

SPS AFTERSCHOOL SPACE USE OVERVIEW & WORKSHEET

Contributors include SPS School and Community Partnership Dept. staff, Youth Development Executives of King County, School's Out Washington, childcare providers and principals

Background & Overview

The confluence of class-size reduction, increasing enrollment and bell-time shifts is giving SPS the opportunity to work closely with partners to envision and create a district wide expanded learning system. This space use worksheet in conjunction with the partner inventory worksheet is intended to jumpstart the process at schools facing a change in space for licensed childcare in 2016-2017 and subsequent years.

Process Recommendations:

- Develop a school-based team made up of the school principal, key school staff, providers and parents to develop an expanded learning program OR expand a current team (BLT or FEAT) to include partners to address childcare and licensing issues and planning.
- Review the board approved space priorities. Please see the attached document from facilities emailed to schools and partners in October 2015.
- Use the provided partner inventory tool to audit the current partners and programs. Use the tool below to coordinate space based on program constraints and licensing.
- With your team, use the [SPS Racial Equity Analysis Tool](#) (seattleschools.org => Departments => Equity and Race Relations => Racial Equity Analysis Tool) and/or the questions on page 5 of this document to surface any potential unintended consequences of proposed changes for subsets of your students and families.
- Investigate ways to preserve licensed childcare by identifying alternative options. Options can include: shared classroom space, gyms, multipurpose rooms, libraries, portables, and other spaces. Susan Hall, slhall@seattleschools.org can support you in space relocation and the licensing process. Once your licensed childcare is stable, work other expanded learning programs around it.
- Contact the School and Community Partnership Department if you would like facilitation support communitypartnerships@seattleschools.org. SCP staff can help you design your team and/or facilitate your first meeting to set the norms and expectations for the collaborative group.

Space Considerations at Elementary Schools

Things to consider when determining which programs will go where, and how you can creatively maximize the space in your school:

Classroom space afterschool – Teachers often need/want their classrooms for planning after school. They need to be able to set up their classrooms for the next day, meet with parents and have access to their phones and their computers. To flip space in time to qualify as a licensed child care space, the classroom would need to be emptied of students 15 minutes prior to the end of the school day. **Best solution for programs that are unlicensed and do not begin directly after school.**

Expanded Learning Partnership Tools

The library – The library is often used for after school staff meetings. *Best solution for programs like tutoring, chess club or other relatively contained, quiet afterschool programs.*

The gym – Gyms can be used for licensed child care space, but would need to end regular instructional time 15 minutes before the end of the school day to be flipped to licensed child care. This is possible if the PE teacher has their contracted prep time at the end of the day. *Best solution for licensed childcare when other classroom spaces are not available or for non-licensed afterschool programming.*

The cafeteria – Cafeterias are often used for family events afterschool enrichment activities. *Best solution for licensed childcare when other classroom spaces are not available. Cafeteria kitchen may or may not be available, but kitchenettes used in other places may substitute.*

Flex spaces – Resource rooms, choir rooms, pods, or any space that is not used consistently throughout the school day. These spaces can be used for licensed child care, but need to be available to the program consistently and predictably without interruption in order to be licensable. *Best solution for licensed childcare when available consistently or for non-licensed afterschool programming.*

Additional Considerations when addressing licensed childcare:

- There will be limitations for use of space due to child care licensing standards; among other things, licensing requires that programs have access to a consistent space that meets certain physical requirements. Providers can work with the Washington State Department of Early Learning, SPS, and other external partners to help meet standards. For Community Alignment Initiative Partners, Susan Hall is a great resource and can help you navigate the best possible solutions in your building for child care, slhall@seattleschools.org
- Licensed childcare providers need access to and use of the school kitchen for refrigeration and food preparation space to maintain the program's ability to continue to provide meals, snacks and maintain their license. If a partner has moved out of a dedicated space, consider retaining the kitchenette and letting them have access.
- If childcare space inside the school is not available, principal advocacy and assistance to SPS, the city, and external parties will be crucial in identifying external spaces and transportation from the school. Please contact the School and Community Partnership Department at communitypartnerships@seattleschools.org to get additional support in identifying possible community-based solutions. We are working with the City, Seattle Public Libraries, Parks, and faith organizations to address our space constraints and growing need for childcare.
- Licensed care is critical for SPS students and families because families can use state subsidy to help pay for it. This means that some of our most vulnerable families rely on licensed care.

Expanded Learning Partnership Tools

School Name: _____ Person completing worksheet: _____

Spring 2016 Current Programming Inventory Worksheet

Principals and/or site coordinators should take inventory of existing programs & partners within the school using the SPS Partner Inventory Tool and transfer data into the table below. Understanding capacity and space can help find solutions to meet our shared goals and with the relocation of your child care provider if necessary this year. If not, use the After School Planning Calendar below to coordinate your enhanced Expanded Learning Program.

Organization/ Program	# Children Served	Eligibility Criteria, if any	Ages Served	Days and Times	Needs licensable space?	Can stay in current space for 2016-2017?	Alternate options if need to move	Will new space impact another program?

Identified Gaps and Needs:

School Name: _____ **Person completing worksheet:** _____

2016 – 2017 Afterschool Schedule Planning Calendar

Use this schedule to help plan for the daily afterschool schedule at your school. You may need multiple copies for different days. **We recommend scheduling your licensed child care first because their needs are the most restrictive and align with the board’s approved priorities.**

Day(s) of the week: _____

Time (Edit to your times)	Licensed Childcare space*	Gym	Multipurpose room	Cafeteria	Classroom	Classroom	Portable
First Block 2:00 – 3:00							
Second Block 3:00 – 4:00							
Third Block 4:00 – 5:00							
Fourth Block 5:00 – 6:00							

* Note whether licensed space can be shared by multiple partners

Expanded Learning Partnership Tools

Equity in Space Use:

Consider the following questions when making decisions about relocating partners:

- How are students/families using a subsidy impacted and/or supported by the proposed space and schedule changes?
- Who is benefiting?
- Are there any subsets of students who may be negatively impacted?
- If so, are there any other possible solutions?

Ideas for engaging families and gathering perspective/needs:

- Use multiple ways of communication with impacted families: written, oral and electronic com
- Offer joint meetings with the providers
- Host Principal coffee chats
- Facilitate parent to parent small meetings and conversations

For additional supports please contact:

- Rivka Burstein-Stern in the School and Community Partnerships Department for general questions about partnerships and how to use this document, rmbursteinst@seattleschools.org
- Susan Hall in the Early Learning Department for information or questions about licensing requirements and partners that are part of the Alignment Initiative, slhall@seattleschools.org
- Joe Wolf for facility supports and facilities-related questions, jawolf@seattleschools.org
- Communitypartnerships@seattleschools.org for support in planning and facilitating site-based conversations about space use
- Bernardo Ruiz and his team in the School and Family Partnership/Race and Equity Department can provide technical support in engaging families in your planning process bjruiz@seattleschools.org