Education For Change Public Schools Organization Overview

Mission
We will provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on our students' academic achievement. We believe that high-quality instruction, and its continuous refinement, will lead to success for our students. When our students succeed, they will be prepared to make thoughtful and informed choices that will set them on a path for a successful life.

Vision
All EFC students will outperform the students in the highest performing California districts. Graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

History
In 2005, OUSD partnered with New Schools Venture Fund to create a CMO that would take over failing OUSD elementary schools. The original business plan targeted ten failing elementary schools over five years. Hawthorne Elementary and E. Morris is Cox Elementary converted to become Education for Change public charter schools, their respective API scores were 596 and 556.

In 2010, the three schools managed by EFC had APIs of 819, 822, and 783, but converting existing district schools proved controversial, and EFC's portfolio remained at three schools until 2012. In 2011, Hae-Sin Thomas became the new CEO of EFC. She converted three OUSD schools in one year, doubling EFC in size, revisioning EFC as a K-12 neighborhood pipeline, and reinstating a partnership with the district. In 2012, EFC transitioned its instructional models across all of its schools from intervention/ remediation to college readiness and success. EFC partnered with Seneca Center to develop a nationally-recognized model to serve our most at-risk children. In 2014, EFC opened Epic School, our first new school (non-conversion) and first middle school. Epic was recognized as a national "Breakthrough" school model by Next Generation Learning Challenge. African American student academic growth ranked above the 90th percentile three years in a row in ELA. In 2018, EFC opened their first high school - Latitude High - a school nationally recognized by the XQ Super School Project for rethinking high school. Latitude is EFC's first "diverse by design" school. EFC currently serves nearly 2700 students in East Oakland. EFC is implementing a 3-year strategic plan that focuses on instructional coherence, data-driven instruction, and instructional leadership.

Values
CONNECTED...
We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.
INCLUSIVE...

We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.

INTERDEPENDENT...

Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships.   We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

LEARNERS...

We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We rely on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

Safe and Supportive Environment

At Education For Change Public Schools ELO-Programs our highest priority is providing a safe, supportive and inclusive environment where all students can achieve academically, develop life-navigating skills, and be on a path towards upward economic mobility while becoming compassionate, critical leaders in their communities. We believe a safe, supportive environment is built on four key cornerstones:

a. well-trained and interconnected staff,
a. Clear, well-known protocols & routines,
b. engaging, age-appropropriate programming, and
c. intentional relationships with students, families, and community partners.

The Education For Change ELO-Program staff have participated in training to provide trauma-informed strategies for supporting students, addressing their needs, and meeting them where they are. ELO-P partners have invested heavily into staff training especially around social-emotional learning because that translates into quality programs and positive outcomes for youth. Staff are also trained on all emergency procedures.

Developed by the David P. Weikart Center for Youth Program Quality adapted for use by all Education For Change Program Partners, the School-Age Program Quality Assessment (School-Age PQA) used by ELO-P staff "consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs & other places where children have fun, work & learn with adults. The School-Age PQA is designed to empower organizations to envision optimal-quality programming for children by providing a shared language for practice & decision making & producing scores that can be used for comparison & assessment of progress over time. The School-Age PQA measures the quality of children's experiences & promotes the creation of environments that tap the most important resource available to any child-serving organization: a young person's motivation to engage critically with the world." The following are examples of look fors in standard ELO Program observations based on the School-Age PQA:

- Emotional Safety
  - The emotional climate of the session is predominantly positive (e.g. mutually respectful, relaxed, supportive, characterized by teamwork, camaraderie, inclusiveness, and an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.
  - There is no evidence of bias; rather, there is mutual respect for and inclusion of others of a different religion, race/ethnicity, class, gender, ability, appearance or sexual orientation.
- Healthy Environment
  - The program space is free of health and safety hazards.

- ○ The program space is clean and sanitary.
  - ○ Ventilation and lighting are adequate in the program space.
  - ○ The temperature is comfortable for all activities in the program space.
- Emergency Preparedness
  - ○ Written emergency procedures are posted in plain view.
  - ○ At least one charged fire extinguisher is accessible and visible from the program space
  - ○ At least one complete first-aid kit is accessible and visible from the program space.
  - ○ All entrances to the indoor program space are supervised for security during program hours.
  - ○ Access to outdoor program space is supervised during program hours.
  - ○ Accommodating environment
  - ○ Program spaces allow children and staff to move freely while carrying out activities (e.g., room accommodates all participants without children blocking doorways, bumping into one another and crowding)
  - ○ Program space is suitable for all activities offered (e.g. furniture and room support small and large groups; if athletic activity is offered, then program space supports this)
  - ○ Furniture is comfortable and of sufficient quantity for all children participating in the program offering.
- Nourishment
  - ○ Drinking water is available and easily accessible to all children.
  - ○ Food and drinks are plentiful and available at appropriate times for all children during the session.
  - ○ Available food and drink is healthy. (e.g., vegetables, fresh fruit, real juices).

