



Superintendent's Extended Learning Taskforce

Afterschool Subcommittee
Meeting #4 - May 7, 2018

ELT After School Subcommittee: Designed Alliance

Constructive Debate

Listening to differences

Respectful

Tough on ideas not on people

Be here with Heart and Soul so we can create something meaningful

Open minded – willing to put aside pre-conceived ideas

Assume good will behind peoples' ideas

Pass ideas through lens of children and families

Creative and imaginative – expand the horizon!

Appreciate different perspectives

Patience



Agenda

1. Summary of ELT Process to Date and Next Steps with ELT Process
2. Planned Improvements to Afterschool Programming in 2018-2019

ELT After School: Achievements to Date



Identified after school program strengths and key areas for improvement

Recognized design constraints that impact the extent to which change can happen

Reviewed available data

- Recognized need for sharper data analysis
- Identified data questions that the sub-committee needs addressed

Made recommendations for “quick fixes” for the 2018-2019 school year.

Secured support from U.C. Berkeley Graduate School of Education to conduct an assessment and summarize opportunities in each of the key areas for improvement



Strengths and Improvement Areas

Identified in survey process, through electronic communications and presented in the 3/8 meeting

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

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 be 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

Identified in survey process, through questions and emails, and in the 2/27 and 3/8 meeting discussion

Design Constraints



Issue	Constraints....	Opportunities...
BEARS and LEARNS have different regulations, target populations, and funding stream requirement	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.).	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.

Design Constraints– Continued

Issue	Constraints....	Opportunities...
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.



Data Requests

Identified in 3/8, 3/19, and 4/16 meetings and through electronic communications

Four Categories of Data Requests



Fees

Demographics and Enrollment

Professional Development

PTA

Data Requests: Fees



Data on the fees collected by site

Breakdown of the fee schedule, per site

Percentage of families that actually pay fees at the level they are supposed according to the fee-schedule

Data on expenses (i.e. staffing) vs. revenue (i.e. fees)

Data Requests: Demographics and Enrollment



Accurate breakdown of qualifiers for BEARS

Accurate demographics of ASI/SED enrolled at each site

ASI numbers and enrollment numbers across all programs, ELP and Summer School, and by site AND how that compares to the ASI numbers of the regular school day

Data on how the two groups, Day-school only vs. ELP program, compare on academic standards And potentially broken down by ASI

Enrollment numbers by site

Wait list numbers by site

An analysis of why some school sites have more than 70% enrollment while others less than 30%

Data Requests: Staffing and Professional Dev.

Data on the tenure and qualifications of staff.

Percentage of ITs that attend professional development opportunities

Data on what is covered in PDs

Percentage of ITs that are long-term subs. vs. permanent staff

Breakdown of the hours/day worked within BUSD for all the ITs

Data on how many staff (ITs) are noon-supervisors, IAs, or are participants in some way during the day program.

Number of credentialed teachers participating in Afterschool programs at each site

Data Requests: PTA



Data on the tenure and qualifications of staff.

Percentage of ITs that attend professional development opportunities

Data on what is covered in PDs

Percentage of ITs that are long-term subs. vs. permanent staff

Breakdown of the hours/day worked within BUSD for all the ITs

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Number of credentialed teachers participating in Afterschool programs at each site



Improvement Recommendations for 2018-2019

Identified in 3/19 and 4/16 meetings and through
electronic communications



Recommendations for 2018-2019

1. District commitment already in process
2. By the 5 identified improvement categories

District in Progress

Early Registration and Notification Dates

- Afterschool program confirmation for returning families by Friday, April 6, 2018
- Registration for new families opened April 16, 2018
- Parents will be informed of status of enrollment for their student in the afterschool program by June 22, 2018
- Afterschool orientations will be scheduled for August 13-24, 2018

Increased Access and Family-Centered Operations

Find ways to enroll students more quickly from waitlists. Ideas include:

- Encourage families to disenroll earlier if they won't be attending by, for example, requiring a deposit to keep their space
- More quickly drop students who are not attending or meeting attendance requirements
- Create a trigger system when a waitlist gets too long, which could either compel the site to review enrollments to see if all enrolled are utilizing the program and/or consider options for adding new staff.
- Have returning families pay for Sept. in June
- Charge a high registration fee as a deposit to new families that can then be applied to September payment

Ensure consistent, fair, and timely parent billing practices by the district across all sites.

