



WASC MID-CYCLE PROGRESS REPORT

EFBA

640 Davis Street, Suite 26

San Francisco, CA, 94111

May 31, 2024

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS

I: School Description	3
II: Significant Changes and Developments	4
Online classes	4
Private lessons	4
Hybrid classes	4
In-person Site Selection	5
Cultural Activities	6
IT Department Creation	6
III: Engagement of Educational Partners in Continuous School Improvement	7
IV: Progress on the Implementation of the Schoolwide Action Plan	8
Improve data collection and analysis related to students	8
Improve ways to address student needs / students' underperformance	8
Improve resource planning and budgeting to best suit student needs	9
V: Revised Schoolwide Action Plan	10

I: School Description

EFBA is a California-based nonprofit, recognized by the Internal Revenue Services. It is also a youth organization acknowledged by the CA Department of Justice and a part-time school accredited by the Western Association of Schools and Colleges. As an educational organization, we aim to provide high quality multicultural francophone education to our students, excellent training and professional development to our employees and volunteers, and top of the line instructional materials; including our very own pedagogical curriculum, French language textbooks, teachers guides and audio files.

EFBA offers group and online French courses to students K-5, as well as online courses for students 6-12. Group courses are offered with two tracks, one for francophone students and one for students for whom French is a second language (FSL). Courses cover the four basic productive and receptive skills: Speaking, listening, reading and writing. They also include level-appropriate grammar, vocabulary, pronunciation, and cultural instruction. Thematic courses, such as French through Art or Math Games, are sometimes offered, based on enrollment. Private and semi-private lessons are available upon request. During the 2023-2024 academic year, EFBA provided French language instruction to more than 150 students in group classes and upwards of 40 students in private lessons.

Our vision is a world in which all children grow up multilingual and multicultural to live in peace, be their best self and protect the environment. In order to realize this vision, EFBA is committed to inclusion: We respect the dignity and well-being of each child by creating a respectful and positive environment in which each child can find his/her/their place and reach his/her/their full potential. We provide an inclusive and welcome environment to the children and adults who participate in our programs, their families, our employees, staff members, and volunteers

It is particularly important for us to provide access to our programs for all children. Living together, accepting and respecting differences, and enriching the community through diversity are all part of our mission. We are committed to welcoming all children, regardless of ability, gender or gender identity, sexual orientation, age, cultural, racial, ethnic or national origin, social origin, opinions or beliefs. We value and respect the entire Francophone world and beyond.

EFBA also strives to make our programs accessible to families from all economic backgrounds. Recognizing that financial barriers can prevent children from accessing quality language education, EFBA offers scholarships and financial aid to ensure inclusivity. Children who cannot afford other language programs still have the opportunity to learn and grow with EFBA.

II: Significant Changes and Developments

Online classes

Prior to the Covid-19 pandemic, EFBA offered in-person instruction only. However, the pandemic forced the organization to pivot to an online instructional model. EFBA staff and teachers took advantage of platforms and tools such as Google Classroom, Zoom and Google Meet to continue offering high-quality instruction in an online format. This model was extended to Summer Camps as well.

When in-person instruction became available again, EFBA Leadership decided to continue offering online group courses and private lessons for grades K-12. The online model serves the needs of families:

- Located where in-person French language instruction is not available
- Whose schedules conflict with in-person course schedules
- Whose children's levels are not offered at their local in-person EFBA site
- Whose children have aged out of K-5 in-person classes

By continuing to offer online courses, EFBA has also been able to expand access to French to middle and high school students, whose local EFBA site may not offer age-appropriate classes, as well as tap into a more diverse teacher population, as qualified and experienced instructors can be located anywhere around the world. Finally, online courses have allowed EFBA to recruit the critical mass necessary to offer thematic courses such as Oceanography in French and Cooking in French.

Private lessons

The pivot to online courses has allowed EFBA to offer private and semi-private lessons. This allows the organization to serve the needs of families:

- Who require more flexibility in terms of schedules
- Whose children have specific academic goals
- Whose children have learning differences, in order to provide supportive and individualized alternative to group classes

Private and semi-private lessons also provide more work opportunities for EFBA instructors, on schedules that are convenient for them.

Hybrid classes

To offer maximum flexibility to families whose schedules require it, EFBA now offers a hybrid program. Students attend in-person group classes once a week (instead of twice) and the second lesson is delivered in a private lesson format via Zoom on a fixed schedule that works for the family.