Education For Change ELO-P partners adopt the 3 Signature SEL Practices - A tool that supports systemic social and emotional learning. Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The SEL 3 Signature Practices are one tool for fostering a supportive environment and promoting SEL. They intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills. While not an SEL curriculum, these practices are one concrete example of a way to help people understand and practice the goals of an overall systemic SEL implementation plan.

- **Welcoming Inclusion Activities** are brief, interactive experiences that bring the voice of every participant into the room, making a connection to one another and/or to the work

ahead, with each perspective-laden, culturally-rich voice being heard, respected and learned from. The more we fully share ourselves and are fully received and understood by others, the stronger and safer our learning environments become. Growing knowledge of and appreciation for our groups help ensure that we will provide opportunities to welcome people in the ways they need and want to be included.

- **Engaging Strategies** are inherently infused with SEL, vary in complexity, include reflection and processing time, and consist of sequential steps that are facilitated to support learning individually (like the use of "turn-to-your-partner") and collectively (for example, "Socratic Seminar" and "Jigsaw"). The goal is being in tune with and responsive to neurological, biological, and social and emotional needs!
- **Optimistic Closure** highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward thinking. Optimistic Closures may be reflective about the learning, help identify next steps, or make connections to one's own work. Since our learning and our work are always a part of an on-going journey, these experiences bring a moment of pause, of collection, of reflection, to help anchor learning and build anticipation for the efforts to come.

We also use the School Age PQA to quantify warm welcome, session flow, and encouragement during sessions. We use these factors combined with those listed above to determine the overall quality of the environment. Here are the qualifiers we seek to observe for each:

- Warm Welcome
  - All children are greeted by staff as they arrive or at the start of the session.
  - Staff mainly uses a warm tone of voice and respectful language.
  - Staff generally smiles, uses friendly gestures and makes eye contact
- Session Flow
  - Staff starts and ends the session within 10 minutes of scheduled time.
  - Staff has all materials and supplies ready to begin all activities (e.g. materials are gathered, set up)
  - There are enough materials and supplies prepared for all children to begin activities.
  - Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events and purpose are clear).
  - There is an appropriate amount of time for all of the activities (e.g., children do not appear rushed; most children who are generally on task finish activities; most children do not finish significantly early with nothing planned to do.)
- Encouragement
  - Staff supports at least some contributions or accomplishments of children by acknowledging what they've said or done with specific non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the

community," "It looks like you put a lot of time into choosing the colors for your painting").

Families play a significant role in supporting their children. The term "family" is meant to refer broadly to adult caregivers involved in a young person's life. This could include biological, adoptive or foster parents; grandparents; aunts and uncles; adult siblings; and even trusted adults in the community. Such caregivers can bridge gaps between home, school and the community. Therefore, it is vital for ELO-P professionals to reach out and meaningfully involve the families of their members. Families should feel comfortable working with our ELOP partners to actively support their children's learning and development.

Families and caregivers all communicate differently. So we use a variety of methods to ensure everyone gets the information they need. This includes virtual town halls, emails, social media posts, phone calls, flyers, and/or communication apps such as Parentsquare and Remind.

We translate documents and communications into the language(s) spoken by families so they understand the information being shared.

We adapt programming to be culturally responsive for caregivers. Adjust activities so they are relevant for the community. This includes hosting family nights related to specific observances (e.g., Black History Month, Native American Heritage Month, Cultural Awareness Month), offering opportunities for families to showcase their culture and traditions, or providing workshops responsive to families' histories and experiences.

Education For Change After School Programs are responsible for these safety practices:
1. Education For Change Public Schools adopt a yearly calendar of drills including most major emergencies.
2. Entrances to all school sites are closed at all times.
3. All programs must follow schoolwide emergency protocols
4. Emergency protocols must be posted.
5. Emergency binders must be created and accessible. Binders must include emergency plans, up to date rosters and staff rosters, emergency phone tree and other pivotal emergency information.