Provide transparency on use of fees in afterschool

Equitable Quality and Consistency



Standardize academic, enrichment, and recreational programming options across the district through, for example, a menu of services and service standards.

Improve communication and transparency regarding the afterschool programs and options.

Create alignment between PTA & BUSD on programming, including:

- Come to an agreement around continued PTA involvement in programming and standardize where applicable
- Improve transparency of PTA programs.
- Improve PTA/BUSD contracting, billing and invoicing practices.
- Ensure that contractors (i.e. through PTA classes) are given the same security screening as employees.

Equitable Quality and Consistency, Cont.

Identify funding and strategies for afterschool staff to get more exposure to school day activities so they can link those with supports in after school. Ideas include:

- Have a classroom teacher liaison in after school programs to support academic time and train staff on curriculum.
- Provide prep. time an hour before afterschool program begins so more thought, planning, and intentionality can go into programming
- Create/fund opportunities for ITs to attend grade level meetings (i.e. 30 minutes every 6 weeks) to collaborate (share curriculum, game ideas, best practices for challenging students, etc.)
- Use LEARNs funds (or other source) to get teachers to support after school programming AND support participation of afterschool staff in regular school day.

Mandate principals to collaborate with LEARNs Program Specialists to truly make programs extended learning

Enhance collaboration between school sites to generate new ideas and opportunities

- Increase AS Coordinators monthly meeting time to support this.

Connect recess with LEARNs staff in an official capacity

Improve and maximize billing practices and invest revenue in programming

Opportunities for BEARS/LEARNS Integration



Improve communications and transparency regarding the different program requirements

Work toward standardizing expectations and requirements across school sites to address inequities and reduce confusion.

Staff Recruitment, Support, and Retention



Improve staff recruitment process. For example, improve marketing and outreach.

Consider reaching out within the school sites or through departments such as the Office of Family Engagement

Provide meaningful training and professional growth opportunities for ITs

Improve communications with TK and Kindergarten families so they know how the process works and what their options are.

Staff Recruitment, Support, and Retention, Cont.

Provide funding and opportunities for IT's to observe and collaborate with the classroom teachers during the day. Observing teachers deliver it might help them support students better after school.

Improve collaboration between the afterschool Program Specialists at the different schools. Use the existing monthly meeting time more collaboratively.

Empower coordinators in program improvement decisions and managing staff

Strengthening Partnerships

- No recommendations were generated in this category

Next Steps

1. U.C. Berkeley Graduate School of Education will work with BUSD to answer data questions and summarize opportunities in each of the key areas for improvement
2. BUSD will make key improvements to programming in 2018-2019 based upon the committee process and recommendations
3. The committee will reconvene in September with the assessment results and recommendations for Phase 2 of this work



**Planned Improvements to
Afterschool
Programming in 2018-2019**

Increased Access and Family-Centered Operations



Improved enrollment

- \$15 registration fee is now required to ensure families are committing to enrollment in the program.

Returning families

- Outstanding fees must be settled before securing a spot in the program for the following year.

Equitable Quality and Consistency



PTA Enrichment Coordination

- District administration is exploring ways to centralize the coordination of enrichment classes across the district
- Talks have begun to start with a pilot site for 2018-19

Improved school-day coordination

- Use Response to Intervention coordinators or other school-day contacts at each site to be a liaison with the afterschool programs
- Exploring additional structured prep time for staff 1-2 days each week to better develop the program

Professional Development

- Work with the Union and District to improve PD opportunities
- Coordinate intra-district site visits by Program Specialists to share best practices

Opportunities for BEARS/LEARNS Integration



Improved Coordination

- Two sites have been established to better provide students with access to expanded enrichment and intervention

Staff Recruitment, Support, and Retention



Outreach

- Connections made with BCC and UC Berkeley Public Service Center to improve recruitment
- New online registration process has improved communication with incoming families
 - Continued improvement of program websites to provide better information for new families

Staff Development

- Promote school-day observations by afterschool staff.
- Continue to offer professional development desired by staff.

