Superintendent's Extended Learning Taskforce

March 19, 2018

Working Well

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

Working Well (Cont.)

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

Five Improvement Categories

Increased access and family-centered operations

Equitable quality and consistency

Opportunities for BEARS/LEARNS integration

Staff recruitment, support, and retention

Strengthening partnerships

Increased Access and Family-Centered Operations

Increased Access to ELT.
- 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 notified whether or not their children are enrolled well in advance

Timely and consistent billing, payments, and expectations

Equitable Quality and Consistency

Programs need to 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 supports, 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 regular basis?
- Need more support for BEARS staff and activities, including PD, attendance at school-day staff meetings, 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 relationship 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 partnership 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	Constraints	Opportunities
BEARS and LEARNS have different regulations, target populations, and funding stream requirements	We need to continue to offer both programs, and to uphold all requirements.	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	Constraints	Opportunities
ELT is part of a larger context of district priorities and obligations	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.).	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. |

Partnership with City of Berkeley

<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
BUSD has a different mandate/history/ role than City of Berkeley	BUSD Afterschool and CoB programming has co-existed under different mandates for a long time. Moves to change things and more effectively integrate will take commitment and time.	We can look for opportunities to partner/collaborate with the City over the short and long term.

Staffing Challenges in BUSD

Issue	Constraints	Opportunities
Hiring and retaining qualified district staff is a significant challenge.	BUSD has openings that it simply cannot fill.	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	Constraints	Opportunities
Some programs, have slightly different priorities, histories, values – Not every school site will look exactly the same	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.	We can take what is going well with some programs and look to expand comparable opportunities.

Registration Dates

Step	Date
Confirmation due from Returning Families	Friday, April 6
Registration Opens	Monday, April 16 at 8:00 a.m.
Status of Enrollment	By Friday, June 22
Orientations	August 13-24

Subcommittee Meeting Dates

Afterschool Subcommittee
  April 16
  May 7

Summer School Subcommittee
  First Meeting March 21 @ 3:00

  Website – www.berkeleyschools.net/elt