




Office of the City Manager

WORK SESSION
January 28, 2014

To: Honorable Mayor, Members of the City Council and Berkeley Unified
School District School Board Directors

From:  Christine Daniel, City Manager and Donald Evans, School Superintendent

Submitted by: Scott Ferris, Director, Parks, Recreation & Waterfront Department

Subject: Status Report on 2020 Vision Phase I-III Work Plan

SUMMARY

2020 Vision for Berkeley's Children and Youth is a multi-agency initiative with the aim of ending the racial predictability of academic achievement that exists in Berkeley public schools. On June 24, 2008, Resolutions were adopted by the City Council (Council) and Governing School Board (Board) to authorize the development of plans and models for internal and cross-jurisdictional collaboration to remove barriers to learning and to promote healthy development for all Berkeley children and youth (64,113-N.S.).

Phase I involved the development of priority recommendations for pilot projects and the creation of eight guiding principles to be used for subsequent work and programming. Phase II entailed the restructuring of the planning and oversight teams, the selection of eight measureable 2020 Vision indicators, and a Phase II work plan for the three priority indicators with deliverables for FY 2011-2013. The three priority indicators selected were Kindergarten Readiness, Proficiency in Reading by the Third Grade and Attendance for High School students. Phase III has involved continued work on the three priority indicators, and the addition of work on a new indicator, College and Career Readiness. Additionally, Phase III has involved continued work on the community agency contract process for youth serving organizations to create greater alignment with the goals of 2020 Vision.

On March 6, 2012, Council received a status report on 2020 Phase II activities and on March 7, 2012, the Board received the same report. At those meetings, the 2020 Vision team was asked to return to the Council and Board to provide an update on the progress made on work plan implementation and current indicator data. This report provides Council and the Board with an update on the following items, including accomplishments made thus far:

- 2020 Vision indicator data
- Work plans related to 2020 Vision priority indicators and Phase I projects
- City's community agency contract process for youth serving organizations

CURRENT SITUATION

2020 Vision Indicators

On September 8, 2010, the 2020 Vision Design Team selected eight indicators to measure progress toward closing the achievement gap, to quantify results, and to guide the construction of priority program areas. The indicators are:

1. **Kindergarten Readiness:** Number/Percent of entering kindergarteners identified as 'ready to learn,' as measured by BUSD Universal Screening Assessment.
2. **Proficiency in Reading by the Third Grade:** Number/Percent of 3rd graders identified as 'reading at or above grade level' as measured by BUSD Reading Assessments.
3. **Successful Completion of Ninth Grade Math Standards:** Number/Percent of students who have successfully completed Algebra or IMP 2 by the end of 9th grade as measured by course grades.
4. **College and Career Readiness:** Cohort BUSD graduation rate.*
5. **Attendance:** Number/Percent of K-12 students who are chronically absent. Chronic absenteeism is defined when the number of absences is 10% or more of the number of school days.
6. **Disproportionality in Suspensions:** Number/Percent of K-12 students involved in school suspensions.
7. **Disproportionality in Police Contacts:** Number/Percent of youth involved in police contacts.
8. **Student Engagement:** Number/Percent of 11th grade students who report high levels of environmental supports and opportunities ("external assets"), which include caring relationships, high expectations, and opportunities for meaningful participation as measured by the California Healthy Kids Survey.

**Further discussion on a change related to measuring the College and Career Readiness Indicator to follow below.*

Indicators of Focus for FY 2012-2013

Given the realities of the current economy and the subsequent reduction in capacity among the stakeholders, as well as the importance of starting smaller and building upon successes, the Design Team decided to focus on four (4) of the eight (8) chosen indicators for the Phase III work plan for Fiscal Year 2012 through 2014. They include: Kindergarten Readiness (Indicator 1), Proficiency in Reading by the Third Grade (Indicator 2), Attendance (Indicator 5) and College and Career Readiness (Indicator 4). The most current data on all eight indicators can be found in Table 1 in the Appendix.

Common Core State Standards and Smarter Balanced Assessments

The California Department of Education has adopted new curriculum standards called the California Common Core State Standards, which align with Federal Common Core Standards and those adopted by 45 other states. BUSD has begun implementation of

these standards in 2012-13 and continuing implementation efforts in Fall 2014. Additionally, new state testing, called Smarter Balanced Assessments (SBA), has been created by a multi-state consortium to align with Common Core standards. The New SBA are being field tested this year in Grades 3-8, 9 and 11 with full testing and reporting to begin in the 2014-2015 school year. No reports will be available this year. STAR will be replaced by the new reporting system entitled California Assessment of Student Performance and Progress (CAASPP). As such, beginning with this academic year (2013-2014) California Standardized Testing (CST) will only be administered in Science for Grades 5, 8 and 10. This may impact comparison of future academic outcomes to 2020 Vision baseline and current indicator data.

Data and Assessment of Kindergarten Readiness

Early childhood educational experiences for young children ages 0-5 can have a significant impact on their academic performance in later years. September 2011 marked the pilot year of administering the Kindergarten Universal Screening Tool in BUSD. The goal of the tool is to provide K teachers real-time information about the skill level of their students in the beginning of the year as well as provide information on how many students overall entered kindergarten “ready to learn” as defined by proficiency in several key child development/skill domains. The tool was based in part on the Kindergarten Observation Form developed by Applied Survey Research and with additional input from the BUSD teacher’s Kindergarten Task Force. In Fall 2013 all 48 kindergarten teachers participated in administering the assessment and 100% (N=757) of the entering kindergarten class were assessed. In the first year of District wide administration (September 2012), there were two areas that noted considerable differences in outcomes by race/ethnicity. The first measure was sound/letter identification which measures how many letters a Kindergartener can identify by sound, and has a target of identifying at least 10 out of the 26 letters. The other measure was rote counting which has a target of counting up to at least 20.