Active and Engaged Learning

Education For Change ELO-Programs are dedicated to active implementation of researched-based program design, instructional strategies, and best practices for multiple dynamics of our population (i.e. those performing below grade level, special needs, English

Learner, poverty and other socio-economic impacts, and learning styles). Enrichment programs will incorporate Social Emotional Learning, Challenge/Project Based Learning, inspiring, hands-on educational experiences and GLAD strategies. Our enrichment programming includes research-based instructional activities, which incorporate connecting learning to prior learning and current knowledge, reinforcing effort and providing recognition, use of modeling and creation of models, use of open-ended questions, scaffolding of information, experiential learning, and engaging, hands-on activities.

The program will provide an array of physical activities, games and sports; art activities, STEAM activities, and student-centered activities designed to engage and nurture student interest and curiosity. The expanded learning staff is supported by coaching and professional development provided by the EFC's Expanded Learning team and it includes training on the curriculum from LEGO, and other local-artisan, curriculum developments. The program will also give students outdoor and off site opportunities.

We use the School Age Program Quality Assessment to measure the quality of our active engagement using the following qualifiers:
- The activities involve children engaging with (creating, combing, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the session time).
- During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).
- Staff has children make a connection between the current activity and the children's prior knowledge or experience (e.g., staff ask children what they learned in a related experiment, staff ask children what similar tools they have at home, staff has children draw a picture of their favorite fruit or vegetable)

Education for Change ELO-Programs seek to achieve the following outcomes for students and families:
- Improve school day attendance.
- Improve academic skills and behaviors, including math, literacy, science, and English fluency (for EL students).
- Develop a variety of new interests and skills.
- Experience increased safety during out-of-school-time hours.
- Increase positive social interactions with peers and caring adults.
- Have healthier lifestyles and increased levels of physical activity.

Specifically after school programming will have the elements below:

Traditional Academic Components:
1. The afterschool program will include homework help and tutoring prioritizing ELA homework support.
2. The afterschool program will identify programming that highlights inquiry, exploration and research in all content areas.
3. The program will also include targeted Literacy, Science and/or Math educational enrichment/intervention that is taught leveraging adaptive interventions software, small/cooperative group settings, and/or 1:1 academic assistance.

Enrichment Component:
1. Sports and Fitness Classes (i.e. soccer, basketball, cooperative games, flag football and health and fitness courses)
2. Performing Arts Courses (i.e. theater, ballet, music classes)
3. The Visual Arts Program will combine art (painting, molding, etc.) and other creative and craft activities
4. STEM (i.e. gardening, computer science, making)
5. Student-Chosen Clubs

*All students in the program will participate in an enrichment component on a rotating basis (as course offerings may change each trimester based on staffing and student interest).

Education For Change ELO-Programs offer students multiple opportunities to share and display their work and learned attributes through family and community events.

Skill Building

At Education For Change Public Schools one of our highest priority is providing opportunities and experiences that build skills towards academic achievement, life-navigation, and upward economic mobility while becoming compassionate, critical leaders in their communities. We are investing in well-researched, high-quality curriculum and materials to ensure our students are competitive in this ever-evolving world.

Our skill-building approach is aligned with the School Age PQA. The qualifiers we look for in successful skill-building:
● Staff tells children a specific learning or skill-building focus for the session or activity (e.g., objective, learning target, goal) and the focus is clearly linked to the activity (e.g., students do activities related to focus, language from focus is described in activity).
● Staff encourages all children to try skill(s) or attempt higher levels of performance.
● Staff models skill(s) for all children.

- Staff breaks difficult task(s) into smaller, simpler steps for all children (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared.)
- When children struggle (with errors, imperfect results or failure), staff always provides learning support(s) or encouragement (e.g., children are helped to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).

Needs were assessed through a collaborative process with input from parent leaders, the site principal, and other key stakeholders. These groups, under the direction of the principal, review student data including grades, SBAC scores, benchmark data, attendance and chronic absenteeism data, to inform program planning. They also review ELO-program evaluation data and consider feedback from parents, students, and teachers to develop programming that best meets the needs of students. There is careful planning on how the ELO-program can align with the school's Site Plan and Instructional Framework and reinforce specific priorities and targets in the charter.

