

Washington Afterschool Network Partnership Group Meeting
Friday, September 10, 2010
Ellensburg, Washington
Meeting Minutes

<p>Next meeting date is Friday, Dec. 3, 2010 in at the Highline Public Schools Administration Building in Burien, WA</p>

Welcome and Introductions: Jack Albaugh, Teresa Maxwell, Terry LeRud, Nor Luther, Jean Kasota, Dave Osterhaus, Greta Bornemann, Racie McKee, Angela Thompson, Diane Crumrine, Mikaelyn Cottier Swayne, Brian Brandt, Joe Garza, Mandy Aaberg, Mari Offenbecher, John Theilbahr, Emilia Holbik, Emilia Holbik, Melanie Willis, Kerri Jo Livingston, Joanne Benham, Janet Frieling, Kathy Minden

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 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 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.

Updates and Announcements:

YPQA Update (Melanie, Northwest Community Action Center): Several years ago she went to DC as an OSPI pilot to learn and then have attended trainings to conduct assessments along with some of her staff. They have moved from seeing it as an evaluation of them, but as a way to see how they can improve. They created improvement plans that include 2-3 goals for them to focus on. They have 19 sites, so they have decided to have the sites do the self-assessment and then focus on mentoring and coaching of the staff. That would include sharing an overview of YPQA and attending their staff meetings. They don’t have funding set aside for this, but they believe that this is a part of their job. This is the third year. They start all of their programs with an all-staff training on the YPQA methods. In addition, OSPI adopted it to encourage sites to participate,. OSPI had 24 sites last year and have 34 sites this year. The Raikes Foundation has funded 2 cohorts in King County. They currently have a Request for Inquiry for 2 additional cohorts, one in Spokane and one is King County. The grants are for \$25,000. Krista Galloway at SOWA coordinates the YPQA if you have questions. Joe Garza and Melanie are both external assessors. The current tool works best for 4th grade and up. High Scope is developing a tool now that should be out soon for younger kids. Melanie feels like the tool as it is can be adjusted for younger ages.

SAC Rewrite (Shannon): On July 30, 2010, SOWA submitted the final recommendations along with a cost analysis of the impact of the recommendations on providers. DEL will use these recommendations to help inform their rule writing. The timeframe is still somewhat unknown as they are wrapping up their work with the family home rules first. It looks like they will produce an initial draft for public comment sometime next year. SOWA will send out emails to all interested stakeholders and providers as soon as the rules are available for public comment.

DEL News (Kari): Early Learning Plan is out and up on the DEL website. Director states that when people ask for funding opportunities they consult the plan. Previously, WAN has provided input on how to include the voice of school-age since the plan goes through 3rd grade. DEL and OSPI are very involved in a huge effort to align Pre-K through 3rd grade. Providers should find out if your school is one of the alignment sites and if it is, the afterschool program should be at the table.

Kari announced that DEL is also working with OSPI on the WA Kids program which includes kindergarten. It is a pilot looking at the health of the kids—check out and see if your program is in one of the school districts that is participating in the pilot and then get involved to provide information on the kids. The Seeds to Success program which is the quality rating and improvement system still has another year coming. Kari announced the Working Connections subsidies—last year a bill was passed to allow families 12 month eligibility. Due to the budget shortfall, the DEL has had to reduce the eligibility to 175% instead of 200%. Licensing reboot is going on to see how DEL can improve its licensing. There is another survey out, please go online and answer the survey if you are a provider. Update on the School-Age WAC Rewrite, it looks like they are working on finishing up the Family Home WACs first, so they are delayed, so it does not look like there will be a draft out this fall.

Core Competency Work (Mari): In the process of identifying a name for those individuals who work with youth during their out of school time---Child and Youth Development Professional. The Core Competencies are completed and they are being vetted by some professionals in the higher education field and then they will go to DEL who will produce the document. The final product will include the Core competencies for people working with children birth through 18. We will keep you informed and let you know when they are available. There was a legislative bill that charged DEL and OSPI to develop these core competencies. They will go to the legislature in Dec. Jackie and Emily are the two people to talk with at SOWA if you are interested in more information.

21st CLC/New Grantees (Pam O'Brien): OSPI just awarded 11 new grantees for 20 sites and a total of \$1,202,000 in funding. There were 29 applications, 27 eligible and every single one that applied really needed the grant.

Mayor's Summit Update (Joanne): Research on the Association of Washington Cities, AWC, talked to a representative that explained how they design their program. They will make decisions on their topic around the first of the year. They are looking at having a workshop at their conference. We need to decide what kind of information we want them to know and the message that we want this group to hear. We need approval from the elected officials. A group of individuals mostly from Spokane who volunteered to be a part of the committee are planning the workshop. John Theilbahr will join the committee as he knows the President of the AWC. Collegues in Georgia provided us with some great templates.

