



Theory of Change and Strategic Plan 2017–2020

RELEASED JANUARY 2017



California AfterSchool Network

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QUICK REFERENCE

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THEORY OF CHANGE

THE CHALLENGE

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 PURPOSE

The purpose of the California AfterSchool Network is to **increase access to high-quality** out-of-school time programs that support success for all children and youth.

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 MISSION

To provide professionals, advocates, and community members the tools and resources necessary to build high-quality out-of-school time programs in California.

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 innovation.

CAN is a catalyst for quality, building capacity by promoting a shared vision of program quality and advancing a culture of continuous improvement.

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

ANTICIPATED CHANGES

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

State and local policy decisions prioritize high-quality out-of-school time opportunities.

Programs and staff have the resources and capacity to implement and continuously improve out-of-school time programs.

Children and youth benefit from high-quality out-of-school time learning and enrichment opportunities, resulting in positive developmental, academic, and wellness outcomes and increased readiness for college, career, and civic life.

WE KNOW THAT

- **All children and youth can achieve** a high level of success when provided the opportunity.
- Out-of-school time programs **improve academic, social, and emotional development** of children and youth.
- Out-of-school time programs help **mitigate economic, educational, and health inequities** in our communities.

- Supporting out-of-school time professionals with resources and professional development results in a strong out-of-school time workforce and **continuous quality improvement** of programs.
- **The out-of-school time field is innovative**, and innovation spreads when out-of-school time professionals come together to learn and share.
- Children and youth benefit from **strong partnerships** between educators, out-of-school time professionals, policy makers, community organizations, and families.

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 innovation.

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
Participate in and facilitate forums that advance collaborative partnerships, spread quality practices, and promote federal, state, and local policies that support out-of-school-time learning and enrichment opportunities for children and youth.	<ul style="list-style-type: none">• An organized statewide, multi-stakeholder initiative funded by the Mott Opportunity Grant supports a broad field engagement efforts and makes a data-driven case for effective policies and public support for out-of-school time programs.• CAN staff have participated in and supported the work of the California Afterschool Advocacy Alliance (CA3).• Stakeholders and programs in the field receive timely and clear information about state, federal, and administrative policies and policy proposals relevant to out-of-school time programs.• Expanded learning advocates have actionable data from the “State of the State of Expanded Learning in California” report, after school programs database, and after school meals database.
Engage stakeholders through a rich field committee structure to advance initiatives addressing emerging field needs, such as effective policy and quality; child and youth health, wellness, learning, and development; child and youth readiness for college, career, and civic life; and building the capacity of the out-of-school time workforce.	<ul style="list-style-type: none">• The roles, responsibilities, resources, and support for Field Committees are clearly articulated in CAN’s governance documents.• An annual calendar of Committee activities outlines recruitment, implementation, engagement with the CAN Strategy Committee, and decision-making processes by which Field Committees are established, along with what the work of a Field Committee entails, and when the work of the Field Committee ends.• Field Committees, supported and guided by CAN staff and the Strategy Committee, are impactful in advancing important initiatives, such as those related to effective program policy and quality; child and youth health, wellness, positive youth development and social-emotional learning; youth readiness for college, career, and civic responsibility; and promoting programs that support the needs of underserved children and youth, such as English-language learners, older youth, and rural programs.

Activities	Indicators of Success
Maintain a geographically, professionally, and culturally diverse Leadership Team with members from all areas of the state that represent diverse backgrounds and expertise, and are reflective of the field, out-of-school-time professionals, families, young people, and traditionally underserved communities.	<ul style="list-style-type: none">• CAN Governance and Leadership Team Commitment Agreement clearly describes roles and responsibilities for CAN leaders.• CAN leaders come from a variety of diverse backgrounds and are reflective of the field, out-of-school time professionals, families, young people, and traditionally underserved communities the field serves. The CAN Leadership Team should be culturally, ethnically, and racially diverse and inclusive of all individuals regardless of race, color, national origin, sex, sexual orientation, gender identification, religious creed, ability level, age, socioeconomic status, or political belief.• The full roster of the CAN Leadership Team includes people who have experience with publicly-funded expanded learning programs, child care programs, parks and recreation programs, non-government funded out-of-school time programs, technical assistance providers, community agencies, and local education agencies.• The CAN Leadership Team represents Far North, Northern, Southern, Central Valley, Coastal, Mountain, and Desert regions of the state and the diversity of rural, suburban, urban, and tribal lands of the state.• CAN has established clear pathways to its leadership, including through Field Committees, recruitment for specific skill sets, leveraging multiple other systems and initiatives (e.g., Site Leadership Initiatives, Summer Matters, CalSAC’s Leadership Development Institute, etc.)

