



ECOSYSTEM ADVISORY TEAM CONVENING #2

RIPPLES, RIVERS, AND ROOTS

Inviting California's Youth-Serving
Ecosystem to Flow Together

Wednesday, November 12, 2025
Virtual Connection + Creation Space

Today's Guides



CAN
California AfterSchool Network

Core Facilitation Team: Heather Williams & Vanessa Hernandez

Production Team: Kym Cabais, Liv Garcia, Nat Rosales, Melissa Perez, Crystal-Jo Blanchard

Breakout Guides: Leslye Lugo, Bill Fennessy, Jeff Davis, Heather Williams, & Vanessa Hernandez



Ecosystem Advisory Team Convenings- Connection and Creation Spaces



These convenings are "**Ecosystem Plan Connection + Creation Spaces**" which we define as a ***focused, collaborative process*** that brings together diverse people from California's youth serving ecosystem ***to explore, prototype, and test ideas*** that shape the strategic direction of California's Expanded Learning Ecosystem.

These strategic design connection and creation spaces are grounded in equity and healing-centered engagement. **Each** Ecosystem Plan strategic **design space fosters deep listening, creativity, and co-creation** to address challenges, uplift place based wisdom, and ensure the plan reflects the needs and aspirations of those it intends to serve.

Design Session Flow (Agenda)

Welcome & Arrival (1:00 PM)	Purpose: Re-orient to the space, each other, and our our role in the Ecosystem Plan strategic design process.
Ripple Talk with Rebeca Cerna, WestEd	Introduce Participatory Systems Change and Active Listening as Ecosystem Design
Break (10 min)	
Convening 1 Data Gallery- What's Emerging from the Data	Purpose: feedback loop to review emerging data points and design implications that emerged from the ideation + design activities from the October EAT Convening.
Listening Lab Breakouts: Shaping Our Statewide Listening Strategy	Purpose: Ideation and design space to intentionally shape the Statewide Listening Session Strategy and Toolkit.
Ecosystem Advisory Team Updates, Reminders and Action Items	Purpose: Alignment to time and structure and what we are collectively focusing on during this stage of the strategic design process.
Collective Closing (3:30 PM-meeting adjourn)	Purpose: To reflect on our interdependent experience and end with joy, gratitude + celebration for the relationships and progress that blossomed from our time together.

Ways to Orient to This Design Space

Ways of Being and Relating: Mindsets & Relational Practices



“Art as Wellness AND Data” Ripple, River, Root Collaborative Structures, Ecosystem Advisory Convening 1

1. [Grounding + Preparation Workbook](#)
 - a. “Nine Guiding Design Principles” as relationship agreements & boundaries (how to show up for this space and body of work)
2. [Ecosystem Advisory Team Scope of Work](#)
3. [Participatory Systems Change for Equity: An Inquiry Guide for Child-, Youth-, and Family-Serving Agencies – WestEd](#)
4. **Ways to give input- Chat, Padlet, Mentimeter, Feedback Form via Google Form**

Ripple Talk Convening 1 Reflections



At Convening 1 we focused on imagining how youth-serving systems move beyond trauma-awareness into **healing centered design** grounding in public health, harm reduction, cultural practices and values aligned partnerships.

**Heartfelt Gratitude to
Convening 1 Way Showers:**

Shawn Ginwright, Flourish Agenda

Rita Rasuli, San Joaquin County Office of Education

Brianna Young, East Bay Agency For Children, Trauma Transformed

Ripple, River, Root Convening 1 Reflections



Values that Ground Us:

- Love and Care
- Belonging + Connection
- Equity + Justice
- Authenticity + Integrity
- Healing + Growing

Where Blockages Occur:

- Silos + scarcity mindset
- Funding Constraints, hiring challenges, admin barriers
- Burn out, lack of support for frontline workers
- Fear, Hierarchy and performative equity
- Disconnection between K-12/afterschool/community systems

Where Energy Flows:

- Partnerships + Community Collaboration
- Youth Voice & Leadership
- Healing & Wellness Work
- Workforce Development
- Innovation + placed based solutions

What we hope Our Work Creates:

“Safe, fun, curiosity-filled environments where all feel seen and valued.”

“Youth, families, staff leading change.”

“Braiding across sectors/sustainable change for generations.”

“Thriving communities , mental health integration, whole person wellbeing



Connect in Community

Attribution: [Element 1: Participatory Systems Change for Equity...](#), WestEd



Ecosystem Advisory Convening Networking Reception

Grounding Practice- Connect before Content



“it’s through an orientation toward healing and repair for ourselves and others that we recover our capacity for feeling, for relationship, and, with that, the ability to strengthen our bonds and work together.”

-Prentis Hemphill, *What It Takes to Heal: How Transforming Ourselves Can Change the World*



Collective Care Invitation: Mindfulness Journaling-

For connection, remembrance and abundance



How are You Arriving Today: How am I **feeling** as a person, as a designer, as a steward of change? *(Let whatever's present come through—grief, hope, joy, fatigue, clarity.)*

Who/What Grounds and Regenerates You:

What intentions, teachers, wisdom practices, affirmations or ancestors do I want to bring into this space with me?

My Centered Accountability Compass

Who Flows Alongside You:

Who feels the impact of my work? Who am I accountable to?

What Values Guide Your Work: What **Guiding Design Principle** do I want to practice in this space today?

What does it feel like to be both experiencing and leading the response to crisis?

Trauma Stewardship



- Witnessing students being harmed by school policies or practices you are tasked with enacting.
- Persistent ethical tensions between acting in alignment with one's values or potentially losing one's job and therefore the ability to be present in students' lives.
- Being obligated to school, state, or national policies that prioritize compliance over care.

Connection + Creation “Work Pods”

Practice via Mia Mingus [The Building Blocks of Transformative Justice and Collective Care](#)



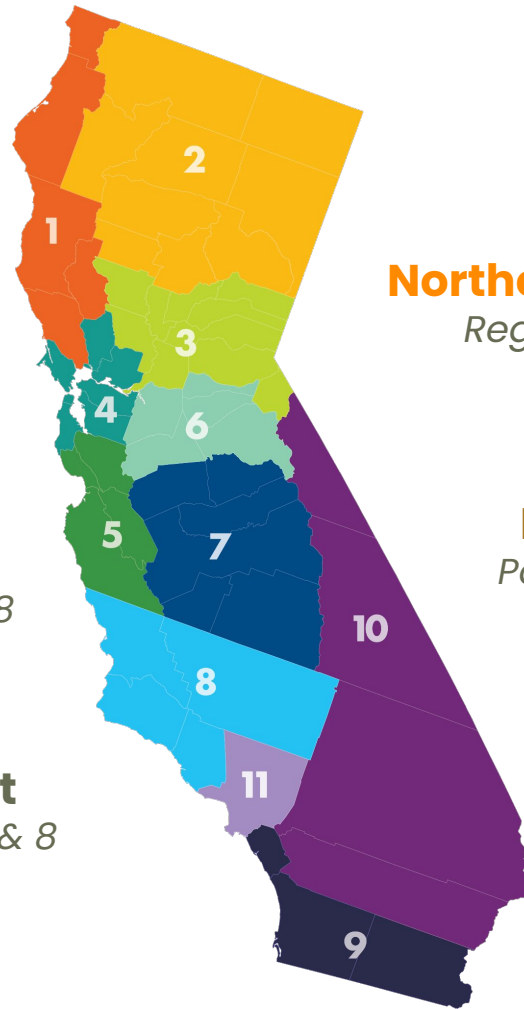
Ecosystem Advisory Convening | Networking Reception, Sacramento CA

- In your breakout space, say hello and introduce yourself to your work pod in a way that is meaningful for you and affirms your identity.
- When looking at our [Guiding Design Principles](#), which practice are you in relationship with right now— one you're nurturing, wrestling with, or rediscovering?

Our Living Ecosystem: What region do you represent?



