



California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

Leadership Team Meeting Materials March 5, 2018

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 - Next steps: Virtual Leadership Team meeting to approve CAN's CDE Contract and 2018-19 budget.

Provided Separately:

- Finance Committee Update and Key Questions
- Leadership Development Committee Update and Key Questions
- Strategy Committee update

THEORY OF CHANGE

THE CHALLENGE

Too many 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, physical, 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.

Guiding Principles³: How the CAN Leadership Team works together

We support CAN's success

We serve on behalf of the field to advance CAN's Mission, Vision, and Goals, and we support the organizational and fiscal integrity of CAN.

We act in service to the field

We work in service to the field to address significant field need and advance innovation. We understand our work has urgency and impact beyond our individual positions or organizations.

We seek long-term solutions to complex issues

We think before we act. We seek to create a shared understanding, eliminate ambiguity, explore complex issues and work toward systemic solutions that produce meaningful results.

We hold ourselves and each other accountable

We closely monitor CAN's progress and hold each other to high expectations with compassion.

We are committed to Continuous Quality Improvement

We reflect on successes, challenges, and progress toward goals. We celebrate our successes, address consequential issues, and work toward meaningful, attainable improvements.

We are adaptive and flexible

We inform and support CAN's Mission, Vision, and Goals, and work; and we refocus, reframe, and innovate as field needs or conditions change.

We are collaborative

We share information, resources, and responsibilities to achieve our collective aims through intentional relationship building.

We communicate authentically

We engage in authentic dialogue and speak with candor. We are honest about issues, challenges, and conflicts, and surface them early for rapid resolution while being mindful of power, privilege, and equity.

We are respectful and supportive

We maintain an environment of respect, emotional safety, and trust, and we support each other to achieve CAN's goals while learning and growing individually, and celebrating success.

We practice appreciative inquiry

We honor and seek to learn from the diverse perspectives, knowledge, skills, and strengths of each team member. We assume positive intent, reserve judgment, and ask inquiring questions.

We have fun

We share responsibility for a culture of engagement where we have a good time and experience joy in doing important work.

³ Approved June 15, 2017



CONNECT. CONVENE. INSPIRE.

**California Afterschool Network
Leadership Team Meeting**

Monday March 5, 2018

10:00am – 4:00pm

THINK Together Offices (Orange County, CA)

2101 E. Fourth Street (Ste 200B) Santa Ana, CA 92705

Outcomes and Purpose

- Continue to foster team cohesion
- Increased understanding / updates on CAN’s current work
- Increased Leadership Team understanding of CAN’s Policy Actions
- Inform CAN’s future including CAN’s work of CAN including CAN’s upcoming CDE Contract and Mott Foundation Grant.
- 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: <ul style="list-style-type: none"> ▪ Update on CAN Projects and Success Metrics (p. 4) ▪ CAN’s policy action this year ▪ CAN Current Finances
	Setting the context: Environmental Scan
	Lunch
	Informing CAN’s CDE Contract
	Break
	Informing CAN’s Mott Innovation Grant
	Finance Committee Report and Key Questions
	LDC and Strategy Committee report-outs (Time Permitting)
	Looking ahead: Next Steps and closure
4:00 p.m.	Meeting adjourns

