



California AfterSchool Network

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Leadership Team Meeting Materials

December 4, 2017

Contents:

- Meeting agenda (p. 2)
- Director's Report (p. 3)
 - Prior meeting next steps (p. 3 - 6)
 - CAN projects and success metrics p. (7 – 17)
 - CAN Success Metrics Overview (p. 7)
 - CAN's Projects and Measures of Success Detailed Overview (p. 8 – 17)
 - CAN 17-18 budget overview (p. 18)
- Site Coordinator Initiative discussion materials (p. 19 - 21)
 - High-level overview of SC initiative (p. 19)
 - Key questions for the Leadership Team (p. 20)
- Proposition 64 discussion materials (p. 22)
 - Proposition 64 overview information (p. 22 - 23)
 - Status of Proposition 64 Stakeholder Group Recs (p. 24)
 - Potential proposals from CAN to the Prop 64 Stakeholders (p. 25 - 26)
- Leadership Team member terms and Committees (p. 27)
- A look at the road ahead (p. 28)



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**California Afterschool Network
Leadership Team Meeting**

Tuesday December 4, 2017

10:00am – 4:00pm

California School Age Consortium Offices (Berkeley, CA)
1918 University Avenue (Suite 4B) Berkeley, CA 94704

Outcomes and Purpose

- Continue to foster team cohesion
- Increased understanding / updates on CAN's current work
- Increased Leadership Team understanding of CAN's Strategic Plan, including specific measures of success.
- Inform the work of CAN including recommendations related to Proposition 64 OR Site Coordinator support in the field
- Leadership Committee and Action Team collaboration and planning

Meeting Agenda

9:30 a.m.	Coffee and refreshments available
10:00	Meeting Begins: Welcome and introductions
	Chair Report
	Director Report: • Reflection from prior meeting • Progress report and Discussion: CAN's funded projects and success metrics • CAN Success Metrics Overview • CAN's Projects and Measures of Success Detailed Overview • Brief budget update
11:45 – 12:30	Lunch and brief Leadership Team appreciation
	Informing CAN's Site Coordinator Initiative
	Break
	Information and Discussion • Proposition 64: CAN's work / role in statewide stakeholder recommendations
	Break
	Leadership Committee and Action Team / Working Group Co-chair planning
	Committee report-outs
3:40 – 4:00	Looking ahead: Next Steps and closure

Director's Report

Deep Dive on Strategy Themes

During our September 22nd Leadership Team some Leaders expressed a desire to know what would happen with all the input that was offered. Following is a summary of Leadership Team input and themes from the highest priority input shared related to each goal area, and how CAN has or plans to use the input. Additional data was gathered from the CAN Leadership Team during our September 22, 2017 related to the revision of the California After School Program Quality Self-Assessment Tool which has been shared with Public Profit as they complete their revision of the QSA. Much of the information below addresses what has happened, is happening, or will happen with this input.

Based on the input provided three future Leadership Team meeting agenda items have been surfaced:

- CAN Communications / dissemination planning / marketing and branding
- Data gathering and analysis
- Building field capacity for sustainability



Input	Action
More direct service representation	Share with Leadership Development Committee
Collaborative process, is it diverse enough and how do we handle collaboratives based on volunteers	Share with Leadership Development Committee
Generating excitement around the work of the action teams	Part of Strategy Committee planning and desired outcomes.
Uniting the field regarding Proposition 64	To be discussed as part of December 4, 2017 meeting agenda

Workforce development enhancement	CAN's current work directly related to workforce (aside from training and TA efforts) is taking place as part of the workforce subcommittee of the Before and Afterschool Advisory Committee, and through participation in the California Child Development Coalition.
Ensure program director buy-in as part of Site Coordinator initiative / explore Region 10 approach	One of the key items (outlined in our Packard Proposal) the Site Coordinator (SC) working group will address is the most appropriate strategy for engaging Program Directors. CAN partnered with R. 10 on the SC CoP and the SC Symposium. CAN plans to continue this partnership and assess further practices to learn from.
Clarify process to get significant field issues on the table	Continued knowledge transfer between the CAN staff, Leadership Team, and Co-chairs on how CAN's Strategic Plan and priorities were informed by the field. Continue to foster and support a Leadership Team culture of innovation and adaptation of CAN's work based on new information and shifting contexts.
Clarifying CAN's goals and success metrics	To be addressed in December 4, 2017 Leadership Team meeting.



Input	Action
Varied modes of training	<u>Inform Leadership Team of current efforts such as:</u> • CAN working to develop a strategy to build field capacity (e.g., ToT) regarding Quality Standards and Continuous Quality Improvement. • Developing video-based modules to support Grantee Orientations • Housing multiple webinars (STEM and Nutrition and Physical Activity Committee, State of the State) on our website. <u>Continue the dialogue with the Leadership Team on how these strategies can be strengthened.</u>
Hubs to disseminate information / promising practices	One goal of the Site Coordinator initiative is that it has some locally implemented, yet networked events modeled after the CSU Teacher Summit. This is one item to be informed by the Site Coordinator working group.
Identify where gaps quality standards exist (districts, CBOs)	CAN currently is contracted to implement annual field and Site Coordinator surveys, and has surfaced challenges and needs with Site Coordinators through CoPs. CAN will provide a data report to the System

	of Support for Expanded Learning to learn from the data.
Fluent and cohesive language around tools to become campaigns and become movements	Clarify further with Leadership Team. Currently, CAN plans to release a revised QSA, CQI Guidebook, and online data system to support each resource. CAN is working in partnership with CDE and has the interest of the S.D. Bechtel, Jr. Foundation to support a CDE-Bechtel partnership to build field capacity using such tools.
Not enough time from site staff cuts in PD, Cuts in prep time	We are encouraging our CQI Guidebook offers some simple strategies that sites can use to advance the CQI process that is reflective of the realities of site-level staff.
Emphasis on Site Coordinators and Program Directors (those who support site coordinators)	This will be addressed in the Site Coordinator Working Group.
Shifting mindset to ensure the “culture / mindset shift” for CQI	Organizational Culture and CQI mindset is a major planned content area of the CQI Guidebook.
Symposiums having a meaningful impact	INSERT SOME EVALUATION SUMMARY HERE. CAN gathered data of those participants at the Site Coordinator Symposium on those that want to “join the movement.” Those individuals are the beginning of a specialized communication list of Site Coordinators and will be invited to apply for our Site Coordinator Working Group, informed of its progress, and be informed of future opportunities.
Surfacing local “barriers” (not enough time, etc.) and allocating solutions to overcome those barriers.	Through data analysis, participation in the System of Support for Expanded Learning, as well as Strategic Implementation Teams of the CDE’s Expanded Learning Division, CAN staff are immersed in working groups that are surfacing context and barriers and discussing solutions.
Communities figuring out their needs, at every level, and aligning resources / engagement accordingly (not one size fits all)	To be addressed as part of the CQI Guidebook.