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Northern California

Regions 1, 2, & 3

Bay Area

Region 4 & Parts of Region 5

Central Valley

Parts of Regions 3, 6, 7 & 8

Eastern California

Parts of Regions 6, 7, & 10

Central Coast

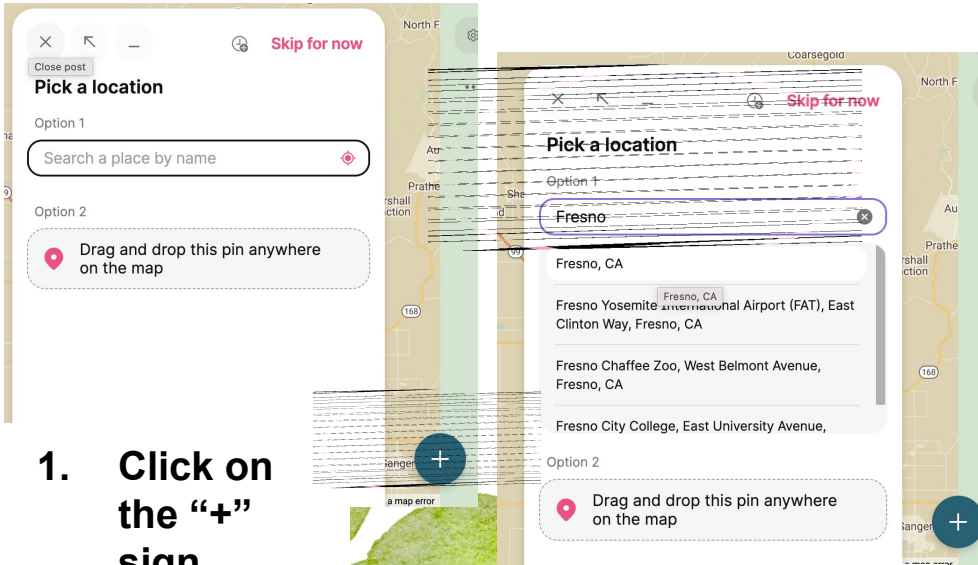
Parts of Regions 5 & 8

Southern California

Regions 9 & 11 and Parts of Regions 8 & 10

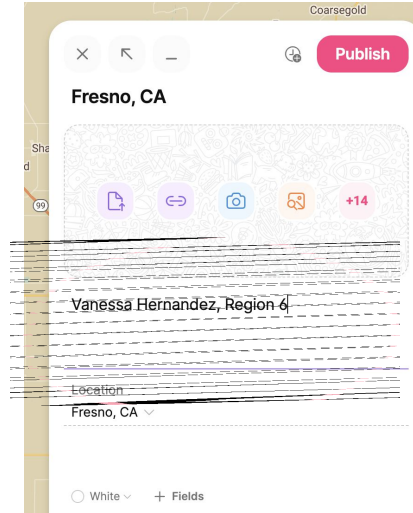


Padlet Posting Instructions

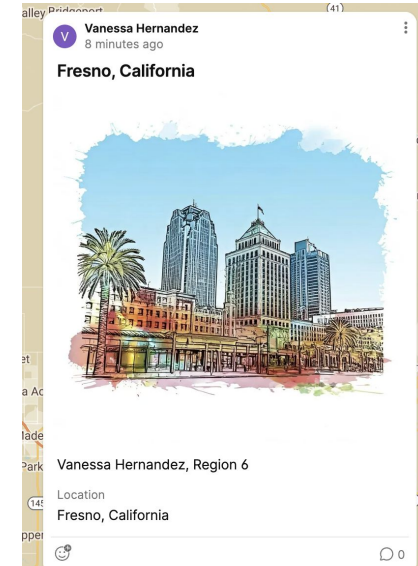


1. Click on the “+” sign

2. type in your location



3. add your name and region

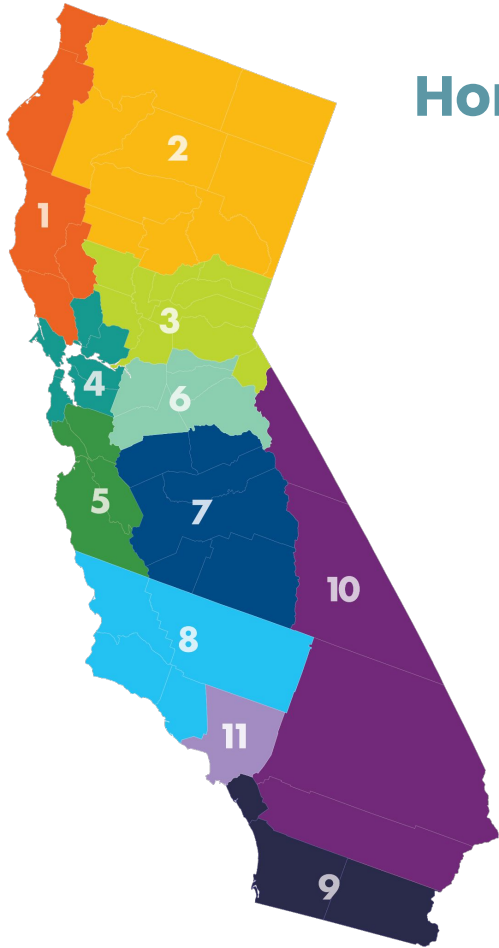


4. don't forget to click on “publish” to post.

Honoring Our Living Ecosystem



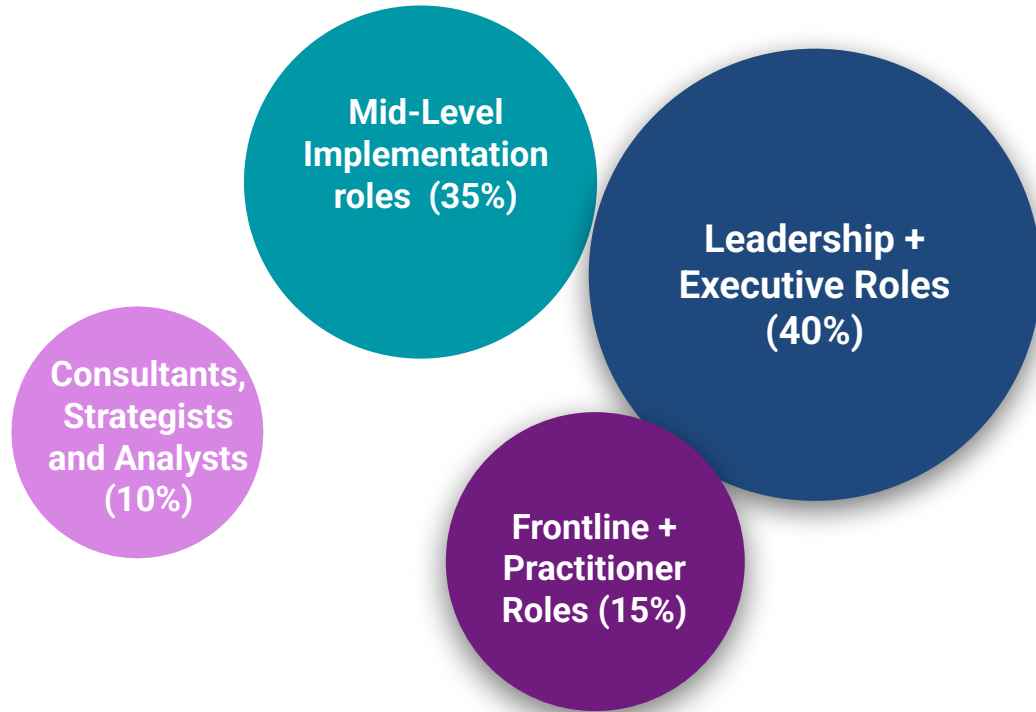
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Click on the [mentimeter link](#) in the chat and answer the following questions:

- What Roles Are Here?
- What Sectors Are Here?

Mapping Positional Power in the Space

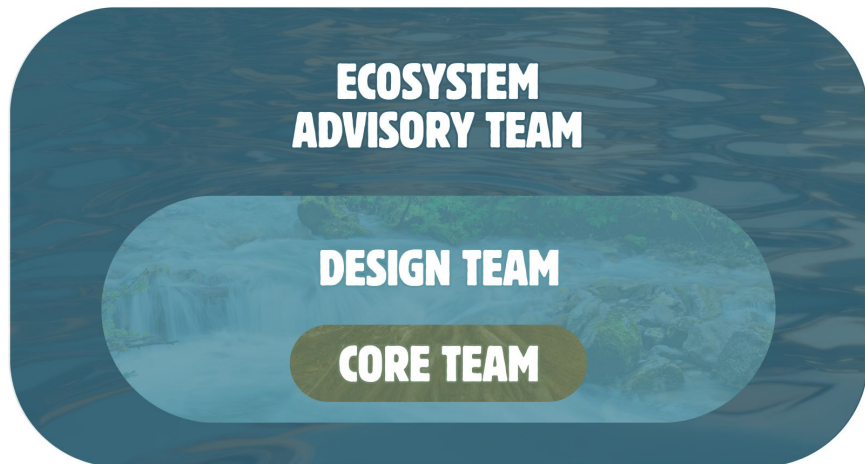


What the registration list reveals:

- High concentration of leadership and decision making power– many Directors, CEOs, and VPs.
- Fewer frontline practitioners are present, meaning voices closest to youth and community may be underrepresented
- Implications: Great leverage for systemic change AND needs grounding in community realities.

