San Francisco Expanded Learning Collaborative

Making the Most of K-12
Out of School Time Learning

EXPANDED LEARNING COLLABORATIVE
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2013-14 ANNUAL REPORT

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San Francisco is home to over 72,300 youth ages 5-17, of which 56,000 are enrolled in San Francisco Unified School District. The demand is great for afterschool, teen, and summer programs to keep them safe, help working families, and enhance their cognitive, social, physical, artistic and academic development.

Afterschool, teen, and summer programs play a critical role in the lives of youth and meet community needs by providing:
- Learning activities that can complement and reinforce the lessons of the school day
- Safe, structured places for children and youth to be while their parents work
- Youth development supports and opportunities to assist youth in becoming healthy, successful adults
- Enrichment opportunities designed to help youth explore the world around them
- Physical fitness and recreational activities to keep youth healthy

San Francisco's current afterschool and summer program landscape is vast, composed of both publicly and privately-funded programs, and it offers much variety in terms of content focus, hours, location, and quality of programming. Hundreds of both school and community-based programs exist serving every age and grade level.

While there are currently many options for some youth and families, access to programs is uneven so some youth still lack the opportunity to participate in the afterschool or summer program they want.

What is the Expanded Learning Collaborative?

The San Francisco Expanded Learning Collaborative (formerly known as Afterschool for All) aims to increase access to and enhance the quality of out-of-school time programs. The effort has been led by San Francisco Unified School District (SFUSD) and the San Francisco Department of Children, Youth, and Their Families (DCYF) since 2006 and is composed of city departments, higher education institutions, parent and youth representatives, out-of-school time providers, and other community partners.

Overseeing the effort is the ELC Policy Council, a dynamic advisory body that focuses on systems-level policies and solutions. The effort's new name and motto, "Making the Most of K-12 Out-of-School Time Learning," reflects an enhanced scope to include out-of-school time options for high-school youth and summer programming, and emphasizes the intentional learning that is inherent in all quality out-of-school time programming. To reflect the broader scope, representatives from high school and summer programs joined the Policy Council in 2013 in addition to a representative from the city's public library system and one of the city's youth serving organization networks.

The Expanded Learning Collaborative has identified the following long-term systems-building goals related to access and quality:

(1) Systems-Building Goals Related to Access
- Increase access to out-of-school time programs where need/demand exists
- Create a citywide centralized enrollment system for out-of-school time programs

(2) Systems-Building Goals Related to Quality
- Create a citywide, reliable quality rating system for out-of-school time programs
- Support professionalizing the out-of-school time field
- Foster program practice innovation in the out-of-school time field

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How ELC Tackles Challenges

Collaborative partnerships are at the core of the ELC's efforts. All of its accomplishments are due to organizations and individuals working together with their existing resources to achieve outcomes that benefit afterschool and summer programs and participants citywide.

In 2013-14, the ELC identified six priority areas. To tackle these areas, the ELC organized workgroups and initiated several projects – all working towards the ELC's goals of improving access and quality of out-of-school time programs. Workgroups are composed of ELC Policy-Council members and any out-of-school stakeholder who is interested. Much of the work of the ELC has accomplished has resulted from these collaborative workgroups and projects that bring policy-makers, practitioners, and other stakeholders together. The 2013-14 workgroups and projects included:

• **Financial Sustainability Workgroup:** creating messaging and communications materials around how OST programs are supported, particularly K-5 afterschool and summer programs, and seeking partners who will deliver messages to targeted audiences.

• **Summer Learning Workgroup:** promoting awareness of the importance of summer learning, fostering the adoption of citywide tools among providers and funders, and providing input on citywide professional development events for summer providers.

• **Technical Assistance Project:** improving OST program quality through coaching, networking or other venues for sharing best practices, and creating more coherence in the language and tools OST providers use to describe program quality..

• **Common Core Project:** building consensus and buy-in for a clearly defined role for OST providers in implementation of the Common Core State Standards, and informing key SFUSD staff about the role and value of OST providers in implementation of Common Core State Standards.

• **Real-Time Student-Level Data Sharing Pilot:** using the SFUSD's School Loop platform, non-district OST providers accessed data about students' academic progress to individualize their practice.

• **Citywide Data System Development Project:** aligning data collection and tracking across city departments and SFUSD around enrollment, waitlists, and service delivery for a more coordinated and cohesive afterschool and summer system.

