



Edina Public Schools Community Education Program Recommendations

*A Phased Implementation Plan (2015-16 to 2018-19)
for Continued Educational Excellence*

August, 2015

BACKGROUND

The Edina Public Schools Next Generation Learning Experience calls for stronger alignment between all parts of the system.; Teaching and Learning, Special Services, Community Education and Activities & Athletics so that we can best leverage all resources in the creation of a seamless delivery system.

This plan has surfaced a new way of looking at Community Education Services (CES). And when viewed through the lens of anytime, anywhere learning – we leverage resources, stretch the learning day and create flexible learning spaces. This supports the districts commitment to evolve from a siloed K-12 focus to a more comprehensive model for Edina Public Schools as a lifelong learning institution.

A study of CES programming began in the fall 2014 and continued throughout the year resulting in the following outcomes:

- Increased awareness and understanding of the fit and linkage of CES to the district’s strategic roadmap and Next Generation strategic plan
- Development of a three-year department improvement plan and structure that aligns CES programs and services, design and delivery in a high quality, efficient and effective manner for both the department and the district
- Development of clear and understandable measures and metrics of vision and success

Throughout the 2014-15 year, a wide group of citizen, community, city staff, school district staff and community education staff researched, gathered data, collected input and developed key vision statements, key strategic shifts and recommendations for the CES Plan.

Charge

Understanding that the CES study was not a fundamental redesign of current programs and services, a Guiding Change Document was developed and approved by the Board in 2014. The Guiding Change outlined parameters and desired operational outcomes. A process approach was used outlining three phases of design and development.

Phase I

- Identification of key trends and influences in our work, organization and culture and what their impact would be on a ‘seamless’ delivery system
- Discussion and development of a Frame of Reference for visioning and planning
- Development of a descriptive Vision 2018 for Edina Community Education Services
- Assessment of Impact of Vision 2018 on the individuals and groups represented in the planning process

Phase II

- Conducted a full program portfolio assessment of what Community Education is currently delivering and proposed desired shifts to achieve the descriptive Vision 2018

Phase III

- The development of a three-year department operational plan with project actions plan and the beginning of the development of Community Education Department VisionCards

The recommended actions are designed for implementation via a phased in process that aligns with Community Educations goals of serving all learners, and aligns with both the Birth to Grade 5 (BG5) study goals and the Secondary Study goals.

Phase I Planning Team

The work began in December 2014 with an Environmental Scan of work and research happening in education, in our community, nationally and internationally and the development of a descriptive vision of what a seamless delivery system could look like. The team consisted of district administrators, elementary principals, community education services board members, City of Edina representatives from Parks and Recreation and the City Council, Chamber of Commerce and business representative, Edina Public Schools Communications staff and Community Education Coordinators.

Phase 1 Team:

Aly Silva Mulgrew – Community Education Services Board Member and Edina Community Council member

Andrea Szewajns – Community Education Services Board member and Parent Leadership council chair

Meg Barrett – Community Education Coordinator – Youth Programs

Laurie Denn – Community Education Coordinator – Early Education

Cheryl Gunness – Community and Adult Involvement Program Manager

Molly Hollenbock - Assistant Director of Special Services

Joni Bennett – City Council Member

Jeff Jorgenson – Director of Special Services

Keyya Steel – Community Education Services Board member and City of Edina Parks and Recreation Board member

Hope Melton – Community Education Services Board member, Edina Community Council and City of Edina Neighborhood Identification Steering Committee

Kim Montgomery – Grandview Small Area Guide Plan Process Steering committee member and engaged citizen

Kristin Aarsvold – City of Edina Park & Recreation Program Supervisor

Lori Syverson – Edina Chamber of Commerce President

Lisa Masica – Cornelia Elementary School Principal

Rick Sansted – Concord Elementary School Principal

Chad Schmidt – Director of Research and Evaluation

Randy Smasal – Director of Teaching & Learning

Susan Tennyson – Research & Evaluation Interim Director & Data Analyst

Mary Woitte – Communications Manager

Stephanie Zahrbock – Community Education Coordinator – Operations

Valerie Burke – Director of Community Education Services

Phase II & III Planning Team:

The phase II and III planning team completed their work from January through March 2015 and consisted of community education staff members from all program portfolio areas.