Welcome Ecosystem Plan Designers!

We are so glad you are here.



Attribution: Graphic by Nat Rosales, CAN + Ecosystem Plan Design Team Member

WHAT IS THE EXPANDED LEARNING ECOSYSTEM PLAN?



Building on Strategic Plans 1.0 and 2.0, the Ecosystem Plan is a **bold, equity-driven roadmap** that positions Expanded Learning as an essential, place-based strategy.

It connects education, health, housing, nutrition, and workforce systems to support the whole child, whole family, and whole community.

This work depends on **cross-sector collaboration**: bringing together leaders, providers, families, and youth from across industries to **co-create a shared infrastructure** that makes Expanded Learning a source of opportunity, community, and long-term support.

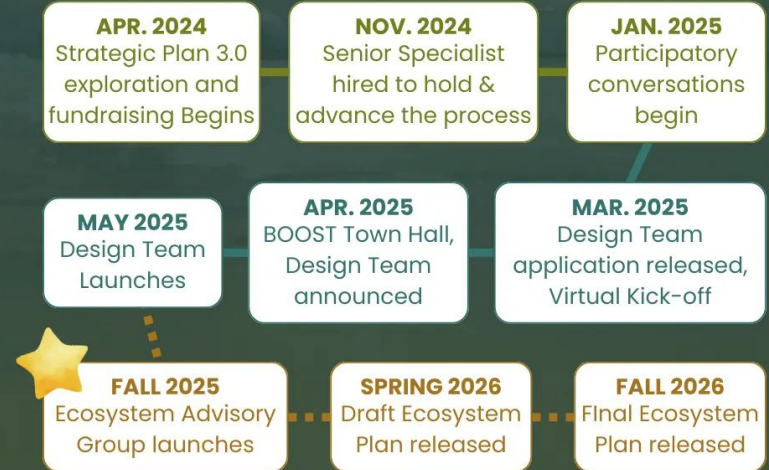
The goal is to create a sustainable future where all young people and families can thrive.

High Level Timeline Overview

- **Foundation & Discovery**
(Feb 2025 – Aug 2025)
- **Sense Making & Visioning**
(Sep 2025 – Feb 2026)
- **Strategy Development & Prototyping**
(Mar 2026 – June 2026)
- **Finalization + Launch**
(July 2026 – Oct 2026)



EXL ECOSYSTEM DESIGN TIMELINE WHERE WE ARE & WHERE WE'RE GOING



Ecosystem Advisory Group: Fall 2025 – Fall 2026 (approx. 120 people; 3 large convenings)

Design Team: May 2025 – Fall 2026 (approx. 20 people who focus on co-designing)

Participatory Field Conversations (Focused Conversations, Listening Sessions, Surveys, etc.)

My Role in the *Strategic Design Process* To Create the Ecosystem Plan



Ecosystem Advisory Team - 2025 Scope of Work

- EAT members will offer guidance on listening strategies we will pilot together from February 2026 - June 2026. This strategy will ensure that the wisdom of youth, families, and the frontline workforce drives the design, implementation and evaluation of this strategic plan.
- EAT members are also invited to translate selected listening strategies into action within their own regions and spheres of influence.

Crafting Clarity Questions:

Review the EAT Scope of Work and journal responses for:

- **“One thing I understand clearly about the Structure of Supports (Core + Design Teams) role...”**
- **“One thing I understand clearly about the Ecosystem Advisory Team’s role...”**
- **“One question or curiosity I still have...”**

Creating Conditions For Thriving: Convene Multi-Sector and Community Stakeholders



Licensed Family Child Care

Technical Assistance Providers

Education (K-12, Higher Education, Alternative Special Education, Tribal Schools)

Youth Development (leadership programs, civic engagement, workforce readiness, intergenerational knowledge-sharing)

Behavioral & Mental Health (counseling, social work, trauma-informed care, culturally rooted healing practices)

Sports & Recreation (youth leagues, physical wellness programs, traditional games and movement practices)

Child Hunger Programs (foodbanks, school pantries, backpack programs, community kitchens)

Human Services (child welfare, foster care, family support services, Indigenous family wellness programs)

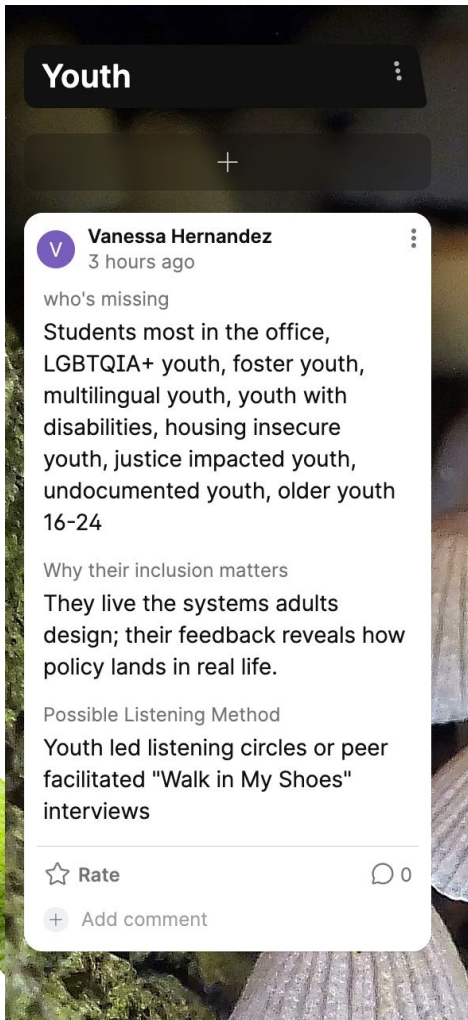
Medical & Healthcare (pediatrics, adolescent health, school-based health programs,, Native health clinics, traditional medicine)

Housing Services (youth shelters, transitional housing, supportive services, tribal housing programs)

Juvenile Justice & Legal Advocacy (restorative justice, diversion programs, youth rights advocacy, tribal justice systems)

Arts & Creative Development (youth arts programs, cultural preservation, Indigenous storytelling and traditional arts)

***Sectors Serving Ages: 0 - 24**



Reviewing Convening Data 1- Who is Missing from this strategic design process?



- **Review** the Padlet with Convening 1 Data
 - Who's missing
 - Why their inclusion matters
 - Possible listening methods
- **Add a Comment** (click on the "+" symbol and place in appropriate column)
 - Who's missing
 - Why their inclusion matters
 - Possible listening methods
- **Rate/Comment-** How much do you feel this data (from Convening 1 + today) reflects your own insights and priorities on who is missing and how to include them? (1 Star=Not at all aligned, 5 Stars= Strongly aligned and representative)



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See the System + Center Community Experience

Attribution: [Element 2: Participatory Systems Change for Equity...](#), WestEd



Ecosystem Advisory Convening, Ripple Talk Panel



“There is a difference between visions that come out of the most individualistic tendencies and those that arise when we are able to admit that we need other people.”

— Prentis Hemphill, *What It Takes to Heal: How Transforming Ourselves Can Change the World*





The More than Human World: The Wisdom of Mycelium

Trees communicate through a network of fungal mycelium, known as the “wood wide web” which connects their roots. This underground system allows trees to transfer nutrients, water, and chemical signals to one another to share resources, warn of threats and support struggling neighbors.

Ecosystem Thinking Sync Time!!

Brief alignment with the living systems we're mirroring



The Aliveness of Mycelial Networks & Our Listening Strategy

- ***Communication as reciprocity.***
- ***Feedback as nourishment.***
- ***Connection as survival.***



[Image via BBC News, How Trees Secretly Talk to Each Other]

Design Challenge Question of the Day:

- How might we design a living system of communication (modeled after mycelium) that enables youth, families and the Expanded Learning workforce to exchange insight and energy across regions and sectors, shaping the direction of California's Expanded Learning Ecosystem together?