GOAL 3

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



Input	Action
Increasing awareness of CAN	This is a core issue in CAN's work. Proposal to focus future Leadership Team planning sessions on this item. Shared with CAN staff as they continue to advance CAN's communication strategies and platforms.
Assessing whether CAN's communications meet target audience	Shared with CAN staff to ensure we strengthen and implement a CQI-focused assessment strategy for our communications.
Ensuring two-way communication with the field	Through Leadership Team, Action Teams, Work Groups, and other processes such as QSA revision based on strategic field interviews. CAN looks forward to working with the Leadership Team and its Committees to ensure that all of CAN's work is informed through input, and that such input strengthens CAN's external communications.
Dissemination plan	Proposal to include CAN communication planning on a future meeting agenda.
Marketing plan / Rebranding across diverse programs (beyond ASES/ 21 st)	Proposal to include CAN communication planning on a future meeting agenda.
Ensuring representative data gathering and making data actionable	CAN works with the SSEL to ensure that there is broad participation in its data gathering efforts. This is an area that can be strengthened. Proposal for future Leadership Team discussion item.
Return on Investment or measures / monetizing the website	Share with the finance committee to inform their work planning.

CAN's Success Metrics Overview

Goal	Success Metrics
Goal One: 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 innovations.	• Full Leadership Team recruitment and plan for Co-chair transition (Leadership Development Committee) • Process created and implemented for Strategy Committee Engagement of Action Teams and Work Groups • Finance Committee has created a CAN Sustainability plan. • Participation in CDE SSEL working groups completed. • CAN is engaged in meaningful work advancing workforce development efforts of the childcare / expanded learning workforce in concert with the CA Child Development Coalition. • CAN is a core field engagement partner as part of its Policy Action Team in supportive partnership of CA3's policy agenda and annual priorities. • CAN has advocated for expanded learning as a stand-alone prevention strategy and a funding allocation prioritizing expanded learning and child care programs through Prop. 64 investments in the California Department of Education. • CAN is core partner in the implementation of the California After School and Summer Challenge. • Expanded Learning (after school and summer learning) is a strategy in the statewide plan to advance the Superintendent's Blueprint for Environmental Literacy.
Goal Two: CAN is a catalyst for quality, building capacity by promoting a shared vision of program quality and advancing a culture of continuous improvement.	• Continuous Quality Improvement Trainings completed and positively evaluated. • Launch of Site Coordinator Initiative. • Quality Self-Assessment Tool revised to align with Quality Standards, integrating Summer Learning quality and Social Emotional Learning, and increasing point of service quality through integration of observational components. • Draft CQI Guidebook completed. • Proposal submitted, accepted, and work has begun to build a database to support the CQI process utilizing CAN's new QSA Tool. • A plan created for a broader CQI field capacity building effort to build field capacity related to Quality Standards, CQI, the new QSA, and the CQI Guidebook to be submitted to Bechtel. • CAN has engaged the new CDE Early Education and Support Division Director in the completed NCASE Action Plan (created by CDE EESD, EXLD, CAN, CalSAC).
Goal Three CAN is a one-stop communication hub providing information on tools, data, resources, policies, and practices for all out-of-school time stakeholders.	• State of the State of Expanded Learning and supplemental "issue brief" released and disseminated as part of a strategy created in collaborating with the CDE's EXLD and CAN Policy Action Team Co-chairs. • CAN after school programs database updated including new ASES funding levels. • CAN after school programs database rebuilt within the FCCC. • Field and Site Coordinator data analysis submitted to CDE, 2017-18 surveys implemented. • Communication intake procedures redesign complete. • Website re-organization project complete (December 2018). • CAN's LT has informed revised CAN communication procedures. • Significant increases in Newsletter and Social Media engagement (to be defined).

CAN's Projects and Measures of Success Detailed Overview

Goal One:

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 innovations.

Objective 1A

CAN facilitates and participates in collaborative cross-sector forums that advance partnerships, practices, and policies that support out-of-school time learning and enrichment opportunities for children and youth.

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 children and youth, families, and communities

Name of project / funding source	Description of project	Measures of Success	Current Progress
Objective 1A			
CAN's Leadership Team, and Leadership Committees Mott Core	Building on the platform of a new governance structure and strategic plan, CAN and its leadership are now focused on implementation of new governance structure.	• Full recruitment for Leadership Team • Strategy Committee creates and implements a plan to monitor, inform, and support the work of Action Teams and Work Groups (AT & WGs).	• Revitalized governance, strategic plan, and new Leaders. • Created new structure for Action Teams (AT) and Working Groups (WG). • Strategy Committee revising a draft AT and WG resource manual and creating support strategies for AT/WGs.

		• Leadership Development Committee creates and implements a plan to recruit new leaders in 2017-18, and support existing leaders. • Finance Committee has created a fund development / sustainability strategy for the organization.	• Leadership Development Committee convening to discuss new Leader Recruitment / Leadership Development planning. • Finance Committee exploring participation in a 9-month sustainability cohort with experts in non-profit finance and other Mott Statewide Afterschool Networks.
CAN participation in the CDE's EXLD SSEL work groups CDE Task 5	CAN participates in the CDE's EXLD Quality Design team; Social Emotional Learning Work Group; and Summer Learning Implementation Committee	• CAN has informed the statewide recommendations of these committees. • The content of the conversation informs CAN's work related to Quality, SEL, and Summer Learning.	• CAN has participated in all committees. The Quality Design Team will be finalizing its recommendations soon. There will be an opportunity for the Leadership Team to offer electronic input (with a quick turnaround) in December.
Expanded Learning 360-365 / CDE SEL work group / Bechtel Character Coalition. Mott Core	Two ways CAN is keeping its finger on the pulse of, informing, and participating in the statewide movement related to SEL, Character Development, and Out-of-School Time.	• CAN has a redesigned Quality Assessment Tool that integrates SEL and is supported by an online data system and Statewide recommendations from SEL reflect / support this development.	• QSA and CQI Guidebook in creation process, field input garnered. • Revision of the QSA currently cited in draft recommendations from the SEL working group. • Participation in Character Coalition linked to an invited proposal to support the development of an online assessment system for new QSA Tool.
Participation in California Child Development Coalition Mott Policy and Partnerships (P & P)	• Participation in a group of child care leaders in California. This is supportive of CAN's goals to expand their reach and partner more effectively with CA's childcare infrastructure.	• By the summer of 2018 the sub-group CAN participates in will be creating a "white paper" to outline the child care and expanded learning workforce and why such a workforce requires investment of the WIOA and local WIBs.	• The group recently completed a nine-month plan that includes a re-vamping of the infrastructure, making a case for and building the capacity of the youth development workforce, and strengthening communication.
Participation in Superintendent of Public Instruction's Environmental Literacy Steering Committee	• Participation in the ELSC work group team C that is charged with re-designing a regional technical assistance infrastructure to advance K-12 environmental literacy outcomes consistent with the Superintendent's	• Expanded learning listed as a strategy in a statewide effort to build K-12 capacity to advance Environmental Literacy.	• Expanded learning is listed twice (after school and summer learning; and expanded learning) within the current draft of the ELSC's statewide strategy document. • Participation has catalyzed conversations with representatives from the Leonardo

