



Helping Kids To Hope: Promoting Youth Aspirations In Community Settings

“Children and youth who are encouraged in school and community settings to set personal goals and think about their future are not only better prepared to achieve academically but also are more apt to be productive citizens in their communities.”



(Inside Front Cover)



HELPING KIDS TO HOPE: PROMOTING YOUTH ASPIRATIONS IN COMMUNITY SETTINGS

INTRODUCTION

“For a community to be whole and healthy, it must be based on people’s love and concern for each other.”

Millard Fuller, Founder of Habitat for Humanity International

What is This Issue Brief? This Issue Brief summarizes the outcomes of focus groups held during 2008 with representatives from four different groups of people who live and work in Belknap County. The discussion topic examined the role different aspects of community life can play in fostering the personal and social growth of children and youth, skills that become a platform for their academic learning in schools and later productive citizenship. Led by the Citizens Council in partnership with the Appalachian Mountain Teen Project and other associates, this year-long project was a response to the local schools’ efforts (particularly the “Follow The Child” initiative in the Laconia School District) to incorporate personalized education into their classrooms.

Why Did the Council Sponsor These Focus Groups? The words of Millard Fuller lace through every effort of the Belknap County Citizens Council and are strongly implied in the principles of Community Justice that the Council promotes. However, nowhere is this sentiment more critical than in our association with youth as we help them develop high aspirations for their own personal, academic, social, and physical achievements. Children and youth who are encouraged in school and community settings to set personal goals and think about their future are not only better prepared to achieve academically but also are more apt to be productive citizens in their communities.

As the Citizens Council does all of its work in partnerships with others, a natural liaison for the Council is with the schools of today. Schools that tailor their efforts to the individual child and those that believe learning can occur outside the four walls of a classroom are essential partners with the Citizens Council.

COUNCIL MEMBERS

- Betty Anson
Laconia
- Laurie Belanger
Gilford
- Emily Clement
Laconia
- Sarah Fox
Sanbornton
- Rasim Gusinac
Gilford
- Amy Hall
Belmont
- Pam Kuczowski
New Hampton
- Sandy McLaughlin
Gilford
- Richard Moed
Gilford
- Ruth O’Hara
Laconia
- Andre Paquette, Chair
Laconia
- Jim Pilliod, MD
Belmont
- Nancy Porosky
Gilmanton
- Deborah Rosato
Laconia
- Micheline Roy
Laconia
- Gil Schohan, Vice Chair
Belmont

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INTRODUCTION (CONTINUED)

How Did The Council Organize These Focus Groups? The Focus Groups and this Issue Brief began with a community forum on March 28, 2007 where Russell J. Quaglia, Ed.D of the Quaglia Institute introduced the concept of “Student Aspirations”. The Quaglia Institute has identified “eight conditions” that are essential for youth to be ambitious, inspired and goal-directed. These “eight conditions” are:

1. Belonging (*Feeling like you are a part of a group, while knowing you are special for who you are*)
2. Heroes (*Having someone who believes in you and who is there when you need them*)
3. Sense of Accomplishment (*Being recognized for many different types of success, including hard work and being a good person*)
4. Fun & Excitement (*Enjoying what you are doing, whether at work, school, or play*)
5. Curiosity & Creativity (*Asking “why?” and “why not?” about the world around you*)
6. Spirit of Adventure (*Being excited to try new things, even when you are not sure if you will be good at them.*)
7. Leadership & Responsibility (*Making your own decisions and accepting responsibility for your choices*)
8. Confidence to Take Action (*Setting goals and taking the steps you need to reach them*)

The Citizens Council has been impressed with the Quaglia Institute efforts that focus on the “whole child” and its related New Hampshire Department of Education “Follow The Child” initiative now underway in the Laconia School District. The Council felt it could contribute by promoting these “eight conditions” within the community, thus becoming a more effective partner with the schools.

