIRST MEETING WITH VISION TEAM VOLUNTEER COORDINATOR																					
PLANNING WITH VISION TEAM																					
DETERMINE COMMUNITY VOLUNTEERS																					
PURCHASE SUPPLIES FOR WORKSHOPS																					
CONDUCT WEEKLY SKILLS WORKSHOPS																					
BUDGET DETERMINED																					
SET FINANCIAL GOAL FOR SALE																					
FINAL YARD SALE																					
EVALUATION OF RESULTS																					

** Preliminary Gantt Chart is in Appendix D

VII. Monitoring/Evaluation:

1. Management Information System :

Katy Haley Lianos gathered information for the project over the course of the 18 month period in which the project was conducted. Katy kept track of all scheduling for volunteers. She checked in each week with the Director of the After School Program and with each volunteer to discuss the outcomes of each weekly session. At this weekly check-in, which was usually done via phone, but sometimes through e-mail or personal meetings, Katy would inform the Director who would be volunteering at the program each week and describe the skills they would be teaching the students. At this time, Katy would also discuss any changes that had occurred over the course of the week.

In the event of a cancellation from a volunteer, Katy would contact the Director to let her know to either cover the session with a staff member, or who would be covering the absent volunteer's session.

Information was gathered through discussion of weekly workshops, collection of materials, and interviews with student and staff participants.

Any changes which were made to the project were first approved by the Vision Team or Cathy Nowacki (After School Site Director) before implementation began.

Any contributors to the project were given copies of any paperwork produced, as well as receipts for any funds which are contributed.

Any changes which were made to the project were recorded using MS PROJECT/MS WORD.

Evaluations will seek to determine the status of the following:

- Financial status of the After-School Program before the project is implemented
- Financial status of the Scholarship fund before the project
- Number of businesses and community members who offer support through donated time, supplies, or monetary funds.

2. Summary Monitoring Table:

Goals	Objectives	Monitoring	Planned Timeframe	Actual Timeframe
Create financial support for After School Program from local business community	Raise at least \$250 for After School Program by June 2007	Counting funds made after the sale of goods.	June 2007	To be determined.
Raise funds for local charitable organization	Raise at least \$200 for local charitable organization.	Counting funds made after the sale of goods.	June 2007	To be determined.
Gain support and recognition from local community, while creating positive relationships with these organizations.	At least one new community member will have offered financial support, volunteer time, or donated supplies.	<ul style="list-style-type: none"> - Weekly phone calls to volunteers - Weekly check-in with Director of After School Program to determine any supplies donated, or funds donated 	November 2006-December 2006	November 2006-June 2007
Students will gain new skills in various crafts.	<p>Students will learn to make various craft items which they will be able to sell.</p> <p>Students will create a tangible product which can be sold to raise funds for the intended purposes.</p>	<ul style="list-style-type: none"> -Check-in with students weekly (volunteers/Director) to determine what skills they are learning -monitor through the quality of goods produced in each session -items will be available for spring sale 	November 2006-December 2006	November 2006-June 2007

Evaluation

3. Performance Indicators:

The goal of this project is to create funds which will assist in the sustainability of the Hillsboro-Deering Middle School After-School Program, and to create funds which will benefit a local charitable organization, which will be determined by the students. The following indicators will determine the success of this project:

- Creation of a significant amount of funds (specific goal \$250) which will aid in the sustainability of the After-School Program.
- Creation of a fund which will be given to a charitable organization.
- Creation of annual sponsorship from local businesses, which will aid in the sustainability of the After-School Program
- Ability of the After School Program to be sustained in future years with assistance from local business sponsors
- Ability of the project to continue past its originally projected life cycle.

4. Summary Evaluation Table:

Goals	Objectives	Expected Outcomes	Actual Outcomes
Create financial support for After School Program from local business community	Raise at least \$250 for After School Program by June 2007	Students will have raised at least \$250 to support the sustainability of the After School Program.	To be determined.
Raise funds for local charitable organization	Raise at least \$200 for local charitable organization.	Students will have raised at least \$200 for a local charitable organization.	To be determined.
Gain support and recognition from local community, while creating positive relationships with these organizations.	At least one new community member will have offered financial support, volunteer time, or donated supplies.	Three volunteers will have offered their time to the After School Program.	Five volunteers worked with the After School Program.
Students will gain new skills in various crafts.	Students will learn to make various craft items which they will be able to sell. Students will create a tangible product which can be sold to raise funds for the intended purposes.	Students will have learned three new crafts Items will have been created which will be available for sale.	Students were taught jewelry-making, macramé, learned to sew stylish fabric bags, and learned to weave belts. Items were produced for sale.