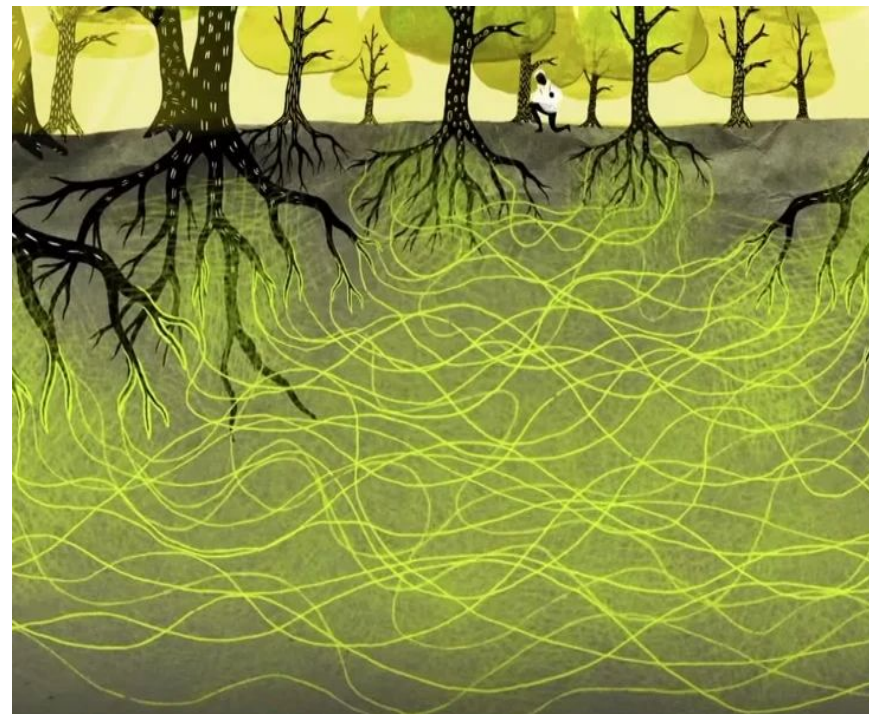
Ecosystem Thinking Sync Time!!

Brief alignment with the living systems we're mirroring



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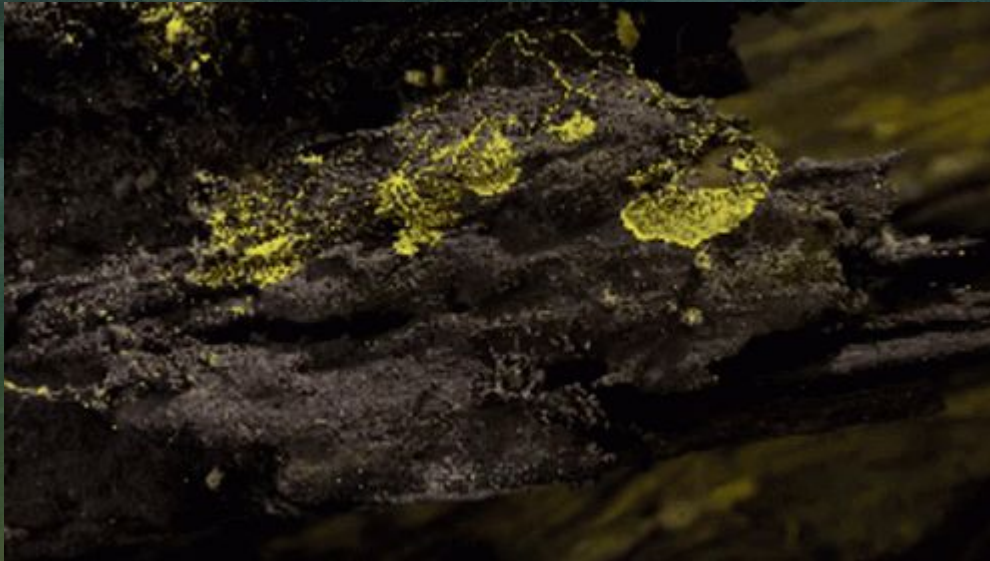
- What does reciprocity look like in our data practices, our partnerships, and our feedback loops?
- How do we ensure that listening becomes an act of feeding the whole, not extracting from it?
- When one part of the system is struggling, how might others sense it and send support?
- How do we build feedback systems that help us *warn of threats* or *respond to stress* collectively?
- What does it mean for us to design “conditions for thriving” together, not in isolation?



[Image via BBC News, How Trees Secretly Talk to Each Other]

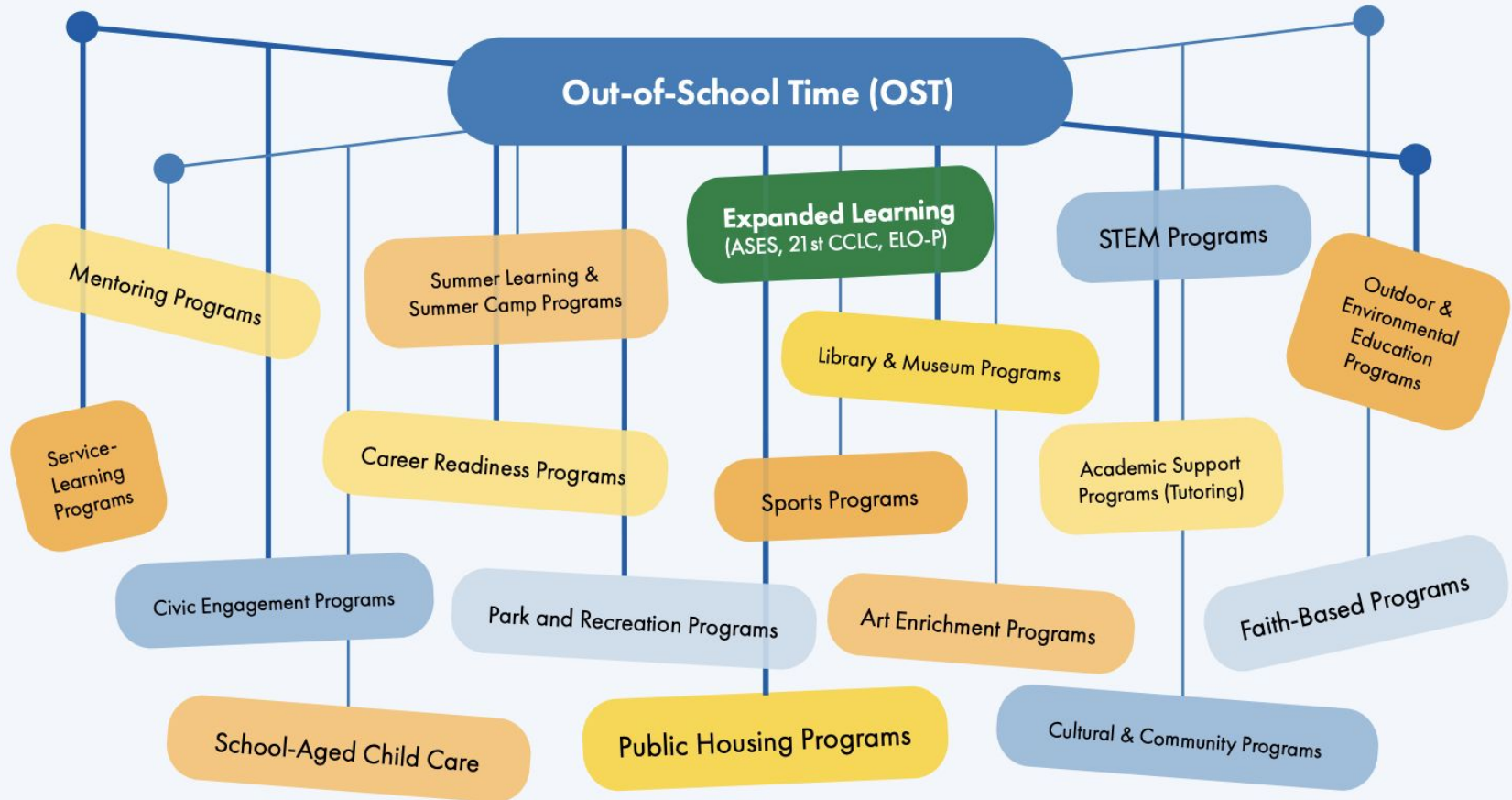


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Active Listening as Ecosystem Design— Building the “Mycelial Network” of Expanded Learning

CAN believes the Out-of-School-Time (OST) field, including Expanded Learning, plays an essential role in advancing the health and well-being of every child.