The Council’s first task was to identify specific groups within the community that share common interests and connections with children and youth. Using the Community Sector Wheel, as articulated by Vaughn Grisham who is the Director of the McLean Institute for Community Development at the University of Mississippi, the planning committee identified four groupings as particularly relevant to this topic. The planning committee invited representatives from each sector to participate. Dan Kusch of the Appalachian Mountain Teen Project facilitated the discussions with these four groups:

- Faith Community – February 2008
- Early Education – May 2008
- Finance, Insurance, and Real Estate – October 2008
- Environment, Agriculture, and Forestry – November 2008

What Did We Learn? This Issue Brief summarizes highlights from each of the four group discussions. It is obvious that all community sectors are needed to promote an environment where these “eight conditions” can flourish and be readily available to youth. As said so well by Mr. Millard Fuller, the safety and vibrancy of our communities depends completely on how committed all of us, individually and collectively, can be to this premise.

FAITH-BASED COMMUNITIES AND YOUTH ASPIRATIONS

What are local faith communities already doing to promote youth aspirations?

Through social action curriculums, service projects, and mentorship, local faith groups are powerful catalysts of a sense of *belonging*, inspirational *heroes*, and a sense of *accomplishment* for youth. Examples include:

- Using a curriculum based on doing good deeds with a social action theme each month. For each theme, youth choose and engage in a hands-on project with guidance from adult leaders who serve as mentors
- Local and international mission trips increase youth understanding of the world around them, and empower them to feel they can make a difference
- Long-term mentoring relationships between caring adults and youth, such as those that form between confirmation mentors and young people
- Inspirational youth group leaders and new pastors who serve as heroes

Focus Group Participants

Martha Aucoin

Lakes Region Vineyard Church

Emily Clement

Congregational Church of Laconia

Barb Foote

Laconia Christian Fellowship

Gilford Community Church

Janet Mitchell

St. James Episcopal Church

Rose-Maries Robichaud

St. Joseph Church

Joyce Selig

Temple B'nai Israel

Bill Zeckhausen

Congregational Church of Laconia

What could faith-based communities do to promote youth aspirations even more fully?

As participants reflected on ways to increase a sense of *belonging* among youth, they kept coming back to the theme of encouraging kids and teens to actively participate and even lead worship services, starting at an early age. Participants also emphasized finding ways to tap young people's active involvement and interests (such as musical or artistic talents) within services themselves. Other suggestions included:

- A community-wide ecumenical service project or community event where all young people could participate
- Recognizing youth publicly for their accomplishments within their faith communities, including in the newspaper and on the radio

How can faith-based communities reach out and partner with schools and other groups to promote youth aspirations?

Participants noted a handful of existing partnerships between faith-based and secular organizations to provide services such as including Lakes Region Child-care, the Boys Scouts, day cares, food pantries, and pre-schools.

Many felt that this is an area of significant opportunity, starting with increasing coordination of activities between and among faith groups themselves. Many suggested finding avenues for better communication between youth group leaders of different faith communities. The monthly Spiritual Care Committee meetings led by Rev. Festus Kavale at Lakes Region General Hospital were often mentioned as fertile ground for those who want to come together to partner in new ways on behalf of youth.

Participants also were enthusiastic about pursuing partnerships with local schools to promote student aspirations. Many wanted to learn more about the Follow the Child initiative and would like to gather an ecumenical group to meet with Laconia Superintendent, Bob Champlain, who has been a champion of student aspirations in his district, to explore possibilities for partnerships. Others suggested connecting directly with principals and local Parent Teacher Organizations in their own towns to explore possibilities.

Get involved!

If you or your faith community are interested in learning more about promoting student aspirations, please contact:

Emily Clement

Congregational Church of Laconia

Emily@LaconiaUCC.org

524-0668

Learn more...

Quaglia Institute for Student Aspirations

<http://www.qisa.org/>

Follow the Child Initiative

www.ed.state.nh.us/education/FTC

Belknap County—Student Aspirations in the Community—Focus Group Two (May 2008)

EARLY CHILDHOOD COMMUNITIES STUDENT ASPIRATIONS AND TRANSITION TO KINDERGARTEN

Why focus on the transition to Kindergarten?

The transition between pre-school and kindergarten is the first of many key life transitions that children and their families make in our community. The extent to which children and parents are supported during this transition has a powerful impact on how children see themselves, how they experience their new environments, and so much more. Communication and support to parents can set the tone for parent-school communication for years to come.

This focus group brought together numerous voices from the preschool and kindergarten worlds (see list of participants) to come together around ways to effectively promote a sense of *belonging* and a sense of *accomplishment* among young children and their families during this transition.