Please refer to Appendix E to see the Original Logic Model for this project.

VIII. Sustainability

1. Sustainability Elements:

1. The Project's goal is to help the After School Program become sustainable without relying on grant money.
2. The host organization is gaining new stakeholders who are interested in helping out with the program on a volunteer basis.
3. The host organization is gaining goodwill from the community and all involved.
4. Students are gaining long term skills.
5. Students are gaining an interest in philanthropic work.

2. Sustainability Plan:

This project aims to have long-term effects through the creation of at least two program sponsors. Local businesses will benefit from their positive relationship with the After-School Program because they will receive a tax incentive, and positive advertising. This will encourage these businesses to work with the After-School Program on future projects, so as to provide a sustainability option for the After-School Program by offering assistance with future ideas. This support is not (at this point) meant to be the only means of sustainability for this organization, and is one of many ideas which will be implemented by the Vision Team in the goal of long-term sustainability for the program. The Vision Team hopes to obtain support from local businesses as one aspect of an overall sustainability plan. This support is meant to be an outcome which is part of the project's long-term success. The other part of the project which will have long-term effects is the actual workshops. The organization has asked for the project to continue longer than the original plan at this point, and hopes to make the project a regular part of the after-school curriculum.

This project has the potential to create publicity for the businesses which participate in the project. These businesses will receive positive advertising, and they will be seen as charitable contributors to organizations which benefit the welfare of children. This would be a positive benefit to any business owner who is interested in becoming involved in local politics.

This project will create new awareness of the After-School Program within the community, and has the potential of creating awareness in the community of the importance of this Program.

3. Institutional Plan:

The After-School Program will maintain the sustainability of the project by working with the community businesses on future projects which will provide the students within the program with enrichment opportunities. The outcome which will be sustained from this project is the creation of the relationship between these businesses and the Program. The businesses will provide financial support to the After-School Program, which will allow students to continue in enrichment activities. If successful, the project could be institutionalized through the creation of an online website which sells items created by students, such as jewelry, clothes, and other crafts. Students could also continue to sell refurbished items. The Community Vision Team will continue to work towards providing sustainability for the After School Program. The organization is currently in the process of planning several events which will benefit the After School Program. Cathy Nowacki is also an advocate for the program, and has asked the Hillsboro-Deering School Board to approve some funding for the upcoming 2007-2008 school year.

IX. Conclusions and Recommendations:

1. Results:

The project was overall quite successful. Though not without some problems, the project was popular with the staff and students of the After School Program. At times, the five community volunteers who conducted the training seminars would have to cancel at the last minute, or another conflict would prevent them from attending their scheduled times. This experience proved that it is important to make sure to have a “back-up” plan when scheduling volunteers.

The project objectives changed over the 18 month period. Due to several factors, the initial project was altered. The host organization expressed concern over some of the logistics of the first version of the project. The After School Program Director was concerned with breaking child labor laws by having students refinish used furniture. Transportation and insurance for providing pick-up of furniture and other used goods proved to be too expensive for the organization. Storage facilities would have placed a financial strain on the organization, which would defeat the goal of raising funds to sustain the program. Because of the concerns, the project changed course. Students still learned new skills, and still worked to raise funds for the After School Program. By contributing some funds to a local charitable organization, a philanthropic component was added to the final project.

Most of the project was completed within the eighteen month period. The skills workshops were conducted successfully. New volunteers from the local community offered their time and expertise to teach students new skills. Students created items for sale. The final component of the project is yet to be completed at the time of this report. The students have yet to sell their items at the end of the year sale to provide the sustainability funds, and money for the charitable organization. The charity has not been chosen at this time.

In order to have accomplished the ultimate goal of a community economic development project, the project would have needed to create new jobs. At this point, that objective has not been completed. However, the project has created a new interest in the host organization, and has brought valuable skills to the students involved. The organization has also gained new recognition in the community from the volunteers. Hopefully, this project can be used as a press item to create publicity for the organization, which in turn should promote interest from the local business community, one of the objectives of the original project.

In conclusion, the project accomplished most of its original objectives. Some components were modified to fit the needs of the host organization. At this time, plans are under way to accomplish the final sale of the items.