Strengthening Partnerships

- Improved communication with the City of Berkeley
- Partner with UC Berkeley Graduate School of Education on new ventures
 - BE3 Summer Partnership



Thank You!

Program Funding - Elementary

<u>School Site</u>	<u>BEARS State Funding</u>	<u>BEARS Parent Fees</u>	<u>ASES Funding</u>	<u>LEARNS Parent Fees</u>
Berkeley Arts Magnet	\$156,087	\$1,274	\$74,700	\$115,660
Cragmont	\$0	\$0	\$126,306	\$79,330
Emerson	\$0	\$0	\$112,500	\$187,568
Jefferson	\$172,235	\$1,141	\$0	\$0
John Muir	\$285,264	\$3,207	\$27,000	\$0
LeConte	\$102,264	\$670	\$112,050	\$152,729
Malcolm X	\$204,529	\$1,503	\$112,500	\$247,620
Oxford	0	\$0	\$112,050	\$83,095
Rosa Parks	\$107,647	\$363	\$179,753	\$0
Thousand Oaks	\$0	\$0	\$193,500	\$152,483
Washington	\$145,323	\$2,807	\$112,050	\$113,188

Program Funding – Middle School

<u>School Site</u>	<u>BEARS State Funding</u>	<u>BEARS Parent Fees</u>	<u>ASES Funding</u>	<u>LEARNS Parent Fees</u>
King	\$0	\$0	\$258,000	\$240,533
Longfellow	\$0	\$0	\$174,504	\$58,750
Willard	\$0	\$0	\$153,900	\$85,852

PTA Classes

<u>Site</u>	<u>Number of PTA Enrichment Classes</u>
Berkeley Arts Magnet	13
Cragmont	12
Emerson	14
Jefferson	15
John Muir	6
LeConte	8
Malcolm X	20
Oxford	0
Rosa Parks	0
Thousand Oaks	0
Washington	1

BEARS - ASI by Site

School Site	AS1 0-2	ASI 3+	Total	% ASI 3+
Berkeley Arts Magnet	4	25	29	86.2%
Cragmont	0	7	7	100.0%
Emerson	1	6	7	85.7%
Jefferson	3	22	25	88.0%
John Muir	11	50	61	82.0%
LeConte	1	23	24	95.8%
Malcolm X	3	28	31	90.3%
Oxford	0	1	1	100.0%
Rosa Parks	2	17	19	89.5%
Washington	4	20	24	83.3%
Grand Total	29	199	228	87.3%
*ASI 3+ in BUSD overall is 38%				

LEARNS - ASI by Site

School Site	ASI 3+	ASI 0-2	Total	% ASI 3+
Berkeley Arts Magnet	47	67	114	41.2%
Cragmont	60	51	111	54.1%
Emerson	50	113	163	30.7%
Jefferson	N/A	N/A	N/A	N/A
John Muir	N/A	N/A	N/A	N/A
LeConte	93	65	158	58.9%
Malcolm X	46	88	134	34.3%
Oxford	67	95	162	41.4%
Rosa Parks	101	190	291	34.7%
Thousand Oaks	100	68	168	59.5%
Washington	39	67	106	36.8%
Longfellow Magnet Middle School	158	51	209	75.6%
Martin Luther King Middle School	189	354	543	34.8%
Willard Middle School	125	159	284	44.0%
Grand Total	1075	1368	2443	44.0%



ELT Afterschool Sub-Committee Agenda

March 8, 2018

1. “From your perspective, what are three things that are working well in BUSD's after school programs?”
2. “What improvements would you like to see made to BUSD's after school programs?”



ELT Afterschool Subcommittee Survey Results

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Working Well (Cont.)

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- How might we collaborate with the city (or other entities) to strengthen after school opportunities?



Design Constraints

BEARS And LEARNS Integration Restrains



<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
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



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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.).	<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>

Partnership with City of Berkeley

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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

<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
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



<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
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.



Subcommittee Meeting Dates

Afterschool Subcommittee

March 19

April 16

May 7

Summer School Subcommittee

TBD Based on Membership