Bridge Conference (Mari) Oct. 18-19, 2010: The theme is *Igniting Minds and Passions*. SOWA selects the presenters to come to the conference based on the latest research on the field and new curriculum ideas and materials that are emerging. Information about the latest research in the field on a national level is presented. A debate will be held on Day 2 with Paul Heckman and Dr. Tiffany Guy (Bell Foundation) around how data driven programs should be?

Healthy Youth, Healthy Futures WA (Shannon Ginn): The first year of funding local community to conduct a public will building effort around how afterschool and youth development programs support healthy behaviors in youth is wrapping up this month. Five communities received \$4000 to mobilize their communities around afterschool and health. Three rural communities, Concrete, Toppenish, and Shelton, worked on garden projects that engaged not only youth but people of all ages. They collaborated with senior centers, food banks, and health departments. In Tacoma, multiple organizations worked together to put on a health carnival that drew more than 250 people to learn about health activities. Kids designed T-shirts and created a PSA about healthy habits. In Seattle, youth from Cleveland High School were trained to be advocates against youth violence and organized a youth worker summit to educate community partners and youth workers about the impact that violence has on the lives of youth. RFP's for next year grant will be available at the end of the year.

How Can Afterschool Programs Support Common Core Standards in WA (Greta, Director of Mathematics, Teaching & Learning, OSPI):

OSPI is seeking public input. The idea of Common Standards started several decades ago (both Bush and Clinton tried to get it). The idea that the federal government would push for this has been met with a lot of resistance by states. Right now we have different tests for measuring in all 50 states. Text books companies have to address these standards so they contain too much material in them. The economy of scale is another reason. It is a statewide initiative led by the Chief School Officers Association. The reason why it worked was that they had some help from the federal government which was Race to the Top. Only Texas and Alaska expressed not being initially interested. 36 states have formally adopted these standards. WA State provisionally adopted. In order to be competitive for Race to the Top the states had to adopt by Aug. 2nd and we did not fully adopt. One of the things that has helped us to move forward is that we are part of the Smarter Balanced Consortium. There are 31 states a part of the consortium. We are the lead state and the fiscal sponsor. We have to train all the states on the Common Core Standards. Math is the biggest barrier for WA to adopt the standards since we just adopted our own new standards.

Arne Duncan just announced that we are funded to create an assessment that supports formative assessment so that it gives a teacher an idea of where the student is as they move through the school year. The SBAC will be an adaptive computerized test, so that the test will get at what the student knows. Oregon has an adaptive test. It allows you to show growth in a student as they go through the school year. There will still be a summative test at the end. The MAP is not a standards-based test, rather, it is a norm references test. This test will be a standards-based test. Right now WA is piloting teacher evaluation.

Greta asked, “How do you see yourself linking kids with their academics?” 21st Century sites have to be aligned with school standards.

She passed out the standards for English Language Arts and Mathematics. The Common Core Standards include both. On Jan. 1, OSPI will present to the Legislature to talk about the implementation plan, and then they might vote to accept it or allow OSPI to make the decision. There will be pushback in the Legislature and by advocacy groups. Our state standards address cultural competency quite well, but are not included in the Core Standards. The Initiative allows us to add to them as long as we adopt all of them as they are. They will seek input from stakeholders through a survey to see if they should adopt additional standards.

SBAC is 3 different groups coming together. There are 2 consortiums—one led by WA and another by Florida (PARK). To find out more about the consortium, go to: www.k12.wa.us/SMARTER

WA’s Timeline—Right now they are in the process of collecting information, stakeholder information and input and analysis. Hopefully by Jan. 2011 the Legislature will adopt the Common Core Standards. Assuming formal adoption, start with developing resources, training staff, and phasing in. Assessment system would be completely implemented in 2014-15.

OSPI will now be integrating offices of Reading, Writing, Communication, all together.

There are three appendices that include research and evidence, Reading text exemplars, sample performance tasks, and annotated student writing samples.

Standards for Mathematical Practice include having mathematical "habits of mind.”

Does Washington State higher education buy into the Common Core Standards? How are we preparing teachers and handling the issue that teachers are graduation not familiar with the standards.

Washington is already 80-90% meeting the core standards. Comparisons are available at: www.k12.wa.us/corestandards.aspx

All new content must also be assessed. The additional materials will not be included in the textbooks, so the teacher with OSPI would have to create methods to teach the additional items. OSPI Core Standards Informational website: www.k12.wa.us/corestandards; email at: corestandards@k12.wa.us

CCSCO/NGA Common Core Standards Initiative Web Site: www.corestandards.org

Achieve resources: www.achieve.org/achievingcommoncore_implementation

Art Costa—Habits of Mind

Some questions to think about: What does it mean to college and career ready? How do they know that they are in the path/on track? How does assessment play a role in providing good information around this? Where do the community stakeholders fit in?