Student Aspirations & Young Children in Transition

For children transitioning to kindergarten, helping children to know what to expect and to feel comfortable with their new space is crucial in promoting a sense of *belonging*. Some strategies to help familiarize children with their new schools include visiting and meeting teachers and key school staff and experiencing a typical day: snack, free time, the playground, a bus ride, etc. Some schools structure three or more visits for each child before they enter school.

Also important are structured opportunities for young children to make connections with peers and feel a sense of *accomplishment* in mastering their new environment – taking care of their things, knowing where to go, and getting along with others. One boy overcame his fear of his new school when he was taken under the wing of an older boy who helped him “learn the ropes”. Six months later, he came running to tell his Mom that he was excited; there was a new boy at school and “I took him all around and made him feel better.”

Promising Ideas Include:

- *Friendship Groups* - Have pre-schoolers meet in small groups of 3-4 with Kindergarten students when they visit to play and get to know each other.
- *Buddy Matches* - Implement “buddy” programs that match older K or 1st-grade students with in-coming pre-schoolers to promote a sense of *belonging*.

Supporting Parents in Transition

Young children’s success during this transition is strongly related to the sense of *belonging* and *accomplishment* that parents experience as they make this transition. Often parents have had difficult experiences in their own schooling and may anticipate interactions with school with fear or distrust. Like their children, parents need to feel welcomed and know what to expect from their child’s new environment.

Parents can feel tremendous pressure that their children perform academically. It is important to reassure parents and guide them to focus instead on nurturing their children’s autonomy and social relationships. Independence and getting along with others are the key developmental benchmarks that lead to a sense of accomplishment and set the stage for learning; academics can come later.

(continued)

Focus Group Participants

Darlene Avery

Social Worker

Laconia Head Start

Nicole Bushnell

Early Childhood Ed. Student

Interlakes High School

Patti Hines

Early Childhood Ed Teacher

Huot Technical Center

Maureen LaClair

Childcare Resource & Referral

Lakes Region Community Services

Patti Madore

Kindergarten Teacher

Gilford Elementary School

Tricia Patten

Belmont Center Director

Lakes Region Childcare Services

Emily Speare

Principal, Belmont Elem. School

Jenny Wyatt

Early Childhood Ed. Student

Learn more...

Quaglia Institute for Student Aspirations

<http://www.qisa.org/>

Follow the Child Initiative

www.ed.state.nh.us/education/FTC

Supporting Parents in Transition... (Continued)

Some strategies to support parents that are already used in area schools include: parent meetings, parent visit days, allowing parents to stay in classrooms, sending home “survival kits” before school starts with information about what to expect, and hosting parent forum nights at regular intervals.

Promising ideas include:

- *No Wrong Door* – Use multiple avenues for parents to connect: early morning and late evening conference hours; schedule lunch meetings at parent workplaces; bulletins at recreation events, etc.
- *Home Visits* - Allow teachers to meet young children and families in their own space and set the stage for positive, empathic communication (perhaps CEU or staff development hours).

Connecting Early Childhood and Kindergarten Educators with Each Other

Educators in the focus group were unanimous – the key to promoting a greater sense of *belonging* and *accomplishment* in young children and their parents is better communication and collaboration between preschools and kindergartens. Only when preschool and kindergarten teachers understand each other’s expectations, curriculum, and environment, can they accurately prepare children and parents for the change. Close collaboration fosters sharing about individual children’s learning needs, builds on avenues of communication with parents that have already worked, and makes it possible to identify shared goals for each child during the summer before the transition.

Promising Ideas include:

- Kindergarten teachers get CEUs or staff development credit for meetings with sending preschools or centers.
- Invite sending preschool teachers/center directors to be part of Kindergarten parent nights and to come into schools to meet teachers and staff and see Kindergarten classrooms in action.

Enhancing Collaboration Across Early Childhood Programs and Schools

We live in a transitory society where families often move frequently – children may go to a private childcare provider in Barnstead, then a preschool in Belmont, and then elementary school in Laconia – and it is so important that all of us better understand and integrate our efforts across schools, programs, and districts.

