



**FINAL REPORT
of the
Community Advisory Committee**

**Conveyed to the Burlington Parks and Recreation Commission
January 18, 2011**

**A Collaboration between the
City of Burlington, Parks and Recreation Department
and the Burlington School District**

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“Every child at some point will move on and this program needs to endure beyond any one child, any one family, or any one point in time. The goal is to have a quality program that endures and can be improved over time to continually respond to the needs of the whole community.”

***Mari Steinbach
Director of Burlington Parks & Recreation Department***

Community Advisory Committee Members

- Tom Burke, Chair (November) and Flynn Parent
- Kathy Chasan, Burlington School Board Representative, Ward 1
- Tiffany Delaney, Community Member-At-Large, CP Smith Parent
- Patrick Halladay, Champlain Parent
- Shireen Hart, CP Smith Parent
- Dave Hartnett, Burlington Parks and Recreation Commissioner, Former Flynn Parent
- Nancy Kaplan, City Councilor, Flynn Parent, Ward 4, former EES parent and current EMS parent
- Ann Kiley, Edmunds Parent
- Alan Matson, Vice-Chair and Burlington School Board Representative, Ward 6
- Holly Morehouse, Community Member-at-Large and Flynn Parent (Chair, July-October), Director of the Vermont Center for Afterschool Excellence

Collaboration Management Team

Burlington Parks and Recreation Department Staff

- Mari Steinbach, Director
- Maggie Leugers, Recreation Superintendent
- Daniel Cahill, Recreation Coordinator
- Sarah Carter, Site Coordinator

Burlington School Department Staff

- Jeanne Collins, Superintendent
- Julie Cadwallader-Staub, Grants Director
- Jeff Fournier, Director, Expanded Learning Opportunities
- Nina Mazuzan, Lead Site Coordinator

Vision Statement

(To have) Happy, safe kids learning and having fun in a vibrant, caring community.

Mission Statement

Burlington Kids offers Burlington youth enrichment and recreation opportunities alongside academic support in a safe, supportive environment that meets families' after school needs.

Executive Summary

Burlington Kids is an afterschool program that offers Burlington youth enrichment and recreation opportunities alongside academic support in a safe, supportive environment. The program is offered through collaboration between the City of Burlington Parks and Recreation Department (BPR) and the Burlington School District (BSD) and serves nearly 400 students. This partnership is referred to as “The Collaboration” in this report. The program is managed by a joint group of staff called the “collaboration management team (CMT)” which includes departmental and program leaders from each partner.

During the past year the program has undergone a series of assessments and reviews in order to develop strategies for improvement. Those assessments showed that while the program was effective and met the needs of children and families, the infrastructure, systems, and site leadership needed to be significantly improved. Some processes and systems, such as billing, were archaic, inefficient, and irreconcilable. Other aspects of the program, such as the shared leadership model at each site, proved inefficient and ineffective.

The CMT developed specific strategies and steps to reduce program inefficiencies and close performance gaps. They were proposed, reviewed, and some were implemented. Public forums to discuss these strategies were considered, but not initially undertaken for two reasons. First, through these strategies, the program itself was not changing; only the infrastructure behind the program was being modified. Enrollment, activities, and sites remain intact.

In addition, a parent survey had been conducted at all four sites. (This is done every year as a tool for quality improvement). The CMT relied upon this survey to provide parents' perspective into program components and to identify areas in which modification and enhancement were needed, as well as describing what was working well. Second, the collaboration management team regularly discussed staffing and performance issues. Some of the difficulties in the shared leadership model encompassed personnel related issues and these conversations required strict confidentiality. Therefore specific strategies that address the personnel issues, even peripherally, could not be presented for public discussion/engagement.

Based on the input following a series of public meetings and presentations to the BSD School Board and the BPR Commission, Mari Steinbach, Director of Burlington Parks and Recreation Department recommended a committee be established to review the assessment and recommendations made by the collaborative management team. In discussion with the BPR Commission it was agreed that a *Community Advisory Committee (CAC)* with a diverse array of members would be formed to provide support and advice to the collaboration management team in dealing with these issues through an open public process. The full charge for this committee is detailed below.

Community members and parents were invited to join the CAC. The CAC met nine times between July 1 and November 18, 2010. All meetings were warned and open to the public. Meetings lasted

2-3 hours on average and minutes were posted on the Parks and Recreation website, www.enjoyburlington.com, and also linked to the School District's website. All in all, approximately 700 hours of volunteer and staff time went in to the CAC effort to review and analyze the eight recommendations made in the *Transition Report* and develop its final set of recommendations. On November 18, 2010 the CAC approved the last of the eight recommendations presented in the original *Transition Report*.

Charge to the Community Advisory Committee

The Community Advisory Committee (CAC) was established to help the collaborative management team move forward toward a new vision, support public and open processes and decision-making, and make the collaboration strong and sustainable. It was also intended to help the Burlington Parks and Recreation Department move forward with a larger vision for the Department and community by strengthening all of its programs and partnerships. The vision includes establishing and maintaining vital relationships with community non-profits.

The primary purpose of the Burlington Kids Community Advisory Committee as stated in their June 29, 2010 invitation letter was to:

1. Develop a deep understanding of the Burlington Kids Afterschool Program.
2. Review all information and recommendations made by the Collaboration Management Team and offer perspective, advice, and constructive opinions while implementing a public process for more thorough community review.
3. Review information and CMT recommendations (as presented in the *Transition Report*), provided by staff, and after providing for public input, develop and make recommendations on Burlington Kids to the Parks & Recreation Commission, the City Council, Mayor, and School Board.
4. Communicate accurately the processes, messages, decisions, and outcomes and report back to their constituents as appropriate.

Business leaders, parents, city council members, and community leaders were sought to participate and provide a variety of perspectives. The qualities that were most desired included: the ability to listen critically, analyze large amounts of information, articulate a position, ask questions, think analytically, and make decisions within the context of a meeting.

In the CAC's minutes of August 23, 2010, BPR Commissioner and CAC member David Hartnett said, "This group will shape the future of afterschool programs for the City of Burlington." He went on to explain to the CAC, "What this committee recommends to the BPR Commission will get recommended to the City Council."