ELC Accomplishments in 2013-14

FINANCIAL SUSTAINABILITY WORKGROUP

In order to increase access to out-of-school time programs for students, a key issue is informing providers, school staff and families about how out-of-school time programs are funded. In order to sustain out-of-school time programs and increase their capacities, programs need to rely on various sources for funding including charging fees to families who can afford it. Because most parents do not understand the funding landscape for afterschool programs, a financial sustainability workgroup was formed to discussed how to communicate the information best.

The ELC has focused on several financial sustainability efforts over the years, including recommendations that family co-pays be considered as one resource to support the sustainability of the out-of-school time programs. Building off that work, the ELC created a workgroup in 2013-14 to develop a communication strategy on the need for family co-pays as one means to sustain out-of-school time programs. The focus of the workgroup was to develop messaging for providers, school staff and families about how out-of-school time programs are funded in anticipation of family co-pays being established.

In December 2013, the San Francisco Board of Education (BOE) introduced a resolution calling for the expansion of out-of-school time programs in SFUSD including the development of an equitable co-payment system. Given this turn of events, the workgroup put its messaging work on hold and shifted to provide recommendations on the implementation of the resolution.

SUMMER LEARNING WORKGROUP

The ELC also created a workgroup, composed of 25 members, to tackle the following three goals for 2013-14: (1) To promote awareness of the importance of summer learning programs, (2) to foster the adoption of citywide tools among providers and funders, and (3) to provide input on citywide professional development events for summer program.

By the end of the year, the workgroup promoted the importance of summer learning by assisting with the planning of the citywide 2014 Summer Resource Fair held in March 2014 and for the first time also two neighborhood resource fairs in the Bayview/Hunters Point and Western Addition neighborhoods in April 2014.

150
# of programs exhibiting at Summer Resource Fair

These events both provided families with information about summer programs, but also emphasized the importance of summer learning.

To foster the adoption of citywide tools, a summer learning timeline was created for programs to use as a planning tool for summer programs. It included references to several quality tools developed by the ELC, a timeline for planning benchmarks, and upcoming trainings and events around summer learning. The workgroup also provided input to the planning of the regional Summer Matters conference and the citywide Summer Learning Conference held in San Francisco for any and all summer providers.

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TECHNICAL ASSISTANCE PROJECT

One of the primary accomplishments of the year was the first year pilot of the ELC's Technical Assistance Project (TAP), which aimed to boost program quality across the field by offering free coaching, training, and networking opportunities to any interested OST program. As the research on OST programs shows, the quality of programming relies on the skills and competency of staff – the higher the quality of programming the more likely youth participants in those programs will have better outcomes, such as increased enjoyment of learning, school success, better school attendance and enhanced social emotional skills. By supporting the development of OST staff and professionalizing the field, the ELC is able to improve programs' abilities to boost youths' success in school and in life.

The Technical Assistance Project pilot was a public-private partnership, and marked the first time the school district, DCYF and a private foundation – the Silver Giving Foundation- combined forces to jointly fund a citywide capacity building effort open to any and all out-of-school time providers.

"This gathering was immensely helpful - the group size, structure, and content were all useful and inspiring to me. I really like this group of people and want to continue this!"

– networking event participant

Throughout 2013-14, the ELC Technical Assistance Project engaged more than 368 OST staff from more than 120 programs, ranging from programs who receive funding from the school district or a city agency to those that do not receive any public funding. Part of the TAP's success in reaching this wide array of providers was due to designing several entry points for receiving support. For example, providers could sign up for workshops, networking events, coaching or access resources online. Almost half of the programs participated in at least two types of technical assistance offered, and several took advantage of every type of assistance.

The pilot offered the following three services: coaching, workshops, online and in-person networking. Some key highlights of include:

• *Coaching* – One of the most intensive supports of the ELC TAP was on-site coaching of staff with 98 program staff participating across 84 sites for at least 10-hours on areas of need mapped to the ELC's summer and afterschool quality self-assessment tools. Participants were able to receive on-site workshops for staff, assistance with curriculum development, site observation and feedback, and meeting facilitation to address program quality issues. Across all coaching participants, 54% were SFUSD ExCEL sites, 17% were DCYF funded community-based afterschool sites, 7% were SFUSD Early Education Department sites, 15% were SF Recreation and Park Department sites, and 8% were sites not receiving public funding.

• *Workshops* – More than 200 participants attended 13 half-day workshops. The workshops focused resources created by the ELC including training on Core Competencies, the Afterschool Quality Self Assessment Tool, the Summer Quality Self Assessment Tool, and the Resource Guide . The workshops created coherence in the language and tools used when addressing program quality in OST programs throughout the city.