The hybrid program also provides additional work opportunities for EFBA instructors.

In-person Site Selection

Every year, EFBA gives careful thought to in-person site selection, with the goal of offering robust, high-quality programming to families and building a solid, long-term francophone and francophile community at each. At the onset of the Covid-19 pandemic, EFBA was offering or planning to offer in-person programs at 18 sites:

- Belmont / San Carlos
- Berkeley
- Burlingame
- Half Moon Bay
- Kensington
- Livermore
- Marin
- Menlo Park
- Mountain View
- Oakland
- Palo Alto
- Portola Valley
- Redwood City
- San Jose
- San Ramon
- San Francisco (Panhandle)
- San Francisco (Noe Valley)
- Milpitas

The return to in-person programming in 2021-2022 post-pandemic gave EFBA Leadership an opportunity to carefully consider which in-person sites were reaching the organization's goals, and it was determined that a slow-yet-steady approach to reopening in-person sites would be best for the organization's needs long-term. Therefore, the 2021-2022 academic year saw the reopening of three sites:

- Belmont
- Berkeley
- Mountain View

The 2022-2023 academic year saw the reopening of an additional site in:

- San Ramon

The 2023-2024 academic year saw the reopening of additional sites in:

- San Francisco
- Walnut Creek

For the 2024-2025 academic year, the following in-person sites are scheduled to open (depending on enrollment):

- Alameda
- Belmont
- Berkeley

- Fremont
- Livermore
- Menlo Park
- Mountain View
- San Francisco
- San Ramon
- Walnut Creek

Cultural Activities

In 2020, the global impact of the COVID-19 pandemic prompted the acceleration of our project to launch online cultural activities, and to offer cultural activities to a broader audience. Prior to this, we had already recognized the challenges faced by some families in accessing bilingual education and cultural events, particularly those residing outside major cities. The imperative to engage in activities while confined at home further underscored the necessity for innovative solutions.

Our response involved the introduction of various cultural initiatives, such as virtual exhibition tours featuring guides situated within museums, musical activities, and online escape games centered around historical elements linked to the Francophone world. Traditionally, families in San Francisco constituted the primary participants in our events. With the shift to online activities, children from across the Bay Area, as well as from other states and different countries, gained access to playful and educational enjoyable experiences that promoted French language and cultures. This not only broadened our reach, but also fueled a heightened interest in learning the French language.

IT Department Creation

The transition to online learning during the pandemic made the education community extremely vulnerable to cyber attacks. On a daily basis we deal with teachers, young students and parents who often have little to no training in how to protect themselves online.

Cyber attacks in schools can have devastating consequences, ranging from disrupting the education; exposing sensitive personal information of students, teachers, staff, donors and volunteers; and leading to very high recovery costs - which most k-12 schools are likely not be able to afford. But even more concerning than the potential cost are breaches where student safety is compromised. Having students as young as 4 years old enrolled in EFBA programs, this is a constant concern.

In 2020 EFBA created an IT department, and now systems are in place to assess network security, safely creating and monitoring students and teachers accounts, educating staff on potential cybersecurity threats and ways to minimize vulnerability, and conducting audit controls to provide regulatory and system compliance. Even with EFBA's limited nonprofit budget, resources are invested in deepening understanding of potential future threats, as well as developing more robust options for service.

III: Engagement of Educational Partners in Continuous School Improvement

Based on the findings in our latest Focus on Learning report in 2020, EFBA has identified a schoolwide action plan which is monitored closely by EFBA leadership and the administrative staff, and adjusted as organizational needs fluctuate. For example, the Covid-19 pandemic represented a significant disruption in EFBA's traditional delivery model and available resources. EFBA Leadership has made corresponding adjustments to the schoolwide action plan, reorganizing priorities and shifting human and financial resource investments.

The greater EFBA community is also involved in the realization of the schoolwide action plan. Instructors are involved in relevant moments, such as providing feedback on new resources for DELF exam preparation or reporting back on student performance on placement and exit assessments. Student and family input and feedback is requested via surveys, parent/teacher conferences, and meetings between families and administrators.

With regard to preparing the progress report, EFBA firmly believes in the power of teamwork to complete a task, as well as the invaluable learning opportunities available in training across departments. To prepare this progress report, EFBA made every effort to involve all members of every department.