Our trajectory



The Leadership Team Journey

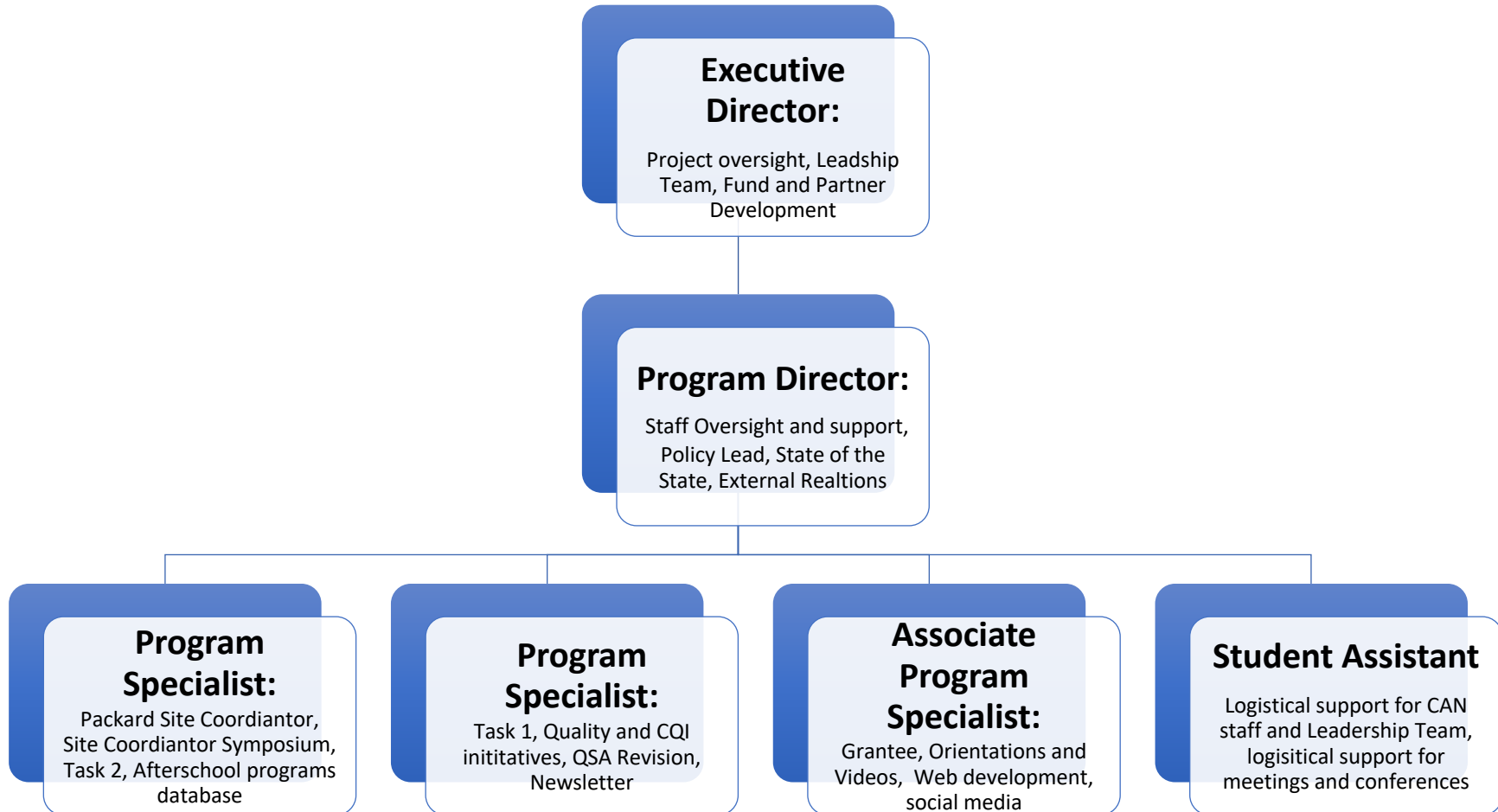
Much has taken place since we convened as a new Leadership Team in June 2017. As we look to June 2018, the **Leadership Development Committee (LDC)** will be disseminating a Network Self-Assessment that will assist CAN in completing a Mott Grant Proposal requirement, and it will support the LDC in understanding what is working, what are the gaps, and how can CAN best support this Leadership Team to be the best they can be. This Network Self-Assessment will be used by the LDC to suggest potential agenda items for our **retreat June 18-19, 2018**.

The **Strategy Committee** has been hard at work creating the structures by which it guides, supports, and provides input and oversight to CAN's Action Team and Work Groups. Much of their work relates to communications in order to promote the work of our Action Teams and Work Groups. As such, they have been working with the Afterschool Alliance (and soon Burness Communications), leveraging Mott After School Technical Assistance Collaborative (ATAC) support, which will benefit CAN's overall communications plan.

