ExCEL Academic Partnership Framework

In order to improve and strengthen the academic support provided to students in ExCEL After School Programs, the ExCEL Office has actively solicited input and ideas from key stakeholders to inform our approach. The framework described below represents our best current thinking on building academic partnerships based upon the insights and expertise of San Francisco educators and after school practitioners.

PURPOSE OF ACADEMIC PARTNERSHIP FRAMEWORK:

For all ExCEL After School Program sites to develop solid academic program components that support student skill building, contribute to academic achievement, and are based upon strong partnership between the CBO Lead Agency and the School Day Staff.

KEY ELEMENTS:

1) **Shared priorities** for student success in ExCEL After School programs
2) Strategic Utilization of **Academic Liaison** Role –a designated certificated teacher or non-credentialed staff person identified by the school site principal to serve in an academic leadership position
3) Intentional **Communication** and information sharing between school day and after school staff
4) **Leveraged funding** including grant funds, school site funds, DCYF SF Team grant, and Equitable Access funds to provide additional direct services and professional development (when available)

**SHARED PRIORITIES**

Each school site team consisting of the principal, site coordinator, and academic liaison will define and develop realistic **site-level priorities for student success** that align with and complement school day achievement goals. These priorities will translate into an annual plan of academic supports to be provided in the afterschool program.
ACADEMIC LIAISON ROLE: (formerly referred to as Lead Teacher)

Each ExCEL site will designate a school day staff member to act as the designated Academic Liaison to support the after school program’s academic framework. The Academic Liaison will serve in a leadership capacity to guide and develop the academic component. Recognizing that each school site has unique goals and objectives as articulated in the Balanced Scorecard, each school can craft the Academic Liaison role to ensure coherence between the school day goals and after school program. When possible, Academic Liaison duties can be combined with IRF or other instructional leadership positions.

The Academic Liaison will:

1. Meet regularly with the Site Coordinator to coordinate and support implementation of academic-based activities.
2. Act as the designated communication liaison between school day and after school staff, representing the interests and initiatives of the after school program to school day teachers and vice versa.

Key activities and strategies the Academic Liaison provides will include:

1. Using student level data to inform planning and implementation of the after school academic component(s). Utilizing data from the SFUSD Student Information System as well as scores from appropriate skill assessments to identify students in need of extra support, group students, select curriculum, design program elements and/or structure appropriate homework help and tutoring systems. At the high school level, the Academic Liaison will coordinate ExCEL’s credit recovery efforts.
2. Training and coaching for after school staff members to strengthen their role in supporting academic achievement. The Academic Liaison will strategically train and coach after school program staff to support provision of quality instructional practices.
3. Based upon site priorities, the Academic Liaison may also choose to provide one to one, small group, or large group tutoring sessions with students in the after school program.
NOTE: ExCEL sites implementing 21st Century Equitable Access grant, School Loop after school pilot, and/or SF Team Program will ensure that the Academic Liaison role encompasses and informs these academic efforts.

COMMUNICATION

ExCEL school sites will establish *solid communication systems* to share information and strengthen collaboration between school day staff and afterschool staff. This may include emails, homework binders, grade level meetings, team meetings, etc. Some sites may opt to utilize School Loop as a communication tool. Teachers and after school staff may also communicate informally to coordinate additional supportive resources for targeted students.

LEVERAGED ACADEMIC RESOURCES AND PROGRAMS

School sites with *additional funding sources and programs* for academic intervention services will strategically leverage those resources and strategies to develop a coordinated approach. Examples of such resources/programs include: 21st Century Equitable Access, School Loop pilot program, and DCYF SF Team grant awards.