In Fall 2012, 34% of African Americans entering Kindergarten met the expected target of identifying at least 10 of 26 letters in the alphabet; this percentage was 32% for Latino students, and 58% for White students. One year later, in Fall 2013, the percentage of African American students meeting this target increased by 10 percentage points to 44%. Minimal change in percentage points was seen for Latino and White students.

In Fall 2012, 54% of African Americans entering Kindergarten met the expected target of counting up to at least 20; this percentage was 51% for Latino students, and 72% for White students. In Fall 2013, the percentage of African American students meeting this target increased by 14 percentage points and by 10 percentage points for white students. Minimal change in percentage points was seen for Latino students. In Fall 2014, the Universal Screener will be modified slightly to be more aligned with new Common Core Standards.

Sound/Letter Identification	% of Kindergarteners meeting target 2013-2014	% of Kindergarteners meeting target 2012-2013	Change in percentage points from baseline year*
All	48%	49%	-1
African American	44%	34%	+10
Hispanic/Latino	30%	32%	-2
White	58%	60%	-2

*2012-2013 was the first year the Kindergarten Universal Screening form was administered. The change in percentage points is calculated as the difference between the percentage reported in the 2013-2014 school year and the percentage reported in 2012-2013.

Rote Counting	% of Kindergarteners meeting target 2013-2014	% of Kindergarteners meeting target 2012-2013	Change in percentage points from baseline year*
All	70%	63%	+7
African American	68%	54%	+14
Hispanic/Latino	53%	51%	+2
White	82%	72%	+10

*2012-2013 was the first year the Kindergarten Universal Screening form was administered. The change in percentage points is calculated as the difference between the percentage reported in the 2013-2014 school year and the percentage reported in 2012-2013.

Data and Assessment of Proficiency in Reading

According to a national longitudinal study released by the Annie E. Casey Foundation, high school students who did not read proficiently by 3rd grade are four times more likely to drop out than students who demonstrated 3rd grade reading proficiency. Third grade also marks an important transition point for students as they shift from learning how to read, to needing to know how to read in order to learn additional subjects in school.

Two assessments have been used in Berkeley public schools to gauge proficiency in reading. The BUSD Reading Assessment is based on the adopted curriculum designed by the Teachers College Reading and Writing Project (TCWRP). This curriculum uses the Fountas and Pinnell system for leveling books based on the level of literacy required to read with some comfort while gaining skill and vocabulary. Books are leveled on a gradient from A through Z where the expectation is that entering kindergarteners begin at Level A and progress to Level Z by the end of 8th grade. The target for 3rd graders in the Spring semester is to be reading at Level P or above. BUSD assessment scores from Spring 2012 show that 72% of all 3rd graders tested at or above the desired target. When results are examined by race/ethnicity, 50% of African American and 51% of Latino third-graders tested at or above the target while 90% percent of White students tested at or above the desired target. For African American students this represents a 9 percentage point increase from third graders tested in our baseline year (2010-2011). For Hispanic/Latino students this represents a 20 percentage point increase from third graders tested in our baseline year.

The second assessment, the California Standards Test in English-Language Arts (CST), is a state assessment that tests for proficiency more broadly in the language

arts, including reading, writing, vocabulary, and comprehension. This measure of proficiency will no longer be used due to the fact that no CST tests are being administered this year in English Language Arts, and new state assessments will be used starting 2014-2015.

District Reading Assessment (TCRWP)	% of 3 rd graders testing at Spring target or higher 2012-2013	% of 3 rd graders testing at Spring target or higher 2011-2012	% of 3 rd graders testing at Spring target or higher 2010-2011	Change in percentage points from baseline year*
All	72%	68%	60%	+12
African American	50%	48%	41%	+9
Hispanic/Latino	51%	55%	31%	+20
White	90%	86%	82%	+8

*The change in percentage points is calculated as the difference between the percentage reported for the most recent year of available data (2012-2013) and the baseline year (2010-2011).

Data and Assessment of Chronic Absenteeism

Generally speaking, students who attend school have higher GPAs and test scores while those who miss a lot of school risk dropping out of school and falling into alcohol, tobacco, drugs and other high risk behaviors. Going to school regularly in the early years is especially critical for children from families living in poverty, who are less likely to have the resources to help children make up for lost time in the classroom. 2020 Vision uses Heddy Chang’s definition of Chronic Absenteeism, which refers to a student missing more than 10% of the school (Attendance Works; attendanceworks.org). This translates to more than 18 days out of the school year. For the 2012-2013 school year, African American and Hispanic/Latino high school students had higher rates of chronic absenteeism than the school population as a whole.

Chronic Absenteeism (Missing 10% or more of the school year)	% of high school students that are chronically absent 2012-2013	% of high school students that are chronically absent 2011-2012	% of high school students that are chronically absent 2010-2011	Decrease in chronic absenteeism from baseline year*
All	20%	26%	31%	-11
African American	35%	39%	45%	-10
Hispanic/Latino	24%	25%	38%	-14
White	13%	17%	18%	-5

*The change in percentage points is calculated as the difference between the percentage reported for the most recent year of available data (2012-2013) and the baseline year (2010-2011).

Specifically, 35% of African American, 24% of Hispanic/Latino, and 13% of White students were absent 10% or more of the school year. There has been steady improvement in attendance for the past two years. Data for elementary, middle, and high school students are given in Appendix Table 2.

