

**Washington Afterschool Network Partnership Group Meeting
Friday, June 4, 2010**

Department of Labor & Industries, Yakima, Washington

Meeting Minutes

**Next meeting date is Friday, Sept. 10, 2010 in
Ellensburg, WA**

I. Welcome and Introduction: Danielle Baer, Joanne Benham, Samantha Burns, Diane Crumrine, Mikeal Doyle, Heather Elmore, Janet Frieling, Joe Garza, Shannon Ginn, Tina Heily, Ray Horodowicz, Jackie Jainga-Hyllseth, Jeannie Kiehn, Kim Larkey, Karri Jo Livingston, Greg Maddigan, Racie McKee, Pam O'Brien, Mari Offenbecher, Tiffany Sanders, Lucy Santana, Robbin Seeberger, Lauri Sherfey, Jan Thoenke, Ken Thompson, Kevin Wright, Amanda Zollner, Vickie Fitch, Abby Drollinger, Melanie Willis, Linda Stone.

II. Context and Overview of WAN: Janet Frieling welcomed those attending for the first time and spent a brief time giving an overview of the Washington Afterschool Network. This is a statewide effort led by School's Out Washington with WAN serving as the action arm and advisory group. With a small amount of funding from the C.S. Mott Foundation, Washington is one of thirty-eight states selected to build a national movement that will help raise awareness around afterschool at both the state and national level. School's Out Washington, is the key intermediary organization in Washington and serves as the lead agency for the Network. This mobilization effort was built on already existing work around creating a statewide table for those interested in supporting and promoting the many benefits that afterschool programs play in the lives of children and youth. The Network brings together policymakers, educators, childcare providers, youth development workers, program developers, advocates, parents, and others interested in improving outcomes for children and youth through school-based/school-linked afterschool programs. Washington State received another three-year grant to continue its work from the C.S. Mott Foundation.

For the next three years, the Network will focus on an Achievement Phase of the C. S. Mott Foundation funding focused on **Healthy Youth, Healthy Futures Washington**. This effort will engage and connect a diverse set of community stakeholders – including those not previously involved – to strengthen afterschool programs' role in physical fitness; nutrition, science and environmental education; obesity and drug prevention; connecting children to nature; and promoting civic engagement related to health and environmental issues. By addressing these areas through creative activities, quality afterschool programming can not only help youth engage in healthier behaviors but also support their academic success. SOWA and WAN will continue to take a comprehensive approach to enriching the State's afterschool system. While

new activities are proposed for our Achievement Initiative, our focus on healthy behaviors will weave through all of our core work on sustaining school-community partnerships, affecting policy development and improving the quality of programs.

All C.S. Mott funded states are working on the same three goals and are utilizing approaches specific to the needs of their state. These three goals include:

Goal 1 – Create a sustainable structure of statewide, regional and local partnerships particularly school/community partnerships focused on supporting statewide policy development.

Goal 2 – Support the development and growth of statewide polices that will secure the resources that are needed to sustain new and existing afterschool programs.

Goal 3 – Support statewide systems to ensure programs are of high quality.

WAN consists of the Following entities: 1) Panel of 50—influence policy-makers; 2) Partnership Group—statewide advisory and work group; 3) Steering Committee—agencies and organizations making a financial commitment; 4) Children’s Alliance—sends e-mail alerts. The WAN Partnership Group is the working advisory group for the Network and meets on the first Friday of each quarter in different locations around the state. More information on the Network is available here: www.schoolsoutwashington.org.

Afterschool Networks work on same 3 goals creating greater national cohesion. As a network state we receive technical assistance from the Afterschool Technical Assistance Collaborative that include the following agencies: the National Governor’s Association, the National League of Cities, the Finance Project, the National Council of State Chief School Officers, the National Conference of State Legislatures, the Afterschool Alliance, College of Charleston Foundation, Learning Point Associates and Collaborative Communications Group.