The **Finance Committee** is in phase three of a six-phase sustainability planning process. With the support of Mott ATAC, the Finance Committee is partnering with Steve Zimmerman of Spectrum Non-Profit Services and Author of *Non Profit Sustainability*, and *The Sustainability Mindset*. The Finance Committee has some key questions to guide their work they hope to address with the Leadership Team today.

Director Report

CAN Organizational Structure



Executive Director (JD)	Program Director (JH)	Program Specialist (TS)	Program Specialist (TG)	Associate Program Specialist (PA)	Student Assistant (FC)
<p>Supervision and oversight of all CAN Funded projects.</p> <p>Leadership Team, Leadership Committees, and Governance</p> <p>Fund Development</p> <p>Partner development (NCASE Community of Practice, Child Care Coalition, Environmental Literacy Steering Committee, System of Support for Expanded Learning Work Group, Social Emotional Learning work group)</p> <p>Oversight/support</p> <ul style="list-style-type: none"> • Quality Committee • QSA Revision • CQI Guidebook • After School Programs Database • Site Coordinator-related projects • CQI Initiatives 	<p>Staff support and supervision</p> <p>Policy Lead</p> <ul style="list-style-type: none"> - Policy Action team - Advocacy Training - Policy-related communications - MOPPY contract monitor <p>Author of State of the State of Expanded Learning in CA</p> <p>Oversight, coaching, leadership in development and implementation of Task 1 and 2.</p> <p>Task 5 Primary oversight</p> <p>Task 4 coordination</p> <p>Summer Matters Core Team</p> <p>Summer implementation Team</p>	<p>Packard Site Coordinator Initiative</p> <p>Site Coordinator Symposium(s) lead</p> <p>Task 2 lead</p> <p>After school database redesign lead</p> <p>Task 1 support role</p> <p>Task 4 support role</p> <p>Task 5 support role</p> <p>NuPA Action Team Lead</p>	<p>CQI Capacity building lead (Task 1)</p> <p>Packard Quality-related initiatives including:</p> <ul style="list-style-type: none"> • QSA revision • CQI Guidebook • Quality Committee <p>Newsletter lead</p> <p>Task 2 support role</p> <p>Task 5 support role</p> <p>Task 4 support role</p> <p>STEM Action Team Lead</p>	<p>Task 5 (Orientation and Videos) lead</p> <p>Web Development Lead</p> <p>Site Coordinator symposium support</p> <p>Task 4 information dissemination and support.</p> <p>Oversight of Student Assistant – day to day work</p>	<p>Logistical Support for Leadership Committees</p> <p>Orientation and events logistical support</p> <p>CAN inventory, supply management, shipping, etc.</p> <p>ED Support, Expense reports, travel arrangements, etc.</p> <p>Meeting convening logistics:</p> <ul style="list-style-type: none"> • locations, meeting rooms, materials, catering, logistics for internal staff meetings <p>Social media implementation</p>

**Update on CAN's Projects
Progress Toward Success Metrics
March 2018**

Goal	Success Metric (through Dec. 2018)	Current Progress	Notes / Successes / Challenges
<p>Goal One:</p> <p>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.</p>	Full Leadership Team recruitment and plan for Co-chair transition (Leadership Development Committee)	<ul style="list-style-type: none"> • Current LT at 19 of 20, • LDC proposed to push back recruitment efforts for the LT until January 2019. 	See Leadership Development Committee update
	Process created and implemented for Strategy Committee Engagement of Action Teams and Work Groups	<ul style="list-style-type: none"> • Strategy Committee created a draft Action Team and Work Group resource guide. Met with Afterschool Alliance to inform communications efforts. 	See Strategy Committee Update
	Finance Committee has created a CAN Sustainability plan.	<ul style="list-style-type: none"> • The CAN Finance Committee is in phase three of a six phase sustainability planning process. 	See Finance Committee Update
	Participation in CDE SSEL working groups completed.	<ul style="list-style-type: none"> • SEL Work Group participation complete. 	SEL work group document soon to be released on the heels of the release of CDE's SEL Guidelines
	CAN is engaged in meaningful work advancing workforce development efforts of the child care / expanded learning workforce in concert with the CA Child Development Coalition.	<ul style="list-style-type: none"> • CAN informed the future work plan of the Child Development Coalition, and is participating in a sub-group focused on the child care and expanded learning workforce development as a policy focus. 	This work is progressing slowly.
	CAN is a core field engagement partner as part of its Policy Action Team in supportive partnership of	<ul style="list-style-type: none"> • CAN's seat on CA3 is secure. • Mott Opportunity Grant providing key support to ASES Sustainability campaign. 	CAN Program Director has increased capacity to work with Strategy Committee and Policy Committee Co-chairs to