Assessment of College and Career Readiness

The importance of post-secondary success was cited in a 2012 report entitled *Municipal Leadership for Postsecondary Success: Getting Started*¹ published by the National League of Cities. The report states:

“A postsecondary credential – whether it is a bachelor’s degree, associate degree, apprenticeship, or certificate – is critical for success in today’s economy. The Center on Education and the Workforce (CEW) at Georgetown University estimates that more than six in 10 jobs will require at least some postsecondary education by 2018. For an individual, the higher the level of educational attainment, the higher the earnings over a lifetime. The CEW found that, ‘In 2002, a bachelor’s degree holder could expect to earn 75 percent more over a lifetime than someone with only a high school diploma. [In 2011], that premium is 84 percent.’”

Initially, when this indicator was selected as one of the eight 2020 Vision indicators, we proposed to measure it by the number and percentage of students who successfully completed ‘A-G requirements’, requirements required for UC/CSU admissions. Currently, BUSD is working with UC Office of the President, the 2020 design team and other partners to gather resources to calculate this rate. We hope to have this data at the time of our next 2020 Vision report to the Council and Board. The 2020 Vision Design team will also be exploring the use of post-secondary enrollment via CAL-PASS, on-track persistence and completion data provided by the National Student Clearinghouse and in 2014-15 of the 11th Grade Smarter Balanced Assessment as an indication of College and Career readiness,.

For the purposes of this report we present data on the California Department of Education cohort-graduation rate as a temporary substitute for a College and Career Readiness measure. Cohort graduation is calculated as the percentage of 9th – 12th grade students (the cohort) that graduate within 4 years. The cohort graduation rate for 2012 was 83% for all students, 75% for African American students, 82% for Hispanic/Latino students and 90% for White students. Cohort graduation rates are used to determine whether schools met their targets for increasing the graduation rate for the Adequate Yearly Progress reporting under the federal school accountability system.

WORK PLANS RELATED TO 2020 VISION

Phase I Program Activity

Phase I included the development of priority recommendations for pilot projects, some of which are still continuing and evolving. A brief overview of highlights from existing Phase I projects are provided in Table 2 in the Appendix.

¹ *Municipal Leadership for Postsecondary Success: Getting Started*, Marjorie D. Cohen, National League of Cities Municipal Action Guide Report (2012).
<http://www.nlc.org/Documents/Find%20City%20Solutions/IYEF/Education/municipal-leadership-for-postsecondary-success-getting-started-oct-2012.pdf>

Program Spotlight

The Berkeley High School Bridge program (Bridge) started as a pilot summer bridge program for underserved students as part of the initial plan for 2020 Vision. The purpose of the program was to assist incoming BHS 9th graders in making a smooth transition from middle school to high school. Now in its fourth year of operation, the program has expanded to provide comprehensive guidance and academic support for participating students during all four years in high school. The program aims to prepare students to maintain eligibility to attend a four-year college or university once they graduate and develop leadership skills. Students participate in summer and after-school tutoring and mentoring sessions and families participate in workshops that provide insight into navigating BHS and how to support their children academically.

In the 2012-2013 academic year the Bridge program served 84 students (freshman, sophomores and juniors) comprised mostly of African American and Latino students. A few highlights on their impact include:

- 100% of participating sophomores passed the math portion of CAHSEE (vs. 86% of BHS sophomores).
- All sophomores and juniors were on track for graduation and A-G progression and all freshmen, except for one, were on track with A-G progression.
- 81% of juniors enrolled in 1 or more AP classes, with 84% of those students passing with a C or better
- Bridge students have a higher rate of attendance and GPA than their peers with similar student characteristics

An additional cohort (27 freshman students) was added this academic year with funding provided by the City Council.

Process for Developing Indicator Work Plans

Work plans for the four priority indicators were developed in partnership with subject-matter experts and organizational representatives working in respective fields related to each indicator. The Design Team outlined primary strategies for each work plan, and based on research and input from the Indicator Work Groups, staff developed work plans for FY 2013 and FY 2014. The information below represents a significant amount of work on the part of staff from City, BUSD, U.C. Berkeley, Berkeley Alliance and several community-based organizations.

Work Plan for Increasing Kindergarten Readiness

Kindergarten Readiness Goal

By September Fall 2014, the goal is to see a 10% increase in the number of African-American and Latino students who enter Kindergarten meeting the target for sound/letter identification and rote counting as measured by the BUSD Kindergarten Universal Screening Assessment. The 2020 Vision Design Team is currently working with BUSD on evaluating measures and goals related to social-emotional development.

Theory of Change

The goal is to have an increase in the number of kindergartners who enter kindergarten ready to learn in terms of development in domains of self-care and motor skills, social expression, self-regulation and kindergarten academics. We can increase the number of children who enter kindergarten ready to learn through (1) the creation of a smoother transition from pre-K to K; (2) an increase in opportunities for children to develop and maintain self-regulation skills; (3) an increase of quality of pre-K experiences; and (4) using the data from the K readiness assessment to inform programming or strategies in 0 to 5 programs and services.

Program Spotlight

One of the early 2020 Vision goals was to enhance early interventions that could support students being ready for Kindergarten through increased opportunities for development screenings administered by the City of Berkeley's Division of Public Health BE A STAR Program. Early identification of children in the early years is important if we want to address issues and needs that may affect their future success in school. Additionally, children of depressed mothers are at increased risk for developmental delays, and so it is important to screen new mothers for depression.

Be A Star is a program that promotes developmental screening with the Ages and Stages Developmental Screening questionnaire (ASQ) in the Berkeley community. The Public Health Nurses are screening children from 1 month of age to 5 years of age during home visits as well as screening the pregnant and postpartum mothers for depression using the Edinburgh Depression Screen. Through collaborations between BE A STAR and BUSD, over 300 children in the BUSD preschools are screened each fall.