III. Updates and Announcements:

- **Shannon Ginn Robinson, SOWA:**

School-Age WAC Rewrite Project: The goal of this project is to review, discuss and make recommendations for revising the minimum licensing requirements for child care centers caring exclusively for school-age children. The final product which is due to the Department of Early Learning (DEL) by July 31, 2010 is to create a set of recommendations suggesting revisions to the WAC, to improve care for children in school-age care centers. DEL will use these recommendations to draft revised rules, and sponsor those rules in the next phase of legal and legislative proceedings before they can become law. Two final large group meetings where additional recommendations will be presented and voted on remain—June 7 and June 30. A survey to all licensed school-age providers was administered in the month of May and 219 surveys were completed, a 41% response rate. The main purpose of the survey was to assess the economic impact of the recommendations created by the School-Age

Rewrite Group. SOWA will conduct an analysis of the surveys and submit these findings to DEL along with the final report.

Healthy Youth, Healthy Futures Washington: Between now and September, 2010, five coalitions who are recipients of the Healthy Youth, Healthy Futures mini-grants are implementing a media campaign and conducting activities in their communities with the goal of building public will around the critical role out-of-school time programs play in improving the health of young people in their local communities. Two of these coalitions recently held noteworthy events. A coalition in Tacoma held the first ever Hilltop Healthy Kids and Family Carnival on Friday April 9th at the Tacoma People's Center. The event drew over 200 children and youth along with their families to participate in an evening of fun centered on living healthily. On June 3rd, a group of youth committed to working to preventing youth violence organized a youth worker summit at Cleveland High School in the south end of Seattle.

Kerri Jo Livingston, DEL: DEL is moving forward with partners to ensure all children in WA have access to quality early learning opportunities. A few of the key initiatives are:

Washington Kindergarten Readiness Inventory of Developing Skills (WaKIDS) pilot: DEL with OSPI will be piloting a kindergarten readiness assessment process around the state in the next school year. More than 50 school districts representing about 50,000 children have applied. The voice of school-age programs working with this population are encouraged to share input as we know that many kindergartners attend afterschool programs and families utilize these programs for older siblings as well. Visit www.del.wa.gov/wakids for more information.

Early Learning Plan: A draft plan based on input from 40 organizations and hundreds of individuals is now open for public comment. Once adopted, it will serve as a roadmap for building a statewide early learning system for children and their family's birth to 3rd grade. Submit your comment through DEL's website by June 18th -- www.del.wa.gov/plan. The final draft will be released in Sept. Work has been done with WAN group to infuse language of school-age professionals and the children and youth they serve.

Due to legislation passed in the 2010 session, DEL is implementing a pilot project for the subsidy program to begin in early childhood programs only. The legislation will make several changes that hopefully will improve access. If the pilot is successful and is not too costly, the changes will be extended to all families accessing the subsidy program. Proposed hearings are taking place the week of June 21. School-age providers are encouraged to attend and make their voices heard that these changes need to be for all families served through Working Connections. For more information, go to <http://apps.leg.wa.gov/documents/billdocs/2009->

[10/Pdf/Bills/House%20Passed%20Legislature/3141-S2.PL.pdf](#) to read the final bill as passed.

The Department of Early Learning is engaged in a licensing reboot effort to address greater consistency and training of licensors. Licensors are currently engaging in a series of web based training modules that when completed will result in a credential for licensors. This effort will help alleviate some of the concerns from providers about interpretation issues faced in different parts of the state. Licensors have now completed the first two modules in the series.

Professional Development Consortium: DEL is leading a group of early learning and afterschool experts and stakeholders in developing a clear, comprehensive professional development system for those who work with children in WA. Jackie Hyllseth and Mari Offenbecher are sitting on the Professional Development Consortium to represent school-age voice. Two different core competency documents are now being created, one for providers working with children ages birth to 5 and one for those working with school-age children and youth. In the end the two documents will look similar while still supporting the unique skills and knowledge needed to serve these different age groups. Both of the documents will be based on Kansas Missouri Framework with some edits to adjust for Washington State. SOWA is leading the development of the afterschool and youth development core competencies and is in the final stages of vetting these to the field.

Pam O'Brien, OSPI: 21st Century Programs: OSPI has less than a million dollars, and will be posting a grant opportunity by end of June that will be due back at the end of July. They are looking for very strong academic enrichment programs. Pam will be looking for readers to read grants in August. Please contact Pam (email or call). Each person will be asked to read between 5- 6 grants that takes about 8 hours of reading and then come together as a small team and produce the final rating for the application. Currently there are 189 21st CLC sites in Washington.