Mott Core P&P	Blueprint for Environmental Literacy.		Dicaprio Foundation related to leveraging CA's Expanded Learning infrastructure for Environmental Literacy.
Objective 1B			
(California Afterschool Advocacy Alliance (CA3)) Mott P&P / Mott Opportunity Grant (OG)	CAN's Program Director participates in all CA3 meetings. CAN's PD and ED participate in planning and implementation of a field engagement strategy related to CA3's annual priorities.	• CAN has co-created and implemented a field engagement strategy in partnership with CalSAC that is supportive of CA3's statewide plan and implementation for the year.	• CAN is supporting CA3's legislative agenda regarding Proposition 64, and ensuring that OST voice is part of the Proposition 64 stakeholders group. • CAN has co-created, sponsored, and implemented a northern CA and Southern CA advocacy training in partnership with CalSAC.
Policy Action Team Mott P&P / OG	Re-design CAN's Policy Action Team building on its previous informational role and to move toward a field engagement / capacity building role.	• CAN has worked with participants of the recently implemented advocacy training to advance local and statewide policy efforts. This pilot will serve as a model for the future of the Policy Committee. • Creation and implementation of an engagement strategy led by the CAN Policy Committee and supportive of CA3 efforts.	• Participants from CAN and CalSAC advocacy retreat have been engaged to partner with CAN and CalSAC to assume local advocacy leadership. This effort
Participation in CA After School Challenge Planning Committee Mott P&P / OG	Participate in the committee designing and implementing the Challenge.	Regular attendance, contribution, support for communications and recruitment, support for scheduling legislative meetings	• CAN's Program Director has begun participation. CAN's newly hired student assistant will support the effort through scheduling legislative visits for participants.
Participation in the Proposition 64 Stakeholders Group Mott P&P / OG	Informing the recommendations of a stakeholder group that has the potential to influence the use of new funds created by Proposition 64.	Influence a stakeholder group of primarily treatment voices to include focus on prevention, and investment in CDE as part of their recommendations.	• CAN was an early participant at the stakeholder table, CAN's Program Director leads the Youth Committee of the group. • Discussion today on CAN's potential recommendations to this group.

Goal Two:

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

Objective 2A

CAN facilitates collaboration and alignment among various program types of out-of-school programs.

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.

Name of project / funding source	Description of project	Measures of Success	Current Progress
Objective 2A			
National Center for After School and Summer Enrichment (NCASE) Community of Practice	Participation in a national Community of Practice convened by the U.S. Department of Education-funded National Center for After School and Summer Enrichment. Participants included the Executive Director of CAN (Jeff Davis), the Executive Director of the California School Age Consortium (Ruth Obel Jorgensen) and representatives from the Early Education and Support Division (Division Director Debra McManis) and the Expanded Learning Division (Onda Johnson).	• State action plan completed. The contents of the completed action plan included: A) examination of overlap between each infrastructures definitions of quality and staff competencies. B) Exploration of the potential collaboration on Technical Assistance and quality-building initiatives across sectors.	• Participation in the NCASE Community of Practice is complete. • Since participating in the NCASE CoP there has been transition at the Director level of the Early Education and Support Division (EESD). • Next steps include continuing to reach out to the new Director to share the efforts and action plan.
California Child Development Coalition	(See goal one)		
System of Support	A group of 20 representatives of the	• Increased cohesion and effective	• CAN's Executive Director participated in

for Expanded Learning Society for Organizational Leadership planning committee	System of Support for Expanded Learning working directly with the Society for Organizational Leadership To plan SSEL meetings and enhance the effectiveness of the State's Expanded Learning Technical Assistance Infrastructure. The group includes CAN's ED Jeff Davis, CDE EXLD Division Director Michael Funk, EXLD Consultants and analysts, along with System of Support for Expanded Learning Leads, and the ASAPconnect team.	collaboration within the SSEL resulting in-part by Increased knowledge of CAN's work within the SSEL, and intentional work using the frameworks offered by the Society for Organizational Leadership. • CAN will have played an influential role in the enhancement of the expanded learning infrastructure in California.	an intensive Society for Organizational Leadership Systems Leadership Institute as part of an 11 person team invited by the CDE's EXLD (supported by philanthropy). • CAN's Executive Director participates in the 20-person planning team implementing the partnership between the SSEL and the Society for Organizational Leadership. • CAN's Program Director has joined the SSEL as a meeting participant.
Objective 2b			
Quality Standards and Continuous Quality Improvement Training Task 1: CDE	Provide training on Quality Standards and Continuous Quality Improvement	Training evaluations indicate over 90% agree or strongly agree that the training increased their understanding of Standards and/or CQI, increased their confidence to implement a CQI process paired with indicated gains of understanding from before the workshop to after the workshop.	• 16 of 16 contracted trainings have been either provided or scheduled. • Last year, training was provided to approximately 500 participants with nearly 400 evaluations gathered. The most common audiences were Site Coordinators and frontline staff. Over 98% of participants agree/ strongly agree the workshop increased their knowledge about CQI requirements, 99% indicated the workshop increased their confidence in implementing a CQI process, and their capacity to create a site level CQI plan.
Disseminate information and provide training and other supports for the SSEL Task 4: CDE	CAN currently provides additional training on Quality Standards and CQI utilizing Task Four funding, additionally CAN provides training on STEM, Healthy Choices and Behaviors, and Youth Voice and Leadership. Through Task 4 CAN is also able to attend Regional Conferences and disseminate information.	• Workshops provided with evaluations that indicate they had a positive impact. • Over 7,000 physical resources disseminated in diverse geographic regions.	• By the end of December CAN will have provided eight regional trainings related to Task 4 for the contract year ending June 30, 2018. • Last year, CAN disseminated over 26,000 individual publications. Top publications disseminated include the State of the State of Expanded Learning (7,000) and