Highlights from the 2012-2013 school-year include:

- 313 ASQs distributed at BUSD Pre-Schools, 81% were returned
 - 41 children who scored in monitor range received ongoing surveillance.
 - 6 children who scored as monitor range received intervention services.
 - 7 children who scored in concern range received services and/or a referral for assessment and follow-up.
- ASQ and Depression Screening with pregnant and postpartum mothers during home visits were conducted
 - 108 ASQs in homes of Berkeley residents; 5 ASQ screens scored in the "of concern" range and were referred on for further assessment.
 - All families participating in the screenings received educational materials related to typical child development.
 - 40 prenatal or postpartum depression screenings were administered during the year; 5 scored "of concern" and were referred appropriately.

The BE A STAR program is part of a collaborative with Alameda County's First 5 program called Help Me Grow. Help Me Grow provides ongoing training and technical assistance to Alameda County pediatric providers. In Berkeley we currently support 4 of our pediatric healthcare practices. Through this program, children are screened at

different intervals during their well child visits. If there are concerns identified by the screening, families are referred to appropriate services or are contacted by the Help Me Grow phone line where they receive assistance in accessing services and supports. First 5 collects all the data on this program and will provide annual reports of the outcomes.

For a more detailed overview of the K-Readiness work plan see Table 3 in the Appendix.

Work Plan for Increasing Proficiency Rates in Reading among Third Graders

Proficiency in Reading by Third Grade Goal

By Spring 2014, the goal is to see a 10% increase in African American and Latino third graders that will test at or above the target on the BUSD reading assessment.

Theory of Change

To increase the number of students reading at grade level or above, this theory of change is based on research showing that additional time spent reading “just right” books and discussing content with an adult will help a child can improve their reading skills. Additionally, out-of-school time entities (such as afterschool programs, libraries, time with parents) aligning with BUSD reading curriculum will provide multiple supports operating with the same framework to assist struggling readers.

Program Spotlight

BUILD: Equity through Literacy (BUILD: Equity) is a partnership between UC-Berkeley’s Cal Corps Public Service Center (Cal), BUSD, BYA, BAHIA and the City. It is a concerted literacy tutoring system that leverages the tutoring resources of Cal, bridges school-day lessons and interventions with afterschool tutoring and utilizes expert BUSD literacy coaches to help struggling readers. BUILD: Equity with input from the 2020 Vision 3rd Grade Reading Indicator Work Group redesigned its program to align more with BUSD curriculum and to reach more students in need of additional reading support.

In September 2011, the program was launched at 15 after school program sites: every elementary school in BUSD, along with all COB afterschool programs for elementary school students, Berkeley Youth Alternatives and BAHIA. BUSD literacy coaches and elementary school teachers identified students that had the potential to reach proficiency with specific, focused instruction provided by BUILD tutors. Tutors spend time with students, having them read and engage in content discussion. Aligning out-of-school time supports with BUSD curriculum was a primary strategy achieved by providing literacy trainings to all BUILD tutors working afterschool, led by BUSD Literacy Coaches. Tutors are trained in BUSD’s methods of selecting “just right” books that match children’s literacy levels and are taught strategies to build fluency, reading comprehension, and word recognition. BUILD programming activities continued for FY13, with the addition of an expanded evaluation of program impact and targeted outreach to the parents of emerging readers just prior to the summer break.

Evaluation findings include:

- 15 participating afterschool programs through BUSD, COB Recreation Division, BYA and BAHIA
- 328 K-5 aged students were regular participants in BUILD programs housed at BUSD afterschool programs and had Fall and Spring District Reading assessment scores for 2012-2013.
 - On average, they each received 20 one-to-one reading tutoring sessions over the course of the year. (An additional 147 students participated in BUILD at the schools but did not meet minimum attendance criteria, receiving an average of 3 sessions).
 - Of the 328 BUILD participants, 97% of these students progressed in reading levels during the year; close to 40% of BUILD participants improved their reading ability by 4 levels or more; and additionally, in Fall 2012 31% of BUILD students were reading at target levels or higher, in Spring this percentage increased to 41% of BUILD students tested.
- Participating students at BUSD afterschool programs are primarily African American (44%) and Hispanic/Latino (33%). About 62% are in grades K-3.
- In terms of reading growth, the top 25% of BUILD third graders achieved between 1.25 to 1.66 years of growth in one school year.
- 393 students were identified as having risk factors for the summer slide. A total of 49 of these students participated in a BUILD summer program. 61% of these students participated in 7 or more sessions with a BUILD tutor.
 - 153 families at risk for the summer slide were contacted prior to the end of the school year and informed of BUILD programming for the summer.
 - Of the families called, 41 students (about 27% of those contacted) participated in a BUILD program (although the majority had already enrolled before the call. None of the families who did not have summer plans at the time of the call ended up enrolling). All of the students enrolled in BUSD BEARS program, except for one who enrolled at BYA.
 - 95% of parents contacted said their child could benefit from additional reading support during the summer and 74% of parents said they had plans to enroll their child in a summer program. The top reason given for not enrolling their child in a summer program was cost.

For an overview of the Proficiency in Reading by Third Grade work plan see Appendix Table 4.

*Work Plan for Decreasing Chronic Absenteeism***Attendance Goal**

By Spring 2014, the goal is that the number of BUSD students that are chronically absent will be reduced by 10%, as measured by attendance data.

