

**Washington Afterschool Network Partnership Group Meeting**  
**Friday, December 4, 2009**  
**Valley View Library, SeaTac, WA**  
*Minutes*

<b>Next meeting date is Friday, March 5, 2010 in Olympia at ESD 113</b>
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**Welcome and introduction:** Mandy Aaberg, Jack Albaugh, Doug Baker, Tenlee Bell, Sherrie Belt, Joanne Benham, Kelvin (KC) Ceasar, Janet Edwards, Janet Frieling, Joe Garza, Shannon Ginn, Emilia Holbik, Jackie Jainga-Hyllseth, Cheryl Iverson, Kyla Lackie, Claire Lane, Kerri Jo Livingston, Racie McKee, Mari Offenbecher, Tammie Shaw, Courtney Sullivan, Christine Stoffels, Caterina Tassara, Julie Vosoba, Melanie Willis

**I. Context and Overview of WAN:** School's Out Washington (SOWA) because of its role as a statewide intermediary, applied for a C.S. Mott Foundation grant in 2003 and became an afterschool network state in the second round of funding. The Washington Afterschool Network is the action arm for School's Out Washington. Washington is one of 38 states across the country all focused on the following three goals:

**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. For the next three years, WAN's work will focus on increasing healthy behaviors through a number of projects. WAN will continue its work on the core activities as well. More information on the total work plan for the Network can be found at [www.schoolsoutwashington.org](http://www.schoolsoutwashington.org).

### **Achievement Grant**

SOWA is currently in the Achievement Phase of the C. S. Mott Foundation funding. This phase includes a grant opportunity focused on "Healthy Youth, Healthy Futures Washington." The grant will support building healthy youth through partnerships between schools, nonprofit organizations, and health programs. Any 501 c3 nonprofit organization that is in partnership with a school, afterschool program and health organization may apply. The goal of the grant is to create a campaign to raise awareness of healthy behaviors for youth by bringing together different entities. **Five \$4000 grants will be awarded. The RFP is available at: [www.schoolsoutwashington.org](http://www.schoolsoutwashington.org) and is due January 29, 2010.** Awardees will be notified by February and money must be expended by end of September. Feedback from previous years is that the timing of this grant is too tight to plan and implement a project within the school year.

Shannon asked the WAN Partnership Group to think about good candidates and to help spread the word about the grant opportunity. SOWA is also looking for proposal reviewers. In future years, SOWA hopes to announce the RFP earlier in the school year. Janet Edwards noted that the 4-H program is in every county and is well-positioned to partner on a project. Contact Janet if you are interested ([edwardsj@wsu.edu](mailto:edwardsj@wsu.edu)).

## II. Updates and Announcements

- **Melanie Willis, Northwest Community Action Center.** Melanie discussed the YPQA sites throughout WA State that are working with High/Scope and Forum for Youth investment. This is the third year in the pilot, with an ambitious timeline. The project includes training sites in the basic YPQA self-assessment tool and also includes external assessment. The next training will be held on February 10 regarding data. Melanie did their first self-assessment this week and it went well. Each site will be doing a self-assessment and an improvement plan. They are still looking for external assessors to work with sites. There are at least 20 sites involved in this project. This project has started good conversations about defining quality and developing standards. The self-assessment tool also provides programs with concrete, tangible ways to improve based on anecdotal data and observation.
- **Kyla Lackie, SOAR/SOWA.** Kyla is working with SOWA part-time in addition to SOAR, on communication, social media and WAN. Kyla presented SOWA's recent Social Media and Facebook efforts. SOWA will launch its Facebook presence on December 10<sup>th</sup> in an effort to expand SOWA's reach and increase opportunities for those in the field to connect to each other and SOWA. Please visit the page on that day, become a fan of the page, and join the conversation. SOWA staff will be posting conversation starters throughout the day and new fans and those that contribute to the conversations will be entered to win a SOWA hoodie and Is Cool Sampler packages. Please join SOWA on Facebook, become a fan, and share information with others throughout state.