The ELO-program is directly aligned to the regular school day in that interventions and homework assistance provided are specific to the students' grade levels and needs (and therefore directly aligned to the learning goals targeted during the school day). There is a weekly meeting between the program coordinator and site principal to review student performance data, plan for upcoming weeks, etc. Classroom teachers inform the content of the afterschool and summer academic coursework, as they outline current content that the homework tutor supports students with. Additionally the intervention courses are in response to student performance on school benchmarks and teacher assessments (which are directly aligned to the instruction taking place).

Credentialed teachers, highly qualified college students, and adult volunteer tutors set learning targets for ELO activities, lead classes, and provide individualized instruction to build students' academic proficiency in targeted areas. The educational enrichment component (though aligned to grade level standards, academic benchmarks and site curriculum) does not mirror or duplicate instruction from the instructional day. Aligned objectives and learning targets, taught through new and different means, are implemented during the program to increase the changes of student engagement. Enrichment program offerings are most often courses that are not available to students during the school day. For both the educational enrichment and academic component, hands-on, project-based activities, experiential learning, service learning, cooperative projects, arts-based learning, youth leadership opportunities, and other meaningful learning opportunities that engage students' interests during ELO-P hours are employed.

The school site has an Academic Liaison/Coordinator. This person plays a vital role in

bridging the ELO-academic programming to school day curriculum, and ensuring academic alignment between the after school and school day curriculum. The Academic Liaison keeps after school/ELO staff informed of student progress, shares academic data, and bridges communication between the after school/ELO program staff and regular school day teachers.

Additional Steps taken to ensure alignment include:
1. Progress Monitoring by ELO-staff and coordinator
2. Progress Reports and Communication Log between classroom teacher and ELO-teacher (for educational enrichment elements)
3. Weekly meetings between site principal and ELO-program coordinator
4. Professional Development and Monthly Staff Meetings for ELO-program staff that builds the capacity of ELO staff to support student achievement

Direct outcomes of program participation include improved homework completion, awareness of new interests and abilities, stronger social skills, enhanced safety and a greater attachment to school. Contributory outcomes include improved pro-social behaviors (i.e., in settings other than after school), stronger academic behaviors, and improved grades and test scores.

Youth Voice and Leadership

At Education For Change Public Schools we value student voice and leadership with more value than diamonds. Our goal with the Afterschool program is to partner with students to ensure their vision is incorporated into our greater plan. Youth have been and will continue to be engaged in the designing of our programs. In preparation and development of this program, students were surveyed for interest.

We have developed the following guidelines to ensure each of programs (after school programming, intersession, and summer camp) provide space for youth voice and leadership:
- Student Leadership Committee
  - All program coordinators and site directors will create or continue student leadership committees (or student councils) to ensure that students have a place to give direct feedback, support programming, and voice any student-based concerns directly to adult-staff.
- Bias to Feedback
  - Youth (and Families) have multiple opportunities to share feedback and reflect on experiences. You have many opportunities to share interest
- Youth as program evaluators

○ The Director, Expanded Learning for Education For Change will partner with schools and program partners to select and train Youth (4th grade and up) to participate in official evaluators of programs (after school programming, intersession, and summer camp). Students evaluate for program content, experiences with staff, logistics, etc.)

● Youth as program planners
   ○ The Director, Expanded Learning for Education For Change will partner with schools and program partners to engage Youth (responsibilities and degree of participation based on grade) as members of the program planning committee (including but not limited to: program content, field trips, curriculum, etc.). All youth (and Families) have multiple opportunities to share interest and those interests show up in programming.

● Students in lower grades…
   ○ Students in lower grades, specifically, have the opportunity to choose their clubs, give input on planning and what they'd like to see in their classrooms or in which enrichment activities they're interested in learning more, students in lower grades also have the opportunity to participate in leadership opportunities like passing out snack, organizing recess equipment, and other important student held-task.

● Youth as Performers and Knowledge Holders
   ○ Youth in our ELO-P programs have many opportunities to present their ideas through student showcases, family nights, and other class-based presentations and activities.

Healthy Choices and Behaviors

The site principal and ELO-liaison/coordinator work with the school's Nutrition Services Vendor to ensure that students receive snacks daily, and that snacks meet State and Federal meal mandates for snacks. Each snack provides at minimum two items that meet the component (food group) requirements. Snacks are distributed according to state and federal requirements.