Theory of Change

We can increase attendance among all students through (1) increased monitoring and identification of truancy “hot spots” (2) case management and healthy behavior supports

for the highest tier of at-risk students, and (3) the creation of a culture change among youth service providers and administration to reflect high expectations, clear and consistent boundaries, and importance of attendance.

Program Spotlight

The Berkeley Alive & Free Coalition (BAFC) was formed after 33 staff and community members from Berkeley Organizing Congregations for Action (BOCA), BUSD, Berkeley Police Department, Berkeley Alliance and COB participated in a 3-day training youth violence prevention and training delivered by Dr. Joseph Marshall. Dr. Marshall, founder of Alive & Free/Omega Boys Club, a MacArthur Genius Fellow has been recognized by the Annie E. Casey Foundation for his work in supporting at-risk youth in making positive behavior and lifestyle changes that keep them alive, free and educated. Dr. Marshall has developed the Alive & Free Prescription curriculum that uses a public health approach to preventing violence and promoting healthy choices. The curriculum also involves the commitment of youth service providers holding high expectations and consistent boundaries with the youth they regularly work with. BAFC meets monthly to study the curriculum and discuss strategies for implementing the framework into existing programs. Dr. Marshall and other Alive & Free staff regularly attend to provide technical assistance and support to BAFC members. BUSD staff Susan Craig and Sheila Quintana have been active in providing leadership in implementing Alive & Free programming in the District.

BAFC members in 2012-2014 accomplished the following:

- Over 130 Berkeley youth service providers, elected officials and administrators have completed the 3-day Alive & Free Prescription training, including the entire Berkeley Technology staff, Berkeley police officers, teacher, school counselors, staff from the City's Public Health and Recreation Division, and staff from our community non-profits such as BOCA, BYA and RISE. Trainings have been sponsored by BOCA, Berkeley Alliance, City of Berkeley and Berkeley Unified School District.
- Berkeley Technology (BTech) holds a weekly class for the entire student body (N=141) based on the Alive & Free curriculum and is participating in the Alive & Free School adoption program.
- BUSD's Lifeline Academy weekly class for at-risk middle school and high school students and their families based on Alive & Free curriculum.
- Honoring our Communities Peacekeepers: Day of learning about gun violence, planned by Berkeley High School (BHS) teacher Alan Miller, Ms. Estelle (Alive & Free staff) as MC, special speaker Dr. Victor Rios (March 2013).
- Boys & Men of Color Leadership Forum at BHS, Mr. Aikins (Alive & Free staff) led a violence prevention workshop at forum (April 2013).
- 55 students from BTech, Berkeley High and Longfellow Middle School attend National Alive & Free Conference December 7, 2012 at Sacramento State University.
- Alive & Free curriculum is currently being implemented in selected youth programs at BYA and COB's Public Health Division.

For an overview of the Attendance work plan see Appendix Table 5.
Work Plan for Increasing College & Career Readiness

FY 13 launched the formation of the 2020 Vision College and Career Readiness Work Group. The College and Career Readiness Work plan was developed with input from the following organizations: Berkeley Adult School, Berkeley Alliance, Berkeley City College, Berkeley High School College and Career Center, Berkeley Technology Academy, Berkeley Youth Alternatives, Biotech Partners, City of Berkeley Mayor's Office, City of Berkeley Youth Works, PG&E YMCA Teen Center, UC Berkeley Office of Community and Government Relations, and UC Berkeley Office of Equity and Inclusion.

With funding provided by the Lumina Foundation, Berkeley was invited to join a small cohort of cities around the nation working on postsecondary success to receive targeted technical assistance from the National League of Cities (NLC). The support provided by NLC has been helpful to staff in identifying best practices that can be applied to initiatives in Berkeley to increase post-secondary success and college readiness.

Strategies for FY 14 Work Plan

To increase college and career readiness, work plan activities focused on the following strategies:

- Develop a mechanism for accurately reporting “A-G” completion rates and identify where students begin to drop off of the “A-G” track. Develop protocols and identify available tools for data use and sharing to calculate baseline post-secondary access and completion rates, set goals, and track progress.
 - Strategy Rationale: Currently, there are challenges for calculating the A-G rate for all Berkeley High school students; in particular, those transferring in high school from out of district high schools. There is a need to capture this rate to determine how many of our students are on track to completing A-G or are off-track. Research shows that course taking patterns in high school are strongly correlated to post-secondary success. Additionally, to determine the effectiveness of our programs and intervention focused on preparing students for college, the best measure of this would be data on post-secondary enrollment, persistence and completion.
- Develop a common language regarding A-G/College Readiness among youth providers from community non-profit organizations, City youth providers and BUSD programs to increase college knowledge among middle school and high school students and their families.
 - Strategy Rationale: Information about preparing for college is not always complete, accurate, or consistent with messages coming from high school counselors or parents. We seek to develop common language, and understanding among all youth providers about what is necessary to prepare for and be successful in college.
- Develop and map out the current resources, supports and services that aid effective transitions into and persistence through postsecondary credentialing for Berkeley K-12 students, and develop a plan for expanding resources as needed.

Additionally, identify resources to increase case management capacity for middle and high school students.

- Provide recommendations for strategies for formalizing current registration and transition support efforts (e.g. concurrent enrollment and 'Student Handoff' pilot programs with BHS, BTech and Berkeley City College)
 - Strategy Rationale: A three-year study tracking outcomes for thousands of students across California shows that career-focused dual enrollment programs can provide important benefits for those who are underachieving and underrepresented in higher education. (James Irving Foundation Broadening the Benefits of Dual Enrollment Report).

Work on these strategies is already underway, highlights can be found in the Appendix in Table 6.