Phase II & III Team members:

Laurie Denn – Community Education Coordinator – Early Education Programs

Carla Schwappach - Early Education Program Manager

Mary Streier – Early Childhood Targeted Services Manager

Jane Tierney – Youth Programs Manager - WISE Guys
Erica Koller – Youth Programs Manager – KIDS Club
Becky Marchand – Youth Programs Manager – KIDS Club
Carrie Proctor – Youth Programs Manager – SURGE
Meg Barrett – Community Education Coordinator – Youth Programs
Julie Bascom Rogers – Youth Programs Supervisor – Service Learning
Stephanie Zahrbock - Community Education Coordinator – Operations
Julie Prior-Miller – Communications Specialist
Mary Woitte – Communications Manager
Andrea Bernhardt – Community Education Coordinator – Learn, Serve, Connect
Cheryl Gunness – Community & Adult Involvement Program Manager
Carynn Roehric – Community Volunteer Program Manager
Lori Murphy – Youth Programs Manager – Summer Shades and School Year Enrichment

HOW TO READ THIS REPORT

The recommendations in the report are presented in a way that links back to the Guiding Change and our identified key strategies. Recommended actions are provided for the four strategies, vision outcomes and key strategic shifts. Actions are identified according to a phased-in approach, looking out over the next three to five years.

RECOMMENDATIONS

The following recommendations frame an early education through grade 12 and beyond life-long learning plan which values current success, enhances accountability and unlocks existing limits of learning through innovation, staff development and partnerships. This results in the leveraging of staff, technology, space and the use of time. Four key strategies were identified to provide structure and overall direction for Next Generation Learning.

- Coherent and Comprehensive Programming
- Effective and Valued Partnerships.
- Flexible Space
- Clear and Effective Communications

ACCOUNTABILITY

The recommendations will be implemented through a yearly action plan, which will identify key action tasks, targeted completion dates, and projected outcomes. The CES Director oversees the yearly action plan. Also, the CES Leadership Team will refine the entire plan's proposed accountability scorecards, which are targeted to measure the progress of the plan's implementation. The accountability scorecards will be assessed at the conclusion of the 2015-16 school year.

RECOMMENDATION

Recommendation 1: Implement Coherent and Comprehensive Educational Programs

VISION OUTCOMES		KEY STRATEGIC SHIFTS	
<ul style="list-style-type: none"> <i>Easing transitions for students & families by organizing access & information to support their needs, create common language and build relationships</i> <i>Staff structure adjusted and aligned to anytime/anywhere learning and mission</i> <i>Programs which are responsive to the evolving needs of the community</i> 		<ul style="list-style-type: none"> <i>Move from silos to interdisciplinary team approach w/intentional time building for transfer of information between adults supporting the student learner</i> <i>Partnership with Principals to expand full utilization of all staff at their access for program delivery and planning</i> 	
KEY DESIGN ELEMENTS & IDEAS		<p>Create intentional feedback loops between Out of School Time (OST) staff with licensed staff, Principals & special education staff to ease transitions for students & provide coordinated services</p> <p>Develop comprehensive OST manager model that oversees all programs in extended day for youth in coordination with bldg. Principal to create alignment with learning, enrichment and recreation activities and to provide a secure point of check in and oversight for Principal, family/guardian</p>	
2014-15 ACTIONS	2015-16 RECOMMENDED ACTIONS	2016-17 RECOMMENDED ACTIONS	2017-18 & BEYOND RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Provided staff development training on Educational Competencies to create shared understanding Developed and implemented year-round targeted services delivery model that partnered with Special Services and Teaching and Learning staff Researched “Playworks” recess initiative model and finalized elementary pilots and trainings 	<ul style="list-style-type: none"> Assess and evaluate targeted services initiatives in partnership with schools and special services Implement and assess CES Pilot Projects with K-12 Program, including EHS May Term and Recess Pilot Develop a comprehensive Out of School Time (OST) model that oversees all programs for youth in the buildings before and after school Develop recommendations for ECFE/ECSE program partnership to include space and delivery Research and develop expansion of our 3 and 4 year old programs to include study of all day 4 year old program Continue ongoing CES program review process which ensures program innovation and responsiveness to community needs 	<ul style="list-style-type: none"> Finalize OST management partnerships with Principals to oversee all programs; e.g., School age care, targeted services, volunteer programs, enrichment and transition to evening program oversight Implement 3 & 4 year old program pilots Implement ECFE/ECSE program expansion pilots 	<ul style="list-style-type: none"> Evaluate OST management partnership and adapt as needed Evaluate early education program pilots and adapt as needed