			the Quality Standards for Expanded Learning (4,400), followed by the QSA Tool (2900) and User Guide (1800) STEM Quality Framework (2200), and Collaborate To Innovate (STEM) document (1100).
Quality Self-Assessment Tool Revision David and Lucile Packard Foundation	CAN is revising the California After School Program Quality Self-Assessment Tool to align directly with the quality standards, increase quality at the point of service through the integration of observational components, and integrate summer learning program quality and Social Emotional Learning throughout the tool.	Draft of the Tool created by February 2018, piloted with Programs in March 2018 to be released in the June or July 2018 at the beginning of the 2018-19 school year.	The Tool is in development and proceeding on schedule.
Continuous Quality Improvement Guidebook David and Lucile Packard Foundation	Create a Continuous Quality Improvement Guidebook to support agencies and sites in the implementation of an effective CQI process.	To be released in conjunction with the revised QSA in June or July 2018.	The tool is in development and currently on schedule. Additional time has been taken to gather some additional field input from the CQI Guidebook Working Group.
Submit proposal to S.D. Bechtel, Jr. Foundation	Proposal would support the development of an online database that would support agencies use of the QSA Tool by creating a way to gather and house data from multiple stakeholders and sources.	To be submitted January 2018.	Concept paper submitted. Proposal invited.
California Expanded Learning Grantee Orientations CDE Task 5	Facilitate the logistics of six conference-style California Expanded Learning Grantee Orientations. Orientations included workshops on Grant requirements, Continuous Quality Improvement.	Orientations completed with attendance over 600 Evaluations that indicate positive impact.	Orientations completed with close to 600 attendees and approximately 300 evaluations submitted. Over 99% of participants agree or strongly agree that the content was relevant, the keynote was informative and inspiring, the workshops

			were relevant, and 98% agree or strongly agree that the Orientation improved their knowledge related to program requirements, 97% indicated the event improved their knowledge of Standards and CQI. Nearly 100% report leaving more informed and inspired than when they arrived.
Site Coordinator Expanded Learning Symposium Funded through the Packard Site Coordinator Initiative, Core Mott, CDE Task 2, SSEL contribution, sponsorships, registration fees	Partner with the California Department of Education and four regions of the System of Support for Expanded Learning to implement the first-ever Site Coordinator Expanded Learning Symposium. Partners included the San Bernardino Superintendent of Schools, the Ventura County Office of Education, the Imperial County Office of Education and the Butte County Office of Education, and the Sacramento County Office of Education.	Symposium complete with representation of every region of the state and attendance over 250 and evaluations that indicate positive impact.	Symposium complete with representation from all 11 regions, with approximately 350 registered attendees, however less than 50 completed overall event evaluations. Of those that did, it was clear that the overall content of the event was relevant to their work and their workshop experiences were relevant and engaging (all but one indicated agree or strongly agree). 100% of evaluation respondents indicated that they are leaving more informed and inspired than when they arrived.
Site Coordinator Community of Practice Guidebook; survey SC CoP participants re: longer-term impact CDE Task 2	Finalize a draft of a Site Coordinator Community of Practice Guidebook that documents the why, how, and what CAN did, as well as additional strategies that could be implemented as part of Site Coordinator Community of Practice efforts. Included in the guidebook will be data from a survey CAN will conduct	• Completed survey of SC CoP Participants • A completed and published guidebook. • The creation of a plan and measures of success for dissemination of the guidebook.	Draft completed. The draft will be finalized including data from a survey conducted this year on participant reflection on their experience and its longer-term impact.
Launch: Site Coordinator initiative David and Lucile Packard Foundation	An initiative intended to create a network of Site Coordinators that share promising practices, surface challenges, and convene both locally and statewide.	• Work group formed and convened. • Recruitment has begun for engagement in the Site Coordinator initiative.	• Work Group Co-chairs selected. • Interest assessed to join a larger movement at the Site Coordinator Symposium, participants submitted cards with their contact information. • Gathering input from the Leadership

			Team to inform the effort on December 4, 2017.
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Goal Three

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

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.

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.

Name of project / funding source	Description of project	Measures of Success	Current Progress
Objective 3A			
State of the State of Expanded Learning in California CDE Task 3	The State of the State of Expanded Learning in California 2016-2017 provides an overview of the public investment in expanded learning opportunities in California.	• State of the State published and over 4,000 distributed included to legislators at the California Afterschool Challenge. • One-to-two State of the State issue briefs created and disseminated. • Plan created with Policy Committee Co-chairs to maximize impact of the State of the State of Expanded Learning.	• CAN staff have been collecting new and relevant research for potential inclusion in the next State of the State of Expanded Learning. • Creation of the State of the State begins in December with a meeting of CAN's Policy Committee Co-chairs.

After School Programs Database CDE Task 3	The After School Programs database allows users to locate the State's publicly funded expanded learning programs by legislative district, region, county, district, and school-level. The database allows users to also sort after school program, funding, and students served by specific funding source.	• Updated database online in December 2017 updated to include new ASES funding levels. • Database created in-house with the Foundation for California Community Colleges communications team.	• Database scheduled to go online with the updated data in December 2017. • Scheduled meeting with the Foundation Communication Team to discuss database on December 15th.
Field and Site Coordinator data collection CDE Task 1	Conduct field surveys and Site Coordinator surveys, including virtual Site Coordinator focus groups, and sessions on challenges and needs during Community of Practice meetings. Analyze all data and produce a comprehensive data report.	• Data submitted to CDE with preliminary analysis. • Data report submitted to CDE with detailed analysis. • Data report approved and shared with the SSEL and relevant working groups.	Summary of data and preliminary analysis submitted to the CDE. Prior to sharing the data publicly, the CDE would like to receive an analysis report summarizing all data. This report is behind our planned timeline and will be submitted to the CDE in December.
Support CA3 statewide strategy through field engagement efforts	See Goal 1 Linkage with Mott P & P and OG		
Proposition 64 stakeholders group	See Goal 1 Linkage with Mott P & P and OG		
Objective 3B			
Communication intake re-organization	Even in the absence of CAN's (recently dissolved) Older Youth, English Learner, and Rural Committees (now called Action Teams) these issues (and many more) remain important. Therefore, CAN will update its Newsletter intake procedure to allow users to indicate interest-areas. This will allow CAN to nimbly engage interested stakeholders around emerging issues.	• Newsletter intake procedure updated. • Multiple electronic mailing lists merged to increase effectiveness of CAN communications, and new ones created consistent with current communications needs. • Campaign to update CAN profile implemented.	In June 2017 the CAN Leadership Team approved the updated communication intake procedure. No current progress has been made on re-designing the intake procedure to date.
Website re-	CAN's website has began as a planned	• Website re-organization plan	A plan to re-organize the website over a

