

Washington Afterschool Network Partnership Group Meeting
Friday, March 4, 2011
Olympia, Washington
Meeting Minutes

Next meeting date is Friday, June 3, 2011

Location TBD

Welcome and Introductions

In attendance: Jack Albaugh, PSESD; Joanne Benham, City of Spokane- Chase Youth Commission; Janet Frieling, Network Director, SOWA; Bob Hughes, State Board of Education; Joe Garza, NE WRAP Specialist, Spokane Public Schools; Greg Maddigan, Spokane Public Schools; Marge Johnson, Dept. of Defense Project with NACCRA; Heather Elmore, NWCAC; Melanie Willis, NWCAC; Emilia Holbik, YMCA of Greater Seattle; Selena Allen, WAEYC; Meg Pittman, Director of Impact, Boys & Girls Clubs of King County; Matt Watrous, Boys & Girls Club of WA State; Brian Brandt, WSU Pierce County; Christine, WSU Pierce County; Laura Dells, DEL; Racie McKee, Omak School District; Tammy Shaw, ESD #101; Norm Luther, Community Volunteer form White Salmon; Travis Smith, OPSI; Shawna Hawk, SOWA Trainer; Darla Camp, North Seattle Boys & Girls Club; Arianne Barr, SOWA Intern; Jackie Jainga-Hyllseth; SOWA Rudy Bertschi, OSPI; Greg Williamson, OPSI; Heather Moss; WA State Childcare Resource & Referral Network; Julie Garnett, Tacoma 360; Noah Prince, Tacoma 360 ; Cheryl Iverson, Volunteers of America; Cody Benson;

Welcome from Janet Frieling, Network Director, SOWA

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 policies 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) WAN of the Children's Alliance Action Network—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.

As a network state we receive technical assistance from the Afterschool Technical Assistance Collaborative that includes 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.

Updates:

Greg Williamson, OSPI: Recent staff changes at OSPI include appointing Rudy Bertschi the new 21st Century CLC Program Supervisor. They are trying to continue work on connecting 21st CCLC to out-of-school field in the state and connecting programs to schools. They are focusing on race and equity, drop-out prevention and intervention and serving vulnerable student populations.

Travis Smith, OSPI: House of Rep. proposed \$100 million cut to 21st CCLC and Obama's budget has \$100 million increase. Waiting to see what final budget will include and what future of 21st CCLC will be and what allowable expenses will include. They may expand beyond out-of-school time programs.

Janet Frieling, SOWA: School's Out partners with the Afterschool Alliance to advocate for afterschool programs at the federal level. Janet encouraged people to sign-up for Afterschool Alliance email alerts to stay up to date on federal policy and budget news impacting afterschool.

Laura Dallison, DEL: Gov. released executive order suspending rule-making. Family home WACs on hold and school-age will be next. Working Connections Child Care changes as of

Feb. 1st, those at 175% of FPL can continue on but new applicants only at 82% of FPL. They are starting a waiting list, first year in many years if ever. Those currently on WCCC will experience increase in co-pays. There are also changes to STARS/MERIT, next will focus on trainers and connecting to core competencies for birth to 8 and school-age. You can contact Sherry or Laura, at DEL at 360-725-4675 for questions on MERIT training content issues.

Legislative updates- SB 5639 create Dept of Education, HB 1903/SB5714 portable background check for child care employees, HB1756/SB5625 keep license for 3 years , SB5715 adopting core competencies, and HB 1776—licensing programs in public buildings.

Racie McKee, Omak School District: 35 kids from K-11 involved in afterschool programs. High school kids are involved in making skateboards in their afterschool program--a lot of fun and positive energy around programs.

Brian Brandt, WSU Extension: Encourage folks to find out what resources county offices across the state have. For example, Pierce County has traditional 4-H program but also other opportunities. They have resources to look at evidence-based practice to share with programs. They are doing a pilot nutrition program with YMCA of Kitsap Pierce County which showed parents making better food choices. National Day of Science has good results and they are trying to do this statewide.

Jack Albaugh, PSESD: Partnering in several sites with teachers in school buildings and accessing Title 1 funds and meshing school day with afterschool programming. Schools providing additional learning opportunities for kids based on school's needs. Thank you to everyone for hard work in serving kids at risk and serving large, significant population through our services.

Joanne Benham, Chase Youth Commission: Spokane recently partnered with Junior Achievement and Qwest had 34 city employees volunteer for the day. Cities can be a great resource for programs. Think of local government as a resource to support out-of-school programs.