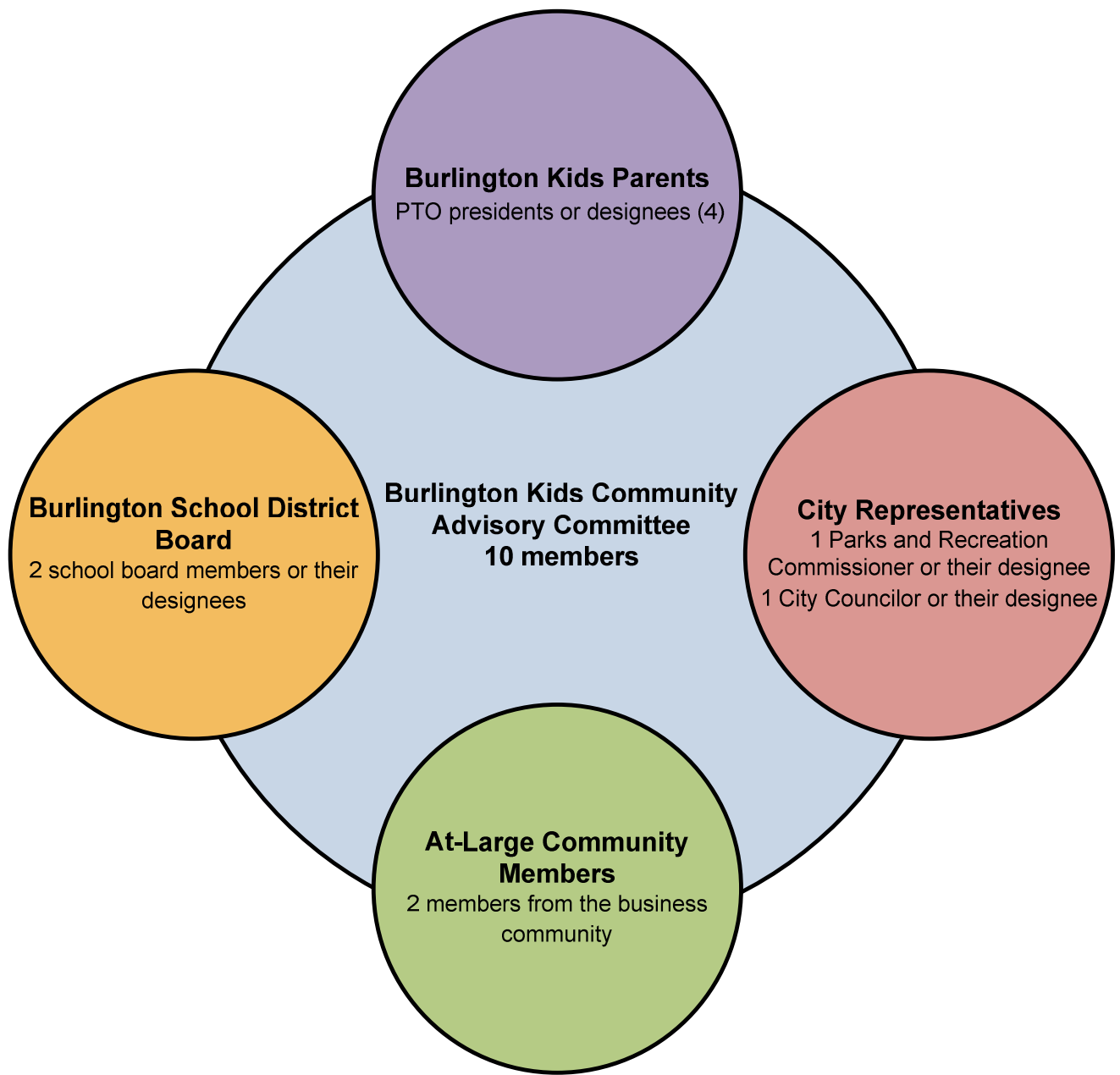


Figure 1: Make Up of the Community Advisory Committee

Summary of the Transition Report

The collaboration management team (CMT) recommended changes to the current delivery model to address areas that needed improvement and to enhance the performance of both partners. The CMT decided to undertake a self-assessment in February 2010. The assessment covered nine areas and each area was rated independently by CMT members on a 5 point scale. The areas included: Effective Site Leadership, Budget Performance, Student Development, Collaboration Supports Program Vision, Infrastructure, Meeting Licensing Requirements, Meeting Grant Requirements, Staffing to Meet Program Needs, Meeting Needs of Community.

Overall, the CMT rated the program 3.34 out of a possible 5 points. Comprehensive discussion within each area highlighting strengths, weaknesses, survey results, clarification of the results and discussion of recommendations ensued. There were four areas that met with satisfactory scores (listed in order of highest average score to lowest (4.86 to 3.79). They were: Grant Compliance, Licensing, Student Development, and Meeting Community Needs.

There were five areas that needed improvement (listed in priority order of lowest average score to highest (2.16 to 2.90) including:

1. **Infrastructure:** Issues noted regarding duplication; gray authority lines; competing, confusing, conflicting, and sometimes unenforceable policies; program inefficiencies; increased costs; communication; technology; billing system (particularly problematic); enrollment tracking; scheduling; lack of support for families with particular needs (subsidy, language) [2.16]
2. **Staffing to Meet Program Needs:** Issues noted regarding duplication; increased costs; gray authority lines; communication; employee performance; misalignment of staff and responsibilities to program needs; lack of support for families with particular needs (subsidy, language) [2.50]
3. **Effective [Site] Leadership:** Issues noted regarding duplication; communication; policies; processes and action. At one site, a Site Leader resisted supporting the Collaboration and was unwilling to share leadership. Policy differences made this conflict virtually irreconcilable. [2.57]
4. **Budget:** Issues noted focused on a deficit resulting from staffing, infrastructure; supplies; leadership; and program inefficiencies [2.79]
5. **Collaboration Supports Program Mission:** Issues noted regarding gray authority lines; communication; leadership; duplication; program inefficiencies [2.90]

The most critical areas identified for improvement were *infrastructure*, *staffing*, and *budget*. A fourth area, *Effective [Site] Leadership*, was virtually irresolvable due to policy differences. The collaboration management team initially recommended that a set of changes be established to

address the issues prior to the new school year beginning in September 2010 so that staffing and enrollment could occur efficiently.

The *Transition Report* provided the rationale for the changes including:

1. A new model should seek to improve all nine areas, specifically focusing on the areas most in need of improvement, without losing ground on improvements already made or within high performing areas;
2. A new model should seek to enable each partner to capitalize on its strengths;
3. Operating under a new model, the program and services will continue to be provided to the community and be enhanced;
4. There will be clearly established outcome statements with goals, along with a clearly established evaluation process that will be followed;
5. The budget will be established and be balanced at the lowest possible return, with the intent to provide net revenues that are in relation to growing participation; and
6. The program will continue to meet community needs encompassing afterschool care, vacation, and summer programming.

The report also provided a recommended model of operation which signaled a shift of administrative and operational functions toward the School District with continued input through the collaboration by Burlington Parks and Recreation on policy, administrative, and operational decisions.

The Recommended Model

1. *Burlington Kids* continues to offer after school care and programming that comply with State child-care licensing requirements and that meet the needs of families;
2. The collaboration management team will continue to make joint decisions about policy, programming, and operations.
3. Maintain the Collaboration shifting BPR's role as fiscal agent (billing) to BSD and maintaining BPR's role as the recreation partner;
4. Restructure the leadership model to include a full time site director and half time assistant at each site. This addresses staffing, policy, and budgeting inefficiencies;
5. BSD hires staff, employing one site leader, one assistant site leader, and core staff at each school, and managing contracts;

6. Responsibility for implementation of operations, policies, protocols, processes shifts to BSD in order to streamline operations and eliminate confusion around policies;
7. BPR continues to make significant investment into the program – specifically through transportation provision, summer and vacation camps, and active participation in the collaboration management team resulting in a net gain in terms of the service period and the programming quality; and
8. BPR creates two new positions as part of their long-term vision for the department, partially funded through the Collaboration, to increase recreation programming, leisure education, and to support inclusion at the elementary school sites. This allows for capacity building and programming enhancement for this program and across the City. The positions are:
 - a. *Recreation Specialist* – full time position. Position develops goals, objectives, and measurable outcomes for recreation programming components of after school program. A key element of the recommended afterschool improvements is the development of Recreation Specialist positions that will support afterschool operations while also augmenting services outside of afterschool. Parks and Recreation managers have worked closely with Parks and Recreation Site Coordinators on the development of the job description, work plan, and budget to support the Recreation Specialist Position. (See job description in Appendix C).
 - b. *Certified Therapeutic Recreation Specialist* – full time position. Position provides inclusion plans, individual recreation plans, ADA compliance and assistance, training, staffing assistance, implementation and evaluation of inclusion for program participants who experience disabilities / have special needs. (See job description in Appendix C).