OSPI just released funding to support School Improvement Grants (SIG) grants. These dollars target the lowest performing schools and were announced in late April. Schools had 4 different options to designate as their plan to show improvements at their school. SOWA sent an email to all afterschool and youth development programs at sites that could apply and encouraged them to be a part of the planning for these additional dollars. Afterschool supports were one area that schools could focus efforts on for struggling students. Pam announced that there will be an opportunity for another application in come December. Programs should check the OSPI website at <http://www.k12.wa.us/Improvement/SIG/default.aspx> to see if there school is on the list that could apply in the second round of funding.

Pam also announced that WA State recently received news that it has been awarded over \$17 million for a data system grant. They will be looking at what is already being collected and how to use that data and make it available to the public in order to follow students from pre-K to college to help support them better. This is a once in a lifetime opportunity to influence how and what data gets collected in our state so the group took a quick moment to brainstorm from the afterschool and youth development field what would be helpful for OSPI to think about when designing a new system. SOWA will share these ideas with the Office of Financial Management, Education Research and Data Center (ERDC) which is the managing agency for the grant. Office of Superintendent of Public Instruction is the fiscal agent for this grant and will partner with numerous other agencies across the P-20 educational system. It was announced that nationally the Dept. of HHS, Dept. of Ed, Dept of Labor are working together to look at data collected and that nationally agencies would like to see how they can combine their data systems. These same conversations are also happening at the state level as well.

Brainstorming session: *What would be the hope and dreams for what this data system would include?*

- Data would show trends in populations
- Data would highlight risk factors (Dewey system)-AYD would then know how to focus efforts on these risk factors
- Disciplinary action data—and specifics around what type of discipline-AYD programs would then know how to better support social development and problem solving activities
- Attendance
- Participation in afterschool programs
- Safety accidents
- Connect with Seattle group that has figured out how to share data (CCER)
- Correlations between health indicators /interventions
- School day staff professional development efforts and perhaps even linkages with AYD shared professional development efforts
- Family information

Pam also announced that the final version of Common Core Standards has been released <http://www.k12.wa.us/corestandards/default.aspx>. We are all encouraged to think about how the AYD field can support these core standards and Janet will investigate a presentation at a future WAN meeting from the person at OSPI who is heading up this effort. Every state in the US except Alaska and Texas, have signed on to implementing these standards.

IV. Janelle Cousino, Afterschool Alliance: *Expanded Learning Opportunities—Pathways to Student Success*

WAN Members were emailed an article on *Expanded Learning Opportunities* (ELO) to prepare for this section of our agenda. We had a special guest, Janelle Cousino, from the Afterschool Alliance and one of our ATAC members lead this section. This term has

emerged in last few years as a way to describe afterschool and youth development in way that speaks to a broader audience. ELO captures the idea that learning takes place in many settings and many locations but still has the goal of preparing young adults to be career and college ready. ELO has become a term to explain the connected role that afterschool can have on student learning and seems to be better received by policy makers and educators. We are seeing this term popping up in several conversations including within the reauthorization language for the federal *Elementary and Secondary Education Act*.

Another term that has emerged at the national level is *Extended Learning Time*. This term is used in settings where the school day or school year is extended to allow kids more time in formal learning settings. The US overall has students attend school far fewer days than many other countries. In our state, the average is 180 days. Due to budget cuts in some states and districts, schools are actually now looking to shorten the number of days or time in class. Each state in our country decides on the length of its school year calendar. Adding time or days does have a budgetary impact on schools.

Another conversation that is gaining more traction is around summer and the significant amount of time away from educational types of activities this represents. New research shows that many kids fall behind 2 months each year and the cumulative effects of this is especially true for low-income kids.

Janelle shared with us information from New York and Massachusetts where innovative approaches are being tried both to address the issue of the length of class time and where learning occurs. Research is also beginning to emerge that looks at several different models to address the achievement gap currently facing our country. There is a new website at www.makeitstick.org that is showcasing best practice models and giving AYD folks tools for more intentionally marketing in the education arena.

Janelle shared that the outcomes for expanded learning still rely on intentional programming to support academic learning happening in school. For many in the afterschool and youth development field, programs have been doing just that for several years. Using this lens and terminology doesn't change what they are doing, it just makes conversations more explicit with those who have the power to influence funding decisions. Janelle posed the questions to the group to be more intentional and message our work more clearly by answering the following: What can we do after school that reinforces what is taught during the day and what are we teaching to make them successful? What are these opportunities for success? The following are the elements of a successful program:

1. Hands-on, experiential learning that encourages life -long learners.
2. Engaged adults
3. Youth, student-centered learning: looking at what the students need and that they are engaged.
4. Connecting to the common core standards
5. Leadership opportunities
6. Choice
7. Are the kids being challenged?