	CA3's policy agenda and annual priorities.	<ul style="list-style-type: none"> • CAN has taken a leadership role within CA3 on Proposition 64 issue. 	re-invigorate and re-imagine the work of the Policy Action Team.
	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 investment in the California Department of Education.	<ul style="list-style-type: none"> • CAN's participation instrumental in ensuring Proposition 64 Stakeholder Group will provide a cohesive, cross-sector set of guiding principles for leaders and decision-makers administer Proposition 64 resources. 	<ul style="list-style-type: none"> • Discussion today regarding Leadership Team support for Proposition 64-related publication. • Participation has yielded stronger partnership with prevention universe.
	CAN is core partner in the implementation of the California After School and Summer Challenge.	<ul style="list-style-type: none"> • CAN participates on planning committee of California After School and Summer Challenge. 	<ul style="list-style-type: none"> • CAN's student assistant will support scheduling legislative visits, all staff will participate.
	Expanded Learning (after school and summer learning) is a strategy in the statewide plan to advance the Superintendent's Blueprint for Environmental Literacy.	<ul style="list-style-type: none"> • Both "expanded learning" as well as "after school and summer learning programs" are included in statewide strategy document. 	<ul style="list-style-type: none"> • Potential to explore broader partnership between CAN, Power of Discovery, and Environmental Literacy movement, including possible funding from Leonardo DiCaprio Foundation.
<p>Goal Two:</p> <p>CAN is a catalyst for quality, building capacity by promoting a shared vision of program</p>	Continuous Quality Improvement Trainings completed in all 16 regions and positively evaluated.	Training provided in 13 of the 16 SSEL regions to approximately 700 participants with over 500 evaluations gathered. The most common audiences to receive the training are Site Coordinators and frontline staff. Over 98% of participants agree or strongly agree that 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 continuous quality improvement plan.	<ul style="list-style-type: none"> • Three remaining contracted trainings have been scheduled. • CAN staff have been implementing new models in specific Districts working with their actual data to create site-level plans.

quality and advancing a culture of continuous improvement.	Launch of Site Coordinator Initiative.	<ul style="list-style-type: none"> • Work group launched under the advisement of Leadership Team members and Work Group Co-chairs, Stacey Daraio and Amal Aziz. 	<ul style="list-style-type: none"> • Work group will do intensive work between June and January on an initiative set to begin in October 2018.
	Quality Self-Assessment Tool revised to align with Quality Standards, integrating Summer, SEL, and observational components	<ul style="list-style-type: none"> • Work is progressing and set to be completed and ready for release in January 2019. 	
	Draft CQI Guidebook completed.	<ul style="list-style-type: none"> • Work is progressing and set to be completed and ready for release in January 2019. 	
	Online CQI Database	<ul style="list-style-type: none"> • Proposal submitted to S.D. Bechtel, Jr. Foundation. The Foundation indicates it will approve the proposal THIS WEEK. 	<ul style="list-style-type: none"> • New assessment and CQI Guidebook will reference and align to online data system.
	Site Coordinator Community of Practice Guidebook	<ul style="list-style-type: none"> • Draft created and submitted to CDE. • Draft to be updated to strengthen supplemental options for CoPs (such as mentor pairing, Site Visits, coaching, etc.) 	<ul style="list-style-type: none"> • See CDE Contract recommendations
	Site Coordinator Expanded Learning Symposium	<ul style="list-style-type: none"> • CAN is working with our planning team to assess whether to move forward. If we do, the Symposium will likely be in a southern CA location. 	
	CAN has engaged the new CDE Early Education and Support Division Director in the completed NCASE Action Plan (created by CDE EESD, EXLD, CAN, CaISAC).	<ul style="list-style-type: none"> • CAN recently re-convened the group, updated our action plan, and are in the process of putting a timeline to our action plan. 	<ul style="list-style-type: none"> • Early Education and Support Division communicated willingness to align on quality standards and TA as part of the conversation.
<p>Goal Three</p> <p>CAN is a one-stop communication hub providing information on tools, data,</p>	<p>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.</p>	<ul style="list-style-type: none"> • State of the State research is under way and scheduled to be released prior to the California After School and Summer Challenge. 	<ul style="list-style-type: none"> • Due to a lengthy contract amendment process, CAN will not be able to make a legal sub-contract until after the work needs to be completed by our sub-contractor at the RP Group. They have agreed to meet our timeline despite