organization Internal staff effort linked to multiple funding sources	community and over many years has become sprawl. There is a lot of legacy content that is unnecessary and the valuable content can be difficult to find. CAN staff have created a one-year plan to re-organize the website's content.	complete by December 2018. • Website development and maintenance plan created and implemented. • Longer--term, a newly designed website.	12-month time period has been developed. All new staff have now participated in knowledge transfer and input sessions in order to begin adapting, refining, and implementing the existing plan.
Increase Newsletter and social media subscribership CDE Task 4	As outlined in the Strategic Plan, CAN's goal is to increase the effectiveness of organizational communications. The CDE sees value in a broader CAN reach and contracts with CAN to increase its reach, specifically with practitioners that do not often receive CDE's messaging.	• Newsletter signups for 2017-18 exceed 500. • Goals and targets set for increase in social media engagement • Targets set for increased engagement in Newsletter (subscribership and clicks) and social media channels.	Over the past two contract years, CAN has increased its newsletter subscribership by over 500 individuals and is well on target to do the same in the 2017-18 contract year.
Strengthen CAN's Communication procedures Internal staff effort linked to multiple funding sources	CAN has new staff configuration and division of labor related to communications. As CAN staff assume their new communication roles, new ways of working are being created and existing processes are being strengthened.	• Revised Newsletter and social media procedures in conjunction with website re-organization and web-development procedures.	• Roles established for the CAN Team. • CAN recently became fully staffed with two new Program Specialists and a Student Assistant to support CAN's Admin and Social Media efforts.

FY 17 - 18 Budget Updated November 2017

			CDE July 1, 2-107 - June 30, 2018	% Packard	Packard (Ext) \$85,000.13 (Jun 2015 - Apr. 2018)	% Packard Bridge	Packard Bridge (QSA / Site Coordinator (Jan. 2017 - Feb. 2019)	% Mott	Mott (Core) \$75,000 (Oct. 1, 20107 - Sept. 30, 2018)	% Mott OG	Mott (Opportunity Grant) (Jan. 2016 - Dec. 2018)	%	11,200.00 Unrestricted (CalSAC Subcontract, and presentation fees)
	Total	% CDE											
Personnell													
Executive Director (Jeff Davis)	\$ 102,250.00	90%	\$ 92,025.00	1.50%	\$ 1,533.750	4.50%	\$ 4,601.250	0%	\$ -	2.00%	\$ 2,045.00	2.0%	\$ 2,045.00
Program Director (Jessica Hay)	\$ 76,687.50	90%	\$ 69,018.75	2.50%	\$ 1,917.19			0%		5.50%	\$ 4,217.81	2.00%	\$ 1,533.75
Program Specialist (Tiffany Gipson)	\$ 67,000.00	75%	\$ 50,250.00	0.0%	\$ -	23%	\$ 15,410.00			0.00%		2.00%	\$ 1,340.00
Program Specialist (Troy Selvey)	\$62,000.00	75%	\$ 46,500.00	0.00%	\$0.00	23%	\$ 14,260.00	0%		0.0%	\$ -	2.00%	\$1,240.00
Associate Program Specialist (Paige Azcon)	\$45,000.00	95%	\$ 42,750.00	0.0%	\$ -	3.00%	\$ 1,350.00	0%		0%	\$ -	2.00%	\$900.00
Student Admin (Felisa Concepcion)	\$ 16,000.00	90.0%	\$ 14,400.00	2.00%	\$ 320.00	7.0%	\$ 1,120.00	0%		0.00%	\$ -	1%	\$ 160.00
IT support	\$ 115,544.00	7%	\$ 8,088.08					0%		0%	\$ -		
Marketing/Graphic	\$ 115,544.00	12%	\$ 13,865.28	10%	\$ 11,554.40	5%	\$ 5,777.20	0%		0%	\$ -		
Subtotal salary	\$ 408,222.46		\$ 336,897.11		\$ 15,325.34		\$ 42,518.450		\$ -		\$ 6,262.81		\$ 7,218.75
Benefits													
Executive Director (Jeff Davis)	\$ 17,996.00		\$ 14,724.00		\$ 536.813		\$ 1,610.44				\$ 715.75		\$ 409.00
Program Director (Jessica Hay)	\$ 13,497.00		\$ 11,043.00		\$ 671.02						\$ 1,476.23		\$ 306.75
Program Specialist (Tiffany Gipson)	\$ 20,736.50		\$ 15,075.00		\$ -		\$ 5,393.50						\$ 268.00
Program Specialist (Troy Selvey)	\$ 19,189.00		\$ 13,950.00		0.00		\$ 4,991.00				\$ -		\$248.00
Associate Specialist (Paige Azcon)	\$ 13,342.50		\$ 12,825.00		\$ -		\$ 337.50				\$ -		\$180.00
Student Admin (Felisa Concepcion)	\$4,800.00		\$ 4,320.00		\$ 112.00		\$ 336.00				\$ -		\$ 32.00
IT Support	\$ 2,830.83		\$ 2,830.83								\$ -		
Marketing / Graphic	\$ 10,918.91		\$ 4,852.85		\$ 4,044.04		\$ 2,022.02				\$ -		
Subtotal Benefits	\$ 103,310.74		\$ 79,620.68		\$ 5,363.87		\$ 14,690.46				\$ 2,191.98		\$ 1,443.75
Subtotal Salary and Benefits	\$ 511,533.20		\$ 416,517.79		\$ 20,689.21		\$ 57,208.908				\$ 8,454.80		\$ 8,662.50
Sub-Contracts / committed funds													
Data Analysis	\$ 15,000.00		\$ 15,000.00										
QSA Revision	\$ 49,075.00				\$ 14,075.00		\$ 35,000.00						
CQI Guidebook	\$ 25,500.00				\$ 25,500.00								
Internships (Mott Opportunity Grant)	\$ 55,000.00										\$ 55,000.00		
Quality Crosswalk	\$ 15,000.00								15,000				
Committees	\$ 10,000.00								10,000				
Total Sub-Contracts / committed	\$ 169,575.00												
Materials & Supplies	\$ 43,197.10		\$ 25,000.00		\$ 3,569.13		\$ 4,749.43		\$ 5,000.00		\$ 4,878.54		
Computers & Equipment	\$ 10,000.00				2000		\$ 8,000.00						
Printing & Publications	\$ 56,110.00		\$ 46,110.00				2,000		\$ 5,000.00		\$ 3,000.00		
Communications	\$ 10,670.83		\$ 8,000.00						\$ 2,000.00				\$ 670.83
Travel & Accommodations	\$ 68,500.00		\$ 36,000.00		\$ 5,000.00		10,000.00		\$ 12,500.00		\$ 5,000.00		
Conferences & Events	\$ 165,000.00		\$ 135,000.00				\$ 22,000.00		\$ 5,000.00		3,000		
Occupancy (Included in indirect)	\$ -												
Professional Development	\$ 10,000.00								\$ 8,000.00		\$ 2,000.00		
Legal fees	\$ 2,000.00										\$ 2,000.00		
Lobbying (see unrestricted funds)													
Total minus indirect:	\$ 1,046,586.13		\$ 681,627.79		\$ 70,833.34		\$ 138,958.33		\$ 62,500.00		\$ 83,333.34		\$ 9,333.33
Indirect Charges*	\$ 222,949.78		\$ 149,958.11		\$ 14,166.67		\$ 27,791.67		\$ 12,500.00		\$ 16,666.67		\$ 1,866.67
TOTAL	\$ 1,269,535.91		\$ 831,585.90		\$ 85,000.00		\$ 166,750.00		\$ 75,000.00		\$ 100,000.00		11,200.00