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GOAL 1
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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 innovation.

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 resources and forums that strengthen K-12, higher education, and out-of-school time partnerships to support student success across unique learning environments.	<ul style="list-style-type: none">California’s plan for the 21st Century Community Learning Centers under the federal Every Student Succeeds Act (ESSA) reflects well-informed perspectives from the field.State leaders and out-of-school time professionals have explored how out-of-school time programs can support the implementation of Title I and Title IV A (Student Support and Achievement Grants), and “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.Out-of-school time professionals have tools and information to leverage California’s new state standards and Local Control Funding Formula to increase out-of-school time opportunities and partnerships.CAN has pursued and implemented partnerships between institutions of higher education, including connections to the California Community Colleges, Foundation for California Community Colleges, California State Universities, University of California, as well as private universities that support program quality and strengthen California’s out-of-school time workforce.
Strengthen California’s out-of-school-time workforce by deepening partnerships with California’s workforce development infrastructure, supporting college and career pathways, and increasing volunteerism.	<ul style="list-style-type: none">CAN has participated in the workforce sub-committee of the Before and After School Advisory Committee.Opportunities have been identified for out-of-school time programs to partner with the workforce development infrastructure and benefit from the Workforce Innovation and Opportunities Act (WIOA) to expand the field’s workforce and offer work-based learning.Development is underway for multiple long-term, systemic college and career pathways through community colleges and other systems of higher education to ensure a stable well-qualified workforce for the field, including through such programs as those that train teachers, social workers, public health workers, and mental health providers.Volunteerism is helping partly mitigate the field’s urgent workforce needs (e.g., AmeriCorps and Encorps).

Activities	Indicators of Success
Provide information, tools, and resources to address current and emerging field needs including but not limited to career exploration and development, Social-Emotional Learning, STEM, nutrition, health and wellness, support for English learners, equity and social justice, support for older youth, and rural programs.	<ul style="list-style-type: none">CAN has participated in Expanded 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 social-emotional learning (SEL or “soft skills”) 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.An increase in statewide before school, after school, and summer meal participation has resulted from a close working relationship between CAN and the Nutrition Services Division of the California Department of Education, and other opportunities for healthy behaviors in out-of-school time environments have been identified.The field’s capacity to implement high-quality Science, Technology, Engineering, and Math (STEM) learning has been enhanced through tools, resources, and promising practices developed through CAN’s implementation of the Power of Discovery initiative and the CAN STEM Committee, and CDE EXLD leadership recognizes the support it has received from CAN in supplementing and supporting the Power of Discovery initiative now under its auspices.CAN implements opportunities for out-of-school time professionals to advance positive youth development, social emotional learning, workforce readiness, health and wellness, older youth programs, and support for high-need youth, families, and communities, as well as other emerging field needs as they surface and as advised by the CAN Leadership Team.

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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 among various types of out-of-school time programs.

Activities	Indicators of Success
Facilitate mutually beneficial cross-sector partnerships between California’s expanded learning, school-age child care, local/regional, municipal, and community based organizations.	<ul style="list-style-type: none">• Participate in forums such as the NCASE Peer Learning Community with the CDE Expanded Learning Division, Early Learning and Support Division, CAN, and CalSAC.• Create a crosswalk of the quality frameworks and staff competencies of various types of out-of-school time and expanded learning programs (e.g., 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, 4-H, and Girls, Inc.) and disseminate to stakeholders.• Cross-sector dialogue has identified opportunities for mutual benefit and collaboration, and new partnerships are developed across sectors.• Leadership Team or committees include leaders from a variety of program types.
Support implementation of the California Department of Education’s Expanded Learning Division Strategic Plan as a statewide Technical Assistance Provider.	<ul style="list-style-type: none">• Support Universal Technical Assistance efforts by providing training and increasing access to training regarding Continuous Quality Improvement.• Provide resources, tools, and support for SSEL Contractors to implement local Site Coordinator Community of Practice meetings.• Support the CDE EXLD’s communications and information dissemination efforts.• Update the California After School Quality Self-Assessment (QSA) tool to: (1) align with the Quality Standards for Expanded Learning in California; (2) incorporate new research on Social Emotional Learning and Youth Development; and (3) improve the user experience, including through online features.
Participate in, and facilitate forums that increase cohesion and collaboration among California’s out-of-school time Technical Assistance (TA) providers.	<ul style="list-style-type: none">• CAN Quality Committee Co-chairs and CDE’s Expanded Learning Division have informed CAN’s strategy to advance the WG3 recommendations• CAN has executed a communication strategy to inform TA providers and the field regarding available TA to support the implementation of a CQI process.• Information shared with TA providers results in the exploration of increased partnerships, cohesion, and collaboration.