Janet Frieling, SOWA: SOWA's Annual Bridge Conference is moving to Seattle. There is a Facebook contest happening right now-- "What's your favorite Seattle icon?" You could win a \$25 gift card. The Childhood Obesity Prevention Coalition is interested in doing a joint use bill. Anyone interested in being in a workgroup on this issue should contact Janet. It involves mostly phone meetings. Federal government did a major revision of CCDF Plan, school-age is woven throughout document which is great news for our field e.g. professional development, core competencies, benchmarks. **Our state has to submit plan by July 9th (Check date—someone said May?)**.

Danielle Baer, SOWA: Feed Your Brain grants are currently open and due back to SOWA by April 1.

Report back from National Network Meeting

Each year all 38 network states are invited to assemble a team of strategic thinkers to gather and discuss latest research and trends in AYD. Every state must bring a representative from the state education agency as well as other key leaders. This year's team for Washington was:

- Ken Thompson, Bill & Melinda Gates Foundation
- Greg Williamson, OSPI
- Jody Rosentswieg, Raikes Foundation
- Julia Garnett, Tacoma 360
- Heather Elmore, Northwest Community Action Center- Yakima Valley Farm Workers Clinic
- Jackie Jainga-Hyllseth, School's Out Washington
- Bob Hughes, Washington State Board of Education

This gathering was a 3-day event to learn what other states are doing, hear ideas and research and to inspire new thinking. Today's report-out represents only a fraction of the topics presented because we wanted to go a little deeper in areas where team members were most excited to share. First folks will share general comments and then will break into two smaller discussion groups.

Julia Garnett talked about shared accountability. Schools are the center of economic development, but schools aren't able to take on everything, making it key to have community partnerships. The idea of shared accountability is simply that teachers, schools and communities all be accountable. The goal is to double the number of students on track to graduate by a certain year, using shared data and an aligned data system with a strong intermediary to pull everyone together.

Jackie Jainga-Hyllseth shared that SOWA was part of 2 workshops: 1) "Building Capacity Through Statewide Professional Development Systems" 3 states, including Washington shared their current professional development system building efforts. Washington presented the work in phase one of our professional development system building plan which included identity of the profession, our outcome evaluation map and the core competencies for Child and Youth Development professionals. We also featured our Pathway to Excellence project as a promising professional development model for practitioners. The second workshop "A Network's Role in Addressing Racial Equity in Educational Outcomes" was presented in collaboration with the Aspen Institute Roundtable on Community Change. It provided a framework to deepen understanding of structural racism, and featured some of SOWA's strategies to implement & impact equity in afterschool & educational outcomes.

PD system building – on national level, linking system building efforts collaboratively and moving toward national buy-in for profession, strengthening profession, WA is on track, made great progress in last few years. Held workshop in collaboration with Aspen on structural racism, expose networks to our work in WA and expose networks to racial equity lens and systematic structural issues we need to address.

Greg Williamson talked about connecting with other people in states who have a similar role and how to connect various programs impacting vulnerable students. Structural racism workshop

was excellent and the commitment of SOWA with practical tips was great. He is planning to talk more about common core standards in small group session, explanation of habits of mind, how we build skills so students can look at themselves as learners e.g. work study skills, problem-solving skills, and other skills that can be taught by community not just in school.

Bob Hughes talked about the keynote speaker at the conference, the Executive Director of George Lucas Foundation who was trying to show schools that are doing it different and changing the pedagogy so kids are enthusiastic about learning. This model is student-driven rather than teacher-driven. Two groups were mentioned, people trying to perfect the current system and people trying to create a new system who all come together at the conference.

Shared Accountability & STEM: Small Group Discussion

SMALL GROUP 1: Shared Accountability facilitated by Julia Garnett

They had a discussion around the challenges of sharing data between afterschool programs and schools. The Boys & Girls Clubs of King County have one program, MicroSociety, where the school shares data with afterschool programs including attendance, grades, test info so afterschool and in-school staff can work together from the same knowledge base about the students.

The group reviewed Seattle's Road Map to Success with Education and Family & Community Support Milestones. One area missing is around measuring student engagement and youth voice and action.

Discussion around family participation and its importance to bring in community advocates/mentors. Talk of "who is in the room" at education conferences with an example of an ethnic-specific conference with very few white people and looking at the WAN meeting as an example with very few people of color. With a lens of racial equity, need to make sure that people who represent the cultures and backgrounds of students are involved and at the table in figuring out how to achieve student success.

Discussion around some sources of data that we can access including OSPI, Healthy Youth Survey, Housing Authority, Health Department. Need to look at data to measure change over time.

SMALL GROUP 2: STEM facilitated by Jackie Jainga-Hyllseth and Heather Elmore

Some report backs from the national meeting on initiatives in other states e.g. Full STEM Ahead in New Jersey and OST Initiative in California. New data report of STEM shows that disadvantaged students who participate show growth and improvement.

The group then discussed what people would like to see in Washington that WAN could get started on. One idea was having regional conferences on STEM mirroring several similar efforts in the Midwest.