CAN's Site Coordinator Initiative

High-level overview

- Funded by David and Lucile Packard Foundation for a two-year project.
-

Desired outcomes:

- Provide a vehicle for Site Coordinators to share (and CAN to document) successful strategies and resources.
- Provide a vehicle for Site Coordinators to share challenges and needs, and communicate those needs to the System of Support for Expanded Learning.
- A networked statewide convening of Site Coordinators from multiple localities linked to the same event inspired by the California Teachers Summit.
- Learn valuable lessons about how to effectively address the structural challenges of engaging Site Coordinators in capacity building efforts.

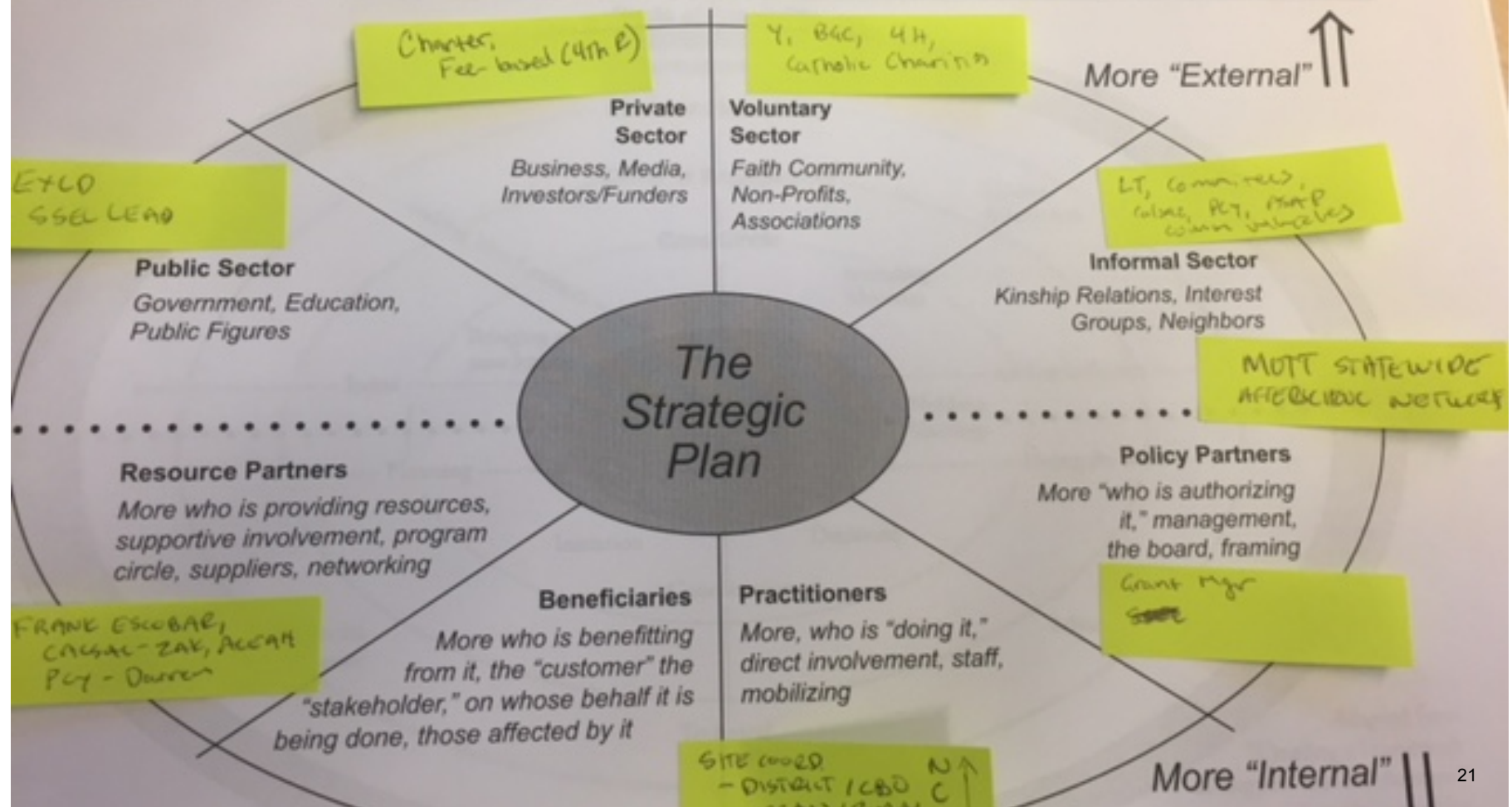
Elements of the project:

