**California AfterSchool Network Core Beliefs**

**We believe that:**

* The out-of-school time field is a **vital partner** in a systemic effort to support children and youth.

• High quality **out-of-school time programs have strong, positive effects** on the academic, social, and emotional development of children and youth.

• High quality **out-of-school time programs are a critical resource** to address economic and educational inequities in our communities.

**• Out-of-school time professionals should be supported** with the resources and professional development opportunities necessary to implement and continuously improve high quality out-of-school time programs.

• **The out-of-school time field is innovative.** Creating forums and opportunities for stakeholders and out-of-school time professionals to convene, learn, and share promising practices accelerates innovation and quality in the out-of-school time field.

• **It takes an entire community** to align resources in support of the positive development of our children and youth. **Strong partnership** between out-of-school time professionals (the grass roots) and decision-makers (the grass tops) influences effective policymaking, and effective policy implementation to support and sustain high quality out-of-school time programs.

• CAN is **child and youth-centered** in our decision-making. We align our words and our actions with the core belief that all children and youth can achieve at a high level when provided the opportunity.

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**CAN’s Purpose Statement**

The California AfterSchool Network’s purpose is to **promote quality** in out-of-school time programs. **CAN believes that high quality out-of-school time programs are robust places of learning and discovery** that support high achievement for all children and youth. To that end, **CAN works to ensure that out-of-school time programs and professionals have access to the tools, resources, and information necessary** to implement high-quality out-of-school time programs. **CAN** provides forums for professionals to share innovative and promising practices around aspects of program design, implementation, assessment, professional development, and partnerships.

CAN is committed to consistently fostering and supporting the next generation of field leaders. By facilitating two-way communication between the out-of-school time field, state, and national leaders and policymakers, CAN leverages the voices of the field to **influence and inform effective policies and ensure policy is translated into practice.** Ultimately, CAN believes that these efforts will bring **greater coherence and professionalism into the field.**

**CAN** **Theory of Change**

**Anticipated changes**

• Strong and diverse government, business, school, and community partnerships to support out-of-school time programs for all children and youth.

• State and local policy decisions that value and prioritize high-quality out-of-school time opportunities

• Programs and staff that have the resources and capacity necessary to implement and continuously improve high-quality out-of-school time programs.

• Children and youth that are engaged in meaningful, high-quality out-of-school time learning and enrichment opportunities resulting in positive developmental, academic, wellness, and college and career and civic readiness outcomes.

**Organizational Goals**

**CAN is of the field and for the field**, serving as a collaborative nexus for diverse out-of-school time stakeholders to collectively address significant field needs and advance emerging innovations.

**CAN is a catalyst for quality**, building field knowledge, skills, and capacity by promoting a shared vision of quality, sharing promising practices, and advancing continuous quality improvement.

**CAN is a one-stop communication hub** for all stakeholders, providing information on tools, data, resources, policies, and practices to advance high-quality out-of-school time programs.

**The Vision:** For California to boast an abundance of high-quality out-of-school time opportunities that enable children and youth to maximize their potential.

**The problem**: Children, youth, and families, especially those most in need, lack access to high quality out-of-school time learning and enrichment opportunities that promote child and youth success, support working families, and increase positive community outcomes.

**The Mission:** Provide professionals, advocates, and community members the tools and resources necessary to build high-quality out-of-school time programs in California.