- First, department heads were assigned to write a specific section in their field of expertise.
- Second, team members with knowledge of the aforementioned departments were asked to review and leave comments and questions, to which department heads responded.
- Third, new team members and members of other departments were asked to read each section to review for clarity and coherence.
- Fourth, the final version of the report was shared with instructors.
- Finally, the report was posted on the EFBA website for the benefit of the entire EFBA community.

IV: Progress on the Implementation of the Schoolwide Action Plan

Our schoolwide action plan indicated three overarching areas for improvement based on three critical learner needs:

1. Students need more exposure to the French language outside of the classroom and opportunity for extra practice
2. Students need to connect with the language on a personal level for best results and engagement
3. Students need opportunities to develop strategic thinking and leadership skills.

Improve data collection and analysis related to students

In the 2020 self-study, it was found that feedback from students and families is not consistently collected. Therefore, a survey schedule has been created to obtain feedback from families at several points during the year. Results are shared with the administrative team and the instructors after compilation. In this way, issues can be identified and addressed on an organizational, departmental and individual level.

In 2020, it was found that no robust data was found on students' achievements. Starting in the 2022-2023 academic year, EFBA began assessing student achievement and progress using the DELF exam, an external, internationally recognized standardized test of the French language for children and teens. In 2022-2023, 20 students were tested at 5 levels. In 2023-2024, 24 students were tested at 7 levels. The results of the exam are shared with instructors and families, and used to inform EFBA's choice of resources and methods for the following academic year.

In previous self-study, it was found that there was no plan to capture data on how to understand students' performance plan & progression findings. Therefore, EFBA has instituted a system by which teachers can enter student placement and exit assessment evaluations and comments, in addition to keeping a repository for biannual report cards. This allows instructors to track student progress over the course of their years in the program.

Finally, it was found in the 2020 self-study that EFBA could improve its understanding of the impact of the Afterschool program on its students. This has been difficult to accomplish, since data collected by the Academic Director is merely anecdotal. For example, a former EFBA student who completed the program was later hired as a Teacher Assistant at the site in Mountain View; or, a former EFBA student who moved to France successfully integrated into the French school system, thanks to the EFBA program. However, more can be done to systematically track these results by creating a "Where are they now?" survey for former families.

Improve ways to address student needs / students' underperformance

It was found that there was no means to ensure EFBA curricula are based on the most current research and resources. A curricular review policy was developed, but limited human and financial resources have limited EFBA's ability to review the curriculum every year, as per the policy. The timeline has been deemed too ambitious for current budgetary resources, and will be adjusted to a less frequent review.

It was found that there was capacity to increase documentation and resources available to staff when dealing with struggling or underperforming students. It was also found that there was poor documentation on how to assist students who require specific accommodations or who have specific needs. Measures have been taken to improve EFBA's support of these students. These include, but are not limited to, increased frequency of parent/teacher conferences to lines of communication open, coordinating with the student's daytime school instructors to provide instructional consistency, reviewing students' IEPs with EFBA instructors (where an IEP exists), providing additional training to teachers (such as how to work with students with ADHD), and hiring support staff (such as Teacher Assistants) to provide additional help in class for students with learning differences. Finally, the addition of the online private lesson format affords students an opportunity to have additional tutoring, if necessary, or an alternative lesson format, if group instruction is not the best fit for them.

Improve resource planning and budgeting to best suit student needs

It was deemed important to provide annual training on budgeting to staff involved. This has been challenging to implement, given the financial uncertainty provoked by the pandemic. Additional training opportunities have been focused on instructors instead of administrators, taking into account a limited budget. Resources are scarce, so EFBA Leadership is constantly evaluating priorities and reallocating funds in order to optimize usage. By adding new stakeholders such as department heads to a more transparent budget development process, staff are more engaged in the process and have a vested interest in managing resources widely.

V: Revised Schoolwide Action Plan

Find the revised schoolwide action plan on the next page of this document.