Actions of the CAC

The first meeting of the CAC was held on July 14, 2010. After electing Holly Morehouse as chair, the Committee heard a presentation made by staff on the extensive evaluation that had been completed in 2009 and 2010 and led to the recommendations made in the *Transition Report*. At that initial meeting the CAC made three other important decisions prior to addressing the recommendations. First, they approved a set of ground rules that would guide their behavior and help hold them accountable to each other. Second, they decided that no matter what the final outcome would be, they would speak with one voice and support the final decision. Third, they decided the CAC would review each recommendation separately, explore it, vet their choices, suggest improvements, and vote or come to consensus on each recommendation. It should be noted that voting was not a requirement of the CAC, but members decided to use *Robert's Rules of Order* to guide their conduct and to vote seriatim on each recommendation.

After hearing the extensive report from the staff, the CAC members voted to approve Recommendations 1, 2, 3 and 7. They decided that they needed more exploration and discussion on recommendations 4, 5, 6, and 8.

At their meeting on July 22, the CAC decided to put Recommendation 7 back on the table to better clarify how BPR would be involved in the program. Ms. Morehouse suggested that recommendations 6, 7, and 8 be addressed together. After learning about the seven scenarios the CMT had initially considered ranging from maintaining status quo to complete outsourcing of the program, the CAC decided to explore four scenarios including:

A. Maintaining Status Quo

Initially, this scenario made no change to the leadership model at the four schools. Each site would continue to operate as they did for the 2009-10 school year with two co-leaders. BPR would hire all core staff and BSD would hire enrichment and academic support instructors. Given that both site leader positions at Flynn were vacant at the beginning of the school year, the CAC agreed to pilot the recommended model at this site.

B. Two Leaders with Transition

Under this scenario, each site would begin the year with the status quo, but transition to the recommended model. Each site would begin the year as described under scenario A, but would transition to a single site director with all staff hired by BSD. We reviewed the financial implications of this scenario if transitioned by December 1 and March 1.

C. One Leader with Transition

Under this scenario, each site would begin the school year with existing leaders assuming the role of one site director at each site. Existing vacancies would not be filled. Core staff would be hired by BPR and enrichment and academic support instructors would be hired by BSD.

D. Implementation of the Full Set of Recommendations

Under this model BSD would hire a site director, assistant site director, core staff, enrichment instructors and academic support instructors at all four sites. BPR would support the program through two new positions of Recreation Specialist and Certified Therapeutic Recreation Specialist. This scenario is outlined in detail in the transition report.

After much discussion and a poll of the CAC members, the CAC decided to vet Scenario B: *Two Leaders with Transition*. They felt this scenario would allow them to examine what recreation specialists do, explore the differences between recreation specialists and certified therapeutic recreation specialists, and understand the issues inherent in transitioning to a new model. Working from the status quo to the recommended model allowed the CAC to see and understand all aspects of the program under consideration. Also, the CAC wanted time to understand how BPR would continue to be involved as an active and engaged partner in the Collaboration.

The next meeting was held on August 3 and focused on examining a modified Scenario B. The CMT presented an extensive amount of work detailing the modified scenario including potential enrollment numbers, impact on licensing, a listing of job duties and responsibilities for the various positions including assigned responsibilities, staffing scenarios, budget detail, and a comparison of Scenario B to the other scenarios.

In addition, a Flynn pilot was discussed. Ms. Morehouse clarified that the CAC was willing to start the year with Scenario B at three sites transitioning from two directors to one director and an assistant director by December 1, 2010. All CAC members agreed per Recommendation 5. Ms. Morehouse called for a vote on hiring one coordinator and one assistant director at Flynn. The vote passed unanimously. The CAC agreed that BSD should hire one site director and one assistant director at Flynn to be ready and in the job by August 9, 2010.

At the August 12, 2010 meeting, the CAC agreed that BSD would hire all Flynn Staff including a full time director, three quarter time assistant director, all core staff members and additional contract staff as needed. The other three sites would remain status quo with two site co-leaders, one hired by BSD and one hired by BPR. Core staff would be hired by BPR and enrichment staff hired by BSD. It was also agreed that all billing and snack would be handled by BSD for all sites. These decisions effectively modified Recommendation 4, expanding the assistant director positions at Flynn to three quarters time in the pilot program, holding off a decision on Recommendation 5, which would have all staff hired by BSD, partially implementing Recommendation 6 to have snack, billing, and some operations shift to the BSD, and recommitting to Recommendation 7 to reinforce the importance of BPR's investment in the Collaboration.

Ms. Morehouse also presented a tool that the Vermont Center for Afterschool Excellence was piloting at several sites across the state to assess program quality. She offered an opportunity to the Burlington Kids program to participate. The CAC agreed that this assessment would be piloted at Flynn and perhaps other sites as well.

In discussing Recommendations 6, 7, and 8 again, members asked for and were offered an explanation for how policies were determined, written, and implemented. Furthermore, the reporting relationships under the new model were explained so that it became clear the assistant directors report up to the director who would be an employee of the BSD. In the new model, all employee and operational policies would be the same eliminating misinterpretations and conflicts. Combining the programs also presented new opportunities for programming and a way for children to participate in activities together from various schools. .

The August 23rd meeting of the CAC began with an educational component on trust for CAC members only. The CMT had done considerable work in the previous year to develop trust with one another. After seeing the *Transactional Trust Model* in print and discussing it, several CAC members understood the significant strides the collaborative management team had made in the previous year. The educational portion of the meeting was held only for CAC community members per their request and then was abandoned after the first hour in order to have time for a discussion on issues including: program quality, personnel, hiring and training of staff, and the potential budget deficit.

On September 15, 2010 the CAC chose to meet without the collaborative management team involvement to focus on formulating questions that would foster their understanding of the key issues and root concerns. The CAC posed 34 questions to the CMT in the following eight categories:

1. Public Involvement
2. Money
3. Quality Programming
4. Value and Role of BPR & Other Partners
5. Administration
6. Meeting Needs
7. Role of Committee and Future Governance
8. History

These questions and their answers may be found in Appendix E.

Due to personal reasons, Holly Morehouse stepped down as chair of the CAC at the October 7th meeting. Alan Matson stepped in as the interim chair for this meeting until Tom Burke was elected at the November 1st meeting. Ms. Steinbach reviewed the way the CMT developed the concept of the recreation specialist (RS) and certified therapeutic recreation specialist (CTRS) positions. Two handouts were circulated: *Recommendation 8 and the Job Descriptions* as stated in the *Transition Report* and a diagram to show the proposed staffing alignment.

Mrs. Leugers explained what “leisure” means in the lives of children. She explained the term “non-obligated time” and described some of the activities that may constitute that time. Afterschool time allows children to explore, play, and socialize and doesn’t change for any age group. She also reviewed the staffing structure and further reiterated the crucial partnering between the BPR Recreation Specialists and the BSD Site Directors. It was clarified that the

recreation specialists would float among several schools and the site directors would not. The site directors set the program in place and implement the program. The recreation specialists would have dedicated time at each school and would work with the site directors to develop program plans. Ms. Steinbach estimated that approximately .5 FTE of each full-time position would be dedicated to the afterschool program during the school year. Reporting relationships were clarified for each partner. BPR staff would report to Dan Cahill and BSD site directors would report to Nina Mazuzan.