RECOMMENDATION

Recommendation 1A. Implement Coherent and Comprehensive Educational Programs - Collaborate to develop a comprehensive staffing resource & financial plan

VISION OUTCOMES		KEY STRATEGIC SHIFTS	
<ul style="list-style-type: none"> Leveraging resources and partnerships for efficiency, effectiveness, quality and sustainability Staff structure adjusted and aligned to Next Generation goals and to mission Lifelong learning philosophy across institutions to serve all learners in the community 		<ul style="list-style-type: none"> Create staffing models & compensation to support Next Gen plan and develop system wide Professional development options, Professional Learning Plans and Professional Learning Communities to facilitate interdisciplinary team approaches From silos to interdisciplinary team approach 	
KEY DESIGN ELEMENTS & IDEAS		Our programming will increasingly be tied to the Edina Public Schools Educational Competencies	
		Our programs will provide equity and access to all	
2014-15 ACTIONS	2015-16 RECOMMENDED ACTIONS	2016-17 RECOMMENDED ACTIONS	2017-18 & BEYOND RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Conducted research on shared staffing model for OST staff and traditional day staff for non-licensed positions Provided staff development training on Educational Competencies to create shared understanding 	<ul style="list-style-type: none"> Reevaluate, refine and adjust CES guidebook salaries and job descriptions to reflect OST, Early Education and partnership alignment from silos to teaming Develop intentional feedback loops and professional development models that reflect collaborative work and Next Generation plan Develop guidelines and coordinate efforts for seeking grants and donations 	<ul style="list-style-type: none"> Implement CES guidebook recommendations and changes Design a participant fee support model for all CES programs and services Develop a partnership plan with K-12 to access funds for shared program and service goals 	<ul style="list-style-type: none"> Evaluate CES Guidebook recommendations and changes Implement partnership plan with K- 12 to access funds for shared program and service goals Evaluate participant fee support model for all CES programs and services

RECOMMENDATION

Recommendation 2: Create and Sustain Effective and Valued Partnerships

VISION OUTCOMES		KEY STRATEGIC SHIFTS	
<ul style="list-style-type: none"> Leveraging resources and partnerships for efficiency, effectiveness, quality and sustainability Intra-organizational and intra-generational education opportunities and partnerships 		<ul style="list-style-type: none"> Engage in and foster internal and external partnerships with definition and clarity to leverage resources and maximize utilization of community and business volunteers and resources Partnership with Principals to expand full utilization of all staff and volunteers for program delivery and planning 	
KEY DESIGN ELEMENTS & IDEAS		Defined and measured volunteer, business, city and community partnerships to serve all learners and leverage all resource supports – time, talent and dollars.	
		We value service and intergenerational learning opportunities	
2014-15 ACTIONS	2015-16 RECOMMENDED ACTIONS	2016-17 RECOMMENDED ACTIONS	2017-18 & BEYOND RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Completed CES Study and developed CES Program and partnership recommendations Determined implementation plan and timeline Developed partnership to enhance May Term implementation: registration and volunteers Assessed current community, city and business partners and developed definition and measurement tools Created standardized volunteer program processes to include students, community, businesses and service organizations 	<ul style="list-style-type: none"> Implement and assess year two May Term pilot partnership Finalize processes and implement year round volunteer use plan Increase participation in volunteer programs by businesses, students and community Develop community and business partnership language and goals to bring clarity to roles and set expectations of benefits for all partners Redesign professional development partnership between T & L and CES to reach the broader community of learners and to increase revenue supports Research distance and flipped learning classes for adults and youth 	<ul style="list-style-type: none"> Research and analyze partnership programs to pilot post-secondary options and/or gap year program options for both adults and youth to extend their learning Implement partnership plan with measured goals and strengthened language Implement adult professional development plan Increase access to resources by partnering with area businesses, City of Edina and service organizations Implement distance and flipped learning for youth and adults 	<ul style="list-style-type: none"> Evaluate volunteer program goals and adapt as needed Evaluate community, city and business partnership plan and adapt as needed Evaluate distance and flipped Learning options

RECOMMENDATION

Recommendation 3: Develop and Create Intentionally Designed Flexible Space for all Learners