RIPPLE TALK *Guest Speaker Series*



These mini sessions are designed to inspire participants to **imagine how youth-serving systems can move beyond trauma-awareness into healing-centered design**, grounding in public health, harm reduction, cultural practices, justice and values aligned partnership. Today's topic is an offering of inspiration, design considerations and possible strategies for the design of our listening strategy toolkit.

Design Anchor Question: How might we design a statewide listening strategy that ensures, youth, families, frontline workforce, and multi-sector organizations working on whole child, family, and workforce wellbeing all have meaningful opportunities to share their wisdom and priorities— *and* see those contributions directly shape the strategic direction of California's Expanded Learning Ecosystem?

Design Artifact: [The Participatory Systems Change for Equity: An Inquiry Guide for Child, Youth and Family Serving Agencies via WestEd](#)

RIPPLE TALK *Speaker*



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**Rebeca Cerna, (she/her)
Senior Director, WestEd**

Rebeca Cerna is the senior director for the Resilient and Healthy Schools Communities area at WestEd where she supports education agencies, community partners, and service providers to improve educational, prevention, and health outcomes. Rebeca brings over 25 years of experience in leading efforts related to school climate, chronic absenteeism, participatory practices, data use practices, community schools, and cross-sector collaboration. Currently, she leads evaluation efforts for the statewide evaluation for the California Department of Education's Learning Communities School Success Program and Stronger Connections Technical Assistance Center. She has worked with diverse settings including rural and urban communities, K-12 settings, adult education, expanded learning programs, municipalities, and alternative education settings.

November 12, 2025

Participatory Systems Change for Equity

Building the Network of Expanded Learning

Rebeca Cerna



FC: @Pixaby

What comes to mind when you think of participatory systems change?





Participatory Systems Change for Equity

An approach to systems change that centers the experiences, wisdom, and motivations of those who are closest to systemic equity challenges to make sense of and transform system conditions toward opportunity and well-being through collective action.



CONTINUUM OF PARTICIPATION

EQUITABLE, HEALTHY, AND RESPONSIVE SYSTEMS



GUIDING PRINCIPLES

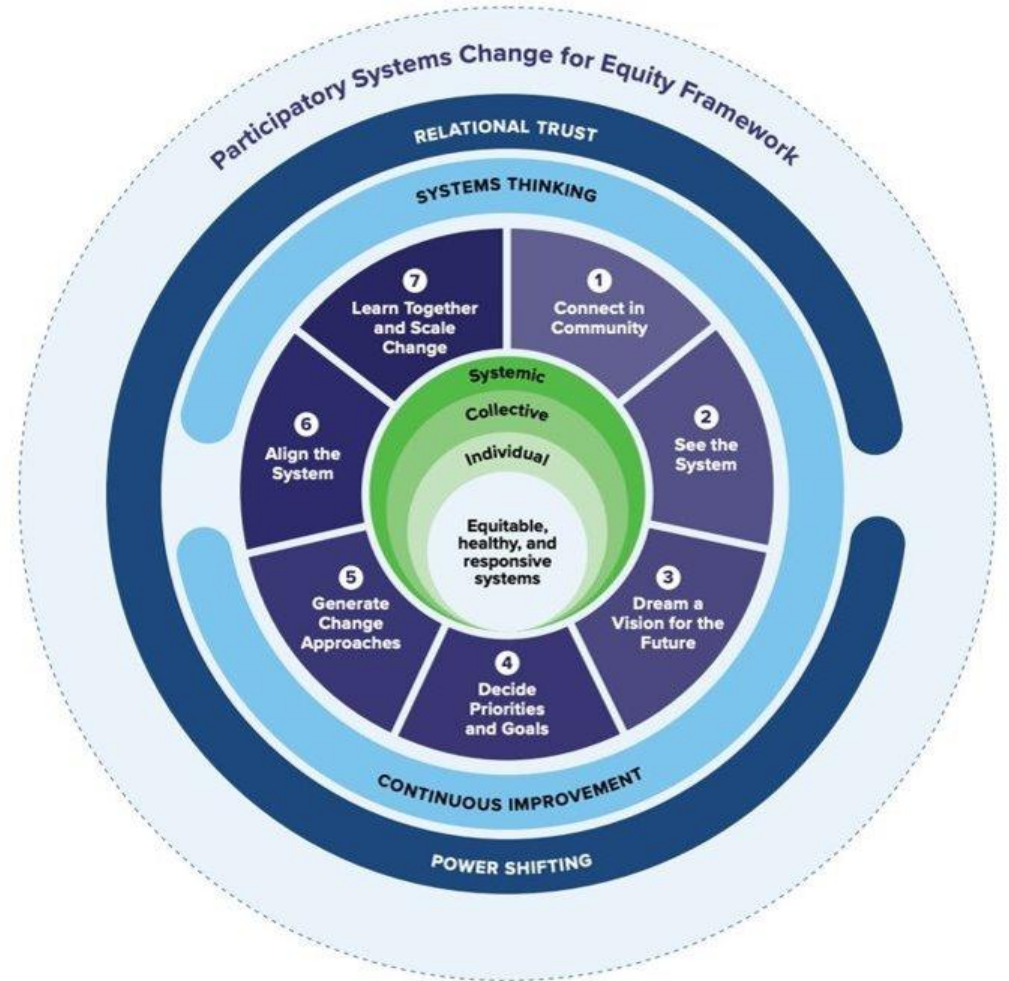
RELATIONAL TRUST
POWER DYNAMICS
EXPERIENTIAL WISDOM
COMMUNITY STRENGTHS


CULTURAL RESPONSIVENESS
INCLUSION AND BELONGING
ATTEND TO PLACE

CAPACITY BUILDING
RECIPROCAL ACCOUNTABILITY
ACTION FOR EQUITY
RECOGNIZE COMPLEXITY

WestEd

Participatory Systems Change for Equity Framework





Participatory Systems Change for Equity Framework | Principles

- Focus on relational trust
- Shift power dynamics
- Center experiential wisdom
- Elevate community strengths
- Exercise cultural responsiveness
- Prioritize inclusion and belonging
- Build capacity
- Engage in reciprocal accountability
- Practice continuous improvement

PARTICIPATORY SYSTEMS CHANGE FOR EQUITY

EQUITABLE, HEALTHY, AND RESPONSIVE SYSTEMS

ELEMENTS

GUIDING PRINCIPLES

RELATIONAL TRUST
POWER DYNAMICS
EXPERIENTIAL WISDOM
COMMUNITY STRENGTHS

CULTURAL RESPONSIVENESS
INCLUSION AND BELONGING
ATTEND TO PLACE

CAPACITY BUILDING
RECIPROCAL ACCOUNTABILITY
ACTION FOR EQUITY
RECOGNIZE COMPLEXITY

PARTICIPATORY SYSTEMS CHANGE FOR EQUITY

EQUITABLE, HEALTHY, AND RESPONSIVE SYSTEMS

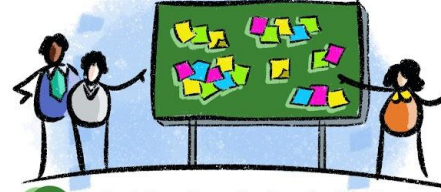
ELEMENTS



1. CONNECT IN COMMUNITY



3. DREAM A VISION FOR THE FUTURE



5. GENERATE CHANGE APPROACHES



7. LEARN TOGETHER AND SCALE CHANGE



2. SEE THE SYSTEM



4. DECIDE PRIORITIES AND GOALS



6. ALIGN THE SYSTEM

GUIDING PRINCIPLES

RELATIONAL TRUST
POWER DYNAMICS
EXPERIENTIAL WISDOM
COMMUNITY STRENGTHS

CULTURAL RESPONSIVENESS
INCLUSION AND BELONGING
ATTEND TO PLACE

CAPACITY BUILDING
RECIPROCAL ACCOUNTABILITY
ACTION FOR EQUITY
RECOGNIZE COMPLEXITY

Element 1: Connect In Community

- Prioritize connections and relational trust
- Create shared spaces that build connections and belonging