Mrs. Leugers reviewed the details of each job presented in the second handout. The intentionality and focus of the new positions were discussed as well as the built in planning time. CAC members questioned whether one recreation specialist was enough to cover two schools and whether there was enough time and funding for the recreation specialist positions to adequately support the Burlington Kids program.

Ms. Steinbach clarified the differences between the Recreation Specialists and the Certified Therapeutic Recreation Specialist and said that initially BPR was planning for one Recreation Specialist and one CTRS. After developing their work plans, staff realized they needed two recreation specialists to support fully the program and one CTRS to work across the City. Each position costs about \$67,000 each with fringe/ \$41,000 without fringe. Staff concurred that while this might be the ideal staffing, but the Burlington Kids' budget will not support three positions. The CAC asked the staff to revisit their budget projections and report on the impact a third position would have on the budget and potential deficit.

Mrs. Leugers also explained the CTRS position, its qualifications, and duties. Ms. Steinbach said that the BPR does not have an ADA compliance officer and all departments in the City have been asked to have them. Regulations are being revised over the next two years and BPR is trying to lead the City in ADA compliance and needs the CTRS position to help implement the regulations. Ms. Collins explained that the BSD provides some support regarding ADA by using the District's special education staff; however, they are usually not available after school hours.

Concerns about the positions being union or non-union surfaced at the October 7th meeting and continued at the November 1st meeting. Bill Rasch, ASCME Union Representative, gave an impassioned plea to keep the positions in the union. Mr. Matson said that the CAC was an advisory committee and noted that a decision about union or nonunion employees is not part of their charge. Ms. Steinbach further clarified that the CAC has focused on the positions only and not their classification or the people who will fill them. Some CAC members noted that union status might help attract and retain strong candidates to the positions.

At the November 1 meeting, there was significant discussion about the budget and how it would shift based on having one or two site directors, offering paid benefits to full time site directors, but not to part-time assistant directors, and the resulting structural deficit. CAC members differed on how the deficits could be addressed. CAC members also revisited the two positions of recreation specialist and certified therapeutic recreation specialist and debated whether there should be one of each or two recreation specialists. Finally, the CMT presented all 34 of their responses to the questions posed by the CAC members.

Earlier that week, the Burlington School Board Curriculum Committee asked the City to clarify the role that BPR plays in the collaboration. On behalf of the Committee, Mr. Matson said the City's parties need to have this discussion and come back with an answer. He thought that the place where the CAC was heading now was not aligned with the original intent of the collaboration and its agreement. Furthermore, there was a concern that the City has a history of shifting its priorities and he said the Curriculum Committee thought it was time to call the question. In fact, the full school board approved a motion to adopt the full recommendations at its November 9th meeting. Their resolution was as follows:

“Resolve for the full Board to adopt the recommendations of the Burlington Kids Collaborative Management Team around the implementation of a collaborative model partnerships for Burlington Kids in order to assure sustainable funding for enriching after school opportunities and care for all of Burlington’s children.”

After learning of the resolution and having further discussion, many community members expressed concern that the Committee was going beyond its charge and expressed a desire to have the work conclude. Several members proposed setting a deadline to have the CAC finalize its recommendations.

The November 18th meeting began with a presentation by the BPR staff. Mrs. Leugers described a new organizational chart. The recreation specialist positions would support program design especially regarding recreation and leisure programming and activities. They would also develop staff training opportunities, coordinate transportation, bring in community partners, identify funding sources and potential sponsorships, and inventory program related supplies.

Mr. Cahill presented a “day in the life of a typical recreational specialist.” If these positions were currently staffed, a day in their life would include:

- Planning time with site staff
- Revisiting or rewriting curricula
- Preparing for site visits
- Supporting Youth Program Quality Assessment work (part of state-wide pilot of this tool)
- Participating in site meetings with core staff
- Developing special events
- Mentoring site staff

Other activities, outside of Burlington Kids afterschool program, might include coordinating:

- Support camps
- Adult (23-40) wellness and enrichment
- 50+ programs

- New programs including special needs considerations (not the same as the CTRS)
- Family programs

Many of the CAC members' questions were centered on the positions proposed in Recommendation 8 and in particular, on the *number* of positions the budget could support. Some CAC members felt strongly that in order to have a successful, quality afterschool program one recreation specialist was not enough. This point of view led to a split vote.

In the end, a 4 to 3 vote resulted and Recommendation 8 passed as originally stated. Its passage did not diminish the support the majority of members had for the shift in overall direction of the program. Those who disagreed did so primarily because they felt the two additional positions did not go far enough to provide the kind of program support they would like to see in order to reach certain quality goals. In the end, the CMT felt strongly that a responsible budget must be put forth. At the same time, Ms. Steinbach agreed that if data showed that more resources were needed in the future to staff up or add another position, she would not hesitate to provide additional resources.

With that understanding, the CAC discussed public process, one of its primary tasks. Several members felt that by having all meetings warned and open to the public as well as posting all minutes and documents, they had met the requirement for having a transparent process. Other members felt that more could be done. It was agreed that a report would be done along with a press release. The report would go to the Burlington Parks and Recreation Commission meeting for their review before being sent on to the City Council. Chairman Burke asked the Committee if any other work needed to come before them. Hearing none, the CAC concluded its work on November 18, 2010.

Conveyance of Report to Burlington Parks & Recreation Commission

Community Advisory Committee Members

Names	Signature
▪ Tom Burke, Chair	_____
▪ Kathy Chasan	_____
▪ Tiffany Delaney	_____
▪ Patrick Halladay	_____
▪ Shireen Hart	_____
▪ Dave Hartnett	_____
▪ Nancy Kaplan	_____
▪ Ann Kiley	_____
▪ Alan Matson	_____
▪ Holly Morehouse	_____

Conclusion and Next Steps

1. CMT meets over the course of December and January to prepare a new transition plan to help determine the transition time frames for implementing the recommendations.
2. Report goes to Burlington Parks & Recreation Commission, City Council, and the Burlington School Board (January 2011).
3. Department of Parks & Recreation submits its FY2012 recommended budget inclusive of the revised funding tied to Burlington Kids and other Department programming initiatives (December / January).
4. As part of the FY2012 Budget documentation, BPR submits the final job descriptions to HR for grading and classification decisions.
5. Once Item 4 is complete, work with HR, Legal, and Finance Departments to detail the recruitment / filling of each position (decision points will be around external, internal recruitment or union transfers, among other things).
6. City of Burlington will define and implement processes of eliminating existing BPR Site Leader positions and process for filling new Recreation Specialist positions. (Minimum 60 day term for that process).
7. CMT continues to implement parts of the recommendations as it can and as allowed within existing budget and policy constraints.
8. CMT continues to explore Item 1 and as budget adjustments are defined and ready for discussion with City of Burlington Administration, BPR presents budget revision details and requests to Mayor, Administrative Officers, Board of Finance, and City Council (January – April and beyond if necessary).
9. CMT continues in an ongoing review, documentation, and notice of Flynn Pilot site.