**CAN Strategic Plan 2017 – 2020**

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| **Goal 1**  **CAN is of the field and for the field**, serving as a collaborative nexus for diverse out-of-school time stakeholders to collectively address significant field needs and advance emerging innovations. | |
| **Objective 1A:**  CAN facilitates and participates in collaborative, cross-sector forums that effectively advance partnerships, practices, and policies that support out-of-school time learning and enrichment opportunities for children and youth. | |
| **Activities** | **Indicators of Success** |
| Maintain a Leadership Team that is geographically, professionally, and culturally diverse. | • CAN staff and the Leadership Team have developed clear roles and responsibilities for CAN leaders that are outlined in the CAN Governance and Leadership Team Commitment Agreement.  • CAN has built and maintained a complete roster of geographically, professionally, ethnically, and culturally diverse leaders. CAN leaders come from diverse backgrounds, including representatives from publicly funded expanded learning, child care, parks and recreation, non-government funded out-of-school time programs, technical assistance providers, community agencies, and state/local education agencies.  • CAN has established clear pathways to its leadership, including but not limited to pathways through Field Committees, recruitment for specific skill/knowledge sets, leveraging multiple other systems and initiatives (e.g., Site Leadership Initiatives, Summer Matters, CalSAC’s Leadership Development Institute, etc.) |
| Engage field stakeholders in efforts to address relevant needs through a rich Field Committee structure. | • CAN staff and the Strategy Committee have strengthened a Field Committee structure with roles, responsibilities, resources, and support for Field Committees that are documented in CAN Governance.  • CAN has created an annual calendar of Committee activities outlining recruitment, implementation, engagement with the CAN Strategy Committee, and decision-making processes by which Field Committees are established, what the work of a Field Committee shall entail, and when the work of the Field Committee ends.  • CAN has facilitated impactful Field Committee efforts supported by CAN staff and the Strategy Committee, advancing efforts related to effective policy, program quality, health and wellness, positive youth development and social-emotional learning, college, career, and civic readiness, supporting English learners, older youth programs, and rural programs as advised by the CAN Leadership Team and Strategy Committee. |
| Participate in and facilitate forums and opportunities that advance collaborative partnerships, spread quality practices, and support federal, state, and local policies supporting out-of-school time learning and enrichment opportunities for children and youth. | • CAN has implemented the Mott Opportunity Grant to organize a statewide, multi-stakeholder initiative; support broad field communications and field engagement efforts; and make the case for effective policies and public support for out-of-school time programs through data.  • CAN staff have participated in and supported the work of the California Afterschool Advocacy Alliance (CA3).  • CAN and its Policy Committee have provided timely information to the field regarding relevant state, federal, and administrative policy impacting out-of-school time programs.  • CAN has provided relevant data to expanded learning advocates through the publication of the “State of the State of Expanded Learning in California”, after school programs database, and after school meals database. |
| **Objective 1B:**  CAN remains nimble and is positioned to address significant field need, spread innovations, and advance state and local policies for out-of-school time youth, families, and communities. | |
| **Activities** | **Indicators of Success** |
| Provide information and resources to field stakeholders to increase K-12 and out-of-school time program partnerships. Help the out-of-school time field and K-12 stakeholders understand how expanded learning partnerships support and advance new federal and state education policies. | • CAN has provided information and forums that offer California’s out-of-school time professionals the opportunity to inform California’s plan for the 21st Century Community Learning Centers under the federal Every Student Succeeds Act (ESSA).  • CAN has worked with state leaders and out-of-school time professionals to explore how out-of-school time programs can support the implementation of Title I and Title IV A (Student Support and Achievement Grants), as well as “non-academic” indicators outlined in ESSA.  • CAN has leveraged and supported California’s Expanding Student Success campaign and disseminated resources and information that promote K-12 and out-of-school-time program partnerships.  • CAN has provided tools and information to out-of-school-time professionals in order to leverage California’s new state standards and Local Control Funding Formula to increase out-of-school time opportunities and partnerships. |
| Advance relevant field needs and emerging innovations. | • CAN has participated in Social Emotional Learning (SEL) 360/365 and explored opportunities for linkages to the national work of the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Wallace Foundation, and the statewide work of the CORE districts. CAN has explored additional linkages to business and industry related to the alignment of workforce needs expressed by the business roundtable (career readiness) and SEL (“soft skill”) outcomes.  • CAN has explored opportunities with the CDE’s Career Resource Network (CalCRN), Career Technical Education, and Linked Learning to increase career exploration in out-of-school time programs.  • CAN has worked closely with the Nutrition Services Division of the California Department of Education to increase statewide before school, after school, and summer meal participation, and has worked to advance opportunities for healthy behaviors in out-of-school-time environments.  • CAN has disseminated tools, resources, and promising practices developed through its implementation of the Power of Discovery initiative and the CAN STEM Committee, provided forums to increase field capacity to implement high-quality STEM learning, and worked to supplement and support the Power of Discovery initiative now under CDE EXLD leadership.  • CAN will implement opportunities for out-of-school time professionals to advance *Youth Development and Social Emotional Learning, career and workforce readiness, Science, Technology, Engineering, and Math (STEM), health and wellness, older youth programs, and support for high need youth, families, and communities,* and other emerging field needs as they surface and as advised by the CAN Leadership Team. |
| Ensure continuity of a high-quality out-of-school time workforce. | • CAN has participated in the workforce sub-committee of the Before and After School Advisory Committee.  • CAN has explored and implemented opportunities with the workforce development infrastructure and the Workforce Innovation and Opportunities Act (WIOA) related to building the capacity of the expanded learning workforce and offering work-based learning.  • CAN has explored and begun implementing long term, systemic opportunities with higher education, including its placement within the Community College system, to ensure a stable expanded learning workforce through multiple pathways, including teacher pathways and pathways to other careers such as social work, public health, and mental health, resulting in continuity of out-of-school time staff while also building career pathways for out-of-school time professionals.  • CAN has explored and implemented opportunities to meet urgent workforce needs and supplement the expanded learning workforce through volunteerism (e.g., AmeriCorps, and Encorps). |