Story clip

Element 1: Connect in Community



Element 2: See the System

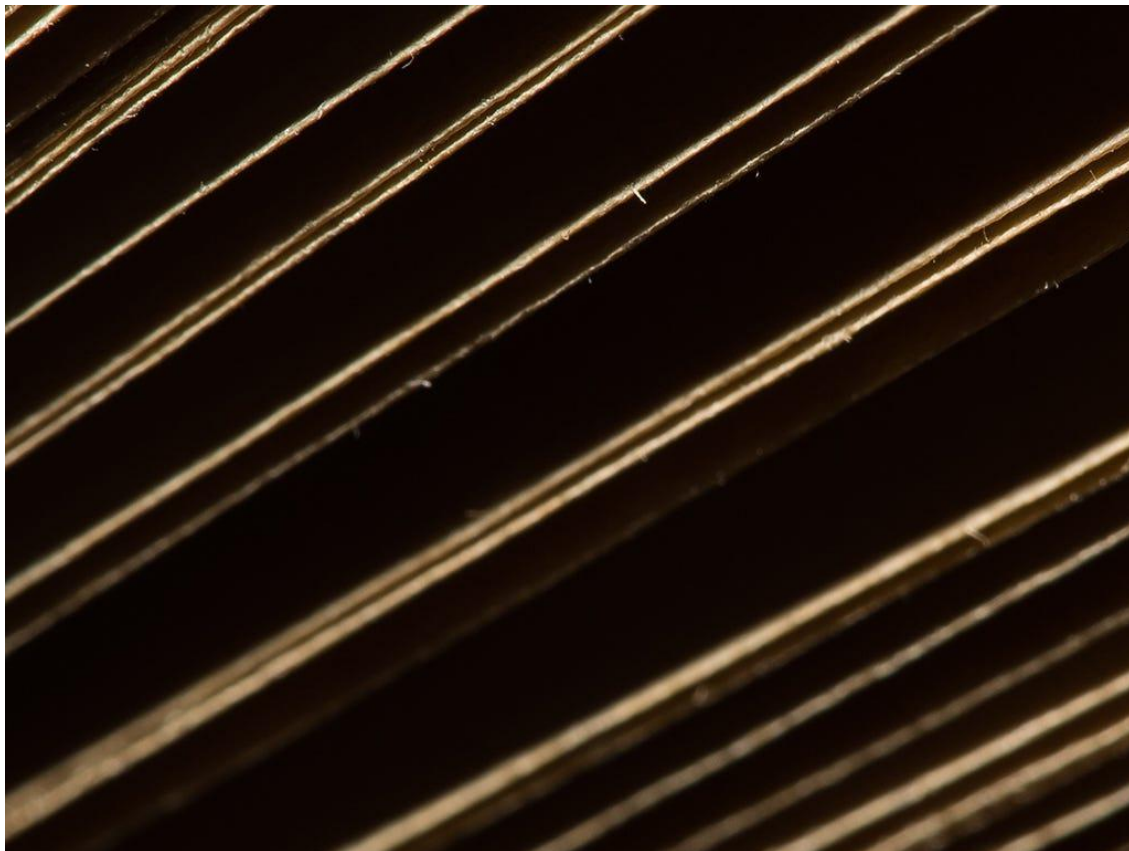
- Gather data on past and present experiences
- Work collectively to examine how systems have been designed to produce inequitable experiences & outcomes





Perspective Taking

Understanding not only someone's
viewpoint but also their understanding







Element 3: Dream a Vision for the Future

- Create a vision that represents assets and needs
- Consider how to communicate a shared vision with broader community



Element 4: Decide Priorities and Goals

- Align with vision and revisit data
- Consider how to communicate shared vision with broader community



Story Clip

Element 4: Decide Priorities and Goals

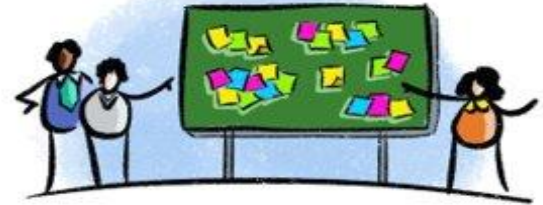


Forest Park
Middle School



Element 5: Generate Change Approaches

- Identify approaches to address challenges and transform experiences
- Move from current space to a place that is informed by community



Element 6: Align the System

- Align and cohere policies, practices, and resources
- Support the implementation and sustainability of promising change efforts

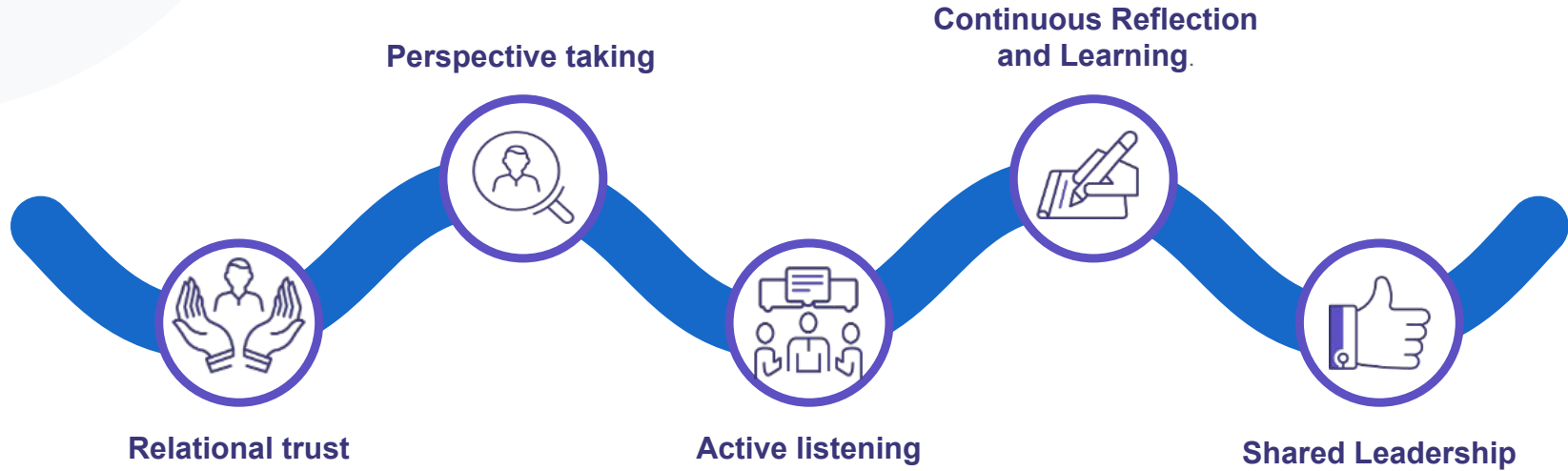


Element 7: Learn Together and Scale Change

- Adapt and grow by building on what you learn
- Lean into continuous learning



Consider | Conditions for Participatory Approaches



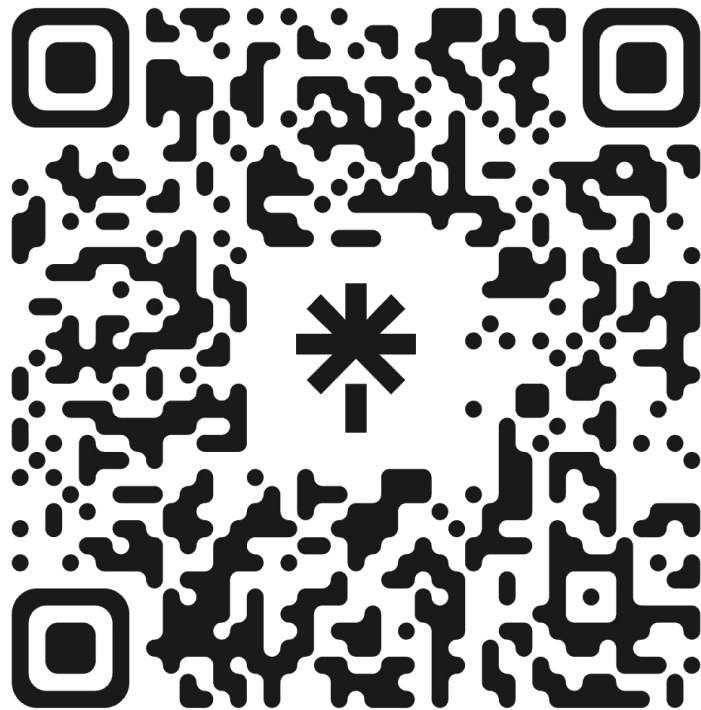
Consider | Conditions for Participatory Approaches



“Systems change is not about fixing people. It’s about addressing the conditions that hold problems in place.” —