Promising Ideas include:

- *Locate Pre-Schools in Elementary Schools* -Use Special Education Funding to provide pre-school for both special education and typical students in the elementary school building – such a model provides a sense of continuity and belonging for children and fosters collaboration between educators.
- *Use School District Transition Teams* – Bring together public and private preschools and childcare centers, elementary schools, and parents to make a local plan to improve transitions.
- *Not necessarily new programs – but “do differently with what we have”* – So often we resort to new programs rather than creative renewal of our relationships, communication, and shared knowledge.

Check Out These Local Efforts!

Lakes Region Early
Childhood Family Resources
www.lrecfr.org

Including:
Born Learning Campaign

School Readiness Initiative

*Lakes Region Infant Mental
Health Team*

*Belknap County
Early Learning Council*

Karen Welford
Director of Family Support
Lakes Region Community Services
524-8811x173
karenw@lrcsc.org

Belonging

Feeling like you are a part of a group, while knowing you are special for who you are



Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.



Curiosity & Creativity

Asking "why" and "why not?" about the world around you



Fun & Excitement

Enjoying what you are doing, whether at work, school, or play





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Leadership and Responsibility

Making your own decisions and accepting responsibility for your choices.

Heroes

Having someone who believes in you and who is there when you need them.

Spirit of Adventure

Being excited to try new things, even when you are not sure if you will be good at them.



Confidence to Take Action

Setting goals and taking the steps you need to reach them.

Belknap County—Student Aspirations in the Community—Focus Group Three (October 2008)

BANKING, REAL ESTATE AND YOUTH ASPIRATIONS IN THE COMMUNITY

Participants in the focus group highlighted the powerful sense of *belonging*, mentorship by *heroes*, and sense of *accomplishment* experienced by students who participate in the student-run branch outlet of Laconia Savings Bank (LSB) at the Huot Technical Center. Students come to form long-term 1-1 relationships with an advisor from LSB who guides them in managing all aspects of their own bank outlet. Several students have gone on to work at the bank or to build off the experience in college programs. At a recent grand-opening of the student branch, multiple LSB employees attended—giving students a clear sense that *they were part of something that extended far beyond school walls*.

In the past, employees of LSB have also participated in half-day job-shadowing events. In several cases, employees have ended up welcoming a job-shadow participant as a colleague or connecting with a student later in the community.

While the real estate business does not lend easily to job-shadowing or vocational programs, realtors have been heavily involved in volunteerism with schools and local youth agencies. This commitment made it possible for the Lakes Region Board of Realtors to provide \$18,000 in scholarships to each area high school last year.

How can bankers and realtors help build “that personal connection” with students and student aspirations?

This focus group took place right in the midst of the financial crisis gripping the credit markets and the economy, underscoring how crucial it is for young people to develop financial literacy in order to make their aspirations possible. Participants emphasized the powerful role that they and their colleagues could play in helping students develop critical life skills—how to use checking and savings accounts, understanding credit cards and using credit wisely, personal budgeting, paying rent, buying a car, applying and interviewing for jobs, dress, etc.

Initially drawn to the idea of a required financial literacy class, participants also wanted to ensure that they built “that personal connection” directly between workers and finance and real estate and students themselves—finding ways that they could foster a sense of *belonging* and be *heroes* for young people. Ideas that emerged focused on Laconia High School but similar possibilities are likely to exist across the County:

Promising Ideas Include:

- Collaborate with Laconia High School to explore a “community speaker bureau” or “financial literacy program” that could take place during students’ new weekly, 20-minute Advisory Period.
- Volunteers from the financial sector (banking, real estate, insurance, etc) would meet directly with these small groups of 8-10 students to tell their stories and serve as aspiration mentors. Key themes might include:
 - Stories about the paths they took to get where they are in their careers,
 - Stories about the role of direct, personal conversations and relationships in business, and in life,
 - Their own personal vision of financial literacy—hard won lessons, what it takes,
 - Commitment to giving back – talking personally about why and how they contribute to the communities where they do business,
 - An open invitation to students to continue connecting with volunteers outside school walls for job shadowing, and practicing interview skills, etc,
- Volunteers could also participate in financial literacy booths or presentations as part of College & Job Fairs,
- A 4-week mini-course in financial literacy for all students could be developed, drawing on the Business Education and Jobs for American Graduate programs that already include these components in their curriculums.

Focus Group Participants

Debbie Cotton
Residential Broker
Coldwell Banker

Chris Guilmett
Mortgage Loan Consultant
Laconia Savings Bank

Mitch Hamel
Realtor
Florence Cummings Real Estate

Carlene Rose
Business Education Teacher
HUOT Technical Center

Learn more...