Appendices

Appendix A: Current Staffing Model

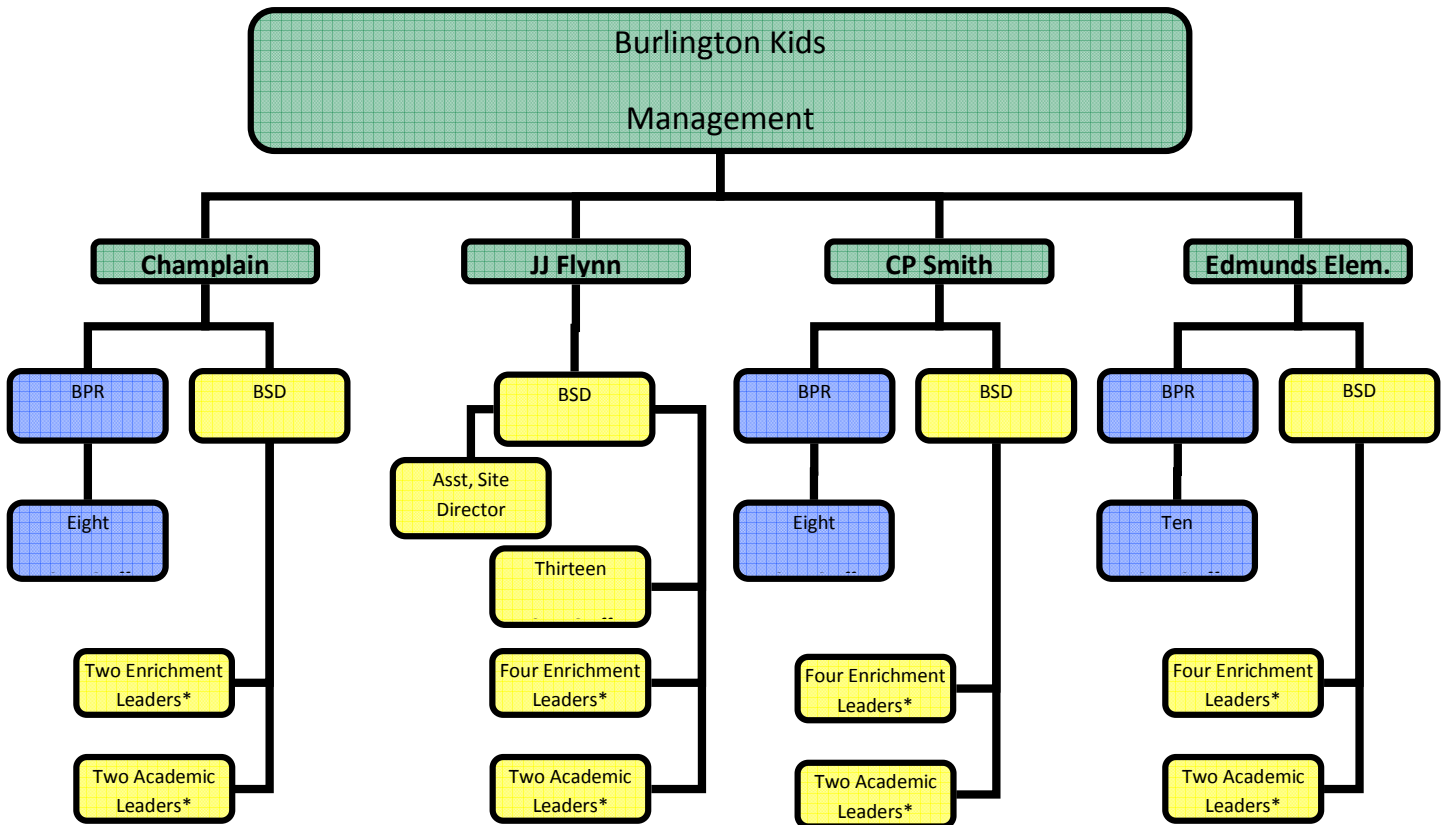
Appendix B: Approved Staffing Model

Appendix C: Recommended Budget

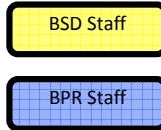
Appendix D: Job Descriptions

Appendix E: Questions and Answers Regarding Burlington Kids Afterschool Program

Appendix A: Current Staffing Model



*These numbers indicate the daily number of staff. BSD typically hired six to ten individuals at each site to fill these positions in a given week



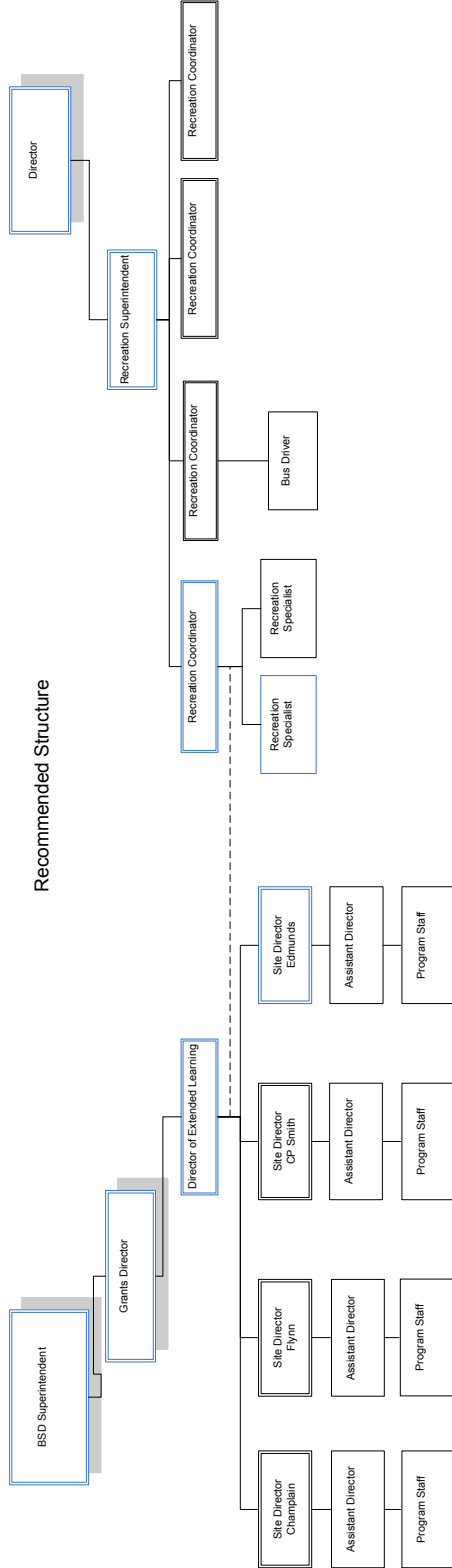
Burlington Kids
FY10 Staffing Resources and

Appendix B: Approved Staffing Model

Organization Chart

Burlington School District
Burlington Kids
Play • Learn • Discover

Burlington Parks and Recreation
Recreation Division



Recommended Structure

Recreation Specialist Functions Burlington Kids

- Assist in program design
- Support professional development and coaching of core staff and activity leaders, specifically in program development and leisure programming.
- Development of staff training opportunities
- Coordination with community partners and vendors
- Coordination with afterschool programming opportunities
- Identify funding and sponsorship opportunities for leisure and recreation services.
- Develop and coordinate program wide special events that bring together multiple sites.
- Procure, inventory, and issue supplies equipment and instructional materials as needed for recreation and leisure programming as needed.
- Support the collaborative development of marketing and outreach materials.
- Establish goals objectives and track measurable outcomes for recreation and leisure programming elements within Burlington Kids.