Let's Connect

Rebeca Cerna | WestEd
Rcerna@wested.org
www.wested.org



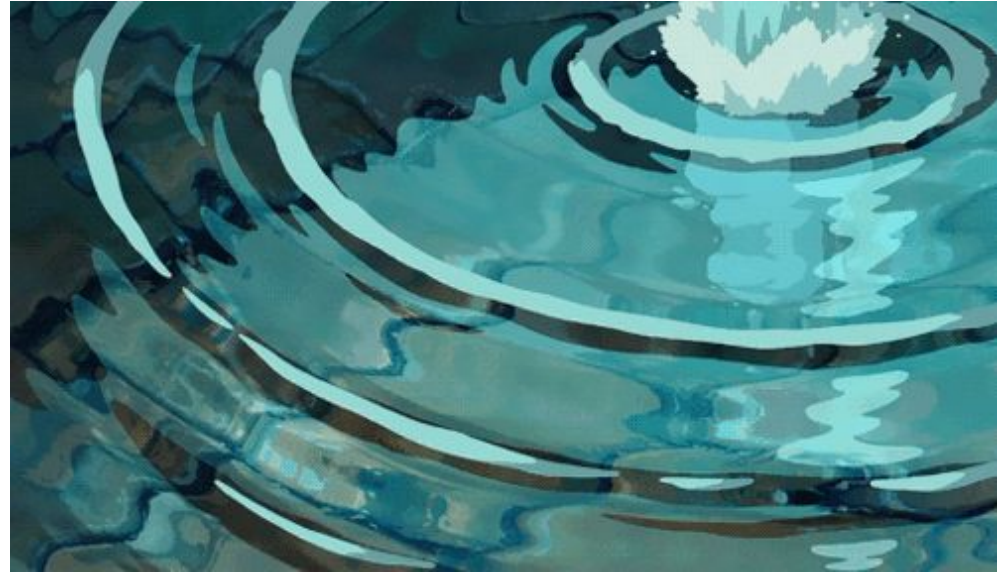
RIPPLE TALK *Reflection Activity*



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Using the Mentimeter link, submit a 3-5 word open ended response for the following prompts:

- What resonated most from Rebeca's Ripple Talk on Active Listening and the Elements of Participatory Systems Change?
- What might this mean for how we approach our youth and family listening strategy?



Revisiting–“Who is missing from the strategic design process” data from Convening 1



What new signals
of information are
emerging?



Spend 5 minutes..

- ❑ Adding *new* comments with
 - ❑ Who’s missing
 - ❑ Why their inclusion matters
 - ❑ Possible listening methods
- ❑ Adding any new realizations of specific groups that are still missing- last column.



BREAK (10 MIN)

(inhale, exhale—just be)

Rest Affirmation:

“I will sit down and daydream.”

—Tricia Hersey, The Nap Ministry, Rest Deck: 50 Practices to Resist Grind Culture.



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Dream a Vision for the Future

Attribution: Element 3: Participatory Systems Change for Equity..., WestEd



Ecosystem Advisory Networking Reception



“When we are courageous, we can do the unexpected and start to mold the world around a vision bigger than one produced by fear. Every inch of progress, every ounce of love, every truly meaningful action from here on out will happen through courage, not comfort.”

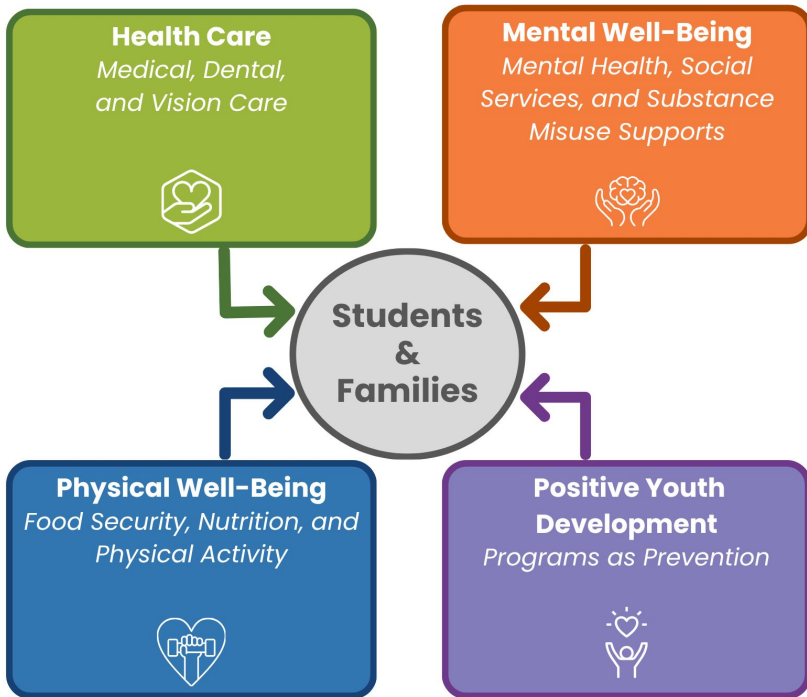
— Prentis Hemphill, *What It Takes to Heal: How Transforming Ourselves Can Change the World*



Emerging Strategic Priorities 3.0 (EAT Convening 1 Data)



Promoting Health & Wellness Through Expanded Learning



***New* – Youth, Family and Community Voice + Power**

Thriving Workforce and Conditions for Care

Collaborative Partnerships + Community Systems

Healing- Centered, Culturally Rooted Quality Programs

Policy, Funding and Systems Alignment

Listening Lab Pods: Shaping Our Statewide Listening Strategy

Youth, Family and Community Voice + Power

Thriving Workforce and Conditions for Care

**Collaborative Partnerships +
Community Systems**

**Healing- Centered, Culturally Rooted Quality
Programs**

Policy, Funding and Systems Alignment

In Your Breakout Rooms, document and share your responses to the following **Reflection Questions**:

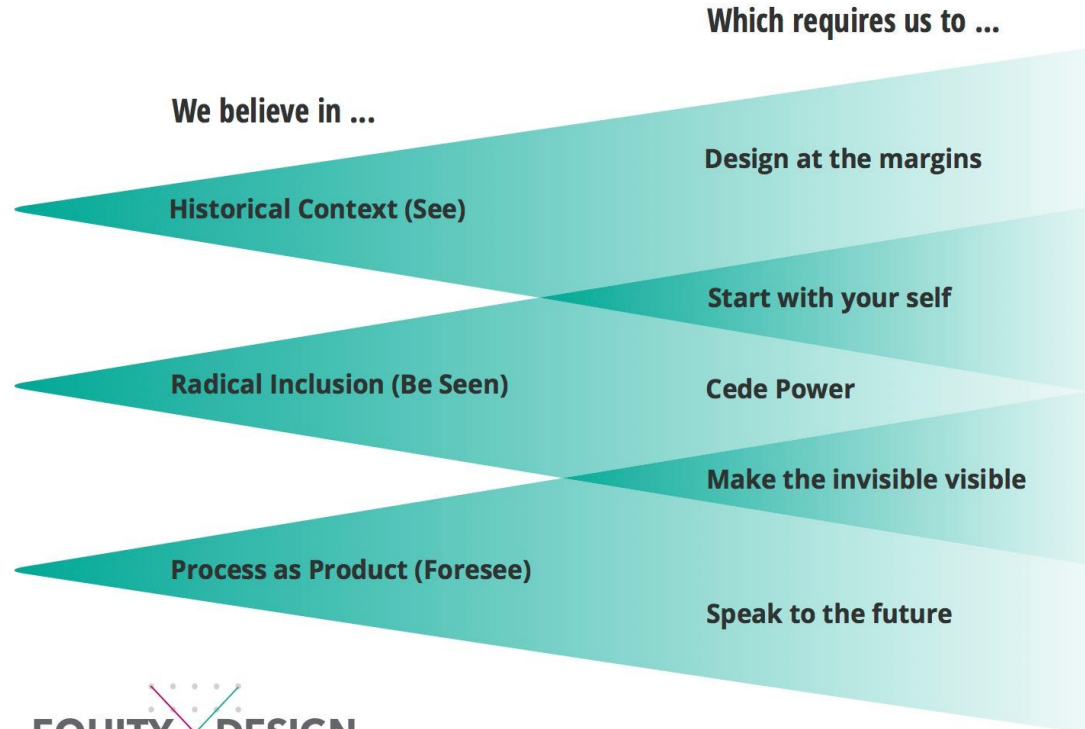
- In imagining the next 5-10 years, how well do these priorities reflect the relationships, resources, and conditions needed for youth, families, and the workforce to flourish together?
- How might our listening strategy ensure that youth, families and the workforce can meaningfully shape, affirm or challenge these priorities?
- What ongoing practices could help us check whether these emerging priorities remain true, relevant and generative over time?