2. Recommendations:

This project was a wonderful learning experience. The project creator, Katy Lianos, was able to become part of the restructuring of an organization whose purpose is to provide sustainability for quality after school programming. That experience was valuable for Katy, who was new to the field of community economic development, and is recommended to anyone who is new to the field of nonprofits. As demonstrated through this project, a project's implementation can be much different than an original proposal. Projects change over time. The original objectives of this project were, for the most part, accomplished, but in a different way than expected. Knowing that a project may not turn out exactly as planned is something to keep in mind when beginning any long-term implementation. Also important to understand when working with volunteers is that it is wise to plan for cancellations. This was a problem during the Kids in Gear Skills Training Project, as only one volunteer was scheduled for most of the sessions. If this volunteer became ill, or had an emergency, that left Katy Lianos and Cathy Nowacki with the task of finding a last-minute replacement, always a challenging task.

It is important to consider the obstacles which may be encountered when implementing a project. For example, discovering that you may be in risk of breaking certain rules, laws, or regulations may put your project plans on hold. This occurred in this project, and caused the ultimate components of the project to alter slightly.

In conclusion, it is strongly recommended that one works with an organization with which they are currently employed. This will make the actual hands-on component of the project much easier. During the course of this project, Katy Lianos changed employment positions, and ended up trying to coordinate volunteers from two hours away. This presented a problem when there were last-minute cancellations. Working on a project with your place of employment allows you to be physically present at the project site on a day-to-day basis, so you are able to keep updated on all recent events.

The lessons gained from this community economic development project are numerous, and should be considered when implementing any project which works with people in an educational setting.

APPENDIX A

Community Needs Assessment Relevant Information

Sources:	URL address:	Relevant Information
1. Knowledge Plex-Fannie Mae Foundation	www.dataplace.org	Percent of population under 18 years old= 26.3%
2. Knowledge Plex-Fannie Mae Foundation	www.dataplace.org	Poverty rate=6.3%
3. Knowledge Plex-Fannie Mae Foundation	www.dataplace.org	Percent of single-parent headed households=7.9%
4. U.S. Census Bureau	www.census.gov/eco	Per-capita money income 1999=\$23,844
5. U.S. Census Bureau	www.census.gov	Percentage white population=92.3%
6. NHnetwork	http://nhnetwork.virtuallmi.com	The unemployment rate in Hillsborough County is slightly higher (3.7%) than the state of New Hampshire (3.5%) as a whole
7. SAU 34 Website	www.hillsboro-deering.org	There are at least 10 programs geared towards middle school to high school teens in this community
8. Governor's Commission Prevention and Treatment Fund	www.fornh.org	At least 85% of the inmates incarcerated at the NH State Prison have a long history of alcohol and/or other drug problems
9. U.S. Census Factfinder	www.factfinder.census.gov	The median income for this area is \$41,994
10. U.S. Census Factfinder	www.factfinder.census.gov	The percentage of people in the labor force is higher (70.5%) than the National average of (63.9%) This means more parents at work and less parents home after school.
Title of CNA documents	Sources:	References to your community of choice
Governor's Commission Prevention and Treatment Fund	www.fornh.org	-over half of New Hampshire high school students reported drinking alcohol in the last month -young people who begin drinking alcohol before age 15 are 4 times more likely to develop alcohol dependence than those who begin drinking at age 21.
Safe and Drug free Schools Prevention Matrix	www.hillsboro-deering.org	-lists programs needed for drug and alcohol prevention in this district

APPENDIX B

STAFF JOB DESCRIPTIONS

Project Planner: (Katy Haley) Responsible for the planning and implementation of each project planning phase. Responsible for monitoring and evaluating the project as it passes through each phase of planning and implementation. Reports to Vision Team, Volunteer Coordinator, and After-School Coordinator. Responsible for overseeing campaign to obtain support from local businesses.

Project Overseer(s): The Hillsboro-Deering Vision Team will be in charge of approving any and all decisions regarding this project. The Vision Team will act as a platform for approving and offering ideas, deciding on any regulations and rules which must be observed during the implementation of the project.

Project Supervisor: Cathy Nowacki, the Director of the Program, will be in charge of monitoring the implementation of the project within her After-School Program. She will offer supervision of the students involved in the Project, and will supervise and manage the Project Planner, Katy Haley.

Student Participants: Will actually carry out the creation of items. Students will be trained in the different skills. Students will choose the charitable organization which they will donate funds to.

