

ELT Afterschool Subcommittee: Key Design Constraints

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
ELT is part of a larger context of district priorities and obligations	We need to recognize that 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.).	<p>There is work we can do to improve on certain areas within the larger context</p> <p>We can recommend that the district re-prioritize ELT within the context of overall BUSD vision and goals.</p>
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.
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.
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 impossible to duplicate across all sites.	We can take what is going well with some programs and look to expand comparable opportunities.