Program Spotlight

On March 1, 2013 over 4,000 Berkeley students participated in activities designed to inspire college and career aspirations in Berkeley's first ever College and Career Day. College and Career Day was a community-wide effort spearheaded by the Berkeley Alliance, The Center for Educational Partnerships and the City of Berkeley. The goal of College and Career Day was to create a college-going culture in the City of Berkeley and help our children and youth visualize and plan post-secondary option pathways, and college and career aspirations. Adults from a range of educational and professional backgrounds shared their educational and career journeys with students. Students were engaged in conversations, lessons, and other college and career promoting activities.

ALIGN CITY'S COMMUNITY AGENCY CONTRACT PROCESS AND OUTCOMES FOR YOUTH SERVING ORGANIZATIONS

For the FY 12-13 cycle for awarding community agency contracts, questions were added to the application for childcare and youth serving organizations to encourage organizations to align their work with 2020 Vision goals. To further support alignment with 2020 Vision goals, City staff issued an RFP to solicit competitive proposals from contractors and agencies with expertise in program evaluation, grant making programs and best practices in youth programming. In the Fall of 2013, the City received five qualified proposals. A review panel comprised of City staff and Children, Youth, and Recreation Commissioners was convened by City staff to review the proposals. Based on the review, the panel identified the top three proposals and invited each of those bidders to present in person their approach in working with community agencies. Based on the proposal review, the in-person presentations, as well as a comprehensive and detailed check of references, Gibson & Associates was determined to be the most responsive proposal to the requirements specified by the RFP.

Staff from COB's Departments of Parks, Recreation & Waterfront and Health, Housing and Community Services will be working with the consulting firm Gibson & Associates, to align contracts even more with 2020 Vision goals by identifying program areas and measurable outcomes that would support the priorities outlined by 2020 Vision. Gibson

& Associates will conduct independent third party program evaluation of currently funding youth-serving programs. Additionally, they will provide three technical assistance workshops to youth serving agencies working with Berkeley youth on topics such as evaluation, best practices, and the City's future RFP processes.

NEXT STEPS

The 2020 Vision Design Team will continue implementing, reviewing and refining work plans for selected 2020 Vision indicators. While programs and interventions are a critical part of closing the academic achievement gap, equally important is having a clear picture of our current and future investment in youth programs and services. Many cities and counties develop an annual Children's Budget that lays out current spending on services and programs focused on children and youth. A Children's Budget can help policy makers and communities understand the amount of current spending on youth and how that changes over time, identify gaps or areas of duplication in spending, and connect priorities with future investment. City staff will explore the development of a Children's Budget for Berkeley.

BACKGROUND

On June 24, 2008, the City Council adopted Resolution No. 64,113-N.S. approving the 2020 Vision for Berkeley's Children and Youth and authorizing the City Manager to develop plans and models for internal and cross-jurisdictional collaboration to remove barriers to learning and to promote healthy development for all Berkeley children and youth.

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APPENDIX: TABLES AND FIGURES

Table 1. Summary of 2020 Vision Indicator Data for 2012-2013* School Year

Indicator	Population	Data Source	Race/Ethnicity			
			All	African American	Hispanic / Latino	White
K Readiness						
Percent of Kindergartens meeting target for sound/letter identification	Kindergarteners	BEA	49% (N=697)	34% (N=81)	32% (N= 173)	60% (N= 297)
Percent of Kindergartens meeting target for rote counting			63% (N= 695)	54% (N= 81)	51% (N= 172)	72% (N= 297)
Proficiency in Reading by 3rd Grade						
Percent of students scoring at or above proficiency levels on District reading assessment	3 rd graders	BEA	72% (N=679)	50% (N=122)	51% (N=127)	90% (N=275)
Successful Completion of 9th Grade Math Standards						
Percent of 9 th graders who successfully completed Algebra or IMP 2 by the end of 9 th grade**	9 th graders	BEA	88% (N=820)	73% (N=171)	84% (N=192)	93% (N=293)
Attendance (Chronic Absenteeism)						
Percent of high school students who have missed 10% or more of the school year	High School	BUSD	20% (N=3289)	35% (N=759)	24% (N=687)	13% (N=1172)
	Middle School	BUSD	8% (N=1870)	12% (N=424)	9% (N=437)	7% (N=616)
	Elementary	BUSD	6% (N=4185)	14% (N=723)	7% (N=952)	3% (N=1575)
College and Career Readiness						
Cohort Graduation Rate (2011-2012 school year)	High school	CDE	83% (N=772)	75% (N=194)	82% (N=146)	90% (N=265)
Police Contacts						
Percent of police contacts with youth offenders (2012 calendar year)	Youth under 18	BPD	Total Contacts =124	52% (N=64)	16% (N=20)	17% (N=21)
Suspensions						
Percent of suspensions	High School	BUSD	Total Susp = 307	57% (N=174)	17% (N=51)	14% (N=43)
Student Engagement						
Percent of 11 th graders scoring "high" on resiliency scale, as measured by the California Healthy Kids Survey. (2011-2012)	11 th graders (N not reported)	CHKS	54%	36%	57%	64%

Abbreviations: BEA = Berkeley Evaluation and Assessment; BPD = Berkeley Police Department; BUSD=Berkeley Unified School District; CHKS=California Healthy Kids Survey; CDE=California State Department of Education. *Data is reported for 2012-2013 academic school year unless otherwise noted**Note: Common Core State Standards are currently being reevaluated which will impact this indicator. Indicator may change for future years. N=Total enrolled in the Racial/Ethnic Group except where N is the actual total number of Police Contacts or Suspensions. Note: N does not add to "All" due to other groups not represented.