APPENDIX C
Budget

BUDGET:

HILLSBORO-DEERING AFTER SCHOOL PROGRAM	
COMMUNITY REFURBISHING PROJECT	
SOURCE OF FUNDING	
21ST CENTURY GRANT (ALREADY IN PLACE)	\$45,000
LOCAL BUSINESS DONORS	Undetermined at this time
TOTAL	\$45,000
EXPENSES	
AFTER-SCHOOL PROGRAM DIRECTOR (COVERED BY GRANT)	\$9,000
COPYING (DONATED)	\$5
PAPER (DONATED)	\$100
TRANSPORTATION (DONATED)	\$50
FABRIC (DONATED)	\$50
JEWELRY SUPPLIES (DONATED)	\$450
SEWING SUPPLIES (DONATED)	\$100
OTHER (DONATED)	\$300
TOTAL	\$10,055

APPENDIX D

Original Implementation Gantt Chart

	Sept. '05	Oct. '05	Nov. '05	Dec. '05	Jan. '06	Feb. '06	Mar. '06	Apr. '06	May '06	Jun '06	Jul. '06	Aug. '06	Sept. '06	Oct. '06	Nov. '06	Dec. '06	Jan. '07	Feb. '07	Mar. '07	Apr. '07	May '07	Jun. '07
PRELIMINARY PROJECT PLAN CREATED																						
HOST ORGANIZATION CHOSEN																						
CONDUCT INITIAL MEETING WITH HOST ORGANIZATION																						
CONDUCT RESEARCH AND CNA																						
HAVE FIRST MEETING WITH VISION TEAM VOLUNTEER COORDINATOR																						
PLANNING WITH VISION TEAM																						
DETERMINE COMMUNITY VOLUNTEER AND LOCAL BUSINESS CONTRIBUTIONS																						
CONDUCT MONTHLY REFINISHING WORKSHOPS																						
BUDGET DETERMINED																						
COLLECTION OF ITEMS FOR REFINISHING																						
DETERMINE STORAGE FACILITY																						
SET FINANCIAL GOAL FOR SALE																						
FINAL YARD SALE																						
CREATION OF SCHOLARSHIP FUND																						
SPONSORED BY AT LEAST TWO LOCAL BUSINESSES																						

Appendix E

Original Logic Model

Long-Term Outcome	1. Students will become better citizens.	2. Students/Vision Team will sustain the organization.			
Intermediate Outcomes	Students participate in beneficial activities	Students are Eligible to receive scholarships		Business support is created for the after school program.	
Short-Term Outcomes	Knowledge of how to refurbish items	Money Available to students for scholarship	Resources and Supplies will become available for sale		Students will have access to an enhanced organization
Outputs	Money raised to	Refurbished	Business Support		Students Organization enhanced

	sustain program	items available for sale	will be gained, from willing participants of a list of 125 selected businesses.	trained in refurbishing skills.	through knowledge of new ways to sustain organization
Activities	Students sold refurbished goods in a yard sale/bazaar	Students refurbished items	Businesses participated in Vision Team informational sessions	Students received training skills from volunteer trainers	Organization participates in meetings and training sessions with business representatives and student's trainers
Inputs	<ul style="list-style-type: none"> -collection of goods for sale -purchase supplies -student participants time -training volunteers time -staff time -Katy Lianos time -Advertising (to collect items, and to advertise bazaar) supplies -space for refurbishing -space for storing items -parent permission slips -Parent Information Packet about Project 	<ul style="list-style-type: none"> -student time -tables to display items -volunteer time -staff time -site for sale -community participation -supplies for sale -Katy Lianos time -Vision Team time -paper for programs -printer and ink 	<ul style="list-style-type: none"> -Business leaders time -space for sessions -paper for handouts -Vision Team time -Katy Haley time -Printer -Copier -Microsoft Office, including Power Point -food and drinks -attendance sheets 	<ul style="list-style-type: none"> -student time -space for training -Volunteer time -supplies to demonstrate skills -staff time 	<ul style="list-style-type: none"> -Organization time -Staff time -Business leaders time -Trainer's Time -paper for handouts -Printer -Copier -Flip Charts -Markers

Appendix F

Original Project Timeline

Timeline:

Tasks to be Accomplished:

January 2006	meet with Vision Team to review revised project design
February 2006	Create a list of businesses which will be asked to sponsor the program
March 2006	Begin meeting with local businesses for support (with Vision Team Approval)
April 2006	Survey local businesses to determine level of sponsorship Finalize budget