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| **Goal 2**  **CAN is a catalyst for quality,** building field knowledge, skills, and capacity by promoting a shared vision of quality, sharing promising practices, and advancing continuous quality improvement. | | |
| **Objective 2A:**  CAN facilitates collaboration and alignment with diverse out-of-school time programs and infrastructures. | | |
| **Activities** | | **Indicators of Success** |
| Crosswalk multiple quality frameworks and staff competency features across multiple out-of-school time environments. Disseminate crosswalk to facilitate statewide cross-sector partnerships and collaboration between state leadership and technical assistance systems. | | • CAN has completed a crosswalk of quality frameworks and staff competencies of multiple types of out-of-school time and expanded learning programs and environments *(e.g., expanded learning programs, school-aged child care programs, parks and recreation programs, community-based programs, non-government funded out-of school time programs, YMCAs, Boys and Girls Clubs, 4H, Girls Inc., etc.)*.  • CAN has implemented a dissemination plan for the Quality Crosswalk.  • CAN has facilitated and participated in cross-sector dialogue to assess opportunities for mutual benefit and collaboration.  • Based on dissemination efforts, CAN has established and/or participates in new partnerships and has engaged new leaders in its efforts. |
| Facilitate and participate in initiatives and forums that increase cohesion and collaboration among California’s Out-of-School Time Technical Assistance (TA) providers to advance continuous quality improvement in out-of-school time programs. | | • CAN has surveyed and convened TA stakeholders to better understand statewide CQI offerings from a variety of stakeholders.  • CAN has convened TA stakeholders to share information regarding CQI offerings and explore the opportunity for partnerships, cohesion, and collaboration.  • CAN has created and implemented a communication strategy to inform TA providers and the field regarding TA supports to CQI implementation. |
| Update the California After School Quality Self-Assessment (QSA) tool to align with the Quality Standards for Expanded Learning in California, incorporate new research on Social Emotional Learning and Youth Development, and incorporate new 21st Century user features, including online user features. | | • CAN has created a revision plan based on expert and user input.  • CAN has garnered field and Quality Committee input to the revision plan.  • CAN has revised content and piloted new content and user features with existing users.  • Based on pilot results, CAN has published and disseminated the revised QSA tool and user features through targeted communications and statewide professional development. |
| **Objective 2B:**  CAN disseminates and shares promising practices across sectors and provides multiple virtual and in-person forums to build field capacity and implement high-quality programs. | | |
| **Activities** | **Indicators of Success** | |
| Document and disseminate information and resources, promising practices supporting the implementation of quality out-of-school time program practices, and implementation of a continuous quality improvement (CQI) process. | • CAN has leveraged its facilitation and participation in multiple forums to understand and document promising practices related to out-of-school time program quality and the implementation of CQI processes.  • CAN has disseminated promising practices related to the revised QSA, the Quality Standards for Expanded Learning, and CQI through virtual dissemination and in-person forums.  • CAN has revitalized a comprehensive “campaign for quality” which includes a revised QSA Tool, a promising practices guide related to each section of the tool, as well as webinars, videos, and trainings that highlight successful practices “in action.” | |
| Create access to training and forums on the Continuous Quality Improvement process through the facilitation of statewide Training of Trainers representing all 16 System of Support for Expanded Learning regions. | • CAN has developed a series of trainings on the Quality Standards and the Continuous Quality Improvement process.  • CAN has developed and implemented a training of trainers representing all 16 System of Support for Expanded Learning Regions.  • CAN has traced and maintained the numbers of trainers, training provided, number of trainees, and training evaluations for a statewide network of trainers.  • CAN has facilitated opportunities for training and peer learning opportunities such as Site Coordinator Communities of Practice (CoPs)  • CAN has developed a Site Coordinator Community of Practice Guide that outlines how to implement Site Coordinator Community of Practice efforts and has disseminated the guide through the System of Support for Expanded Learning and a variety of other channels. | |
| Create a vehicle and opportunities for statewide expanded learning site coordinators to share promising practices, challenges, and solutions, as well as a platform to share challenges and needs with decision-makers and the broader TA infrastructure. | • CAN has convened an advisory committee to participate in a two-year effort to develop initiative strategies, surface and address potential challenges, focus the effort, and provide ongoing input to advise implementation.  • CAN has implemented communications and leveraged existing Site Coordinator Community of Practice efforts to inform and engage Grant Managers, Program Directors, and Site Coordinators in the initiative.  • CAN has implemented a year-long initiative engaging site coordinators in efforts to share practices, challenges, and needs culminating in a statewide event organized virtually and implemented through multiple, virtually-linked, and local in-person convenings. | |