Quaglia Institute for Student Aspirations
<http://www.qisa.org/>

Follow the Child Initiative
www.ed.state.nh.us/education/FTC

Belknap County—Student Aspirations in the Community—Focus Group Four (November 2008)

AGRICULTURE, HORTICULTURE, FORESTRY AND YOUTH ASPIRATIONS IN THE COMMUNITY

Why is it so important to engage youth with our farm and forestry resources?

From the moment they walked in the door, participants in this focus group were thinking big about this question – how to inspire young people with genuine connections to the natural world in the face of huge cultural challenges.

An aging workforce - The average age of farmers in the US is now 55 as fewer young people replace older farmers. The same theme is true of foresters, loggers, and surveyors. As their numbers dwindle, generations of personal connections to the land and forests are lost. These resources can become increasingly seen as commodities rather than integral parts of our local communities to conserve and manage.

Growing disconnection from the natural world – Recent research shows that more and more children spend the bulk of their time indoors. As technology replaces time outdoors, children are less aware of the true meaning of the resources around them. Ask a young person where their food comes from and they may say “the grocery store.” Ask them where the energy that heats their school or the electricity in their homes comes from and they may say “the power company.”

Connection to food security, energy security, and our local economy – This is an era when grocery stores hold only a 3-day supply of food and where fossil fuels are rapidly diminishing. Young people are growing up in a world where it will be critical for them to develop “natural resources literacy” and to recognize and tap local, renewable sources of food, energy, and economic activity.

How are farmers and foresters already being heroes and engaging youth in our community?

The *Winnisquam Regional Agricultural Center* at Winnisquam High School in Tilton is one clear, local platform for inspiring student aspirations. Current programs draw students who grew up on production farms or in family logging businesses as well as students who have no prior family connections with agriculture or forestry. The program has a very active FFA where students serve as officers and play leadership roles in the field.
www.winnisquam.k12.nh.us/WRHS/Faculty/Ag.%20Center/index.htm

Prescott Farm in Laconia, run by New Hampshire Audubon Society, has naturalists on staff who have worked with teachers in Belmont, Gilmanton, and Gilford schools to plan outdoor activities and develop curriculums about the natural world. In Gilford, Prescott also sponsors COSEED (Community School Environmental Education), a group of youth, parents, and educators that meet monthly. Students are involved in identifying plants and building trails on and near school grounds. More information about Prescott Farm is on page 12.

Participants also noted *4H and other Belknap County UNH Cooperative Extension* programs that offer children and youth chances to connect with specialty clubs and mentors.

<http://extension.unh.edu/Counties/Belknap/BCProgs.htm>

Focus Group Participants

Karen Barker

*Coordinator
Sustainable Sustenance*

Rick DeMark

*Regional Director of Resource
Conservation & Development
US Dept. of Agriculture*

Andy Fast

*Belknap County Forester
UNH Cooperative Extension*

Jon Martin

Local Forester

Lisa Morin

*Belknap County Conservation
District*

Scott Porter

*Natural Resources Teacher
Winnisquam Regional
Agricultural Center*

Deborah Rosato

*Executive Director
Prescott Farm*

Learn more...

Quaglia Institute for Student Aspirations

<http://www.qisa.org/>

Follow the Child Initiative

www.ed.state.nh.us/education/FTC

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How are farmers and foresters already being heroes... (continued)

BECOMING HEROES

“One school contacted a forester who harvested timber from land that abutted school property. He walked the land with ten students. Initially they were aghast at what they experienced as a “clear cut”, but after hearing about how the choices were made, how the trees were used, and what the land might look like in years to come, those 10 kids educated the whole school about dilemmas in forest and land management.”

Focus Group Participant

Along with these programs, some passionate individual farmers and foresters are making youth mentoring a priority. Participants described one orchard owner who believes deeply that he is not just an employer, but a mentor. He purposefully moves young employees around to take on tasks in all aspects of the orchard – keeping things fresh and offering a full picture of all the planning, decision-making, planting, pest control, harvesting, marketing, that goes into sustaining the orchard.