resources, policies, and practices for all out-of-school time stakeholders.			the lack of an executed subcontract.
	CAN after school programs database updated including new ASES funding levels.	<ul style="list-style-type: none"> • Expected database back online within two weeks. The FCCC team is going above and beyond to get CAN back online. 	Transition from UC Davis has been difficult for the database. We have been working with the UCD designer on a freelance basis without positive result. The FCCC team stepped in.
	CAN after school programs database rebuilt within the FCCC.	<ul style="list-style-type: none"> • Once our existing database is functionally online, the FCCC team will begin building a new database using their technology. The database will be more intuitive and user-friendly. 	<ul style="list-style-type: none"> • CAN will engage users of the database to inform new user features and database capabilities.
	Field and Site Coordinator data analysis submitted to CDE, 2017-18 surveys implemented.	<ul style="list-style-type: none"> • CAN will submit a report comparing two years of data and integrating Site Coordinator Community of Practice data. • CAN predicts approval of the report in time to gather SEL data on the new surveys. • CAN has revised RP SOW in existing contract to support such analysis this year to ensure rapid turnaround and data reporting. 	<ul style="list-style-type: none"> • Qualitative analysis has proven extremely time-consuming.
	Communication intake procedures redesign complete.	<ul style="list-style-type: none"> • Work on this has not yet begun. 	
Website re-organization project complete.	<ul style="list-style-type: none"> • New wireframe for home page is already in place. • Web-related tasks have been divided amongst the CAN team. • Long-term plan is to re-organize the content of the website, including archiving irrelevant content, and ultimately re-design the website in collaboration with FCCC. 	<ul style="list-style-type: none"> • Website is over seven years old and now out of date. • CAN looking into modest contract with web designers to offer home page a more modern “face lift.” 	

	CAN's LT has informed revised CAN communication procedures.	<ul style="list-style-type: none"> • CAN staff will likely have communication procedures available for input by the June meeting of the Leadership Team. 	
	Significant increases in Newsletter and Social Media engagement (to be defined).	<ul style="list-style-type: none"> • Newsletter signups have already increased over 500 in this year. • New CAN staff are trained in website and newsletter content creation. Procedures and roles are in-place and CAN expects to increase frequency of Newsletter and web posting to normally functional levels. 	<ul style="list-style-type: none"> • Staff transition has decreased e-newsletter communication.

CAN's 2018 Policy Actions

Save
After School

Increase the
ASES
Rate!

CAN will work in support of CA3 and the **Save After School Movement**. Upcoming **legislative hearings** include Assembly Budget Sub-Committee on Education, March 13th.

Immediate action:

- Write a letter of support for the Assembly budget Sub-committee **by March 7th**
- Outreach/Site visits with legislative officials
- Sign the petition supporting an increase in ASES Funds
- Learn more at <http://www.saveafterschool.com/take-action>

Participate in the California After School and Summer Challenge

- Join hundreds of after school providers, students, families, and other advocates at the annual California After School and Summer Challenge **May 14-15**.
- Programs are encouraged to bring their staff and youth. For both, the event is an incredibly powerful civic engagement opportunity.
- Learn more and register at <https://www.calsac.org/ca-afterschool-summer-challenge/>



Advocating for CA Expanded Learning Programs to Receive Prop. 64 Revenues

- CAN will promote and support **Assembly Bill 1744** (McCarty) introduced by Kevin McCarty. The bill would make after school and summer learning programs an allowable use of Tax Revenues generated by the Proposition, consistent with what the promoters of the proposition promised voters. Learn more at - http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1744
- CAN is exploring the possibility of creating an informational document on how expanded learning programs create the protective factors that result in decreased substance use, and are therefore, in and of themselves a prevention strategy.