• *Online and In-person networking* – The ELC TAP provided 7 networking events as a way to encourage networking and peer learning. Each event, hosted by OST providers who showcased their best practices, had a particular focus tied to the ELC's quality self-assessment tool such as youth development, family involvement, or alignment and linkage to school day. Additionally, the ELC created online networking opportunities through our new website, sfelc.org, which included links to resources (Resource Guide, QSA, Core Competencies, etc.), information for parents, and documents related to the ELC. By mid-year, there were over 200 registered users of the site, which provided additional access to an online calendar on where users could both view and post training or community events; a general forum for asking questions or for crowd-sourcing/receiving recommendations for resources; and a job postings page. To date, over 2,500 unique users have accessed the ELC website.

Overall, the ELC Technical Assistance Project was a major success for the ELC in 2013-14. We plan to continue and expand upon this work in 2014-15 to further our efforts to professionalize the field and improve quality across OST programs in San Francisco.

COMMON CORE PROJECT

The ELC worked this year to strengthen local understanding of Common Core State Standards among out-of-school time providers and key staff within SFUSD and DCYF. Expanding on efforts from previous years, the ELC's goal this year was to build mutual understanding across key stakeholders within the school day and expanded learning time about the role for OST providers in the implementation of Common Core State Standards. To this end, the ELC sponsored two convenings focused on systems stakeholders, and two trainings for OST providers.

The convenings for systems stakeholders kicked off in January with a meeting of SFUSD administrators, DCYF policy staff, and provider representatives from the ELC Policy Council. Participants received background information about the implementation of Common Core State Standards in n SFUSD and discussed this key question: "What program and point of service practices should expanded learning time providers in San Francisco do to support student learning, and families' understanding, of the Common Core State Standards?" Following up on that meeting, in April the staff who monitor and support SFUSD and DCYF-funded programs met to build their knowledge of the Common Core State Standards, strategies that support the "Habits of Mind," and to discuss the role of OST providers in supporting these efforts. In August 2014, two workshops for about 100 program staff were offered at the citywide August Institute. Both aimed to help OST providers understand what the Common Core State Standards are and how their programs reinforce the approaches embedded in the Common Core.

REAL-TIME STUDENT-LEVEL DATA SHARING PILOT

For the fourth year, DCYF and SFUSD continued to lead a pilot program allowing non-district staff working in out-of-school time to use the district's online parent communication system (called School Loop) to access student academic data, such as grades and homework assignments. This type of federally protected student-level data helps out-of-school time providers tailor their activities and approaches to meet youths' individual needs. Pilot participants used the tool in different ways and with varying frequency, however all reported that having access to student grades and assignments made them more effective at supporting their students, and all wanted access to more student-level data.

CITYWIDE DATA SYSTEM DEVELOPMENT PROJECT

Over the past year, the ELC convened the largest systems providing K-12 out-of-school time programs including DCYF, SFUSD, Recreation and Parks Department, and Human Services Agency to develop a citywide data sharing infrastructure for OST programs. The departments reviewed the enrollment and admission information systems used by each to determine where similarities and differences existed. The group also explored how each department tracks participation and wait lists, and each system's ability to track demand for OST programming.


ELC's Guiding Principles

- **Parent and Youth Choice.** A neighborhood and citywide system will provide a diversity of quality afterschool program choices for youth and families. Parents and youth will be engaged in the design, implementation, and evaluation of these systems.

- **Diversity.** No one program model fits the diversity of youth and families in San Francisco. The parties value and support a multitude of program approaches and options provided by SFUSD, the City, and community based agencies in a range of settings.

- **Equity.** All young people must have access to supports and opportunities to increase their ability to achieve academically, socially, physically and emotionally.

- **Relevant Learning.** A citywide out-of-school time system will lay the foundation for a seamless learning system that integrates various learning approaches and places. Out-of-school time programming will emphasize meaningful and relevant learning opportunities that foster youth as "joyful learners." Skill building, hands-on projects and other activities will reinforce what youth learn during the school day as well as the Common Core State Standards in a developmentally appropriate way.

- **Youth Development.** Young people's assets and strengths are at the center of all programs.

- **Quality.** Program design will be driven by developmentally appropriate best practices.

- **Collaboration.** Active collaboration from key stakeholders is crucial to organizing a system of quality options for the benefit of youth and families.

Other 2013-14 Accomplishments

• *Lights on Afterschool Briefing:* In the fall, the ELC held a policy briefing in City Hall commemorating Lights On Afterschool — a national awareness campaign for afterschool programs nationwide. Leaders from SFUSD and the City and County of San Francisco, in addition to representatives from 4 Board of Supervisors Offices and the Board of Education attended.