Objective 2B

CAN disseminates and shares promising practices and provides virtual and in-person forums to build the capacity of the field to implement high-quality programs.

Activities	Indicators of Success
Provide access to tools and resources, promising strategies, professional development, and trainings to enhance out-of-school time program quality.	<ul style="list-style-type: none">• Training on the Continuous Quality Improvement process has impacted practitioners in all 16 System of Support for Expanded Learning regions.• A statewide Training of Trainers increases access to trainers in all 16 of the System of Support for Expanded Learning regions.• For a statewide network of trainers, CAN tracks numbers of trainers and trainees, training provided, and evaluations of training sessions.• Opportunities for peer learning and training are provided, such as Site Coordinator Communities of Practice (CoPs)• A Site Coordinator Community of Practice Guide outlines how to implement Site Coordinator Community of Practice efforts and is available through the System of Support for Expanded Learning and other channels.
Increase program access to information, tools, and technical assistance supporting Continuous Quality Improvement.	<ul style="list-style-type: none">• Documentation of promising practices related to out-of-school time program quality and the implementation of CQI processes.• Programs have learned about promising practices related to the revised QSA tool, the Quality Standards for Expanded Learning, and CQI.• A revitalized comprehensive “campaign for quality” includes a revised QSA tool; a promising practices guide related to each section of the tool; and webinars, videos, and trainings that highlight successful practices “in action.”
Work to build the capacity of California’s expanded learning site coordinators by creating platforms for them to learn and share quality practices as well as common challenges and solutions that hold promise.	<ul style="list-style-type: none">• An advisory committee guides a two-year initiative to develop strategies, surface and address potential challenges, focus the effort for site coordinator communities of practice, and advise during implementation of the initiative.• Grant managers, program directors, and site coordinators in the field are informed of and engaged in the initiative.• The initiative culminates in a virtual statewide event where local in-person gatherings happen at the same time, and are linked to each other online.

GOAL 3

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

Objective 3A

CAN is a resource for relevant data, data analysis, and policy information for expanded learning programs and other out-of-school time programs, including publicly and non-publicly funded programs.

Activities	Indicators of Success
Maintain an online policy information hub that provides up-to-date data and information regarding out-of-school-time, expanded learning, child care, education, child and youth development, health nutrition, and wellness, enrichment, and recreation policies.	<ul style="list-style-type: none">A thriving web-based out-of-school time information hub provides 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, after school meals database, and State of the State of Expanded Learning in California report); to 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 to other child and youth-related policy hubs (such as Children Now and Fight Crime Invest in Kids).
Gather, analyze, and share data so multiple audiences become aware of emerging needs and opportunities, and accelerate adoption of promising practices.	<ul style="list-style-type: none">Data gathering and analysis procedures are sound and clear.Surveys of people in the field inform CAN’s understanding of relevant needs, promising practices, and available resources.Findings are disseminated regularly to field leaders, TA providers, funders, decision-makers, and out-of-school time professionals.Create annual State of the State of Expanded Learning in California report.
Expand database capacity to provide a clearer picture regarding California’s expanded learning, childcare, municipal, and community program infrastructures, as well as information on field in opportunities such as the federal after school meals program.	<ul style="list-style-type: none">CAN has successfully migrated the after school programs database to an operating system compatible with its new IT support services.Improved functionality and breadth of the after school programs database encompasses additional data such as meals data and non-LEA expanded learning providers.