REVISED ACTION PLAN - MAY 2024

WHAT	WHY	ACTION PLAN - FEBRUARY 2020 (for reference)	MID-CYCLE REPORT FINDINGS	REVISED ACTION PLAN - MAY 2024	CLN	WHO	WHEN	REPORT	FOLLOW UP	OTHER
<ul style="list-style-type: none"> Statement of area for improvement that is student-focused 	<ul style="list-style-type: none"> Rationale for area based on self-study findings 	<ul style="list-style-type: none"> Specific steps, including professional development 	<ul style="list-style-type: none"> Specific steps, including professional development 	<ul style="list-style-type: none"> Specific steps, including professional development 	<ul style="list-style-type: none"> Link to one or more critical learner needs and learning outcomes 	<ul style="list-style-type: none"> Who is responsible and involved 	<ul style="list-style-type: none"> Timeline 	<ul style="list-style-type: none"> Means to monitor and report progress 	<ul style="list-style-type: none"> Follow-up process (on going improvement) 	<ul style="list-style-type: none"> Resources
<p>IMPROVE DATA COLLECTION AND ANALYSIS RELATED TO STUDENTS</p>	<p>Feedback from parents and students is not consistently collected.</p>	<p>Regularly collect feedback from students and parents</p> <ol style="list-style-type: none"> Create a Data Analyst position Create survey for parents that include questions on students' progression and teacher performance Set up survey calendar and deadlines to receive responses Collect and analyze data and trend based on survey results and identify area of improvement at the end of the school year 	<p>STATUS: Objective met!</p> <ol style="list-style-type: none"> Data analyst position created (role description with specific tasks and responsibilities). Role typically designated to a volunteer, but in the absence of a volunteer, Program Director assumes the responsibility. Biannual survey created to collect feedback from families on student progression and feedback on teachers Survey conducted twice a year (once in the fall, once in the spring) Data compiled and analyzed by administrative team and shared with academic team. Where trends indicate a need for professional development, sessions organized. 	<p>Continue to regularly collect feedback from students and parents</p> <ol style="list-style-type: none"> Maintain a volunteer in Data Analyst role so that responsibility does not fall back on Academic Director Continue revising family feedback survey to ask more effective questions Regularly conduct feedback survey Continue to collect and analyze data and trends Continue to use data to inform professional development session selection 	<p>Critical learning need #2: Students need to connect with the language on a personal level for best results and engagement</p>	<p>Faculty Staff Academic Director Data Analyst</p>	<p>Ongoing</p>	<p>Biannual survey and subsequent analysis</p>	<p>Check in twice a year</p>	
	<p>No robust data is collected on students' achievements</p>	<p>Collect robust data on students' achievements Category B (student achievement) by making DELF/DALF test made mandatory for all EFBA Afterschool students.</p> <ol style="list-style-type: none"> Recruit DELF/DALF director Create calendar session for AS 2020/2021 school year and locations Communicate to families about the mandatory test Keep repository of test grades per level Analyze students' performance after tests 	<p>STATUS: Objective partially met</p> <ol style="list-style-type: none"> DELF Coordinator position created, but lack of sufficient funds does not permit the organization to keep a DELF Coordinator on staff. Role is seasonal, and falls back on the Academic Director if funds are lacking / no suitable candidates found First DELF test offered in December 2022 (mock test), followed by official exam in April 2023. Subsequent exams offered every spring in April (as per official DELF schedule) Families educated about the importance of the DELF test, but mandatory participation has been deemed unnecessary. Families may enroll their DELF-eligible child at will. Repository of DELF results created. Student performance post-test analyzed and shared with instructors. 	<p>Continue to offer DELF test annually</p> <ol style="list-style-type: none"> Continue to hire seasonally for a DELF Coordinator, if funds permit Offer the DELF test every April Continue to communicate with families about the exam Continue to maintain records of exam results Continue to analyze participant progress post-test 		<p>DEL F Coordinator Academic Director Faculty</p>	<p>Ongoing</p>	<p>Once a year (June, when test results are released)</p>	<p>September - DELF orientation for families January - families register for test April - DELF test June - follow-up with faculty and families when results released</p>	<p>Budget for DELF Coordinator role</p>
	<p>No plan to capture data on how to understand students' performance plan & progression findings</p>	<ol style="list-style-type: none"> Collect data from placement tests, from report cards and exit test per students Analyze data from student evaluations and identify needs 	<p>STATUS: Objective met</p> <ol style="list-style-type: none"> Placement tests, exit assessment results and report cards systematically collected and saved Student evaluation data analyzed and used to identify knowledge gaps, inform future course selections and choice of learning resources 	<p>Continue to collect information on student progress and performance:</p> <ol style="list-style-type: none"> By means of placement tests, exit assessments and report cards By analyzing the records above and using them to inform each students' academic plan 		<p>Academic Director Faculty</p>	<p>Ongoing</p>	<p>September - placement test December / January - report cards April - exit assessment May - report cards</p>	<p>Schedule meetings with faculty / families as needed</p>	<p>Continue to build administrative hours into the budget for teachers to complete these tasks</p>