The Strategic Design Process as Product

Moving from “power over” relationships to “power with” relationships that center accountability, mutual reciprocity, collaboration and partnership.

Decentralized Facilitation

EQUITY X DESIGN FRAMEWORK



Emerging Design Implications for our Listening Strategy—across all listening methods and spaces



Equity Lens	Application in Listening Strategy
Power-Sharing	Shift from extractive consultation to co-ownership—youth, families, and staff analyze data and co-author recommendations, strategic priorities and goals.
Language & Access Justice	Interpretation, translation, and multiple modalities of participation (verbal, written, artistic, digital).
Economic & Geographic Equity	Compensate participants for their time; ensure rural and under-resourced regions have access to hybrid or mobile formats.
Healing-Centered Engagement	Use trauma-informed facilitation and relationship-building rituals before data collection.
Cultural Relevance	Incorporate storytelling, art, and ritual as valid forms of data collection and community reflection.

Emerging Design Implications for our Listening Strategy



Design Recommendation	Application in Listening Strategy
Multi-Level Listening Loops:	<ul style="list-style-type: none">● Capture both policy impact (those meant to benefit) and policy implementation (those carrying it out)● Create feedback loops at three levels:<ul style="list-style-type: none">○ Experience Data- youth, families, workforce○ Street Data- Lived practice and local wisdom○ System Data- funding, policy, infrastructure
Youth and Family Led Design:	<ul style="list-style-type: none">● Ensure youth and families co-host listening sessions (e.g., community researchers or youth/family facilitators)● Resource youth to co-design listening strategy tactics and interpret finding alongside adults

Emerging Design Implications for our Listening Strategy



Design Recommendation	Application in Listening Strategy
Intersectional Representation	<ul style="list-style-type: none">• Design for language justice (multilingual facilitation and interpretation)• Prioritize cross-sector tables where education, health, housing, and human services co-analyze what they hear regionally.• Include affinity-based listening spaces for LGBTQIA youth, special education advocates, foster parents, indigenous/native youth and communities, justice impacted youth, housing insecure youth, BIPOC youth, etc)
Data Integration and Feedback:	<ul style="list-style-type: none">• Combine qualitative (story) and quantitative (indicator data sources e.g. CA Healthy Kids Survey, program attendance, workforce retention)• Establish Visible feedback loops: “You said/We did” summaries showing how input shaped micro to macro policy shifts.

Listening Strategy Design Implications Reflection



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Selecting Our Listening Methods:

- Review each Listening Method Card on the Padlet. Each method includes a short description and which data level the listening method represents.
- Rate each listening method using the star rating key below + the **criteria**:

 = not a current prototype to test

 = worth testing in a few regions

 = essential statewide prototype

Criteria	Guiding Question
Equity & Access	Does this strategy center voices most impacted by inequity?
Feasibility	Can this be realistically piloted with available capacity and resources?
Impact Potential	Could this strategy create meaningful change or learning?
Scalability	Can insights from this pilot inform the statewide plan?

If a method sparks an idea or question, add a short comment- for example "this could work well for Region 6" or "We could pair this with family engagement nights or tabling events"



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Ecosystem Advisory Team Updates, Reminders and Action Items

Meeting Rhythms and Cycles

Every 6 weeks–ish on Thursday's



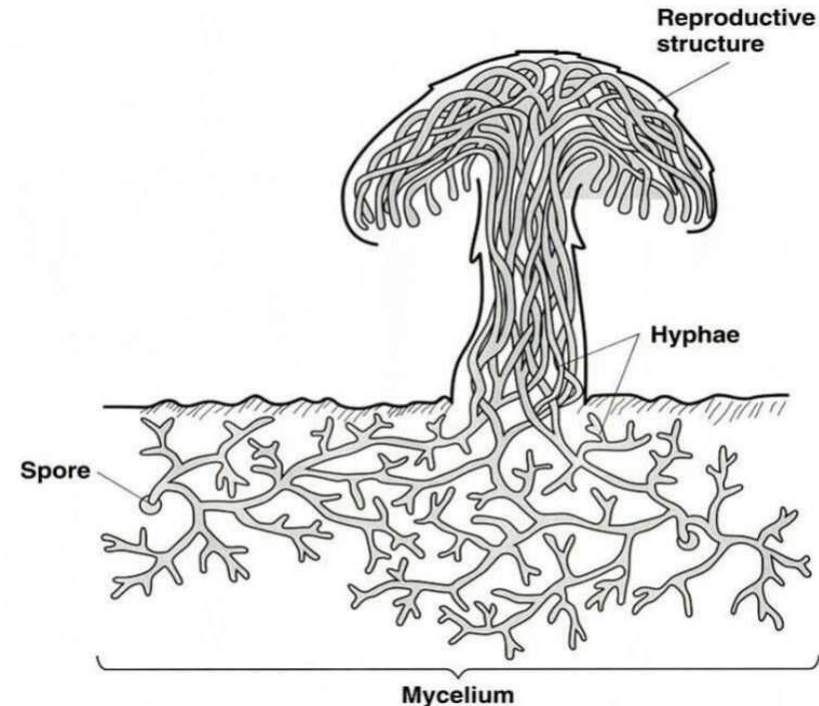
- **December 11, 2026**– Learning Space: Mapping My Sphere of Influence (*90 min meeting*)
- **January 22, 2026**– Release of Listening Strategies Guide
 - February 2026– June 2026. Regional implementation of self selected *Listening Strategies* (*150 min meeting*)
- **March 18, 2026** – In Person Convening– midpoint check in–Bring your Data/What are we Hearing/Learning/Barriers! (*all-day*)
- **May 14, 2026**– Virtual EAT Work Group Meeting (*150 min meeting*)
- **June 18, 2026**– Virtual EAT Work Group Meeting (*150 min meeting*)
- **July 30, 2026**– Virtual EAT Work Group Meeting (*150 min meeting*)
 - Submission of final listening strategy data and celebration!

Support Structures: Ecosystem Advisory Team will have access to...



- **Community Connection Spaces**
 - Crowd sourced collective care/connection spaces
 - Monthly Communication Emails
- **Community Learning Spaces**
 - Support spaces to help with healing centered design, facilitation and refining your listening strategy.
- **Coaching Circles (Design Team/Core Team)**
 - Spaces for "Place Based" coaching- Rural/Frontier, Urban, Suburban

**A calendar will be available in December!



Independent Work



By our next EAT Workgroup Meeting (January 22, 2026), I will complete the ["Mapping Our Listening Ecosystem"](#) grounding and preparation work.

I have access to the following resources:

- Optional Learning Space: December 11- Mapping My Sphere of Influence at 1pm - 2:30 pm
- Optional: 45 minute Place Based Coaching Circle with a member(s) of the Core Team or Design Team
- Ecosystem Advisory Mapping Our Listening Ecosystem Action Plan





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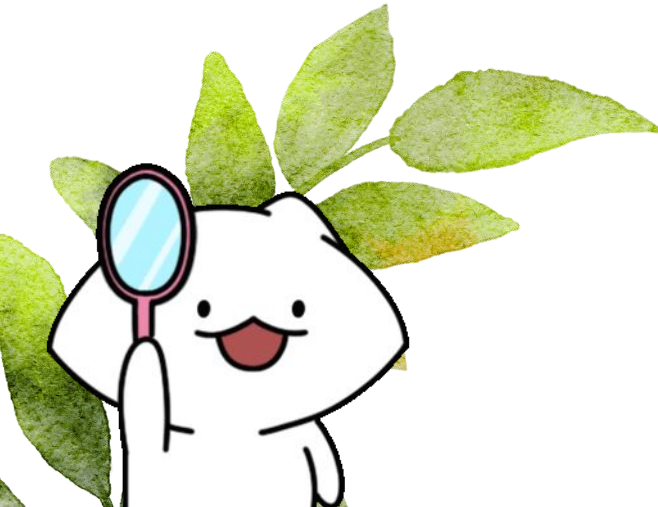
Loving Corrections

Strategic Design Convening

Feedback Loops



“Through a lens of “loving correction” rather than mere critique, author adrienne maree brown helps us reimagine how to hold ourselves, our loved ones, and our communities accountable by setting clear boundaries, engaging in reflection, and nurturing honest relationships. -Loving Corrections, by adrienne maree brown





Co-Conspiring Wishes:

- What vision for thriving youth and liberated learning environments do I want to plant at the heart of the Ecosystem Plan?

Thank you for making your mark on the Ecosystem Plan!



Picture Credit: Earthly Education