Objective 3B

CAN provides timely communication to the out-of-school time field regarding program quality, policy, tools, funding, and other relevant resources through a one-stop web-based information hub, electronic newsletter, and social media.

Activities	Indicators of Success
Engage in web, newsletter, social media, and statewide/local information and resource awareness efforts that provide information to increase out-of-school time program quality and enhance out-of-school time partnerships.	<ul style="list-style-type: none">A revised CAN Communication Plan and annual communications calendar includes strong web, newsletter, and social media integration.Web, newsletter, and social media content:<ul style="list-style-type: none">Provides resources and information to build the knowledge and skills of out-of-school time-professionals, including to support CQI implementation.Promotes partnerships that promote Expanded Learning and out-of-school time program quality while leveraging partnerships, funding and opportunities in the federal education law (the Every Student Succeeds Act), the implementation of California’s State Standards (Common Core and Next Generation Science Standards), as well as Local Control Funding Formula (LCFF).Supports 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.Amplifies efforts to build the out-of-school time workforce.Enhances the capacity of the field to implement quality workforce readiness, STEM, health and wellness, and older youth programs; support high-need youth, families, and communities; and address emerging field needs as they surface and as advised by the CAN Leadership Team.
Reorganize website content to increase user access to relevant content, user engagement, and visual appeal.	<ul style="list-style-type: none">CAN’s website is reorganized based on a comprehensive wire-frame and organization system to increase ease of access to information.Website content is visually appealing, current and relevant, non-essential content has been removed.Stakeholders use CAN’s website and the information and other resources it provides. Analytic data outlines increased user engagement on the site (e.g., number of monthly users, time spent on site, number of clicks on site).
Use electronic newsletters and social media to increase user engagement.	<ul style="list-style-type: none">An electronic newsletter containing information relevant to the field is published at least once per month.Frequent social media posts on Facebook, Twitter, and LinkedIn.Measures of user engagement with the CAN Newsletter and social media have steadily increased.

Structure and components of the Leadership Team

The Leadership Team is the primary governing body of the California Afterschool Network. It is responsible for leadership, policy direction and coordination among the committees and Network participants. CAN’s Leadership Team consists of field stakeholders that guide all aspects of CAN’s work including its strategy, procurement and use of resources, Leadership Team and Field Committee operations, as well as Executive Director support. The Leadership Team consists of three standing “Leadership Committees” that include the Finance Committee, Strategy Committee, and Leadership Development Committees. Leaders serve on either a Standing Leadership Committee or (effective July 2018) Co-chair Field Committees. The strategic plan and annual work plan, including Leadership Team and Field Committee operations are implemented and supported by the staff of the California AfterSchool Network.



California AfterSchool Network Team

- | | |
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Acknowledgements

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| Diego Arancibia
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|--|--|---|
| Jhumpa Bhattacharya
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Visalia Unified School District | Ruth Obel-Jorgensen
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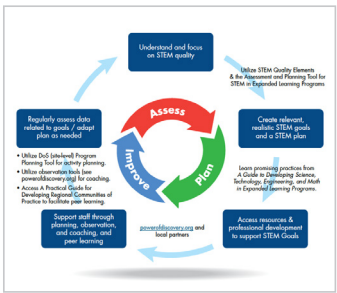
About CAN Leadership Team Participation

- The CAN Leadership Team meets four times per year rotating geographically across the state, and sometimes meets virtually. Meetings typically take place in June, September, December, and March.
- CAN seeks new Leadership Team members every January for terms beginning in July, with New Leader Orientation taking place at the June Leadership Team meeting.

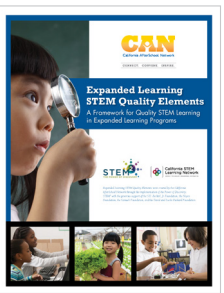
Easy ways to engage the field in CAN's work

- **Connect the field to CAN's resources and publications**
Anyone can order CAN publications for free by placing an order at <http://www.afterschoolnetwork.org/pod/order-network-publications>
- **Encourage newsletter and social media participation with CAN**
Anyone can sign up for the CAN Newsletter at <http://www.afterschoolnetwork.org/pod/sign-our-can-newsletter-or-committee>