They need to do an inventory to identify what is already happening in WA to promote STEM learning. Travis Smith with OSPI shared that currently there are 16 statewide trainings based on

awareness of STEM. Many schools currently have each of the STEM areas as silos and trying to encourage an integrated approach.

Brian and Kristina shared efforts led by 4-H including 700 kids learning through science experiment on CO2 and pollution. Results from this program led to 92% of kids knowing what CO2 was and 77% of kids being more excited about science in afterschool.

The group identified what we want more of: more staff training on STEM; more resources/training; online/video support, tools; list materials like a “how-to” kit; examples to illustrate what a STEM program looks like

STEM center in WA State is being launched and we want to make sure there is an afterschool presence as these efforts intensity across the state.

Planning of Mayoral Summit and Discussion around Common Core Standards: Small Group Work

SMALL GROUP 1: Mayoral Summit Grant Application – facilitated by Joanne Benham & Julia Garnett

WAN is planning to submit a grant to the National League of Cities for funds to support planning and implementation of a mayoral summit. This small group time was used to brainstorm some messaging and issue areas needing to be addressed through a summit targeting Mayors.

What are current strengths and challenges of AYD in WA State?

Strengths

- Increasing professionalism of the field
- *Good collaboration/partnerships with social service
- Based in communities and schools
- Sense of urgency – need more than schools – a way for municipal leaders to have an impact, a good entry point for municipal investment to make a difference
- Scientific data to back-up early intervention activities
- Diversity of groups talking with each other
- *General population in support of afterschool – good public support
- *Connect public safety and community health

Challenges

- *Don't have alternatives especially in rural communities- instability of funding sources
- Potential turnover of staff – caring adult long-term is better than short-term staff
- *Transportation
- Access to school buildings – can be both a strength and challenge
- Lack of understanding of funding purpose
- Not seen as a shared priority of what kids are doing out of school – lack of ownership
- Quality issue- need to prove that programs producing positive result
- Lack of knowledge and resources to do valid evaluation – outcomes demonstration

- Data-driven programming not happening in many communities- educational, social and emotional

What are barriers to getting involved?

- Personalities
- Needs vs. extras
- Different jargon/languages in city government
- Not wanting to get involved in education issues – political boundaries
- Lack of awareness among municipal leaders – some still see afterschool as daycare versus a bigger program that provides safety, educational, social-emotional
- Afterschool providers not aware of how to approach leaders, not vocal enough- come together as unified voice
- Public vs. private funding- lack of education around how AYD should be funded

What opportunities do we have to strengthen/enhance?

- They can take a back door approach to address education
- Identifying youth as the most important messengers to convey benefits of programs
- Help fix big problems in communities, a way to help resolve/fix problems: preventing crime, keeping kids in school to help economic development of a community, addressing teenage pregnancy
- Pointing out what is in it for leaders, fine tune messaging:
 - Educational attainment means more tax dollars to go back into their communities later
 - Help support afterschool and measure impact, reduction in crime and other outcomes that will help support their leadership and be of value to them
- Mayors are organized through AWC – find common threads whether it be economic dev., health, etc.
- Budget deficits – everyone has to work together and figure out what to bring to the table to address education and community issues

What are 2-3 well focused strategic outcomes? (combination of short-term and long-term)

- Long-term - More cities to invest financial and in-kind resources to high-quality AYD programs, doing education, showing examples of how
- Create more public will – influence can bring more advocacy and awareness and through relationships can bring more funding through other means – be a working partner in building system of AYD program in community
- Convene community-wide partnerships to build high-quality AYD programs
- Have cities evaluate AYD programs to produce high-quality programs, evaluations of current activity and setting of new goals, measure quality on whether it worked, crime decreases, etc., being accurate with the terms we use, more hard quantitative measures versus qualitative
- Recognition of leaders who are champions- e.g. Hall of Fame

Who can influence youth?

- Youth, parents, voters

- Local legislators – discuss between state and local levels
- “Natural leaders” – powerful messengers
- Businesses – especially realtors
- Educators
- Panel of 50
- Assoc. Of Washington Cities, Assoc. Of WA Businesses
- Colleges, universities

SMALL GROUP 2: Common Core Standards – facilitated by Jessica Vavrus

Jessica provided an update on the Common Core Standards State Initiative. Washington has provisionally adopted the standards. The standards promote an integrated approach rather than one having content silos. Some guiding questions to think about include:

- What can non-traditional schools and programs do?
- What can traditional teachers do?
- What is needed to build a clear and coherent system of support?
- How do we keep “local flavor” and support diversity of communities with standards?
- What does career and college readiness mean?
- How do we build a coordinated system that is equitable?