She then challenged us to think about the implications for how both expanded learning and extended learning time as terms are taking hold? Complementary learning is another word used to capture this idea of expanding learning. Because everyone is talking about school reform, do these terms represent an outgrowth of that movement? Janelle also mentioned the controversy between school-based programs and school-linked programs. In the AYD field, providers have been navigating both worlds for many years, some with better results than others.

A question from the group was posed about the need for identity of the field for our practitioners and how the introduction of new terms can hinder that work. In ELO's —what are the people who work in that program called? How many people would say that school success is your first outcome? If that is your primary goal, you have to have access to the academic data! If you have one hope and desire for any one kid, what is it? They will progress through the grade that they are in and continue to graduate from high school. All of this discussion supported our need for stronger and more intentional school partnerships and gaining better access to the data they collect and the role that afterschool and youth development programs play in supporting student success.

LUNCH

V. Janelle Cousino, Afterschool Alliance: *Strategies for ARA Funding and Education Reform Efforts*

Janelle then challenged the group to consider what our role is in helping make kids successful in school? What are we doing for school boards and schools to see how the investments they are making are making a difference in the lives of the kids they serve? The decision-makers are not us when it comes to funding. Rather, we are the ones asking for the money. What are they looking for?

Janelle highlighted some of what is happening at the national level around data collection the school improvement grants and the reauthorization of the Elementary and Secondary Education Act. She encouraged all of to keep informed and take action when asked.

Next steps

- Understand what the decision-makers (funders, legislators, etc.) need.
- Who else cares about what you do? (parents)
- How are you communicating the value of your program?
- Get data—people want statistics. They want to know that kids are better off because of your program.
- Record success stories—how your work affects the success of a child.

At macro-level: State legislators need to know the importance of afterschool programs.

Janelle encouraged us to use the James Heckman study-Longitudinal studies with low-income boys followed from preschool through graduation and found that attending preschool and then attending afterschool programs especially at transition years kinder, 5th, 8th and 9th.

VI. Mayor's Summit: We heard from the national team at the March meeting that the idea of planning and implementing a Mayor's Summit to support afterschool and youth development has seen great success in several areas of the country. Our group had discussed making this event as a team event with school leaders attending with mayors and we are moving forward on planning this event for spring of 2011. The first step would be to develop goals, outcomes, and recruitment strategies for a Mayor's Summit.

Joanne led us in some initial brainstorming to clarify why this might be a good venue to create better awareness: Why would mayor's support afterschool?

Top responses from the group were: To keep kids safe, crime reduction, educational attainment—that they have a role to play in education.

The plan is to capitalize on a time when they would already be getting together, so looking at next June in Spokane at the Association of Cities. What would we hope to accomplish by holding a forum of mayors?

- Get them all at the same level—general awareness
- Spotlight on existing champion mayors
- Showcase city investment and sources of funding
- Grow champions from planning core of mayors
- Increase knowledge about what afterschool programs are going on in their area.
- Youth panel that talks about why afterschool
- Mayors understand partnerships and inspired to bring parties together: Parks and Rec, health department, school district
- Local resource mapping strategies
- Joint superintendent and mayor model of working together to provide programming in their city
- Leave with tools
- Introduced to local contacts

Volunteers to help with event: Pam O'Brien, Joe Garza, Joanne Benham, Greg Madigan, Spokane 4-H, SOWA staff. We will also try to engage Panel of 50 members in Spokane and make sure to include mayors from both large and small towns as we plan our event. Others who are interested in serving on this committee should contact Janet Frieling at frieling@schoolsoutwashington.org.