Recreation Specialist Functions Burlington Parks and Recreation

- Plan, develop and execute out of school time programming, including family and adult offerings. Specifically, full day vacation programming, summer programs, special events and outdoor adventure programming.
- Coordination with community partners and vendors for programming opportunities.
- Identify funding and sponsorship opportunities for leisure and recreation services.
- Procure, inventory, and issue supplies equipment and instructional materials as needed for recreation and leisure programming as needed.
- Support the development of marketing and outreach materials.
- Establish goals objectives and track measurable outcomes for recreation and leisure programming services.
- Select, supervise, and evaluate part-time temporary seasonal staff and volunteers.

Impact of Positions Recreation Specialist

- Building better capacity and sustainability for Department of Parks & Recreation.
- The Mission of BPR is to enhance quality of life for all the citizens of Burlington and the visitors to our community. The introduction of Recreation Specialist positions allows us to better meet this mission while also improving the quality of the Burlington Kids program.
- Filling citywide gaps in recreational program offerings.
 - Ity, Outdoor Education, Special needs, Adult, and Family
- Increasing Parks & Recreation revenue through additional program offering.
- Additional transportation coordination citywide during afterschool and throughout the year.
- Training/mentoring of staff in afterschool around recreation and leisure education improving citywide program quality.
- More effective and efficient use of city taxes.
- No duplication of services in city run afterschool programs on the elementary school age level.

Appendix C: Recommended Budget

Burlington Kids Expenses	Current FY11 Model	Dec 1 Transition	March 1 Transition	Recommended Model
Admin/Overhead Total	183,024	201,999	192,159	208,035
Champlain Total	167,727	141,311	152,645	127,724
EES Total	193,542	173,990	185,490	162,827
Flynn Total	203,502	203,502	203,502	203,502
Smith Total	196,810	173,359	186,782	162,868
Total Operating Costs	761,582	692,161	728,418	656,921
Admin/Overhead Costs	183,024	201,999	192,159	208,035
Total Expense For All Sites	944,606	894,160	920,577	864,956
Program Income (fees and subsidies)	547,244	547,244	547,244	547,244
Net School Budget Cost	284,268	284,268	284,268	284,268
Total Revenue	831,511	831,511	831,511	831,511
P/L	(113,094)	(62,648)	(89,066)	(33,445)

Appendix D: Job Descriptions

DRAFT

City of Burlington Job Description

Position Title: Recreation Specialist

Department: Parks and Recreation

Reports to: Recreation Coordinator

Pay Grade:

Job Code:

Exempt/Non-Exempt:

Union: N/A

General Purpose:

This position is responsible for the planning, designing, organization, staffing, directing, controlling and evaluation of recreation/leisure programming for Burlington Parks and Recreation.

Essential Job Functions:

- Plan and promote and lead leisure educational opportunities during out-of-school time to youth.
- Develop and coordinate with community partners, youth recreational/leisure play service offerings.
- Procure, inventory, and issue supplies, equipment and instructional materials as needed with service delivery.
- Organize the planning, departure and return of all field trips with our department bus. Coordinate transportation during the school year and summer camp programs.
- Develop and coordinate staff/volunteer training and orientations as needed for leisure programming including the Burlington Kids program.
- Hire, organize, and program vacation camps during school vacations
- Coordinate with Burlington School Department and community partners recreation/leisure delivery by need and site.
- Publicize programs and activities through appropriate media in accordance with department procedures and policies.
- Prepare and submit reports and records as requested by supervisor.
- Support the selection, supervision and evaluation of part-time, temporary, seasonal staff and volunteers for leisure programming, including the Burlington Kids program.
- Promote positive working relations with public, private, voluntary and commercial agencies sponsoring or co-sponsoring activities and services with department.
- Follow city policy for collections of fees and charges for recreational activities.
- Design procedures and make recommendations to supervisor on effective and efficient use of department and community resources.
- Study and evaluate participation, attendance, trends and effectiveness of program activities during school vacation camps and summer programs.
- Recommend, project and execute budgetary expenditures/revenues.
- Establish goals, objectives and track outcomes based upon individual, group and community needs.
- Prepare fundraising and grant applications as needed.

Qualifications/Basic Job Requirements:

- Bachelor’s Degree in Recreation/Leisure Education Management or closely related field.
- Two years’ experience in supervision/administration of Recreation/Leisure Management services to youth.
- Must have CPRP or able to obtain and maintain certification from National Recreation and Parks Association, or obtain within 2 year.
- Knowledge of the principles and practices of recreational services.
- Highly developed organizational skills required to oversee simultaneous program implementation.
- Ability to communicate effectively orally and in writing and to provide motivation to subordinate staff and volunteers.
- Ability to develop and adapt a schedule of services to meet the needs of a diverse population.
- Knowledge of budgetary procedures preferred.

Physical & Mental/Reasoning Requirement: Work Environment:

(Needs to be inserted by HR)

Supervision:

Directly Supervises: _____

Indirectly Supervises: _____

Disclaimer:

Approvals:

Department Head: _____

Date: _____

Human Resources: _____

Date: _____

DRAFT

City of Burlington Job Description

Position Title: Therapeutic Recreation Coordinator

Department: Parks and Recreation

Reports to:

Pay Grade:

Job Code:

Exempt/Non-Exempt: Exempt

Union: N/A

General Purpose:

This position is responsible for the planning, designing, organization, staffing, directing, controlling and evaluation of Therapeutic Recreation services.

Essential Job Functions:

- Plan and promote leisure educational opportunities for special needs population.
- Develop Individual Recreation Plans as needed for population segment, including individual family, case workers, and academic school personnel on an annual basis.
- Collaborate with community partners that work with special needs population.
- Prepare detailed schedules of activity for all segments of recreational service offerings.
- Procure, inventory, and issue supplies, equipment and instructional materials as needed with service delivery.
- Organize the planning, departure and return of all field trips sponsored or coordinated by the department.
- Develop and coordinate staff/volunteer training programs for all department staff and collaborative partners within the community as needed.
- Coordinate with Burlington School Department Special Education Specialists, Individual Recreation Plans and Individual Educational Plans development as needed.
- Select, supervise and evaluate part-time, temporary, seasonal staff and volunteers.
- Publicize programs and activities through appropriate media in accordance with department procedures and policies.
- Prepare and submit reports and records as requested by supervisor.
- Select, evaluate and supervise part-time, temporary, seasonal staff and volunteers.
- Promote positive working relations with public, private, voluntary and commercial agencies sponsoring or co-sponsoring activities and services with department.
- Follow city systems for collections of fees and charges for recreational activities.
- Design procedures, make recommendations to supervisor for the effective and efficient use of department and community resources.
- Study and evaluate participation, attendance, trends and effectiveness of program activities and Individual Recreation Plans as needed.
- Recommend, project and execute budgetary expenditures/revenues.

- Establish goals, objectives and outcomes based upon individual, group and community needs structure.
- Prepare fundraising and grant applications as needed.

Qualifications/Basic Job Requirements:

- Bachelor’s Degree in Therapeutic Recreation or closely related field.
- Two years’ experience in supervision/administration of Therapeutic Recreation services.
- Must have CTRP or able to obtain and maintain certification from National Recreation and Parks Association, or obtain within 2 year.
- Must maintain CTRP certification.
- Knowledge of the principles and practices of TR and recreational services.
- Highly developed organizational skills required to oversee simultaneous program implementation.
- Ability to communicate effectively orally and in writing and to provide motivation to subordinate staff and volunteers.
- Ability to develop and adapt a schedule of services to meet the needs of a diverse population.
- Knowledge of budgetary procedures preferred.