Importance placed on being good readers, writers and thinkers in each of the subject areas and using an integrated approach to address not having experts on every subject.

More in-depth conversation around what common core standards look like in Habits of Mind. Discussion around how we get teachers to use same approach as in OST programs that involve and engage youth. Some expressed that the language of the standards feels unrealistic and unfriendly, not very accessible.

There is an opportunity with habits of mind for creating mutual benefits for in and out of school learning. We need some discussion around what content to link in afterschool and be intentional in developing critical thinkers and to develop a foundation that is equitable.

Legislative Update

Want to thank some of our legislative champions including: Senator Eide, Representative Ladenburg, Representative Tomiko Santos, Representative Haigh and Representative Maxwell.

School’s Out is in the process of hiring an Education Policy Director with funding from Bill & Melinda Gates Foundation to formalize an AYD table similar to the Early Learning Action Alliance who will shape and lead policy efforts. The intent of this position is also to make sure AYD is included in education reform efforts in our state and to be at the table of key education decision making forums and committees.

Overview of legislative agenda

HB 1004 social emotional learning includes language around partnering with afterschool and youth development. It had a public hearing in the House Education Committee and was voted out

of committee, but stalled in Ways & Means and did not get a hearing or voted out before the cut-off date.

HB 5715 to adopt core competencies for early learning and child & youth development professionals is waiting to be voted on the Senate floor. (update: legislation was not voted on before cut-off time and is dead in its current form)

WAN legislative agenda is available on our website at www.schoolsoutwashington.org

Other interesting legislation we are following:

HB 1849 Proposal to form a Department of Education: We need to think about where AYD fits in restructuring since AYD straddles the early learning and formal K-12 system. It is important to look at that legislation as it could have serious impact on AYD programs, not looking at where programs would go in that structure. Important to know what's happening around regovernance of education and what the benefits, challenges are for our field, if it would remove or create more barriers. We are also following HB 1776 regarding childcare in public buildings, which we support, but have some concerns.

LUNCH

Presentation by Ron Hertel and Liz Frausto on Social Emotional Learning

Compassionate Schools Initiative: It started in Pierce County and spread to Spokane and is now a statewide initiative. More information about the initiative and resources can be downloaded on the OSPI website at: <http://www.k12.wa.us/CompassionateSchools/Resources.aspx>. This is not the same PowerPoint shared at the meeting but has some of the most key slides that sparked discussion.

Resources:

Brain Rules by John Medina- importance of physical activity for brain functioning

The Heart of Learning: Compassion, Resiliency, and Academic Success, available to download at <http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx>

Six word stories for each compassionate teaching and discipline principle that WAN meeting participants created in small groups

- 1) Always empower. Never disempower: I will, if you let me.
- 2) Provide unconditional positive regard: Life is a test you're passing.
- 3) Maintain high expectations: What makes you think you couldn't?
- 4) Check assumptions. Observe. Question: Bad seed, or too many weeds?
- 5) Be a relationship coach: Model, teach and encourage healthy relationships.
- 6) Provide guided opportunities for helpful participation: They spoke, so we added survivor man.

Presentation by Matthew Boulay, Interim CEO of National Summer Learning Association

NSLA grew out of small summer initiative in Baltimore. The three main priorities of NSLA are to:

1. Promote high quality programming
2. Advocate at national and state levels
3. Evaluate

Three main challenges facing NSLA and the field as a whole are: funding (summer is usually the last funded and first cut), evaluation baseline issue, and summer school having a negative remedial connotation.

Some good numbers to provide a big picture overview of the impact of summer learning loss:

- For every 9 months of learning, there is 3 months of fall back for 98% of students
- For every 10K investment made per student during the 9 months, 2-3K is lost during summer = inefficiencies over long term.

High-impact, low-cost programs such as book distribution programs make a difference. For example, school libraries which are mostly closed during the summer could be used and are a great resource. Janet talked about the possibility of looking into that in Washington State in partnership with the Childhood Obesity Prevention Coalition since they are already pursuing joint-use legislation.

Policy priorities of NSLA at the federal level include:

- Making summer programs explicit use of Title 1 funds.
- Increasing funds for 21st CCLC .

NSLA is starting to organize national coalitions to work on federal policy and ensuring that any serious school reform effort have summer learning as a priority.

Research overview and policy briefs on summer learning can be downloaded from www.summerlearning.org. Matthew's PowerPoint can be found on School's Out website under the Washington Afterschool Network Partnership Group tab at www.schoolsoutwashington.org

Agenda items for June 3rd meeting:

1. Resiliency
 - ACES
 - More on compassionate schools
2. STEM resources
 - Invite partners
 - Travis- STEM Center
3. Legislative Summary
4. Feed Your Brain
5. Learning Community Options – WSU, Brian Brandt