	<p>Low understanding of the impact of the EFBA Afterschool program on its students</p>	<p>Set up a policy and procedure for systematic follow-up studies</p>	<p>STATUS: Objective in progress.</p> <ol style="list-style-type: none"> Academic team anecdotally collecting feedback on program impact, but no policy and procedure for systematic follow-up studies has been developed. 	<p>Develop a policy and procedure for systematic follow-up studies to measure program impact.</p> <ol style="list-style-type: none"> Design a "Where are they now?" survey to send to families whose children have completed the EFBA program 		<p>Academic Director Project Coordinator</p>	<p>First survey sent by August 2024</p>	<p>Frequency of survey TBA</p>	<p>Schedule follow-up as needed</p>	
<p>BETTER ADDRESS STUDENT NEEDS / STUDENT UNDERPERFORMANCE</p>	<p>There is no means to ensure EFBA curricula are based on the most current research and resources</p>	<ol style="list-style-type: none"> Draft a policy to Review curricula policy each year Set up the review process (who, how, calendar) Implement the review process 	<p>STATUS: Objective in progress.</p> <ol style="list-style-type: none"> Policy for curricular review developed Calendar for review developed Review process begun, but funds ran out so project was put on hold 	<p>Implement curricular review policy with modified timeline</p> <ol style="list-style-type: none"> Revise current policy Revise current calendar Implement revised policy and restart the project 	<p>Critical learning need #2: Students need to connect with the language on a personal level for best results and engagement</p> <p>Critical learning need #3: Students need more exposure to the French language outside of the classroom and opportunity for extra practice</p> <p>Critical learning need #3: Students need opportunities to develop strategic thinking and leadership skills.</p>	<p>Academic Director EFBA Leadership Faculty</p>	<p>Policy revised by August 2024</p>	<p>Frequency of curricular review TBA</p>	<p>n/a</p>	<p>Continue to build administrative hours into the budget for teachers to participate</p>
	<p>There is capacity to increase documentation and resources available to staff when dealing with struggling or underperforming students</p>	<ol style="list-style-type: none"> Identify situations where students are struggling or under-performing Identify the reasons Develop guidelines to faculty staff to help addressing the issue Set-up improvement plan for students Implement guidelines and plan Develop extra learning tools for those students, to increase their level of retention (homework, EtB@ Digital French, Virgule game) 	<p>STATUS: Objective partially met</p> <ol style="list-style-type: none"> Teachers communicate with Academic Director and families when students are struggling or under-performing Communication between all stakeholders (EFBA teachers, EFBA Academic Director, families, teachers and administrators at the student's daytime school) permits the team to better understand the reasons behind the student's challenges. No specific guidelines have been developed; each student is different. Student issues are addressed on a case-by-case basis. Individual improvement plans are developed for each student. All stakeholders work together to implement the personalized plans Supplementary learning tools and opportunities offered to students on a case-by-case basis. 	<p>Continue to support struggling and under-performing students by:</p> <ol style="list-style-type: none"> Training families to report issues and challenges in a timely manner Training teachers to identify and report situations in a timely manner Working with all stakeholders to identify underlying reasons for underperformance Developing case-specific improvement plans personalized to suit students' needs Implementing these improvement plans and monitoring their impact Offering additional learning tools and opportunities as needed (such as hybrid lessons, tutoring / private lessons, etc.) 	<p>Critical learning need #2: Students need to connect with the language on a personal level for best results and engagement</p> <p>Critical learning need #1: Students need more exposure to the French language outside of the classroom and opportunity for extra practice</p> <p>Critical learning need #3: Students need opportunities to develop strategic thinking and leadership skills.</p>	<p>Academic Director EFBA Leadership Faculty</p>	<p>Guidelines reviewed by August 2024</p>	<p>Annual review of guidelines for inclusion in Teacher's Manual</p>	<p>Teacher's Manual reviewed and re-released once a year (September)</p>	<p>Continue to build administrative hours into the budget for teachers to be involved in the development and execution of improvement plans</p>