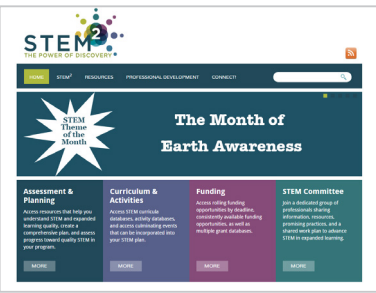
Support Quality STEM Implementation



CQI and STEM

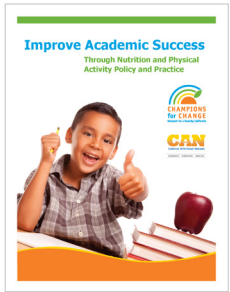


Expanded Learning STEM Quality Elements



powerofdiscovery.org website

Promote Health, Nutrition, and Physical Activity



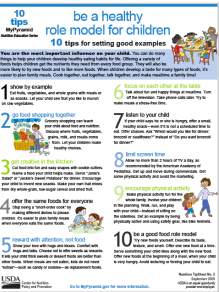
Improve Academic Success Through Nutrition and Physical Activity Policy and Practice



Seven Simple Steps for Program Directors



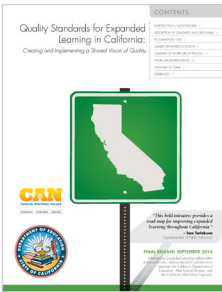
Seven Simple Steps for Site Coordinators



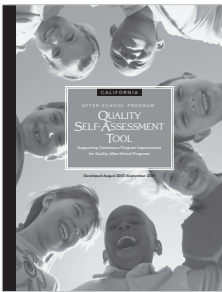
Be a Healthy Role Model for Children

ACCESS CAN RESOURCES AND PUBLICATIONS

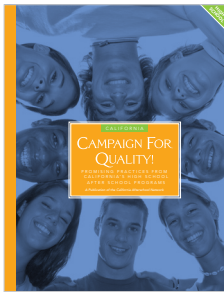
Continuous Quality Improvement for (K-12) Expanded Learning Programs



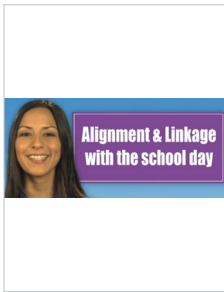
Quality Standards for Expanded Learning in California



Quality Self-Assessment Tool



Campaign for Quality



Campaign for Quality Videos

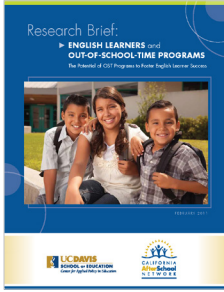
Data and Research About the California Expanded Learning Infrastructure and Impact



State of the State of Expanded Learning in California

Search a database of publicly funded expanded learning programs, as well as after school meal participants: <http://www.afterschoolnetwork.org/afterschool-programs-database>

After School Programs Database

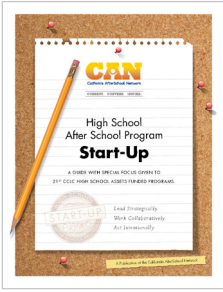


English Learners and Out-of-school time Programs

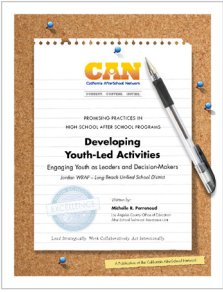
Implement High Quality Older Youth Programming



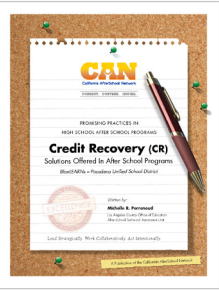
High School Quality Self-Assessment Rubric



High School After School Program Start-Up



Developing Youth-Led Activities



Credit Recovery: Solutions Offered in After School Programs

GET CONNECTED!

VISIT our website at afterschoolnetwork.org or our Expanded Learning STEM resource website: powerofdiscovery.org

SIGN UP for our free electronic newsletter and stay informed about current events, expanded learning policy, as well as new resources, funding, and professional development opportunities.

ACCESS free tools, resources, publications, funding opportunities, a professional development calendar, expanded learning employment opportunities, policy information, as well as data on expanded learning in California.

JOIN CAN's Field Committees and Leadership Team

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 [@ca_afterschool](https://twitter.com/ca_afterschool)



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