Some examples of healthy snacks are:
○ Fresh Fruit (Pears, Apples, Oranges), etc.
○ Whole Grain Cheez-its, Gold Fish, or Animal Crackers)
○ Apple or Mixed Berry 100% Juice (Juice Box)

Students in the full day summer program receive breakfast and lunch daily. Our breakfast and lunches are provided by the same vendor as the school day and afterschool snack.

Gardening, cooking, and nutrition are part of the weekly program at the school sites with daily physical fitness and sports . The purpose of the programming in this area is to help youth have

a better understanding of the connection between healthy food and eating habits and a healthy body and mind and the function of food as fuel to enable one to succeed in life. Youth learn to understand the healthy food pyramid, how to incorporate fruits, vegetables, and protein in a way that makes sense, and how to do this in a cost effective way.

Students participate in daily recess and recreational periods to ensure all students get at least 30 minutes of physical activity per day. Besides traditional recess, this includes recreational games and organized sports (including dance and cheer).

Diversity, Access, and Equity

At EFC our commitment to Diversity, Access, and Equity is found in our core value of inclusiveness: "We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission."

Our ELO-programs model the programming happening across EFC sites. Family nights often align with cultural celebrations, where we welcome members of our community to share their identity through stories, music, and teaching. We seek to recognize the identity of every child and also honor their complexities, similarities and differences.

EFC ELO-Programs are available to all students regardless of handicap, race, religion, origin, sexual or gender expression, etc. EFC prides themselves on creating space and opportunity for all students and adults to thrive. The Director of Expanded Learning will continue to monitor programs for the participation of students with disabilities. This is a project in alignment with the Education For Change Office of Student Support Services team. This work includes adopting Special Olympics programming, Steps taken to ensure program accessibility:
1. Intentional recruitment through SSS teachers
2. Parent invites sent from the SSS team.
3. SSS team involvement in observing and giving feedback to ASP staff.
4. Ongoing monitoring of program viability and participation for students with disabilities.

Quality Staff

The school site follows Education For Change requirements for IA/ELO staffing. Recruitment and retention of ELO-program staff is a collaborative effort at the school site level between school leaders, the ELO-coordinator(s)/liaison(s) and Lead Agency or Community Based partners. The site principal works with the Director of Expanded Learning, Lead Agency or CBO to recruit, train, and support staff. The Lead Agency/CBO and ELO-coordinator/liaison is

responsible for ensuring that ELO-program staff meet qualifications, including fingerprint and TB clearance, as well as the following EFC minimum requirements for Instructional Assistants/ELOP:

- Individual has a high School degree or its equivalency and one of the following
- Individual has an AA degree or Individual has 48 college semester units

The ELO-Coordinator/Liaison, in collaboration with the principal is responsible for hiring, supervising, and trainingELO-program staff and volunteers. In some cases, staff recruitment takes place from the school's teaching pool. Staff is recruited through selected community based organizations. The site provides professional development to all ELO-staff, in conjunction with any development or training offered by the CBOs. Continuous training and Professional Development is our strategy to retain ELO-staff.

The goals of professional development for ELO-staff is to both:
- Build capacity of ELO-providers to develop and implement high quality ELO-programming
- Promote continuous program improvement through ongoing reflection on program practices and enhanced knowledge of promising practices.

The ELO-Coordinator/Liaison works collaboratively with community partners and the site principal to develop professional development opportunities for ELO- staff, including training, technical assistance, and coaching. Staff development topics are developed based on program observation, reviewing evaluation results and recommendations, program focus and targets, program curricular requirements (i.e. training in academic software or program) and aligning with site initiatives and professional development efforts.

Clear Vision, Mission, and Purpose

Program Vision:
All EFC students will have the skills, attitudes, and capacity to navigate the changing world. Graduates will have the personal agency, essential competencies, and integrated identity necessary to be compassionate, critical leaders in their communities.

Program Mission:
Our mission is to provide superior high-quality, inclusive programming where Oakland's most underserved children can achieve academically, develop life-navigating skills, and be on a path

towards upward economic mobility while becoming compassionate, critical leaders in their communities.

<u>Purpose:</u>
The purpose of our expanded learning program is to give Oakland's most underserved students the opportunity to grapple with, explore, and strengthen their personal identity, academic achievement, talents, and skills. Our programs give students the opportunity to get hands-on, get outside, and to learn through play.

Collaborative Partnerships

Education for Change partners and works collaboratively with different community organizations to provide quality ELO-programming options to the school site. All collaborative partners have experience and expertise in youth development and out-of-school-time programming. Each has roots within the Oakland community, hires staff that reside within Oakland neighborhoods, and have served children and families in Oakland for many years.