Resources for Afterschool and Youth Development Programs (John Theibahr, Children and Nature Network)

He attended a conference entitled *Nature Deficit Disorder* presented by Richard Louv (author of *Last Child Left in the Woods*). Research shows that kids being outside in unstructured play gives them an opportunity to be healthier, smarter, and happier. The real challenge is the parents of the kids today. The focus of the Children and Nature Network is on the children, supported by environmental conservation networks. In order to protect something, you have to love it, so the organization is focused on kids.

In 2006, Richard Louv started the Children and Nature Network. In 4 years, 80 regional coalitions reaching 1.5 million kids nationwide were started and are developing a statewide coalition.

Resources: Research on why kids need to go outside, available on their [website](#). “We educate, validate, and sometimes agitate. We advocate in partnership with the Sierra Club.” Kellogg Foundation is the other primary funder. They are still developing the research that illustrates the impact of not getting kids outside, need to do more data gathering. Right now, they have anecdotal stories. Changing culture requires connecting with all communities.

Very important stakeholder is the American Academy of Pediatrics and Rich is going to present to them Oct. 2nd.

Collaborators include Arbor Day Foundation. Natural Leaders Group led by Juan Martinez with the goal of getting young people outside. Natural Teachers Network launched in April for all informal and formal teachers (including child care) which included Facebook and other online groups. They are putting out their first newsletter in October: *Schoolyard Enhanced Learning*—a resource for any educator. They just announced an award to win a trip to the Galapagos. Contest will be piloted in San Francisco. Teachers can be nominated for creative ways of getting their kids outside to enhance the learning process.

They also just launched the Natural Families Network. There are now over 500 nature clubs for families nationwide. They created a toolkit for Natural Leaders available on their website.

Several states have created an Outdoor Bill of Rights.

Community Mobilizing and Messaging, Social Media and our Legislative Agenda

Legislative Agenda (Janet): At the national level, SOWA along with the Afterschool Alliance will be messaging to have a separate funding stream remain for 21st Century Learning Centers in the ESEA. Childcare Development Block Grant Dollars (CCBDG) (Working Connections) funding source is at the federal level. We are supporting a \$1 billion increase to support the CCBDG. The cost has been increasing while the amount has stayed the same. 40% of the kids on the subsidy program are school-age.

State level: Next week the revenue forecast will come out. The Governor will be issuing a 4-7% cut across all state agencies. There are a couple of ballot initiatives that could help generate revenue. SOWA participates in the Early Learning Action Alliance. At quarterly meetings we hear from state agencies and their budgets.

For our legislative agenda: We have contacted Rep. Mary Lou Dickerson to see about including afterschool programs in the bill around Social and Emotional Learning. This would be a policy bill with no funding attached. We will be monitoring state education policies. OSPI will be presenting bills and we will be getting you information about this. Recent research on chronic absenteeism has been getting a lot of attention and afterschool programs are a strategy to mitigate this. There is discussion around changing the language around the cords on blinds in school-age programs. The ELAA will be presenting something forward on subsidies and we would support their agenda.

School's Out Washington was honored to be selected as one of three states to participate in a special project led by the [National Summer Learning Association](#). Over the course of the next year, we will receive technical assistance to develop and implement a plan to raise awareness among local and state leaders around the benefits

of summer learning, engage afterschool and summer providers in public will building efforts and come up with policy recommendations to support summer learning programs.

Communication goals—Develop key messages: School's Out Washington is assessing effectiveness of various communication tools. The large group divided into smaller groups and responded to some questions around print versus email, how much communication is the right amount and ways to improve our communication to constituents.

In small groups, people developed key messages around three of our communication goals related to our policy agenda using a framework of identifying the value at stake, problem, solution and action. The three goal areas are:

- To build public will for afterschool and youth development programs as a key support to encourage and sustain healthy behaviors among young people e.g. social/emotional learning, physical fitness, connecting with nature, nutritious meals.
 - a. Target audience: media, policymakers at state and local level, funders, school/school districts, community groups.
- To raise awareness and build public will among state and local leaders around the benefits and importance of summer learning programs.
 - b. Target Audience: media, OSPI, Governor & her office, WA State Legislators, Education leaders
- Make a public case about how quality AYD programs support older youth and reduce school drop-out rates.
 - c. Target Audience: AYD field, educators, youth development workforce, funders, older youth.

Feedback from the group will help us as we develop messages in preparation for the upcoming legislative session.

Agenda Setting for Dec. 3:

- Expanded Learning/Extended Learning and the consequences for running afterschool programs. Failing schools may set the model for others. Mandated extended day is interfering with running programs.
- Social Emotional Learning Presentation by Ron Hertel
- LOA update
- Chronic absenteeism
- Summer Learning—collective approach to building public will around summer and info on technical assistance grant.
- Grants
- Mayoral Summit
- Credit Retrieval through 21st Century programs.

Thank you to all who attended and made this a great meeting!