

BUSD Extended Learning Taskforce
After School Subcommittee Meeting Minutes
Thursday, March 8, 2018

Attendees: Ty Alper (BUSD Board Member), Lisa Warhus (Facilitator), Dr. Pat Saddler, Robert Collier, Vicki Davis, Rachel Eisner, Angela Gilder, Valerie Gutwirth, Katia Hazen, Veronika Huntsberry, Allison Summer, Leanna Lewis, Sandra Loving, Mara Mahmood, Kelly Marston, Brazil McIntyre, Paula Phillips, Christian Rauh, Dr. Linda Roach, Kacy Robinson, Angie Won, Angela Reed, Karina Ioffe (Mayor's Office), Scott (City of Berkeley Parks & Recs), Jay Nitschke, Mildred Scherr

Icebreaker/Introductions

- Lisa opened the meeting with a meet and greet three new people around the room. Each person had to ask the question, What is it that you love about Berkeley Schools?

Designed Team Alliance (DTA)

Lisa Warhus

In order to build a strong, successful team what do we need from each other to make this subcommittee work? What atmosphere do you want to create? What is needed? What do you need in order for this process to work?

- Constructive debate which involves listening to different people, be respectful and touch on ideas and not people.
- Everyone to be here with their heart and soul, so we can create a cohesive plan and something meaningful for our students.
- To be open minded and willing to put aside preconceived ideas.
- To assume good will behind people's ideas.
- Pass ideas through lens of children and families, what it would be like for them, what it is like for them on the ground.
- Creative and imaginative - expand the horizon of what things might be.
- Appreciate the different perspectives.
- Patience

New Data Presentation

Note: Lisa explained the data systems in public education sometimes are not as reliable. The amount of data, how it's captured and where it's captured can be challenging, different data systems. What seems like a simple request is not that simple in light that people are also running multiple programs. Questions regarding data that was unable to be answered was written down and will be answered at the next meeting.

Extended Learning Data

Angela/Aaron

Three areas that were focused on:

1. Program Funding
2. PTA Classes
3. ASI Breakdown

Program Funding-Elementary

- Data shown as to where we are based off of last years numbers:
 - BEARS State Funding,
 - BEARS Parent Fees,
 - ASES Funding
 - LEARNS Parent Fees
- BEARS State funding is broken down by student's attendance.
- ASES funding is based off of number of students attending the program. The current rate per day per student is now at \$8.19. As long as the District meets the number of students stated in the grant, the current rate will continue.
- John Muir has the largest BEARS Program State funding because it is based off of attendance of BEARS students. Also there was a small LEARNS program that was phased out.
- Rosa Parks brought in \$420,000.00 last year in LEARNS Parent fees.
- Why are the numbers so radically different at each school site?
 - The data is directly related to attendance.
 - With the BEARS program, students are expected to be there.
 - The BEARS program is not at all sites. Some students are transferred to the nearest site that has the BEARS program.
- The data presented included Summer.
- Some schools have unique programs with third party vendors.
- The funding the District receives through ASES funding is historically built in with numbers based on what was put in 17 years ago.
- The ASES funding cannot be updated year to year. It will only cause a decrease in funding. Our district is not at the 50% free and reduced threshold. Our district is at 32%. There is only one school at 50% or above and that's Longfellow. Rosa Parks has the least number of free and reduced students. If we were to apply for the grant today, most of our schools would not qualify so we definitely wouldn't get an increase.

Middle School Funding

- The structure doesn't allow BEARS program at Middle schools. The students cannot be above 12 years of age.
- There is only ASES funding and LEARNS parent fees.
- Free and reduced go into unduplicated demographics
- What is unduplicated in demographics?
 - Once the State passed prop 30 and the district identified funding for Lcap supplemental. Part of the legislation was that this money will support three subgroups in our school district. They are: students eligible for free and reduced meals, English Learners, and students that are foster youths. The reason we say unduplicated is because a student can be all three but we only count them once.

PTA Classes

- PTA classes are funded by parent payment and PTA fundraising.
- PTA Enrichment classes are not at all elementary schools.
- They're called PTA Enrichment classes because PTA runs them.
- The PTA enrichment classes are run differently at each site.
- Some sites feel like they are being forced to have enrichment classes.
- How are PTA classes regulated and standardized? Are they equitable?
- What are the constraints within the Merit System and look at the ED code?
- The PTA classes are not equitable for all students.
- How can we make these PTA enrichment classes work for all students?
- Vicki Davis runs the PTA enrichment classes at Malcolm X.
- Is the PTA compelled to provide PTA enrichment classes? The difference does not seem fair.
- There are many questions around the PTA.

BEARS/LEARNS - ASI (Academic Support Index) by Site

- ASI is a method for providing a quantitative measure of the likelihood that a student will require additional academic support. ASI is a tool used for data analysis, program and intervention evaluation, and students who will benefit from more academic support.
- Data was presented for <ASI 0-2 and >ASI 3+ by site for both programs.

ELT Afterschool Subcommittee Survey Results

- The survey was based off 70% people and the response was very helpful. There were two main questions asked:

1. “From your perspective, what are three things that are working well in BUSD after school programs?”
 - Some sites have great overall programs or specific program components (i.e. enrichment, academic support)
 - PTA enrichment classes at certain sites are excellent and popular (examples are MX, Jefferson)
 - LEARNS is able to provide on-site after school care and safety, and is convenient for working families
 - Equitable: Sliding fee-scale allows for everyone to participate
 - Some sites offer beneficial academic support/homework help
 - There are some excellent, caring staff at some sites who bridge connections between students and families
 - BEARS is able to provide academic and other interventions that help our neediest students
 - Partnerships with community programs (such as BUILD) help to provide high-quality tutoring and ongoing mentoring relationships for students

2. “What improvements would you like to see made to BUSD’s after school programs?”