Federal Policy: Protecting the 21st CCLC Program

President Trump has once again called for the elimination of funding 21st Century Community Learning Centers in his 2019 budget blueprint. 21st CCLC is the only federal funding explicitly for expanded learning (after school and summer) programs in many states, but is particularly important for older youth and summer learning in CA.

Immediate Action:

The Afterschool Alliance is seeking organizations and individuals **sign on by March 9th**. Sign on at https://docs.google.com/forms/d/e/1FAIpQLSfl12qaoTazVd5Cwo12IyilPxFN43JCZeWtUIL7vA_3figw/viewform

California AfterSchool Network
 Budget Vs Actuals
 Fiscal year 7/1/2017 to 6/30/2018

For the Month Ended 01/31/18

Project Line Item Expenses	Project Budget	Actual Funds Spent FY to Date	Over/Under spent
Personnel Costs			
Program Staff & Admin Salaries	404,713.21	231,170.48	173,542.73
Program Staff & Admin Benefits	98,286.82	50,382.25	47,904.57
Non Personnel Costs			
Communications	11,170.83	6,263.79	4,907.04
Computers & Equipment	10,000.00	-	10,000.00
Conferences & Meetings	165,000.00	118,402.44	46,597.56
Consultants	155,500.00	53,000.00	102,500.00
Legal Fees	2,000.00	-	2,000.00
Office Supplies	36,903.96	19,815.70	17,088.26
Printing & Postage	62,055.00	28,723.06	33,331.94
Professional Development	10,000.00	-	10,000.00
Travel	78,400.00	32,797.02	45,602.98
Indirect fee	220,977.23	116,520.48	104,456.75
TOTAL EXPENSES	1,255,007.04	657,075.22	597,931.82

Grant and Contract Budget Vs Actuals
 For the Month Ended 01/31/18

Grant/Contract	Project Budget	Actual Funds Spent to Date	Over/Under Spent
Mott	225,000.00	173,279.84	51,720.16
Mott Opportunity	200,000.00	98,225.08	101,774.92
Packard	85,000	17,683.29	67,316.71
Packard Bridge	283,500	64,045	219,454.96
California Dept. of Education (CDE)	830,998.72	512,981.34	318,017.37
Task 1	133,573.79	80,966.65	52,607.14
Task 2	94,450.66	71,188.84	23,261.82
Task 3	124,636.45	77,976.39	46,660.06
Task 4	153,234.85	86,228.47	67,006.39
Task 5	325,102.96	196,621.00	128,481.97

Budget Analysis

The following information can add some context to the budget vs. actual information.

This information may be revised in the near future:

CAN recently submitted a contract amendment which changed CAN's budget significantly. FCCC Accounting has rapidly put together the current work book, but estimates there will be some reclassification of funds next month. CAN is not overspent on any funding source or category.

CDE Budget

- Most of our remaining CDE budget is for salaries, travel, and printing and postage. The supply budget for CDE is mostly encumbered with Grantee Orientations, training supplies, etc. What remains covers CAN staff travel to trainings and meetings for Task 1, Printing a Site Coordinator Community of Practice Guidebook for Task 2, Printing the State of the State for Task 3, BOOST Travel and additional regional workshops and associated printing cost for Task 4. Task 5 has some remaining budget in meetings to cover deposits, etc. for upcoming Orientations.

Packard

- Our Packard (85K) will be spent out in April. A consultant invoice of 25K for Quality Tool Revision and CQI Guidebook work is not included in the numbers shown. There is approximately 9K remaining "under the line." The CAN ED will consult with the Finance Committee, but has potential plans to utilize the bulk of the funds for a new projector and two new laptop computers (student assistant and ED), which would create a spare computer for conferences, etc.
- Our Packard Site Coordinator initiative provided modest support for the Site Coordinator Expanded Learning Symposium but will begin to be utilized in earnest as we launch the work group and initiative. Additionally, some of these funds are dedicated to the QSA and CQI Guidebook creation.