The site principal meets with the appropriate personnel from the community partner to dialogue about program needs (per the school data). Organizations brainstorm ways in which the selected partner can assist the school in meeting those needs. In most cases more than one partnership is created to meet the diverse needs of the program. Once partners and their role has been identified, meetings are held with all partners in attendance to ensure that programs and roles are complementary and aligned to the ELO-vision. After the initial meetings, regular meeting happen (at least once per month) between the site principal, ELO-coordinator/liaison and the appropriate contact for the community organization. These meetings include program feedback, data reporting and analysis and implementation planning.

<u>**SENECA Family of Agencies**</u>
Seneca believes that children and youth do not themselves fail, but are failed by a system unable to address their complex and specialized needs. To that end, we are dedicated to providing a comprehensive range of community-based and family-focused services for children and families. This commitment to Unconditional Care means doing whatever it takes to help children and families thrive, even when faced with tremendous challenges.

Seneca's vision for service is an integrated community-engaged approach with high standards of practice. All Seneca services are designed to be flexible, individualized, trauma-informed, and culturally responsive. In Northern California, Seneca provides education, mental health and

permanency services in the following counties: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma.

Families In Action

Families in Action for Quality Education's work has four pillars: We build the leadership capacity of parents, youth, educators and school board members. We fight for underserved students to gain access to quality school experiences. We champion a vision for high quality schools for ALL students, no matter if they attend district or charter schools. And, we build coalitions and work to connect and engage a range of Oakland educators.

East Bay Agency for Change

EBAC's transformational programs help children, youth, and families recover from trauma; build upon existing resilience to protect against long-term harm from past or future exposure to adversity; and when possible, prevent exposure to adverse childhood experiences.

Guided by a trauma-informed approach, EBAC's eight distinct, direct service programs include two counseling programs; intervention services for pre-schoolers; five Family Resource Centers; a health and wellness center, and grief support, afterschool, and youth empowerment programs.

EBAC also works towards achieving its mission by working locally and nationally to transform systems through its nationally recognized, groundbreaking, Trauma Transformed initiative which provides training, leadership coaching, and policy and practice change consultation, and convenes system and community leaders from government systems and community-based organizations.

Continuous Quality Improvement

Program effectiveness will be evaluated using student academic data (both scores from assessments administered during the instructional day and any assessments that are apart of the ELO-program curriculum). Additionally student and family surveys will be conducted to get feedback on program effectiveness. The site also conducts an assessment to determine if programming has met needs outlined and is aligned to program expectations.

Direct outcomes of program participation include improved homework completion, awareness of new interests and abilities, stronger social skills, enhanced safety and a greater attachment to school. Contributory outcomes include improved pro-social behaviors (i.e., in settings other than after school), stronger academic behaviors, and improved grades and test scores.

Education *for* Change
Public Schools

Data collected for the evaluation are used to describe students' participation levels, program structure and quality, and student outcomes. Whenever possible, multiple stakeholder perspectives are sought, as in satisfaction ratings about programs from principals, teachers, parents, and students.

Developed by the David P. Weikart Center for Youth Program Quality adapted for use by all Education For Change Program Partners, the School-Age Program Quality Assessment (School-Age PQA) used by ELO-P staff "consists of a set of score-able standards for best practices in afterschool/summer programs, community organizations, schools, summer programs & other places where children have fun, work & learn with adults. The School-Age PQA is designed to empower organizations to envision optimal-quality programming for children by providing a shared language for practice & decision making & producing scores that can be used for comparison & assessment of progress over time. The School-Age PQA measures the quality of children's experiences & promotes the creation of environments that tap the most important resource available to any child-serving organization: a young person's motivation to engage critically with the world."

Program data will be reviewed and action planned at EFC-hosted coordinator meetings. EFC will continue to partner with our collaborators to provide site-aligned training and best practices to meet any gaps or needs.

Gaps that are addressable in the moment will also be addressed and communicated about to the site coordinator/director.