Table 2. Phase I Pilot Continuing Projects. Activity for 2012-2013

Activity	Description/Status	Effort/Impact	Participating Orgs
BHS Bridge Program	In 2010, Summer Bridge began as a 3 ½ week summer class that was meant to help incoming ninth grade students transition smoothly from middle to high school. Over the last four years, Summer Bridge has developed into a comprehensive four-year program to support students in high school and prepare them for college.	<ul style="list-style-type: none"> -Program served 84 freshman, sophomores, and juniors, mostly African American or Latino -100% of participating sophomores passed the math portion of CAHSEE (vs. 86% of BHS sophomores). -All sophomores and juniors were on track for graduation and A-G progression and all freshmen, except for one, were on track with A-G progression. -81% of juniors enrolled in 1 or more AP classes, with 84% of those students passing with a C or better -Bridge students have a higher rate of attendance and GPA that their peers with similar student characteristics 	BUSD
Be A Star Program	Be A Star is a program that promotes developmental screening in the Berkeley community using the Ages and Stages Developmental Screening Questionnaire (ASQ). Be A Star supports the public health nurses, BUSD's pre-k schools, and 4 of our community health care providers that serve children.	<ul style="list-style-type: none"> -313 ASQs distributed at BUSD Pre-Schools -252 ASQs returned (81%) -41 children who scored in monitor received ongoing surveillance -6 children who scored as monitor range received intervention services. -37 children who scored in concern range received services and/or a referral for assessment and follow-up - ASQ and Depression Screening with pregnant and postpartum mothers during home visits were conducted -108 ASQs in homes of Berkeley residents. -16 screens scored in the "monitor" range and were scheduled to be rescreened at a later date -5 screens scored in the "of concern" range and were referred on for further assessment -40 clients during the year -5 scored "of concern" and were referred appropriately. 	COB-Division of Public Health, Alameda County First Five Help Me Grow
Pre-K Power Play Program	Ten week program for 3-5 year olds to help promote and develop executive functioning and self regulation skills.	<ul style="list-style-type: none"> -6 10-week sessions completed -108 students participating; 56 unduplicated students -32 week session of parent-child play group sessions, 96 playgroups in total -New partnership with Lawrence Hall of Science 	COB Division of Parks, Recreation and Waterfront
Family Advisory Council	The goal was to build a Family Advisory Council that was an independent and self-sustaining organization of community members and caregivers that could advise on 2020 Vision projects and decision making.	<ul style="list-style-type: none"> -Plan completed -Not pursued due to lack of funding and resources. 	BOCA, BUSD

Table 3. 2012-2013 Work Plan Activities for Increasing Kindergarten Readiness

Activity	Description/Status	Effort/Impact	Participating Orgs
Kindergarten Universal Screening Administration	The screening measures K readiness for incoming Kindergartens, and was conducted for the first time in all K classrooms Fall 2012. Results were used by K teachers to inform instruction and set baseline data on K Readiness for incoming Kindergartens.	<ul style="list-style-type: none"> -100% of K Teachers implemented the K Screener in FY 13 -697 Kindergarteners assessed -The teachers used this data to inform both their "Balanced Beginnings Program" -The Pre-K Readiness Coordinator tagged all students attending the Pre-K program from BUSD and the data was re-analyzed according to the participants. The Director of BEA and Principal of BUSD Pre-K program met to identify the areas of weakness and areas of strength. They then presented the data to the teachers at the Pre-K program to identify programmatic changes necessary to further strengthen the areas where students are showing less Kindergarten readiness. 	BUSD, with support from 2020 Vision Design Team
Pre-K Power Play Program	See Table 2 for report		
ASQs	See Table 2 for report		
Breathmobile at King CDC	The Breathmobile, a project of the Prescott-Joseph Center for Community Excellence (PJCCE), is partnering with BUSD and Public Health to bring free asthma care to preschool and elementary BUSD students. The mobile asthma clinic provides diagnosis, education, and treatment for children with asthma.	<ul style="list-style-type: none"> -12 King CDC students had visits at the Breath Mobile, with an average of 1.3 encounters -9 students identified with having uncontrolled to severe levels of asthma -Estimated cost savings is \$6,595 from avoiding missed days of school and ER visits 	Prescott-Joseph Center for Community Excellence, BUSD, and Berkeley Public Health (School-linked Health Services)

Table 4. 2012-2013 Work Plan Activities for Increasing Proficiency in Reading by 3rd Grade

Activity	Description/Status	Effort/Impact	Participating Orgs
BUILD: Equity Through Literacy	Tutoring system that leverages tutoring resource of Cal to provide additional afterschool support for emerging readers.	<p>-15 participating afterschool programs through BUSD, COB Recreation Division, BYA and BAHIA</p> <p>-328 K-5 aged students were regular participants in BUILD programs housed at BUSD afterschool programs and had Fall and Spring District Reading assessment scores for 2012-2013.</p> <p>-On average, they each received 20 one-to-one reading tutoring sessions over the course of the year. (An additional 147 students participated in BUILD at the schools but did not meet minimum attendance criteria, receiving an average of 3 sessions).</p> <p>-Of the 328 BUILD participants, 97% of these students progressed in reading levels during the year; close to 40% of BUILD participants improved their reading ability by 4 levels or more; and additionally, in Fall 2012 31% of BUILD students were reading at target levels or higher, in Spring this percentage increased to 41% of BUILD students tested.</p> <p>-Participating students at BUSD afterschool programs are primarily African American (44%) and Hispanic/Latino (33%). About 62% are in grades K-3.</p> <p>-In terms of reading growth, the top 25% of BUILD third graders achieved between 1.25 to 1.66 years of growth in one school year.</p>	UCB, BUSD, COB, BYA, BAHIA
Family Outreach for Summer Reading Programs	Outreach to families of emerging readers before summer break to make sure they have awareness of summer programs that support reading development.	<p>-393 students were identified as having risk factors for the summer slide. A total of 49 of these students participated in a BUILD summer program. 61% of these students participated in 7 or more sessions with a BUILD tutor.</p> <p>-153 families at risk for the summer slide were contacted prior to the end of the school year and informed of BUILD programming</p> <p>-Of the families called, 41 students (about 27% of those contacted) participated in a BUILD program (although the majority had already enrolled before the call. None of the families who did not have summer plans at the time of the call ended up enrolling). All of the students enrolled in BUSD BEARS program, except for one who enrolled at BYA.</p> <p>-95% of parents contacted said their child could benefit from additional reading support during the summer 74% of parents said they had plans to enroll their child in a summer program. The top reason given for not enrolling their child in a summer program was cost</p>	BUSD, Berkeley Alliance, COB, UCB Cal Corps