- Convene a field-based advisory committee to address key questions including but not limited to
 - What are the desired outcomes for Site Coordinator participants?
 - What is a realistic commitment for Site Coordinator participants?
 - What is the target audience/ geography within the broader audience of California's 4,500 ASES and 21st CCLC Site Coordinators? What is the appropriate size and scale?
 - What are the incentives for Site Coordinator participants?
 - What is the role of Program Directors and Grant Managers as it relates to Site Coordinator participation?
 - What are the motivating factors for Program Directors and Grant Managers to support Site Coordinator participation?
- Recruit and engage Site Coordinators
 - Field communication strategy
 - Leverage those that have participated in CAN's Site Coordinator Community of Practice, ASAPconnect's Site Lead Academy, and CalSAC's Leadership Development Programs, as well as the SSEL. Many individuals completed cards at the Site Coordinator Symposium that they are ready to join the movement.
- Implementation
 - Designed with input and informed by Field Advisory Committee
 - One potential implementation model would be to support and implement multiple local Site Coordinator Community of Practice and peer mentoring-type efforts (increasing connection, surfacing and sharing of promising practices, challenges, and needs, creating local peer support), network them virtually once per year, and come together once per year at the Site Coordinator Expanded Learning Symposium.
 - CAN further explore and document promising practices for the purposes of dissemination within the network but also through the broader field (e.g., promising practice guide).
 - Create an annual summary of documented Site Coordinator challenges and needs and submit to the System of Support for Expanded Learning.

Questions for Discussion:

1. When this initiative is wildly successful, what will be the overall impact on the expanded learning field?
2. What potential strategies should the work group consider on how to achieve the desired outcomes for Site Coordinator participants?
3. Considering geographic, professional, and cultural diversity, what is the ideal composition of the Site Coordinator working group to support the project's objectives (e.g., roles, geographies, settings, agency types,)? ***Consider the cycles of involvement image on the following page.***

Circles of Involvement Developing Key Relationships for Implementation



Proposition 64 Update

Proposition 64 General Overview

In November of 2016 California voters passed Proposition 64, the Adult Use of Marijuana Act legalizing the adult use of recreational marijuana and taxing it to create new sources of funding. Much of the voter proposition and voter guide language directly cited the tax revenue supporting after school programs. However in statute, there is no specific set-aside for after school programs.

How Proposition 64 Works

Beginning January 1, 2018, taxation on marijuana, marijuana products, and cultivation for commercial market begins.

- First \$25 million (FY 2018-19) to \$65 million (FY 2022-23) is distributed to various agencies. After those distributions, additional revenue is disbursed.
- 60 percent for youth programs
- 20 percent for Environmental Restoration
- 20 percent of local law enforcement

The 60% for Youth Programs

Deposited in the Youth Education, Prevention and Treatment Account at Department of Health Care Services.

- Interagency agreements with Department of Public Health and CDE.
- A number of prevention, early intervention, and treatment programs listed in the proposition, including:
 - Programs that reduce the risks related to substance use, improve school retention, and student assistance programs
 - Youth-focused substance use disorders
 - Vocational/workforce training and literacy services
 - Family therapy and counseling
- Schools with higher than average dropout rates should have priority
- Targeted programming for homeless youth

Proposition 64 Stakeholder Group

- Over 50 organizations are represented
- Subcommittees:
 - Youth Subcommittee
 - Workforce Subcommittee
 - Juvenile Justice Subcommittee
- Focuses:
 - Creating consensus
 - Definitions - youth, youth prevention and treatment, youth needs
 - Funding recommendations - allocation, streams, process, etc.
 - ***Treatment voices are strong for an 80/20 split - Treatment/Prevention***
 - ***Treatment voices primarily refer to health departments being funded. CDE and other youth-focused / prevention stakeholders seem to be an after thought at the table.***
 - ***A coalition is forming of prevention stakeholders outside of the stakeholder group.***
 - Guidelines and principles associated with funding
 - Workforce development and capacity building

Proposition 64 Youth Sub-Committee

Co-chaired by the California AfterSchool Network Program Director, Jessica Hay, the Youth Sub-Committee of the Proposition 64 Stakeholders Group includes advocates representing the following fields/populations:

- Expanded Learning / Out-of-School Time
- School-Based Health Centers
- Foster Youth
- Homeless Youth
- LGBTQ Youth
- Youth Treatment
- Transition-Age Youth
- Community Based Clinics and Health Centers
- Indigenous and Tribal Communities

Current work of the Proposition 64 Youth Sub-Committee

- Background and mapping of youth populations, prevention and treatment programs
- Creating Guidelines and Principles for the Proposition 64 Stakeholders Group related to youth:
 - Program messaging
 - Models and components of care
 - Priority programs
 - Demographics
 - Evaluation process
 - Use the DCHS Youth Advisory Group guidelines around target ages for the continuum of care and definitions of prevention, early intervention and treatment

Current Status at CDE

- Executive Office is taking the lead.
- Most likely, CDE's position will be to use the funding in 3-4 areas
 - Expanded Learning
 - Prevention Programs
 - Early Childhood Education
- More CDE representatives at Prop 64 Stakeholder and youth sub-committee meetings
- Torlakson to release statement (timing not known)

CA3

- Pursuing a legislative strategy supportive of after school is an allowable use of Proposition 64 funds.
- Creating a fact-sheet outlining:
 - Proposition 64 was intended to support after-school programs
 - After-school programs are a compelling use of Prop. 64's youth education, prevention, and treatment funding.
 - After school programs are proven to reduce substance abuse
 - CA needs more investments in after school programs
 - Building on California's existing after school programs is an effective use of Prop. 64 funds that invests directly into the communities most impacted by the war on drugs.