• *Afterschool for All resolution:* Sponsored by School Board member Jill Wynns, the San Francisco Board of Education unanimously passed in April 2014 a resolution that guarantees a space for every K-5 student who desires a spot at their own school's afterschool program. The resolution also resolved to develop a single, online application for afterschool programs at SFUSD school sites, as well as providing information to parents about funding sources and payments for afterschool.

• *Revamped ELC Website:* The new Expanded Learning Collaborative website at www.sfelc.org offers:
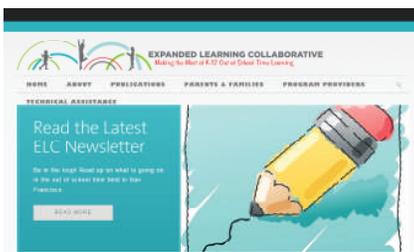
- Information about system-building and policy efforts, including current Policy Council members and past reports
- Program quality tools that any program can use, include self assessments, a resource binder and more
- Information for parents & families to understand their out-of-school time options in San Francisco
- Networking forum for program providers to post messages, view event calendars, a job message board and information about how to get free technical assistance.

• *Helping Families Understand Their Program Options:* DCYF continued support for the online Afterschool and Summer Camp Locator at www.SFKids.org where families can search by neighborhood, age, or key word for program options throughout the city. This online locator is used to publish a printed afterschool and summer program directory, supported by the SF Human Services Agency, which is distributed to low-income families throughout the city. In addition, the ELC provided information for parents at two annual events for parents—the SFUSD Enrollment Fair and at the DCYF & SFUSD sponsored Summer Resource Fair—on understanding their program options.

• *Representation at BOOST Conference:* The ELC sponsored 5 staff from DCYF and SFUSD to attend Best of Out-of-school Time (BOOST) Conference in April. Attending BOOST also allowed for networking, learning about trends and effective program models, and for San Francisco to be represented in the state's policy work in expanded learning.

• *Bridging the Bay:* DCYF and SFUSD partnered with several other organizations to organize and support the fifth annual Bay Area regional afterschool conference called Bridging the Bay. More than 500 people attended and several San Francisco providers, including several presenting on quality tools created by ELC, led cutting-edge workshops. View the conference website at http://www.bridgingthebay.blogspot.com

ELC Policy Council 2013-14

Public Representatives (appointed)

1) Kevin Truitt -SFUSD – leadership of Student, Family, Community Support Department

2) Mele Lau-Smith -SFUSD – decision-maker of ExCEL programs

3) Hayin Kim- SFUSD – decision-maker of Community Schools approach

4) Mari Rutkin – SFUSD – decision-maker of Early Education Department's School Age Programs

5) Stephen Koffman- SFUSD – decision-maker of Expanded Learning in Curriculum and Instruction

6) Maria Su- City- leadership of DCYF

7) Sandra Naughton City- decision-maker of DCYF K-12 education-related efforts at DCYF

8) Phil Ginsburg -City – leadership of Recreation and Parks Department

9) Michelle Rutherford- City – leadership of Office of Early Childhood Education (housed at HSA)

10) Toni Bernardi- City- leadership from SF Public Library

11) Erica Maybaum – San Francisco Child Care Planning & Advisory Council (CPAC) staff

12) Kristen M Pozzoni of SF State University/ Kathy White of City College of SF- A public higher education institution

Non-Public Representatives (applied and selected)

1) Edward Kauffman of Mission Graduates- CBO providing out-of-school time services – comprehensive public school-based afterschool programming (including public charter schools)

2) Delia Fitzpatrick of Our Kids First- CBO providing out-of-school time services- comprehensive community-based afterschool programming

3) Alec Lee of Aim High – CBO providing out-of-school time services – summer K-8 programming

4) Marissa Cowan of Stonestown Family YMCA- CBO providing fee-based out-of-school time services without public funding

5) Jennifer Berger of Boys & Girls Club of SF-CBO providing out-of-school time services – high school age OST programming

6) Guybe Slangen of SF Friends School- provider of out-of-school time services at a private school

7) Masharika Maddison of Parents for Public Schools – Representative of parents (of elementary students)

8) Mollie Matull- Representative of parents (of secondary students)

9) Natasha Hoehn of Silver Giving Foundation – Foundation/corporate funders of out-of-school opportunities

10) Vacant- foundation/corporate funders of out-of-school opportunities

11) Andrea Broxton of Partnership for Children and Youth- capacity building/training entity focused on out-of-school time

12) Pam Pradachith-Demler of SF Beacon Initiative – network of K-12 youth-serving organizations

For a list of current members, visit sfelc.org