May 2006	Finalize storage facility Create list of Volunteers who will conduct a training session for students Begin sending out flyers to community to collect items Speak to students in program about creating flyers to give to local businesses and residents to obtain items for refurbishing
June/July 2006	Begin putting items collected in storage facility Finalize plans for sponsorship with local businesses, and form of sponsorship
August 2006	Majority of materials should be collected Funds for materials should be collected from businesses
September 2006-December 2006	Continue refurbishing materials Advertise Yard Sale Gain Support from Community Auctioneer to sell any remaining items on on-line website Set up online website to sell extra items Create list of volunteers for yard sale Set yard sale date Conduct Yard Sale
January 2007-March 2007	Evaluate Project
April 2007	Apply Funds to After-School Program and Scholarship Fund

Appendix G

Original Table showing Inputs and Outcomes

ACTIVITY	INPUTS NEEDED	OUTCOMES	MONITORING INDICATORS
Develop Project Idea	Community Needs Assessment and Organizations Approval	Project abstract and initial project design	Project idea is approved
Finalize initial project proposal	Katy/Ti-me	Initial Project Proposal and Initial Power Point	Project Design Approved (with advised changes)
Create Budget	Staff Time Vision Team	Initial Budget	Budget covers all areas of need
Create List Of	Discussion (staff time) as to What businesses To include in list	List Of Businesses	Businesses are viable financial donators to project

Businesses For Sponsorship		To Ask for Sponsorship	
Write Letters To Businesses Asking Them to Participate	Supplies For Letter Writing/ Staff Time/ Student Time In Gaining Business support	Goal is To gain At least 2 Business Sponsors	This area will be considered successful if at least two businesses agree to donate funds to the project
Survey Businesses To Determine Level Of Sponsorship	Creation Of Survey Staff Time To Conduct Survey Business Time To take Survey	Knowledge Of Amount Of donations	Businesses agree to take survey, and results provide valuable insight to the amount of donations
Final Budget	Staff Time	Finalized budget	Budget is approved by Vision Team
Speak To Students To Explain project	Katy's Time/ After School Coordinator's Time Student Time	Student Knowledge Of Project	Student Excitement is generated over project
Finalize Storage Facility	Use Of Space	Storage Facility	Facility is large enough to hold items
Create List Of Volunteers/ Send flyers	Staff Time	List Of Trainers/ Advertising project	Flyers obtain community donations of items
Collect And Store Items	Community Donations Staff Time	Volume Of items	A good number of items are collected
Volume Of items	Staff Time To Gather Funds	Funds for supplies	
Training And Refurbishing Items	Training Student Time Staff Time	Refurbished Items Skills Acquired By students	Students are able to produce items which will be able to be sold
Final Sale And funds Raised And Distributed	All Stakeholder Participant Time	Funds Raised	Enough funds are created to meet the agreed upon goal

Appendix H
Original and Actual Stakeholder Participation

Stakeholder	Describe Participation	Evaluation	Impact of Eval.	Actual Rate	Plan
Community	Very involved, would donate items, and volunteer time	HIGH	If the community is cooperative and involved, the project can be successful	(+)	The organizations plans to advertise to the community as much as possible, and promote goodwill
Director of Program	Very involved-would implement group activities centered around restoration	HIGH	If the director is cooperative, the children will be directed in several important types of valuable skills	(+)	Katy Lianos assisted the director in coordinating volunteers and finding guest speakers to demonstrate different skills
Volunteer Coordinator	Somewhat involved, the coordinator would	MEDIUM	The volunteer coordinator is	(+)	Volunteer Coordinator will help facilitate relationship

	help find people to assist with collecting materials and volunteering time for the program, and time to work at the yard sale.		essential in finding people to help implement the project		between Vision Team, Katy Lianos, and the After School Program.
Vision Team	The vision team will approve the project and will provide guidance in how to best implement the project, especially in offering guidance in where to find funds (applying for grants etc.)	MEDIUM	The vision team is crucial to the success of this project in ensuring that the project maintains the direct vision and purpose of the program.	(+)	Katy Lianos consulted with and discussed ways to best implement the project, and used this team as a resource in finding important statistical information.
Children	The children will be the main stakeholders in this project. They will be the recipients of the rewards. They will actually be the ones to implement the project and will restore the used items and sell them.	VERY HIGH	The success of the project will be determined by the participation of the children.	(+)	Students will work to develop items for sale. Students will learn new skills from workshops conducted by community volunteers.
Local Business Community	Provide financial support of the project, with the aim to eventually provide support of the After-School Program	HIGH	If the local business community aids the financial component of the project, it will become a valuable supporter of the after-school program.	Yet to be determined	Katy Lianos plans to contact the businesses in the town of Hillsboro, and ask for their financial sponsorship of this program and possibly set this up as a tax incentive for these businesses

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