	<p>There is poor documentation on how to deal with students who require specific accommodations or who have specific needs</p>	<ol style="list-style-type: none"> Create a policy on student specific needs (identify and define specific needs, what needs can and cannot be addressed by EFBA curricular / Plan to address specific need) Create Process supporting policy Implement process 	<p>STATUS: Objective partially met</p> <ol style="list-style-type: none"> Policy on how to identify and define specific needs needs to be more clearly defined Procedure to implement policy is underdeveloped Students with learning differences / specific needs are being supported, but policy & procedure could be more robust 	<p>Better support students with learning differences / specific academic needs:</p> <ol style="list-style-type: none"> Continue to request that families report learning differences and special needs in advance via the registration form Continue to share this information with teachers in advance More clearly define policy and procedure to include more specific information on the role of each stakeholder and their specific responsibilities in providing student support 	<p>Critical learning need #2: Students need to connect with the language on a personal level for best results and engagement</p> <p>Critical learning need #1: Students need more exposure to the French language outside of the classroom and opportunity for extra practice</p>	<p>Academic Director EFBA Leadership Faculty</p>	<p>Policy / procedure reviewed by August 2024</p>	<p>Annual review of policy/procedure for inclusion in Teacher's Manual</p>	<p>Teacher's Manual reviewed and re-released once a year (September)</p>	
<p>IMPROVE RESOURCE PLANNING AND BUDGETING TO BETTER ADDRESS STUDENT NEEDS</p>	<p>Provide annual training on budgeting to staff involved</p>	<p>Assess interest among staff and determine those who need training</p> <p>Research training opportunities Book course (preferably free, pro bono or barter)</p>	<p>STATUS: Objective in progress</p> <ol style="list-style-type: none"> Interest among staff assessed, and two new staff members (Cultural Programs Director and Admissions Coordinator) added to team that develops annual budget Training opportunities not researched Book course not developed 	<p>Provide training on budgeting to department heads</p> <ol style="list-style-type: none"> Provide opportunities to contribute to budgeting process to relevant stakeholders Provide hands-on internal training developed by qualified and experienced staff 	<p>Critical learning need #2: Students need to connect with the language on a personal level for best results and engagement</p>	<p>Academic Director EFBA Leadership Staff</p>	<p>First review of 2024-2025 budget completed by August 2024</p>	<p>Annual budget completed each year (August)</p>	<p>n/a</p>	
	<p>Optimize the Resource Planning Process</p>	<p>Determine the cost and duration of the needed resources across the entire program.</p> <p>Use resource forecast techniques and tools. Research project management software to assist with creating an optimized resource plan.</p> <p>Decide on the range of competencies needed (by project task) and determine if EFBA needs to revise the plan, plan additional training, or recruit experts.</p> <p>Create a resource schedule and calendar and determine if EFBA has the resource requirements to complete the entire program.</p> <p>Anticipate what-if scenarios to determine worst-case resource management scenarios. List individual project resource activity and make sure all tasks are assigned to a specific resource.</p>	<p>STATUS: Objective in progress</p> <ol style="list-style-type: none"> Annual budget created that spans all departments and projects, allowing organization to deliver on commitment to high-quality, robust academic programming Administrative team experimented with project management platforms (such as Asana and Trello), but ultimately decided that the Google suite was the optimal free option Before any project is undertaken, necessary skills and competencies are determined to ensure quality results (eg. EFBA recruited an expert to manage the DELF test in 2022-2022, who then trained the Academic Director to manage the 2023-2024 test) Resource schedule and calendar are incorporated in annual budget for more transparency and inform decision-making re: how to invest resources to optimize student outcomes Individual projects and necessary resources incorporated in annual budget (eg. Summer programs, DELF test) 	<p>Continue to optimize resources across the organization by:</p> <ol style="list-style-type: none"> Maintaining an up-to-date annual budget Budgeting for each program / initiative in advance and controlling academic programming Including department-level budgeting as part of staff job descriptions, and involving department heads and additional staff in the budgeting process (thereby creating a sense of ownership, enhancing transparency and increasing responsibility resource management) Set up a calendar of routine maintenance to the budget, eliciting feedback from relevant stakeholders 	<p>Critical learning need #2: Students need to connect with the language on a personal level for best results and engagement</p>	<p>Academic Director EFBA Leadership Staff</p>	<p>First review of 2024-2025 budget completed by August 2024</p>	<p>Frequency of budget updates TBA</p>	<p>Frequency of budget review TBA</p>	