1. The Expanded Learning Director will meet monthly with the principal at each of our elementary and middle school sites to debrief and discuss program needs and any issues that arise in the ELO-program spaces.
2. Program staff participates in beginning of year school day/EFC-led training to ensure alignment between daytime and ELO-programs.
3. The Expanded Learning Director and Program Staff will collect data from youth through pulse checks and monthly feedback sessions for input from youth on what is working, not working with program elements so that youth voice is incorporated in regular program assessments to improve quality. (Youth as Evaluators in Youth Voice and Leadership Section)

Program Management

ELO budgets at the school site level are developed annually by the school Site Administrator, in collaboration with selected community partner(s). The budget development process begins around the January prior to the start of the new school year. EFC's Chief Operating Officer and Asst. Controller provide school sites and with guidance on compliant use of funds, and reviews and approves program budgets before the new fiscal year begins. Over the course of the year, the COO and principal review budget reports to ensure that school sites are using grant funds compliantly and spending down funds at an appropriate rate. All grant-related timesheets, invoices, and other expenditures are reviewed and approved first by Site COO or appropriate Operations Department Staff.

The ELO-program plan is reviewed three times a year by Education for Change's D.EL, COO and SOS (Superintendent of Schools). Review takes the form of observation and feedback on program courses, review of program attendance data, review of academic performance data (ie. Pre and post assessments). These data points are compared against program goals and targets and alignment to school site plan and instructional framework.

The fiscal and reporting team consist of the DEL, CBO, and CTSO. The DEL is responsible for all reporting responsibilities. The CBO is responsible for all fiscal reporting. The team meets three times a year in alignment with the internal grant reporting deadlines to ensure information is gathered and accurate.

Daily sign in and attendance is managed by the ELO-Coordinator/Liaison. Sign in/out sheets that are generated by the system. Program staff sign students in at the beginning of program daily, and parents/guardians sign younger students out at dismissal. Youth who have written parent permission to walk home sign themselves out daily. All signing in and out is supervised by a designated ELO-staff member. Attendance is submitted to the Education For Change home office monthly. Program staff file hard copies of attendance records on site, and input data on attendance, enrollment, and program offerings regularly. The ELO-Coordinator, the Site Principal and the Operations Department staff review attendance summary reports monthly to ensure that attendance records are accurate, and that programs are meeting attendance targets.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupilto-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Currently all EFC afterschool programs serve Kindergarten students. We will begin offering TK students access to the afterschool program in the coming year. Our TK/Kinder classrooms will each have a dedicated program leader. The program runs from the end of the school day to 6 PM Monday – Friday and offers a variety of developmentally-appropriate activities for students to participate in.

We will continue using best practices for staff retention and recruitment. All staff working with kindergarten and transitional kindergarten students will participate in a week-long training that includes a yardstick's youth development training.

Program partners will be required to hire a program assistant who can sub in case of an emergency. This program assistant will be used explicitly to keep the TK/kinder ratio. Program partners will be required to supply substitutes, if no substitutes are available program partners must contact EFC's Director of Expanded Learning.

Sample Program Schedule
Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of

nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

TK/Kinder ASP Schedule

Time	Tuesday	Tuesday	Wednesday	Thursday	Friday
1:30 -1:45			Sign In/Snack		
1:45 – 2:45			Kinder Cool Down Clubs		
2:45 – 3:00	Opening Circle	Opening Circle	Opening Circle	Opening Circle	Opening Circle
3:00 - 3:15	Sign In/Snack	Sign In/Snack	Welcoming Activity	Sign In/Snack	Sign In/Snack
3:15 – 3:30	Recreation	Recreation	Recreation	Recreation	Recreation
3:30 - 4:30	Academic Hour	Academic Hour	Academic Hour	Academic Hour	Academic Hour
4:30-5:30 Enrichment	Art	STEM	Nutrition	STEM	Sports
5:30-6:00	Homework	Homework	Homework	Homework	Homework
6:00	Reflection	Reflection	Reflection	Reflection	Reflection

Education *for* Change
Public Schools

Sample Intersession Schedule: Literacy Track

Literacy Track	
8:00-8:15	Whole Campus Greeting
8:15-8:45	Base Camp
8:45-9:00	Morning Recess
9:00-9:45	Creative Writing
9:45-10:30	SIPPs Lesson
10:30-11:30	Book Cub
11:30-11:45	Morning Reflection
11:45-12:30 AM	Snack and Recreation
12:30-1:45 AM	Enrichment: STEM
1:45-2:15 PM	Lunch
2:15-2:45 PM	Recreation
2:45-4:00 PM	Enrichment: Sports
4:00-4:45 PM	End of Day Rally
4:45-5:00 PM	Clean Up, Locate Items, Celebrate!, Sign Out