VII. Linda Stone, Children's Alliance- let's have Danielle edit this part

Summer Nutrition Work Group: Report indicates that last year we only served 11% of kids who are eligible for free and reduced lunch. The summer of 09 had 151 sponsoring organizations distributing lunches at a little over 700 sites. Due to budget cuts several of the programs were shortened to as little as 3 weeks during the summer. Those that served for at least 9 weeks received recognition awards from the Children's Alliance. In addition to school district cuts, many cities faced budget cuts as well. This year advocacy groups tried to get money from the state legislature to bring people together to address this issue, however that was unsuccessful. The Children's Alliance, Within Reach, OPSI and School's Out Washington, as well as several food banks, are trying to do what we can to get the word out to families so that they know about existing summer meal programs. At the state level, we are getting the word out through Family Food Hotline 888-436-6362, Toll-free statewide; ParentHelp123.org. To Apple Health families where we know there are summer feeding sites, they will be mailing postcards. Kits were sent out to sponsors for how to do outreach. Feed Your Brain is giving money to 17 sites. Media strategy for the summer is to get reporters to come out to the program while it is open, especially in places that are open for short times and ask, "what is going to happen with these kids once the program ends?" Looking at trying to create a system to target those kids whose families receive food stamps, so that in there they know about the summer feeding program (need DSHS to partner here to be able to do it). FROM ALL OF YOU, help is spreading the word about the places where there are programs to get more kids there. So far this year there are 137 sponsors which is less than last year.

Reauthorization of the Child Nutrition Act: We are one year late in reauthorizing it, so not sure if it will be accomplished this year, but likely since it has bi-partisan support. The Senate Ag Committee has already approved a bill, but it has less than half the amount of money that we and the President were looking for. It does address reducing junk food in the schools. There will be new guidelines around nutrition guidelines coming out of the Institute of Medicine in the next few years. We were hoping for streamlining the process to reduce paperwork and administrative work. The Senate bill allows for afterschool programs to serve suppers. On the House side, hoping that it will be a broader effort to provide offsets which are necessary to add any additional resources while the Senate one does not provide many offsets. Currently, 50% of kids have to qualify for free and reduced lunch to be a summer food site. There are a lot of things that are in the House bill that we would like to see in the Senate bill. There have been alerts going out from the Children's Alliance.

VIII. Legislative Strategy Session: Janet gave a summary of what happened in the last legislative session. There was no specific bill regarding afterschool programs however WAN members were sent alerts on multiple topics that would impact the children and families they serve. Budget continues to be tight and prospects for new revenue in 2011

look very bleak. Several advocacy groups are supporting the collection of signatures to get an income tax for the higher income bracket families and a reduction on small business tax on the fall ballot. This is called Initiative 1098.

Since WAN is the action arm for SOWA, we had thought about going back and asking to reinstate funding for 21st programs however with current revenue forecasts so bleak, we need to think about something that might help position ourselves in front of the state legislature. Janet then led the group in a brainstorm session of other ideas that would keep our issue alive but not create a financing request. Ideas were:

- Social & Emotional benchmarks-expand bill to include afterschool (not just school day)
- Drop-out prevention work/messaging monitor bills coming out of this segment and work to include afterschool/youth development in their messaging
- Data inclusion of AYD within the design of the new system-
- Credit retrieval—Look for ways that AYD programs could provide within existing funding or projects
- Investigate the School-age Child Care licensing issues such as the cords for blinds as get this language changed
- QRIS—tiered reimbursement-a way that we could change the QRIS framework to include other research-based assessments such as the Youth Program Quality Assessment tool. Accreditation has become so expensive and we don't want to have a system that will not include school-age programs
- Workforce issues that are preparing kids for careers. Need to strengthen our connections to the Workforce Investment Act dollars
- Summer Learning-investigate some type of policy around supports for summer learning
- Quality Education Council and what comes out that include afterschool- get some additional seats on the council to represent AYD
- Chronic absenteeism is a huge issue-is there some type of policy bill that we could work on that would highlight the role that AYD programs can play in reducing absenteeism? There are many new reports coming out about this issue.
- Fast facts including some of the findings from the Research Review on Health and the relation to academic success. Look through this new body of work to see if there is some potential topic area that might highlight AYD.

IX. Potential agenda items for next WAN meeting on Sept. 10, 2010 in Ellensburg:

- PD Survey results
- Community mobilizing-Legislative agenda

- Social and Emotional Learning Benchmarks, Ron Hertel, OSPI
- Children and Nature Network—free resources on website National organization connecting kids with nature and founding member lives in Washington and is a professor from WSU
- STEM
- Expanded Learning/AYD/ELT/ESEA
- Next Healthy Youth, Healthy Futures and toolkit
- Mayoral Summit