The data from the survey fell quickly into Five Improvement Categories:

Increased access and family-centered operations

- Increased Access to Extended Learning
 - More spaces for students/families are needed, some sites offer more access than others.
 - Need to explore ways to serve more who desire/need after school programs.
- Timely registration, enrollment, notification
 - Recruitment and enrollment should take place well before the school year start (Spring), and parents should be notified whether or not their children are enrolled well in advance.
- Timely and consistent billing, payments, and expectations

Equitable Quality and Consistency

- Programs should be more consistent and equitable across sites
 - Create equity among school sites, so that programs are comparable in quality and capacity.

- Consider a baseline minimum or menu for enrichment, academic support, care and safety (without having to be exactly the same).
- Stronger alignment (integration) with school-day programming (i.e. curriculum, behavior norms, language, social-emotional supports and standards)
 - Structure, design, and implement the after school program as an extension of the day program.

Opportunities for BEARS/LEARNS Integration

- Look for creative solutions to address the BEARS/LEARNS integration challenge
 - In what ways can we keep BEARS and LEARNS students together?
 - Are there ways to keep BEARS students at their sites?

Staff recruitment, support and retention

- Identify and implement internal (BUSD) and external opportunities to provide more consistent and appropriate staffing
 - Student/Adult ratio in some groups are too large
- Professional development and support
 - Is staff training and evaluation done on a regular basis?
 - Need more support for BEARS staff and activities, including PD, attendance at school-day staff meeting, and higher salaries.
 - Staff should all receive professional development so that they are equipped to serve in many facets. We have long term subs who don't qualify for PD.

Strengthening Partnerships

- Address business relationships BUSD/PTA? Vendors to provide quality and equitable enrichment
 - Can BUSD take over from PTA and contract with vendors to provide quality enrichment at all sites?
 - Merge enrichment class funding for LEARNS and PTA enrichment. Figure out some way of sharing resources, avoiding overlap and improving offerings.

- Consider partnerships opportunities with City of Berkeley
 - How might we collaborate with the City (or other entities) to strengthen after school opportunities?

Design Constraints

BEARS and LEARNS Integration Restraints

Issue

BEARS and LEARNS have different regulations, target populations, and funding stream requirements. Students cannot afford to lose these funds.

Constraints

We need to continue to offer both programs, and to uphold all requirements.

Opportunities

We can brainstorm and recommend ideas/strategies for BEARS and LEARNS to work together within these mandates.

Afterschool is inside of a Larger Context

Issue

ELT (Extended Learning Taskforce) is part of a larger context of district priorities and obligations. Student assignment system is the pride and joy of Berkeley; the district's assignment system changes things.

Constraints

The higher the dream for ELT, the more we need to look at it within the context of larger community and district priorities (i.e. BSEP, Assignment policy, etc.).

Opportunities

There is work we can do to improve on certain areas within the larger context. We can recommend that the district re-prioritize ELT within the context of overall BUSD vision and goals.

Partnerships with City of Berkeley

Issue

BUSD has a different mandate/history/role than City of Berkeley

Constraints

BUSD Afterschool and COB (City of Berkeley) programming has co-existed under different mandates for a long time. Move to change things and more effectively integrate will take commitment and time.

Opportunities

We can look for opportunities to partner/collaborate with the City over the short and long term.

Staffing Challenges in BUSD

Issue

Hiring and retaining qualified district staff is a significant challenge.

Constraints

BUSD has openings that it simply cannot fill.

Opportunities

We can explore ways in which the district might improve attraction and retention of candidates, as well as how we might partner with local agencies to bring in skilled adults.

Site Programs have Diverse Histories

Issue

Some Programs, have slightly different priorities, histories, values; not every school site will look exactly the same.

Constraints

We can learn from the “exceptions” such as Rosa Parks, but their histories and uniqueness make them challenging or impossible to duplicate across all sites.

Opportunities

We can take what is going well with some programs and look to expand comparable opportunities.

Participants' Comments and Reflections:

- What is the history of attendance?
- Differences between the school?
- Why are they so radically different?

- If we create a stronger BEARS program would more students who qualify attend?
- Can we create standards of practice for enrichment , academics, safety, etc?
- Get City's perspective.
- What is the mission statement for BUSD Afterschool?
- Create more reliable financial information.
- All the requirements are on the BUSD website for BEARS.
- Academics vs enrichment and it should not be like that.
- What can we do to design staff?
- What does academic support really look like?
- The students cannot afford to lose any programs. We need to continue to offer both.
- At any point will we be able to get a breakdown of each school's data and number? Want more detailed budget for each school. Where is the money going?
- We need to have all kids participating together.
- It's hard to have a discussion when we don't have all the facts.
- At the end of the day, we all want what's best for our children.

Action Items

- Data information on PTA programs
- Add demographics to ASI data
- Breakdown for qualifiers for BEARS
- What are the actual free/reduced lunch and unduplicated numbers between schools? Add data for next meeting.
- Summer amounts pulled out of data for next meeting.
- More detailed and refined budget information.
- Add demographics and total numbers enrolled to data.
- On the future agenda, can we ask Scott of Parks and Recs to speak and give ideas?

Future Dates of Importance

- Afterschool Subcommittee Meeting Dates
 - March 19
 - April 16
 - May 7
- Summer School Subcommittee - TBD Based on Membership