Mott / Mott Opportunity

- Mott funds will be utilized for travel at our upcoming Mott meeting and typically are utilized to fill gaps or for special projects. **Discussion:** potential to utilize Mott/Mott Opportunity funding (approximately 70K "below the line between the two, each ending in September) to create Proposition 64-related advocacy materials.

Consulting

- CAN "consultant" lines include:
 - Partnerships in the Mott Opportunity Grant with Partnership for Children and Youth, CalSAC, and Fight Crime Invest in Kids to support communications and earned media strategies supporting for the Save After School Campaign, as well as field engagement and the California After School Challenge.
 - Partnership with Public Profit to create a new Quality Assessment Tool and CQI Guidebook.
 - Partnership with the research firm, RP Group for data analysis informing the State of the State publication.

Environmental Scan

As statewide afterschool networks come together to plan for the next three years of the Mott Foundation funding, it is critical that you explore as a stakeholder group the current environment and possible future for the afterschool field and your network. As part of your proposal process, networks are requested to utilize information generated from the environmental scan process to provide context and rationale as to why the network is choosing specific strategies and activities over the coming years. The aim of the scanning work is provide robust information (trends and emerging issues) to enable you to build a long-term context for your strategic planning today.

Networks can utilize this tool as a group to capture the many perspectives within the state and use that knowledge to expand your thinking about your potential options to position your network effectively in the external environment and help grow the field strategically. Listed below are some categories for your group discuss along with some sample questions to consider and get your conversation started.

Political Considerations	General Trends	Opportunities	Threats
<p>Some questions to consider:</p> <ul style="list-style-type: none"> • What is focus/messages of governor? • What is focus/messages of legislature? • What are the needs or issues of cities/counties? • What are the trends and issues in school districts or education in general? • Others? 	<ul style="list-style-type: none"> • Governor Jerry Brown historically unwilling to approve increases to public funding focusing more on local control. • Jerry Brown in last term and top two contenders for Governor include Lieutenant Governor Gavin Newsome and former LA Mayor Antonio Villaragosa. • Legislature recently put forward a budget (approved by Jerry Brown) including a \$50 million increase to the ASES program. CA3 is advocating for continued increases to the ASES program. • K-12 focus on Common Core, Next Generation Science, and Local Control Funding Formula. • CDE focus on continuous improvement and a movement toward Multi-Tiered Systems of Support is aligned with CQI requirement in after school. • CDE recently released guideline/framework for Social Emotional Learning indicating more of a shift (back) toward a “whole child” approach. 	<ul style="list-style-type: none"> • 2019-20 could see an influx of potentially available funding as a result of the passage of Prop. 64. • Kevin McCarty a supporter of after school and is putting forward legislation to ensure that ASES and 21st CCLC Expanded Learning Programs would be eligible for Prop. 64 tax revenues. • Position after school as a prevention strategy. After school and summer learning are a protective factor by their very definition (safety/engagement during critical hours), but also generate protective factors (caring relationships). • Opportunity to assess some linkage or support of the work of CA Collaborative for Educational Excellence, a group supporting the rollout of new educational standards. 	<ul style="list-style-type: none"> • Treatment advocacy for Proposition 64 is strong and generally not supportive of prevention funding for proposition 64. • Minimum wage continues to rise and therefore existing increase in funding will soon be negligible. • Legislative fatigue of the expanded learning issue, or a sense that “you already got your increase.” • Federal funding at risk in Trump budget. If not eliminated, there may be a reduction in 21st CCLC funding looming.