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| **Goal 3**  **CAN is a one-stop communication hub** for all OST stakeholders and provides information on tools, data, resources, policies, and practices to advance high-quality out-of-school time programs. | |
| **Objective 3A:**  CAN provides timely field communication to the out-of-school time field regarding program quality, policy, tools, resources, funding, and other relevant resources through a one-stop web-based information hub, electronic newsletter, and social media platforms. | |
| **Activities** | **Indicators of Success** |
| Implement strategic communications. | • CAN staff has built its internal communications capacity and implemented a revised CAN Communication Plan and annual communications calendar that includes strong web, newsletter, and social media integration.  • Web, newsletter, and social media content:   * Provide resources and information from multiple sectors to build the capacity of out-of-school time professionals, including resources and TA supports to CQI implementation. * Promote partnerships that leverage funding and opportunities in the new federal education law (Every Student Succeeds Act) * Support the CDE Expanded Learning Division’s targeted TA efforts to support site coordinators, the Expanding Student Success Campaign, and statewide efforts to promote Social Emotional Learning in out-of-school time programs. * Promote efforts to build the out-of-school time workforce. * -- Enhance field capacity to implement quality career and workforce readiness, Science, Technology, Engineering, and Math (STEM), health and wellness, and older youth programs, support high-need youth, families, and communities, and address other emerging field needs as they surface and as advised by the CAN Leadership Team. |
| Revise and re-organize CAN’s web platform to better meet the resource needs of the field. Create a “3-click” website that creates easier field access to relevant information and resources. | • CAN has implemented a website re-organization process based on a comprehensive wire-frame and organization system to increase ease of information. As part of the process CAN has re-organized content, added fresh content, and eliminated non-essential content.  • CAN has continuously increased engagement in the CAN website. |
| Effectively deploy electronic newsletter and social media with continually increasing field engagement. | • CAN has deployed an electronic newsletter containing relevant information to the out-of-school time field at least once per month.  • CAN has regularly disseminated relevant social media posts on platforms including but not limited to Facebook, Twitter, and LinkedIn.  • CAN’s newsletter and social media engagement has consistently and continuously increased. |
| **Objective 3B:**  CAN is a resource for relevant data, data analysis, and policy information for expanded learning programs and other out-of-school time programs including public and non-publicly funded out of school time programs. | |
| **Activities** | **Indicators of Success** |
| Maintain and improve an online policy information hub with curated and created content to be a central hub of out-of-school time policy for publicly and non-publicly funded out-of-school time programs. | • CAN has revived a thriving web-based out-of-school time information hub with up-to-date data and information regarding out-of-school time, expanded learning, child care, education, child and youth development, health nutrition, and wellness policy  • CAN’s policy hub links to CAN resources such as the after school programs database and after school meals database and State of the State of Expanded Learning in California, as well as external resources such as CA3, the Save After School Campaign, California School Age Consortium, California Park and Recreation Society, Child Care Resource and Referral Networks, and other child and youth-related policy hubs such as Children Now and Fight Crime Invest in Kids. |
| Gather, analyze, and disseminate data regarding field needs and promising practices, in order for multiple audiences to increase awareness on emerging and relevant field needs and opportunities and accelerate promising practices. | • CAN has created and strengthened data gathering and analysis procedures.  • CAN has regularly deployed surveys to the field to understand relevant needs, promising practices, and available resources.  • CAN has disseminated findings to field leaders, TA providers, funders, decision-makers, and out-of-school time professionals regularly. |
| Expand CAN’s online after school programs database to encompass or link to/leverage non LEA expanded learning providers, child care providers, community programs, meal programs, and municipal programs. | • CAN has successfully migrated the after school programs database to an operating system compatible with its new IT support services.  • CAN has improved the use, functionality, and breadth of the after school programs database to encompass additional field data including meals data and non LEA expanded learning providers as advised by the CAN Leadership Team and Policy Committee. |

**How CAN works**

**Organizational structures supporting the attainment of CAN’s goals**

**Process to finalize the CAN Strategic Plan**