(<http://www.facebook.com/pages/SCHOOLS-OUT-WASHINGTON/154251133754>)

- **Shannon Ginn, SOWA:** Shannon presented on the School-Age Rewrite Project, which will provide recommendations on how DEL should revise the school-age only regulations. SOWA is convening stakeholders to create the recommendations. They are currently half-way through the project and almost done with parent focus groups, which are gathering parent perspectives on the biggest issues regarding licensed providers. In spring, there will be a survey to licensed school-age only providers to identify the economic impact on providers of some of the recommendations. Recommendations are due July 31, 2001. More information on the rewrites is available on SOWA's website.
- **Shannon Ginn, SOWA:** Shannon reported on the Pierce County Graduation Summit, held on October 9, 2009 at the Evergreen State campus in Tacoma. Erin Jones from OSPI was the keynote speaker and did a great job speaking passionately. The head of America's Promise flew out to see the event. Randy Dorn is interested in drop-out prevention. This was a great opportunity for OSPI to hear from this community about what is needed. The group identified that the next step is a policy summit.

- **Claire Lane, Within Reach:** Claire presented about Within Reach and summer food programs. Within Reach is a statewide organization that provides info about health and nutrition. Claire manages food stamp outreach throughout King County and looking at summer time food programs with Children’s Alliance and Within Reach. The Children’s Alliance is leading work on access to summer food. Claire distributed “Summertime Hunger in Washington State,” a report released yesterday. She emphasized that anyone 18 or under is eligible to receive food stamps and noted that there has been a 40% increase in food stamp usage in Washington State this past year as compared to last year. A grant will be announced in spring and all funds must be expended by June. The grant is administered through OSPI. In fall, a new grant cycle will be focused on capacity building, while the spring cycle is focused on outreach. Claire emphasized the importance of convening initial conversations early about expanding meal program access in particular areas. Grant funds can be used in a variety of ways to support summer food distribution including outreach and equipment (such as coolers, warming trays, canopies, etc.). Questions groups should consider are: How do we get right programs together? How do we make the community aware of the program? How can we make it easy for families to access? Claire will be working with WAN’s networks over the next five months to support these planning conversations and implementation.
- **Shannon Ginn, Feed Your Brain Grant:** The overarching goal of the Feed Your Brain Project is to increase the number of children who participate in academic and enrichment activities and who receive at least two nutritious meals through the SFSP during the summer in high-need rural communities of Washington. To work towards that goal, 18 rural summer food programs will receive grants of \$5,000 each in 2010, including continued funding for 5 multi-year funded sites who receive enhanced technical assistance to focus on program quality improvement. The RFP for 2010 will be available by Jan 15<sup>th</sup> on SOWA’s website and will be distributed electronically and by mail as well.
- **Julie Vosoba, Giraffe Heroes Project:** Julie spoke about the **Giraffe Heroes Project, a program that** combines service-learning, character education, civic engagement for kids from 5 through 20. The curriculum teaches kids about every day people who do something to make a difference. They have been adapting their programs to the needs of afterschool programs. They try to provide the curriculum for free. Jack stated his experience using the materials in afterschool programs and social studies classes as being very successful. More information is available: <http://www.giraffe.org>
- **Courtney Sullivan, Wildlife Federation:** Courtney presented about the Wildlife Federation, a national organization with local branches focused on connecting Americans to wildlife. She presented about the “Be Out There Campaign” with the “Where the Wild Things Are” movie. She emphasized that our kids are part of the first indoor generation and that conservation efforts will only continue if connections are made with youth, wildlife and nature. She noted the importance of rethinking the disconnection that occurs when we are separated from nature. There are many resources available online ([www.nwf.org/pacific](http://www.nwf.org/pacific)). The Wildlife Federation has been connecting with No Child Left Inside to create specific legislation. In Washington, they are starting a No Child Left Inside Alliance to bring different players to the same table to collaborate and pass comprehensive legislation. Children and

Nature website is also a great resource (<http://www.childrenandnature.org>).