VISION OUTCOMES		KEY STRATEGIC SHIFTS	
<ul style="list-style-type: none"> Leveraging resources and partnerships for efficiency, effectiveness, quality and sustainability Lifelong learning philosophy across institutions to serve all learners in the community 		<ul style="list-style-type: none"> Intentionally designed spaces and processes to create space flexibility and anytime access for variety of learners, community and outside user groups Internal and external collaborations to expand learning and arts/activities beyond the traditional school day by designing spaces throughout the district to ensure flexibility and ability to accommodate a wide range of ages 	
KEY DESIGN ELEMENTS & IDEAS			
2014-15 ACTIONS	2015-16 RECOMMENDED ACTIONS	2016-17 RECOMMENDED ACTIONS	2017-18 & BEYOND RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Completed successful building referendum Participated on construction lead team to represent facility needs district wide and needs specific to CES Researched high quality early education centers state wide Developed facilities refinement study Piloted use of building aides at three elementary sites 	<ul style="list-style-type: none"> Develop recommendations for facility use, policies and staffing model based on study Create temporary facilities space plan during construction Finalize early education space design Develop space options for delivery of K-5 school age care and out of school time (OST) programming and services Develop space options for delivery of grades 6 -8 OST program and community service and service learning opportunities Develop space options for delivery of grades 9 -12 OST program and community service and service learning opportunities 	<ul style="list-style-type: none"> Implement K-5 school age care and OST programming and services based on construction scheduling Implement grade 6-8 program and community service and service learning opportunities Implement grade 9-12 program and community service and service learning opportunities Determine feasibility of all day four year old program delivery Implement temporary facilities space plan 	<ul style="list-style-type: none"> Implement grade 9-12 program and community service and service learning opportunities Assess and adapt program delivery based on current status and information Wind down temporary space plan

RECOMMENDATION

Recommendation 4: Develop and Implement Clear and Effective Communications to Promote and Better Identify CES Programs, Services and Partnerships

VISION OUTCOMES		KEY STRATEGIC SHIFTS	
<ul style="list-style-type: none"> <i>Easing transitions for students and families by organizing access and information around our learners to support & build relationships</i> <i>Lifelong learning philosophy across institutions to serve all learners in the community</i> 		<ul style="list-style-type: none"> <i>Focus communication, marketing and customer service to clearly articulate CES values, vision, goals and identity</i> <i>Focusing on clear and effective communications will help ensure program success and community building</i> 	
KEY DESIGN ELEMENTS & IDEAS			
2014-15 ACTIONS	2015-16 RECOMMENDED ACTIONS	2016-17 RECOMMENDED ACTIONS	2017-18 & BEYOND RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Reprioritized staff duties to accommodate marketing and communications needs 	<ul style="list-style-type: none"> Identify and evaluate existing marketing tools Leverage technology to better identify internal & external audiences for target marketing & communications Develop communications procedures for internal customers and staff Evaluate the effectiveness of our shared customer service model Expand our CES identity to include both look and message in collaboration with District communications Create facilities brochure and marketing plan 	<ul style="list-style-type: none"> Implement communications procedures for internal customers and staff Adjust customer service model based on evaluation Implement facilities marketing plan 	<ul style="list-style-type: none"> Adjust & adapt facilities marketing plan Assess communications procedures for internal customers and staff

COMMUNITY EDUCATION PROGRAM PORTFOLIO



The Lifelong Learner District Frame of Reference where Community Education, General Education, Special Education, and Activities operate in a fairly seamless approach. Funding, spaces and resources are leveraged for maximum efficiency, quality and effectiveness across all ages of learners and services.

Serving all age learners Birth thru grade 12 and beyond.

REVENUE AND RESOURCE

- Birth thru age 5 part-time childcare
- Pre-School programming for 3 and 4 year olds
- Pre-K thru Grade 12 Youth Enrichment Programs
- School Aged Care and Targeted services K - 3
- School Aged Care and Targeted services grades 4 - 5
- School Aged Care and Out of School Time grades 6 - 9 and Targeted services 6 - 8
- Middle School Sports
- Aquatics Programs serving Youth pre-k thru grade 12 and Adult swimmers
- Adult Involvement and Enrichment Programs—serving all adult learners

COMMUNITY BUILDING AND INTERNAL AND EXTERNAL PARTNERSHIPS

- Volunteer Programs
- Early Childhood Family Education Birth thru Pre-K
- Parent Education Programs –early ed thru grade 12
- Community Service Letter and Youth Serving Youth Programs grades 9 - 12
- Service Learning Pre-K - 12
- Edina Resource Center–partnership between the City of Edina & Community Education Services.

OPERATIONALLY

- Facilities Management and scheduling–10 EPS buildings
- Operations and Finances for CES–7 million dollar enterprise with over 200 staff members
- Communications and Marketing support for CES