Physical & Mental/Reasoning Requirement: Work Environment:

(This needs to be inserted by HR)

Supervision:

Directly Supervises: _____

Indirectly Supervises: _____

Disclaimer:

Approvals:

Department Head: _____

Date: _____

Human Resources: _____

Date: _____

Appendix E: Questions and Answers Regarding Burlington Kids Afterschool Program

1. Q: What structures will be put in place to allow for parent input? Steering Committees at sites? Overall advisory committee?

A: Current tools such as the Parent Survey, site meetings, email, a suggestion box at each site, and regular communication with the site leaders will be kept in place. We are interested in developing a technological interface between parents and sites to gain additional input. We are interested in defining an overall program advisory committee comprised of a representative group of parents who have children in the program from across the district.

2. Q: When and what is the public process going to be?

A: The public process will be determined by the whole BKCAC. Current committee members should be speaking with their constituents regularly according to the CAC charter. Minutes and status reports can be used as the basis of their communications.

3. Q: Very concerned about the vulnerability of the program when under the BSD. How can we reassure parents that programs won't be on the chopping block? and 4. With the upcoming budget cuts, what is the likelihood that the afterschool program will be cut or reduced?

A: With so many people looking at this program and with the needs of families being met, it is not likely that the program will be eliminated. However, in these difficult budget times, no guarantee can be given, regardless of whose program it is. This is why maintaining the program as a partnership makes most sense, as it diversifies the funding and makes the program one of the entire community. As long as the public continues to support the program, it will likely continue. We are working to develop a new MOA to define responsibilities and ongoing sustainability. Additionally, we will continually identify and pursue alternative funding mechanisms to assure financial sustainability.

5. Q: What's the financial commitment being made by BPR & schools? (parents care about kids- BPR and BSD have to deal with program & finances)

A: BPR will continue to make a financial contribution, which depends on the scenario that is finally embraced. It's important to remember that the contributions of both partners go beyond financial resources (personnel, time, program knowledge, transportation, etc.). We expect the CAC to continue to study the budget figures presented to help understand the financial contributions of both partners under various scenarios.

6. Q: Before BSD & BPR began the collaboration what were City Kids and BAS finances?

A: The City Kids program was being subsidized by the City to offset benefits and transportation costs. Burlington Afterschool ran a balanced budget.

7. Q: Are there specific budget/monetary gains to be had from the merger? If so, where does the extra money go?

A: Under the original recommendations, revenues were shifted to support funding of recreation specialists at BPR and expand programming opportunities across the City, as well as to create opportunities to leverage additional partners to out-of-school programs. See prior minutes. Efficiencies and accountabilities were identified and positive cash flow was not anticipated.

8. Q: Are we just trying to move a program that will continue to be financially troubled?

A: No.

9. Q: I'm a bit concerned that the conversation has centered on budgets, administration and internal politics with the quality of programming seldom mentioned. It seems that there is little new curricular philosophy accompanying the program, when the merger provided a great chance to rethink the "what" and "why" of the programs.

A: One of the primary things that the collaboration accomplished at its foundation and at the very beginning came from that precise "rethinking." Now, effort has been given to these system elements because that was the charge of the CAC, by responding to the recommendations, which relate to specific systems issues. The collaboration management team works closely with the site leaders to review continuously the curricular offerings and works to improve programming regularly. We are 100% committed to having a high quality program. Examples of this commitment include the quality assessment, the STARS program, and ongoing self- assessment. This year the collaboration management team has been somewhat limited in its ability to focus on quality relative to what it usually does due to the emphasis on improving the systems issues and working with the CAC. As we coalesce on the systems issues, the collaboration management team and site leaders can be more focused on working together on specific elements regarding program quality. The site leaders, however, are constantly focused on quality.

10. Q: Where is the balance between serving more students verses quality?

A: Each site determines its capacity based on several variables such as licensing requirements, site assets, materials, space, and available staff. The site leader is in the role of the quality control manager.

11. Q: in the sites where BPR is still directly involved – how do we know that the program will be consistent and maintain its focus?

A: All program sites have the direct involvement of BPR as does the planning for all programs at all sites. Consistency will be monitored using the quality assessment tool, STARS, and the ongoing self-assessment.

12. Q: how will the field trips be organized and how often will they occur?

A: Each site has a dedicated field trip day once a week and we are working to involve the Sustainability Academy as well. In addition, fifth graders from five of the schools are involved in monthly joint field trips. These fifth grade trips will culminate in a district-wide year end adventure trip.

13. Q: What kind of input have you gotten and do you intend to get from the BPR site coordinators with historical knowledge of the after school programs – in terms of their perspective on the intended model?

A: Thoughtful, ongoing input has been received from BPR site coordinators, and that has had significant impact in shaping the recommendations that the collaboration management team is making.

14. Q: What role will Susan and Sarah Carter have with the intended collaboration? The answer is important to me because of their years of experience.

A: This model is intended to address positions, not specific people. We value the knowledge, experience, and relationships that our senior staff has built. Information will also be shared when Recommendation 8 is discussed.

15. Q: how many hours per week will the Recreation Specialist have with each site?

A: It depends on the specific site's needs and the skills and abilities of staff. We look forward to discussing this in Recommendation 8.

16. Q: How will the model foster collaboration with other community agencies in terms of program offering?

A: This model expands the opportunities for collaboration across the city by redistributing BPR staffing resources, which will in turn allow the dedication of resources to leveraging other partners.

17. Q: How many hours will BSD supervisors spend at the different sites regularly throughout the year?

A: Supervisors for the program have a number of other duties and will spend whatever hours are necessary and consistent with their stated job duties. As has always been the practice, supervisors will continue to conduct on-site visits, help address staffing shortages, provide specific support and supervision to on-site staff, observe children and programs, and provide feedback to staff on quality improvements.

18. Q: Hiring process – need more details. More details on contract and pension process. How to attract quality experienced staff. How to lessen turnover.

A: This question has 4 parts: 1) The hiring process needs to be mapped so that all steps are clear for all staff and partners involved. 2) The details of the contract and benefits are not clearly defined at this time and will be determined by both human resource departments when appropriate. Full consideration will be given to the components of a successful contract to lead toward strong employee retention. Feedback from the CAC would be welcome to help identify recommended components of such a contract. 3) The CAC is invited to contribute ideas on how best to market the program and employment opportunities to attract quality, experienced staff. 4) Turnover is affected by a variety of factors. The CMT will begin to track turnover rates as part of its performance metrics. The answers to B & C above will also impact turnover rates.

19. Q: how will it work to have things under BSD, but having the license maintained by BPR? Sounds complicated.

A: The efficiencies presented in the model strengthen the program and allow each partner's resources to be better allocated throughout the program. The State must approve the model and will review all management of the program as they have done previously. The program will remain under the collaboration and not move entirely to BSD. We will develop all of the compliance elements required by the State and continue to evolve our management of the program to align with licensing.