- **Jackie Jainga-Hyllseth, SOWA:** Jackie presented updates from SOWA's Afterschool Youth Development and Professional Development System. SOWA has a graphic available that breaks down seven components of framework. SOWA worked with Next Gen to produce a "Youth Worker Core Competencies" report, which helped guide the core competency group to select Kansas/ Missouri's framework as the starting point for Washington State's Child and Youth Professional Core Competencies. The three goals of this first phase of the project are to develop a logic model, develop core competencies, and grapple with the identity of profession. On September 22, a large stakeholders group met and chose the Kansas/ Missouri framework because this framework focuses on those working with ages 5-18, links to a credential and licensing, has detailed indicators, and resonated best with stakeholder group. A sub-group has been working on refining and condensing the ten content areas. Sub-group has added two additional content areas, Cultural Competency and Youth Empowerment, which were not included in the KS/MO framework. A draft will be available in January and SOWA will seek feedback from the field through an online survey and focus groups throughout the state. SOWA will provide background information and meeting tools for anyone able to conduct a focus group. On November 19, SOWA hosted a stakeholders meeting to develop an outcome map/logic model for system to use as a five year guide. More information is available at <http://schoolsoutwashington.org>
- **Shannon Ginn, SOWA.** Shannon presented about the statewide Quality Enhancement Grants. Award winners and more information is available at <http://schoolsoutwashington.org>. These grants happen each fall and are available to licensed child care programs serving children up to age 12 to enhance the quality of their program in a variety of ways.
- **Janet Frieling, SOWA.** Janet reported that SOWA hosted a successful Lights On Afterschool Event in Seattle. At this event, they announced that Washington State is a State on the Move (<http://www.afterschoolalliance.org/AA3PM.cfm>). Janet emphasized that hosting Lights On events is a great way to build public will to support afterschool programs. Events are always held the third Thursday of October.
- Janet announced that pictures of the Hall of Fame Award winners are posted on SOWA's website.
- **Janet Edwards, WSU Extension.** Janet announced that Washington Afterschool Alliance is partnering with WSU Extension to provide 4 hour STARS training. Contact Janet for more information ([edwardsj@wsu.edu](mailto:edwardsj@wsu.edu)).
- **Joe Garza, Spokane Public Schools.** Joe reported that polling by the Children's Investment Fund in Spokane revealed a 62% approval of a new levy. The levy will be on the ballot in spring and would support early learning, youth development and afterschool.

**LUNCH!!**

### III. Using Data to Support Sustainability and Better Tell Our Story

#### Overview of studies

- **America After 3pm:** For this study, the research group conducted 500 phone calls to the general public and then compared responses between 2004 and 2009. There were ten states that made significant gains in number of kids attending programs, funding, etc. Six states were named “On the Move,” after showing a significant increase in the number of kids served by afterschool programs. Washington was named a “State on the Move” but is still serving less than the national average. Data is available on SOWA’s website.
- **Washington’s Professional Development Study: A Well-Prepared Workforce:** This study shows that most youth workers would pursue educational opportunities if available. There is also a large commitment to stay in the youth development field for five years or more. The study also found that with more education, people are paid more. Available on SOWA’s website.
- **Afterschool Programs in WA State: A Study of the Supply and Demand for AYD Programs in WA (2009):** This study shows the number of kids unsupervised after school increases as age increases (over 100,000 kids age 5-14 with no supervision). As kids grow older, they stop attending programs regularly. Available on SOWA’s website.

#### Case Studies:

Attendees broke into three groups to analyze case studies about community issues and how to use the available data to build a case. Each group discussed the following questions:

- 1) *From this data, what are key messages you could use to build public will around the need for more investment in AYD programs to policy-makers, funders, and the public at large*
- 2) *What other evidence might you share to further your argument (from your own work experience, etc.)?*

**Case Study #1:** Your community is a low-income neighborhood in Tacoma that wants further investment in afterschool programs. Please look at Up-Close section of the Supply & Demand Study on p. 72-74 and other findings from the study in your packet including findings from the America After 3PM. The group’s ideas and discussion included:

- Compare Tacoma to the state (To do this, we would first need to convert numbers to percentages so we can compare- but we can’t with these numbers).
- Show how Tacoma compares to other urban areas (Shoreline).
- Find number of kids in Tacoma and talk about how there are only 447 programs.
- Look at census data to show number of youth by age. Show how there is a big difference between the number of programs for younger children than for older youth.
- Use the number of parents who would put their kids in programs if they had access and the number of kids in self-care.
- Funders and policy makers want to hear how numbers connect to tangible outcomes. Need to make connections between the numbers and the consequences of these kids not being in programs. What’s the pay-back to the community? What tangible results come out of afterschool programs?
  - This may not be the most compelling data. Lots of law enforcement data shows kids get in trouble between 3-7pm. Funding afterschool programs is an alternative to juvenile justice system. Provides a safe, constructive environment for these kids.

- Also show how cost-effective afterschool programs are compared to juvenile justice system.
- Show connections between
- Distinguish between data and information – have to put context to the numbers. Include narrative to make data real.