Table 5. 2012-2013 Work Plan Activities for Decreasing Chronic Absenteeism

Activity	Description/Status	Effort/Impact	Participating Orgs
Truancy Absenteeism Reduction Prevention Program (TARPP)	TARPP was developed in partnership between BUSD and BPD. Multi-agency team canvas area surrounding BHS during school hours to identify students who should be in class.	-Monthly outings	BUSD, BPD
Berkeley Alive and Free Coalition (BAFC)	Coalition of youth service providers and administrators who completed Alive & Free Prescription training facilitated by Dr. Joseph Marshall, Alive & Free/Omega Boys Club. BAFC meets monthly to review curriculum and provide support for implementation of curriculum into program activities.	<ul style="list-style-type: none"> -Over 130 staff have been trained (to date) -Ongoing technical assistance for providers that work with at-risk youth. -BUSD's Lifeline Academy weekly class for at-risk middle school and high school students and their families based on Alive & Free curriculum. -BTech Alive & Free school adoption. 30 Alive & Free sessions to support 141 students in making choices that keep them Alive & Free. -Honoring our Communities Peacekeepers: Day of learning about gun violence, planned by BHS teacher Alan Miller, Ms. Estelle as MC, special speaker Dr. Victor Rios (March 2013) -Boys & Men of Color Leadership Forum at BHS, Alive & Free staff led a violence prevention workshop at forum (April 2013) -55 students from BTech, BHS and Longfellow Middle School attend National Alive & Free Conference December 7, 2012 at Sacramento State University -Alive & Free curriculum is currently being implemented in selected youth programs at BYA and COB's Public Health Division 	BOCA, COB, BUSD, Berkeley Alliance
Improved SARB	The School Attendance Review Board (SARB), help students and their parents/guardians address attendance and behavior problems through available resources in the schools and community. The SARB is comprised of school officials, Berkeley PD, City staff and representatives from local youth serving agencies.	<ul style="list-style-type: none"> -45 students referred to SARB -9 referred to truancy court -Increased participation of community partners on SARB board 	BUSD, Berkeley Alliance, BYA, PG&E YMCA Teen Center, COB
Breathmobile	The Breathmobile, a project of the Prescott-Joseph Center for Community Excellence (PJCCE), is partnering with BUSD and Public Health to bring free asthma care to preschool and elementary BUSD students. The mobile asthma clinic provides diagnosis, education, and treatment for children with asthma.	<ul style="list-style-type: none"> -Total # of Students Served: 28 -Total # of Student Encounters: 68 -Average # of visits/student: 2.5 -3 students identified with uncontrolled asthma 	COB-Public Health Division, Prescott-Joseph Center for Community Excellence, BUSD

Table 6. Work Plan Activities for College & Career Readiness

Activity	Description/Status	Effort/Impact	Participating Orgs
Concurrent Enrollment Pilot	Cohort of BHS enrolled in a Berkeley City College course - Spring 2013. Purpose was to map out and test the process for enrolling a group of students.	-9 students enrolled in the course, 6 students completed the course with passing grades -Mapped out process of enrollment, identified challenges and opportunities	BUSD-BHS, BCC, COB
College & Career Day	College and Career Day was a community-wide effort spearheaded by the Berkeley Alliance, The Center for Educational Partnerships and the City of Berkeley. The goal of College and Career Day was to create a college-going culture in the City of Berkeley and help our children and youth visualize and plan post-secondary option pathways, college and career aspirations. Adults from a range of educational and professional backgrounds shared their educational and career journeys with students. Students were engaged in conversations, lessons, and other college and career promoting activities. Students were engaged in conversations, lessons, and other college and career promoting activities.	On March 1, 2013 over 4,000 Berkeley students participated in activities designed to inspire college and career aspirations.	Berkeley Alliance, UC Berkeley-Center for Educational Partnerships, COB
Transcript Evaluation Service	UCOP provided at no charge a transcript evaluation service providing summary measures of A-G completion as well as personalized student profiles for students with complete A-G data submitted.	-Process identified areas of data coding to address with students transferring from other Districts -BUSD will participate again, resources pending	UCB, BUSD
College 101 workshops	Workshop series for youth providers that are post-secondary success navigators. Topics include: Steps to eligibility for UC/CSU, Community College Pathway, Navigating College Options, Opportunities for Undocumented Students, and Financial Aid.	-27 participants attended first workshop Dec. 6 on UC/CSU Eligibility Steps -High evaluation marks. Gained useful info they will share with students in program. -BHS Counselors and community agency providers attended Counselors Breakfast sponsored by UC Center for Educational and partnerships	COB, UCB Center for Educational Partnerships, BHS College & Career Center and Office of Academic Support