20. Q: Billing, food, and scheduling – what are the new processes? How are they working? (mostly a staff efficiency concern)

A: New performance metrics are being established on billing, food, and scheduling. Staffs are reporting significant time savings and efficiencies in food purchasing and billing. Quality improvements and refinements are being made weekly. Site staffs are working with the collaboration management team and central administrative personnel to deliver specific feedback and make appropriate changes. The billing is now in its second cycle and space can potentially be used on the bill to send messages and invite parent feedback along with site suggestion boxes, soliciting direct on site communication with parents/guardians. Scheduling processes have not changed. Activities are running as planned for Session 1, taking into consideration the building constraints at Flynn and Smith. The partnership is committed to evaluate and adapt program and scheduling design on an ongoing basis.

21. Q: Will or do site coordinators receive benefits under BSD? This helps with retention and quality.

A: Yes. See answer 18 for additional clarification.

22. Q: How do we make sure that ALL critical days are covered for working parents? We have already had one day that was not.

A: We need to better study the calendar during the planning cycle and communicate sooner. The new holiday was in response to the BSD's increasingly diverse community and fell early in the school year. Under the new model and with realigned resources at BPR, additional programming days may be considered if the need is demonstrated. It is possible that this partnership could reach out to additional partners to create a community-wide calendar showing expanded options in the future. This is one of the goals in the application of the new model which would allow each partner to realize their strengths and seek new collaborators

23. Q: How will the needs of working families continue to be met as far as hours and the days that the program is open?

A: No changes are anticipated.

24. Q: Who are you marketing the program to and how do you get them in the program?

A: We market the program to school aged youth and their families. It is promoted on websites, in seasonal brochures, through the schools, personal contact, etc. Our marketing approach is dynamic and expansive. With all of those avenues, a number of response vehicles are provided. Then, families complete registration packets, sometimes using translators or ESL teachers to help. In addition, open houses are offered. Staff members go above and beyond to reach out to families who have been involved in the past, and many of them can connect to new families.

25. Q: how can we be sure that BSD continues to provide a program that was designed by BPR and is desired by the community?

A: The premise of this question may be incorrect as we are interpreting it. The program is not moving to the BSD. Some processes such as billing and food ordering have moved to create greater efficiencies and cost savings. The program in its current form has been designed and run by both partners for three years. The strengths of each partner are represented in the program and will continue to be in the future. In addition, it responds to meet the needs of children and parents from both perspectives, i.e. those who may just want to sign their child up for a specific activity or academic support opportunity, or for families who have a determined childcare need and seek out more consistent care. We believe that parents do not want an "either/or" choice. Further, the children of families from either perspective benefit from an integrated program that offers an array of options. The management team and program site leaders understand that there are continuing opportunities to define "enrichment and recreation" as well as understand the variety of parent needs and perspectives and educate the community on what those encompass. Furthermore, BPR will not return to the prior model of its City Kids program, which was not exclusively recreational as some might have assumed. Rather, it encompassed an array of activities for children that were structured and unstructured in order to develop lifelong leisure skills. BPR remains committed to its partnership with the BSD to support the operations and management of the Burlington Kids program at the highest appropriate level.

26. Q: What is the specific charge to this committee? Are we meeting/ exceeding that charge?

A: The purpose of the CMT is to set policy; monitor the program; manage the budget; make decisions; meet staffing, grant, and licensing standards; and sustain the program through its collaborative partnership. The Burlington Kids Community Advisory Committee was asked to advise and review the process and decisions of the CMT as stated in their report. The purpose of this committee as originally stated is to:

1. Develop a deep understanding of the Burlington Kids Afterschool Program.
2. Review all information and recommendations made by the collaboration management team and offer perspective, advice, and constructive opinions while implementing a public process for more thorough community review.
3. Review information and CMT recommendations, provided by staff, and after providing for public input, develop and make recommendations on Burlington Kids to the Parks & Recreation Commission, the City Council, Mayor, and School Board.
4. Communicate accurately the processes, messages, decisions, and outcomes and report back to their constituents as appropriate.

At this time, the CAC is exceeding its charge.

27. Q: need clarification on the committee's role – is the charter limited to only say yes or no to the recommendations or are we expected to offer alternatives and other suggestions?

A: The collaborative management team welcomes suggestions and alternatives from the committee. See answer 26 above. The charter limits the role of the CAC to responding to the recommendations in the report, and providing education back to their constituents/ gaining public input.

28. Q: What is the purpose of the Advisory Committee? Ideas? Advice? Build support?

A: See answer 26.

29. Q: What is expected from the school board?

A: The BSD members on the CAC will report back to the school board. The Burlington Kids Program will continue to operate jointly and seek input, discussion, affirmation, and approval from both policy bodies: the City Council and the School Board, as it moves forward with the program.

30. Q: Which committee of the city has the authority over this group and who makes the ultimate decision?

A: The Burlington Kids Community Advisory Committee was authorized through a City Council Resolution. This action delegated responsibility for how to address the issues resulting from the

eight recommendations provided by the collaboration management team to the Parks & Recreation Commission, an advisory body to the City Council. The Parks & Recreation Commission approved the formation of the community advisory committee. The City Council agreed with both the decision of the Commission to create the group and the charges which the group was given, and reiterated the charge to the group with conducting a full public process. The Community Advisory Committee has the responsibility to submit its recommendation(s) to the Parks and Recreation Commission. Because this program is run in partnership between the City of Burlington Parks & Recreation Department and the Burlington School District, respective policy bodies of both entities must also approve of the program through its approvals of personnel structure, contracts, and budget appropriations. Management decisions, including program design, staff assignments, use of budget appropriation, program goals and objectives, among others, reside collectively between the management staff of both entities, with reliance upon various methods of input, just as they do for all programs and projects.

31. Q: There's a feeling that the main decisions have already been made. Is the final structure truly up for discussion?

A: If by "structure" you mean the "collaboration," then it is final since that is how the program has already operated for three years. If you mean "how the collaboration is implemented," then there is an opportunity to make refinements.

32. Q: Who decides when and if there will be a merger?

A: The partnership between BPR and BSD has been a natural evolution to provide a sustainable and high quality afterschool program for Burlington families. There are additional opportunities for new partnerships in the future, but the premise that a merger is currently being discussed is incorrect.

33. Q: What is the history that motivated the merger? Was it necessitated by the end of the grant to the BSD enrichment program driving enrichment to seek other funding sources? If so was due diligence done to seek more grant support? Was it always the plan to merge the program once the grant ran its cycle? Or, was it driven by a philosophical belief that the programs are best housed under a single roof?

A: There are apparently a number of incorrect assumptions in this question; see answer 32 above. As mentioned above, the collaboration formed several years ago and was a natural and practical decision not driven by grants or financial resources. Rather, it was a diversification and expansion of all resources by both entities. A small, but significant example of that expansion is in the creation of access to scholarships through BPR. While the revenue streams have been changed due to grant reductions for the Burlington school program, these changes did not drive the decision to form the collaboration between the BSD and the BPR. Furthermore, some of the requirements in the 21C grant necessitate program recipients to seek sustainability for their programs in the future. The partnership with its recommended changes makes the quality program sustainable and accessible to more families. By collaborating to provide a unified quality

program, we create one caring community within each school site and across Burlington as a whole.

34. Q: Why was Flynn chosen as the pilot?

A: Flynn has the best space. For the original pilot three years ago, the Flynn site coordinator and principal both independently volunteered their school as a pilot. With the unprecedented dual openings in both site coordinator positions this fall, the CAC supported a pilot of integrated leadership and staffing per the recommendations to occur at Flynn again. However, it is important to note that this pilot only partially implements the full recommendation.