Status of the Proposition 64 Stakeholder Group Recommendations

Ambitious completion in January 2018

- The stakeholder group desires to finalize its recommendations by January 2018
- Much of the treatment voices are advocating for an 80/20 split of funding, with 80% going to treatment.
- Increasing youth-development voices at the table are not in agreement, some are not in favor of the group prescribing a funding split at all. Some are coming together to create a counter-narrative to the proposition 64 stakeholders should it be necessary.
- Because many in the group believe that the stakeholder group should recommend a funding split, **stakeholders have been asked to submit proposals for recommendations on the funding split by December 7, 2017.**

CAN's Positioning in the Proposition 64 efforts

- Influence stakeholder recommendations and advocate for CDE to receive as much of the funding as is possible in stakeholder recommendations.
- Advocate for after school and summer learning as a stand-alone prevention strategy.
- Support a CA3 legislative strategy.
 - CAN is in discussion with CA3 regarding the content being discussed today.
- Disseminate information to the field to inform and engage (e.g. CA3 info-sheet on prop. 64 dissemination; how the field can support legislation, etc.) consistent with the CA3 platform.
- Participate in additional forums consisting of prevention voices if need be in direct opposition to stakeholder recommendations.
 - Prevention voices beginning to come together to create a counter-narrative to the strong prevention voices at the Proposition 64 Stakeholders table.

CAN's role in the Proposition 64 Stakeholder group

- Co-chair the Youth Committee that is creating guiding principles for the utilization of funds related to youth.
- Influence the larger group of treatment voices with a youth-development and prevention lens.
- Advocate for a set of funding principles instead of a prescribed funding split.
- Advocate for funding to be allocated to the CDE, as there is a larger chance of expanded learning; early education and child care programs being funded.
- Advocate that workforce development funding also provides resources to build the capacity of the prevention workforce, and not only the treatment workforce.

Potential Proposals to the Stakeholder Group – To be put forward on December 7th

Recommendation 1: Focus on guiding principles instead of a prescribed split.

- Our stakeholder group can be a powerful united voice advocating for a set of guiding principles (e.g., the principles put forward by the youth committee and workforce committees). Our stakeholder group recommendations should focus on such principles rather than a prescribed split. Recommending a specific split will further divide the stakeholder group and move away from the unified voice it is trying to achieve.
- Implementation should focus on the full spectrum of care including education, prevention, early intervention, treatment, and recovery based on local need. The importance of such partnerships is outlined in the Surgeon General's Report on Alcohol, Drugs, and Health¹ (p. 95). "To build effective, sustainable prevention across age groups and populations, communities should build cross-sector community coalitions which assess and prioritize local levels of risk and protective factors and substance misuse problems and select and implement evidence-based interventions matched to local priorities." Education and health agencies should be empowered to create innovative investments and partnerships across the spectrum and should not be limited by an arbitrary split of funding.
- Implementation should be focused based on strategies to address documented local needs. This is consistent with Proposition 64: Section 34019.f.1. (K) which outlines, "Funds shall be allocated to counties based on demonstrated need, including the number of youth in the county, the prevalence of substance use disorders among adults, and confirmed through statistical data, validated assessments or submitted reports prepared by the applicable county to demonstrate and validate need."
- There is precedent for opposition to prescriptive set asides for specific purposes related to Proposition 64. The Senate Budget and Policy Committee analysis of AB 844 (Burke), which put requirements on GoBiz pertaining to funds that are called out in, prop 64 to be used for referral services. Arguments in opposition included the Drug Policy Alliance which highlighted the bill "would limit the efficacy of the California Marijuana Tax Fund by creating a precedent of earmarking portions of grant monies for certain stakeholders, creating a de facto food fight over the revenue allocations."

Recommendation 2: The Department of Education must be considered equally for resource allocations

- Investment in education, prevention, and early intervention is essential to reduce drug abuse over time.
- Investments in programs that promote positive youth development² address the Risk Factors for Adolescent and Young Adult Substance Use and support the development of the Protective Factors for Adolescent and Young Adult Substance Use outlined in the Surgeon General's Report on Alcohol, Drugs, and Health (p. 99 - 100).
- Proposition 64 section 34019.f.1. (A-N) outlines the importance of schools, and the education system as essential partners and implementers of Proposition 64 youth funds. This is consistent with the Surgeon General's Report on Alcohol, Drugs, and Health highlights the effectiveness of "school-based programs that promote social and emotional competencies to reduce stress, express emotion appropriately, and resist negative social influences. Because they focus on the entire population,

¹ Access the Surgeon General's Report on Alcohol, Drugs, and Health - <https://addiction.surgeongeneral.gov/surgeon-generals-report.pdf>

² Access Wested's Model of Positive Youth Development: Resilience in Action - <http://surveydata.wested.org/resources/YDfigure.pdf>

universal interventions tend to have the greatest overall impact on substance misuse and related harms relative to interventions focused on individuals alone (p. 101).”

- K-12 education is the largest youth-serving entity in the state of California and is well positioned to be an effective prevention and early intervention partner. Investment in the education and prevention workforce will be essential to maximize Investment in education and prevention strategies.
- The CDE administers expanded learning, early education and childcare, and prevention programs. Such programs should be invested in as part of a cohesive strategy including education, childcare, prevention, early intervention, and treatment agencies.

Leadership Team Terms and Committee Participation

Member	Committed to June 2018	Committed to June 2019	Committed to June 2020	Committed to June 2021
1. Rick Rood (Strategy)				
2. Fabio Robles (Action Team - STEM)				
4. Christina Sepulveda (Finance)				
5. Bruno Marchesi (Action Team - Nutrition and PA)				
6. Gary Hardie, Jr. (Strategy)				
7. Tia Dwyer (finance)				
8. Normandie Nigh (LDC)				
9. Ruth Obel-Jorgensen (LT Co-chair)				
10. Jason Riggs (LT Co-chair)				
11. Nazaneen Khalilnajo- Otto (Strategy)				
12. John Duran (LDC)				
13. Randy Mehrten (Strategy)				
14. Andi Fletcher (Finance)				
15. Stacey Daraio (Site Coordinator)				
16. Asali Waters (LDC)				
17. Amal Aziz (Site Coordinator working group)				
18. Ernesto Duran (Finance)				
19. Michael Funk (Ex-Officio)				
20. Barbara Webster- Hawkins (Ex-Officio)				



- Email communication updating the CAN Leadership Team with more background information on Proposition 64.
- Potential rapid action related to Proposition 64 including vote to sign-on to a document created by a coalition of prevention partners for submission to the proposition 64 Stakeholders, and Proposition 64 Stakeholders recommendations.
- Leadership Development Committee webinar regarding new Leader recruitment.
- Finance Committee will begin engaging with Spectrum Non-Profit Services on a multi-month sustainability planning and development effort.
- Strategy Committee create procedures to advise and support Action Teams and Work Groups consistent with CAN's revised Governance.
- Beginning communications and outreach related to CAN's Site Coordinator initiative.

THANK YOU FOR YOUR LEADERSHIP