And some passionate individual teachers have developed outstanding activities and curriculums connected to natural resources literacy. A handful of teachers have contacted local foresters to develop special visits, field trips or lessons. One teacher is even looking for property where students can build a trail and lodge and participate in a curriculum that integrates social history, economics, and the environment.

More often than not, however, participants described a general lack of awareness, planning, structure and commitment to connect students directly with the outdoors, with local resources, and with the people who are practicing farming and forestry.

How could we connect youth with inspirational heroes who are practicing farming and forestry locally?

Participants in this focus group were clear. We need to find ways to get children and youth outside with leaders in the field, but both professionals in the field and schools face significant constraints on time and money.

Two principles that kept coming up were: (1) to connect students with the land on or near the school itself and (2) to draw on the enthusiasm and knowledge of students, parents and community members. School gardens are beginning to blossom everywhere – often led by individual teachers. The Brett School in Tamworth offers a different model as the school garden is led by parents and supported with classroom curriculum. Children work alongside adult neighbors who are master gardeners. Kids and parents work together to host community dinners at the school with recipes from their own fresh harvest.

In another case, a school contacted a forester who harvested timber from land that abutted school property. He walked the land with ten students. Initially students were aghast at what they experienced as a “clear cut”, but after hearing about how the choices were made, how the trees were used, and what the land might look like in years to come, those ten kids educated the whole school about dilemmas in forest and land management.

And some opportunities do not depend on schools at all. When one local forester meets with a new client, he makes it a priority to walk the land with the whole family - to identify plants and trees and to make sure that children have the opportunity to learn about unique features of their own land, about why we manage forests, where the trees go, and what this resource could mean for years to come.

How can we foster “opening” moments when youth experience the connections between our land, our forests, our food, our energy, and our livelihood?

Another key principle: use concrete, tangible experiences, moments of inspiration, as a hook to help students connect parts to the larger whole. One participant described the power of “educating through the palate” – how the tastes and shared experience of a locally grown dinner can suddenly energize children and adults with new curiosity. Where does this food come from? How is it grown? Who grows it? What are the pros and cons of local food? How can I grow my own?

(continued)

How can we foster “opening” moments when youth experience ... (continued)

Foresters might bring wood processing to life in the parking lot of a local school. The powerful equipment could be a springboard for curiosity. Where does that hunk of wood of come from? Who cuts it down? How do they decide which trees? How do we use it besides the wood stove at home? Is wood a good source of energy or is it wasteful?

Promising Ideas for Moving Forward

Looking ahead, participants identified many ideas to pursue in Belknap County – both smaller scale efforts the provide connection with heroes and moments of inspiration and larger scale efforts that engage youth in the major cultural and systemic change.

- **Community Grown/Grower Dinners** – “educating through the palate” - connecting children, parents, teachers, and local farmers at school-based, grower dinners, perhaps organized via PTOs or with connections to speakers.
- **Local Community Gardens** – One participant described a budding effort in Laconia where a local street association is developing a community garden, engaging children upfront with adults in designing and maintaining the garden.
- **Local School Gardens** – connecting children, parents, local gardeners with a plot of land at school; connecting to classroom curricula; and with community gatherings.
- **Wood Processing Days** – described above, bring wood processing alive at or near a local school; connecting to classroom curricula; and perhaps charitable wood donations.
- **Farmers Markets Located at Schools** – a way to bring local food and growers closer to where children and parents already gather for activities.
- **Whole Foods Cooking Clubs**– at the Boys & Girls Club or through other after-school programs.
- **School District-Wide Food Source Changes** – engaging students in “Farm to School” efforts – involving them in planning and making decisions about shifting to local sources of food.
- **School District-Wide Land Management Changes** – such as in one North Country school where older students were involved in researching, writing, and implementing the forest management plan for their school property.
- **School District-Wide Energy Source Changes** – engage students in “Fuels to Schools” such as in Merrimack Valley where students were involved in the planning and decision-making process for the schools to convert to biomass as their energy source.

What opportunities and resources exist that may be underutilized?