**Case Study #2:** Your community is defined as the Mount Vernon School District. In particular you are concerned with the very low graduation rates and the lack of programs available for older youth in your community. Take a look at the graduation rates and some of the research on the effects of regular participation among youth in AYD programs and their academic performance. The group’s ideas and discussion included:

- Look at county specific data on where programs are located.
- Lower than the state average (13.5%)
- By demographics, Latino children rates are even more telling
- Note studies where research shows that afterschool supports academic success. If available, use specific community data.
- Create messages around earning potential of youth who graduate
- Utilize gang/ crime rates for cost of incarceration
- Public concerned about community safety as well as policy makers
- Create a student engagement message: if kids attend school, they will graduate on time
- Social and emotional benefits are positively linked to afterschool costs
- Get data from OSPI for Mt. Vernon
- Look at summer data
- Look at what it costs to do a program and compare to crime rates and graduation rates
- Appeal to funders by looking at equity and access for transportation costs
- Look at other data sources such as
  - The study by the Finance Project: [A Guide to Calculating the Cost of Quality Early Care and Education](#)
  - Kid’s Count data to support health concerns
  - Janet Edwards also has health statistics to support need
- Look at career development aspects and search for data
- Youth voice either anecdotal or search for data that discusses why kids do or don’t value/ attend afterschool (i.e.: service learning, technology, credit retrieval, weight loss (“Walk across Washington”, pedometers, mapping) Parks and Recreation, State Farm bureau)

**Case Study #3:** You are representing the state of Washington as a whole. Look at the findings from the Workforce study on the years of experience AYD professionals have in the field and the training that they are likely to pursue. Also, scan the Next Gen handout: *Youth Work Counts* for further evidence. The group’s ideas and discussion included:

- Identify the needs, interests, and barriers of providers. Ask, where are we in relation to where we need to be
- Identify the outcomes: a focus on quality will provide better services, quality staff = quality programs
- Look at quality outcomes research- NIHC, Youth Work Counts studies, Harvard Family research project of out of school time

- Research, outcomes, and data for policy makers and funders! Brain research, current trends
- Include local studies and research
- Connection from school to afterschool, support fade out and summer break learning loss
- Emphasize on pages 12 and 13 from SOWA's Professional Development study
- Local work to further evidence (focus groups, local parent survey, staff surveys with list of examples)
- Janet and Shannon reminded the group that if anyone is ever in need of data, they should contact SOWA. SOWA can either help find the data needed or produce it. Other resources are available on SOWA's website.

#### **IV. Statewide Early Learning Plan Focus Group, Kerri Livingston, Department of Early Learning**

- A. Kerri Livingston from the Department of Early Learning led a presentation and discussion on the Statewide Early Learning Plan. The hope for the Plan is to coordinate different systems and create results. They have involved many different players so far. The focus of the Plan is birth through 3<sup>rd</sup> grade. The DEL is now in the second round of Public Input (from Dec 1-March 15). The WAN Partnership Group's feedback is needed since throughout the plan are outcomes and strategies around school readiness and early school success. The Plan is available here: <http://www.del.wa.gov/partnerships/elac/elp.aspx>
- B. Currently, there is not enough funding for all programs to survive. There is concern about resources being used to conduct another assessment when resources are so limited and information is already known. The DEL is currently looking for local coalitions who are already convening around early childhood and youth issues.
- C. Survey available through March 1, 2009 on the DEL's website.
- D. The group looked at the outcomes/strategies to see where the plan could be more inclusive of afterschool providers and add strategies that afterschool providers are currently using or have used to promote the outcomes in the plan. The group broke into small groups and discussed the following questions:
  - a. What language can be added to the outcomes that will be more inclusive of the afterschool field?
  - b. What strategies are already being done afterschool programs or could be done with little effort to support these outcomes?