There are many valuable local, state, and national resources available to schools and youth groups::

- **Ag in the Classroom** – a grassroots program supported by USDA to increase awareness of the role of agriculture in the curriculum www.agclassroom.org
- **Project Learning Tree** – a non-profit that offers environmental education programs for schools including an emphasis on forest ecology www.plt.org
- **Farm to School** – finding ways to serve local, healthy foods in schools www.farmtoschool.org
- **NH Envirothon** – team challenges for students exploring land use dilemmas <http://www.nhparks.state.nh.us/planning-development/nh-envirothon.aspx>
- **NH Farm to Restaurant** – finding ways to connect local farms and restaurants www.nhfarmtorestaurant.com
- **Fuels for Schools** – finding ways to use wood biomass as an energy source for schools www.fuelsforschools.info

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An example of one local resource full of opportunities...

Prescott Farm Audubon Center - a non-profit located on White Oaks Road, Laconia. The site and facilities are open to use by the community. The interests of the Prescott Farm board include education, land and resource management and social services. Ideas for use are open to discussion and individuals and groups within the community can hold events at the location.

- **Land is available for community gardens.** What does this mean? Interested individuals or groups are welcome to plan, design, engage youth and families, preparing the land, planting, maintaining and harvesting the crops.
- **Farmer's Market** - the location can be used to bring in local growers and others. Opportunity exists to use the site through out the year.
- With **naturalists on staff**, there is opportunity for environmental education in the community, the schools, child care centers, and at Prescott. A Junior or Senior Naturalist Club Initiative is forming with local children through local schools and the community.
- A **toddler/preschool naturalist playgroup** series will be forming to include young children and their care-givers in the opportunity for outdoor exploration and age-appropriate environmental education.
- A **home schools series** that includes collaborative education by a Naturalist is established and growing.
- The **Holiday, Winter, Spring, and Summer Vacation camps** include environmental education and outdoor activities. Local groups are welcome to learn about and participate in the camp programs. Guest speakers could be included in the daily curriculum.
- The site includes the Samuel P. Pardoe Building which has a Community Room available that can be scheduled for use by community members.

Prescott Farm also has an interest in collaborating with local and statewide groups to hold workshops and conversations on growth and development of communities. For more information about these opportunities at Prescott Farm, contact Executive Director, Deb Rosato at 603-366-5695 or drosato@nhaudubon.org

PHOTO CITATIONS—PAGES 6 & 7

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| 1. Boys & Girls Club of the Lakes Region | 2. 4-H Afterschool Club-Alton | 3. Boys & Girls Club of the Lakes Region |
| 4. Appalachian Mountain Teen Project | 5. Belknap County Convocation | 6. Belknap County Convocation |
| 7. Laconia Police National Night Out | 8. Belknap County Convocation | 9. Belknap County Convocation |
| 10. Belknap County Convocation | 11. Laconia High School "Viewpoints" Community Project (also on cover) | |

ACKNOWLEDGEMENTS

The Citizens Council appreciates those who assisted with this Focus Group project including:

- Participants in the four Focus Group discussions
- Robert Champlin, Superintendent Laconia School District
- Dr. Russell Quaglia and Dr. Mickey Corso of the Quaglia Institute
- Dr. Lyonel B Tracey, Commissioner of the NH Department of Education
- Dan Kusch, Appalachian Mountain Teen Project
- Deb Rosato, Community Partners for Children
- Micheline Roy and Emily Clement, members of the Citizens Council

THIS REPORT IS ALSO AVAILABLE AT WWW.BCCJ.ORG

**BELKNAP COUNTY CITIZENS
COUNCIL ON CHILDREN
AND FAMILIES**

36 County Drive
Laconia, NH 03246

Phone: 603-527-2432
*Alan Robichaud,
Executive Director
ajrobich@bccj.org*

**VISIT OUR WEBSITE
WWW.BCCJ.ORG**



THE CITIZENS COUNCIL

The Belknap County Citizens Council on Children and Families was created in 2002 by a Proclamation from the Belknap County Commissioners. Volunteer citizens from communities in Belknap County are appointed as members of the Council by the Commissioners. Council members work together in local, county, and statewide partnerships and committees of other citizens and professionals to reduce the numerous challenges facing children and families. As the principles of Community Justice flourish best in an environment of collaboration, sharing, open dialogue, and a coordinated exchange of information and ideas, all initiatives and activities of the Council are planned and carried out in partnerships with others. The Council reports its accomplishments and recommendations to the public through community forums, its website, publications, and the media.

“Promoting Community Justice throughout Belknap County so that children and families can live safely with dignity and respect.”