The feedback from the group is below:

##### **Ready and Successful Parents, Families and Caregivers**

- Change name of early learning professionals plan to the "Child and Youth Development Plan"
- Anywhere it says early learning should say child and youth
- Cite school age studies that support social and emotional development such as the Durlak study and Collaboration for Academic, Social and Emotional Learning aka Castel
- After "Nurture early relationships" add...across the age continuum 0-8
- Under suggested steps...add provide technical assistance to child and youth development professionals and school staff on social and emotional learning

##### **Ready and Successful Early Learning Professionals**

- Need to use the same consistent language throughout that describes the professionals that work with ages birth thru 3<sup>rd</sup> grade – for example page 84 under Outcome J says all early learning professionals and teachers – yet under Strategy #22 is says early learning professionals and school staff. On page 85 the plan talks about the early learning workforce (needs to be inclusive of school-age programs). Strategy #23 does say early learning and school-age providers
- Outcome K needs to add: “access to high-quality, culturally competent, affordable child care, school-age and early learning programs”
- Last paragraph on page 84, first sentence – need to add school-age programs to the sentence about the quality of early learning and care – something like the quality of early learning and school age care
- Page 87 – first paragraph – just a side note on QRIS – the process is not fully complete until a school-age component is integrated into the QRIS pilots
- The Ready by 21 Campaign is a good tool to use– use high-school drop- out predictors that have been defined
- Add research stats from afterschool studies

#### **Ready and Successful Schools**

- Strategy #25: Strategies that afterschool providers have used and currently use to support social-emotional learning include: leadership development, service learning, conflict resolution, team building and sportsmanship
- Strategy #28: Going to full day kindergarten could benefit afterschool programs already in existence – eliminating the need to staff programs accommodating the ½ day kindergarten children.

#### **Ready and Successful Systems and Communities**

- Strategy #33 – school-age professionals need to be added to partnerships at the state (and local) level.
- Strategy #31 - need to add school-age professionals after the word early learning professionals’.
- CCRR’s academy needs to includes school-age trainings
- Strategy #34 – make sure campaign includes age appropriate pictures of kids, settings and providers.

E. Kerri will take these notes and facilitate a meeting with Department Director, Dr. Bette Hyde. Legislation requires the final plan must be completed by end of March 2010. Please visit the website (<http://www.del.wa.gov/partnerships/elac/elp.aspx>) and provide your feedback by completing the survey or contacting those involved directly. It was suggested that SOWA identify three key points for SOWA’s network to focus their feedback on.

#### **V. Legislative Updates**

- Representative Maxwell from the 41<sup>st</sup> District (East King County) presented legislative updates. She works on the Education Committee, Capital Budget Committee (which oversees

community building infrastructure such as schools and community college) and the Community and Economic Development and Trade Committee.

- She emphasized House Bill 2261, which would expand the definition of basic education and create a Quality Education Council. In the conversations about this bill, they are discussing prototype schools, funding transportation, helping schools become more stable in funding and using levies the way communities actually intended them to be used (instead of on basic education). This bill requires funding.
- She is also looking at the Early Learning Plan and was disappointed that the Early Learning bill was vetoed. She is looking for what we can put into bill form and get done, so that we don't just have goals, but instead, action.
- The State budget deficit is \$2.6 billion for this upcoming year. No cuts have been decided yet. The governor is announcing her budget next week, and then the legislature will look at it. 70% of the budget is mandated (including basic education, criminal justice, bond debt, etc.).
- She would like this group to help make sure the legislature knows what should be funded, with the understanding that there are some things that must be funded.
- Janet asked about how we can keep our issues front and center, even when we aren't asking for anything this legislative year. Representative Maxwell recommended that people should still be in touch with their legislators all year round about supporting education, healthcare coverage for children, and thank them for hard work they are doing now in hard economic times. She also recommended that people be in touch with their city and county representatives.
- Other legislative updates include:
  - Have a **Heart for Kids Day** is Monday, February 15, 2010 beginning at 9am in Olympia. We will be working to plan a caucus for afterschool and youth development professionals.
  - Representative Eric Pettigrew is working on bill around some issues within the child care subsidy program. Stay tuned for more information as it becomes available.
  - The Children's Alliance is working on a pilot program to ensure kids are fed over the summer.
  - The group that worked on passing the No Child Left Inside bill 2 years ago have decided not to pursue any requests this session due to the economic climate. They are looking into some activities around the release of the report, creating a more active advisory group and other ideas to continue raising awareness around the issue of nature deficit disorder.
  - The Early Learning Action Alliance is supporting a couple different proposals including a subsidy bill for home visiting programs and to protect current investments.

## **VI. Agenda Setting for March 5<sup>th</sup> and Closing**

- Send updates and items you are interested in learning more about to Janet. The next WAN meeting is March 5<sup>th</sup> at ESD 113 in Olympia.