Economic Conditions			
<p>Some questions to consider:</p> <p>What are the economic conditions in your state regarding:</p> <ul style="list-style-type: none"> • Poverty rates/students receiving free/reduced lunch • Unemployment • State budget • Needs for workers • Drop outs/disengaged youth • Median income etc. • Others? 	<ul style="list-style-type: none"> • 3,617,630 students, or 58.1% of students in CA are eligible for FRPM. This figure has remained pretty steady (between 58% and 59.4% since 2012-13). • CA has a higher rate of Unemployment (4.9% in October 2017 according to the Bureau of Labor Statistics) than the national average (4.1%). California’s median income is \$61,320 with huge variations regionally (e.g., silicon valley, LA, SF). • Governor Jerry Brown proposed a budget in January 2018 \$190.3 billion budget plan. The budget proposes \$78.3 billion in K-12 education, or \$12,076 per student, an increase of \$4,600 per student over the 2011-12 levels. Also included in the proposal is a \$5 billion investment into CA’s rainy day fund, anticipating CA’s next recession. • CA has seen seven consecutive years of increasing graduation rates. For the class of 2016, the graduation rate was 83.2% 		
Demographic changes or issues			
<p>What trends are you seeing in your state regarding children and families?</p>	<ul style="list-style-type: none"> • 6,228,235 enrolled in California public schools in 2016-17 (Ed Data). Approximately 13% of which are enrolled in California’s Expanded Learning Programs (CDE Expanded Learning). • 47% of students in California are considered, “ethnically diverse” (Ed data). According to kidsdata.org 54% of California students are Hispanic/Latino, 24.1% are white, 8.9% are Asian/Asian American, 5.8% are African American/Black, 3.1% are multi-racial, 2.5% are Filipino, .6% are Native American, and .5% are 		

	<p>Hawaiian/Pacific Islander.</p> <ul style="list-style-type: none"> • 1,332,405, or 42.8% of the state’s public school enrollment are English Learners (ELs). Of ELs, 1,107,214 are Spanish speakers. Spanish speakers make up the majority of English Learners in CA by far, followed most closely by the “all other” category (139,249), then Vietnamese (28,564), Mandarin (21,195), Arabic (18,713), and Filipino (17,470) (Ed Data). • 37,693 students in California are Foster youth. • The California Healthy Kids Survey has been measuring protective factors (caring relationships, high expectations, and opportunities for meaningful participation) in schools since 2004. All years of data surface a major discrepancy between Opportunities for Meaningful Participation and other Protective Factors (Caring Relationships and High Expectations). In all populations surveyed (Grades 5, 7, 9, 11) youth were most likely to score low (and least likely to score high) on indicators of Opportunities for Meaningful Participation. 		
Afterschool Field			
<p>What trends are you seeing in your state regarding afterschool as a whole?</p> <ul style="list-style-type: none"> • Numbers of youth served in afterschool <ul style="list-style-type: none"> ○ 21st CCLC ○ School-age child care ○ Other 	<ul style="list-style-type: none"> • California ranked number one in after school by Afterschool Alliance’s most recent report America After 3pm examining access and parental satisfaction for after school nationally. • California’s expanded learning infrastructure serves nearly 500,000 children and youth daily, and nearly 860,000 are enrolled in programs in CA. • Expanded Learning programs serve over 75% of CA’s low-income (40% or more students eligible for FRPM). 		

<ul style="list-style-type: none"> • Staff • Quality • Perceptions/knowledge of afterschool • Other? 	<ul style="list-style-type: none"> • Schools with expanded learning programs have 80% FRPM (compared to 46% in schools without programs), and have 36.1% EL students compared to 14.7% for schools without programs. • California allocates \$1.1 billion to preschool programs, and \$1.8 billion to support child care for children ages 0 to 12. 40% of those children ages 0-12 supported by child care programs are in school-age care. According to the most recent data from the CDE's Early Education and Support Division, at least 62,190 age 6 or over school-age children, as well as many school-age 5-year-olds, are served with child care funds through child care centers, family child care homes, and license exempt programs. • Consistent lack of knowledge, especially at the site level, of quality standards and CQI requirements. • Consistently high turnover. Recent data collected surfaced Site Coordinators cite a major need for qualified, motivated staff, many citing increased hours or pay an important factor. 		
Potential Organizations or Departments to Engage or Re-engage			
This could add to your outreach potential or understanding opponents			

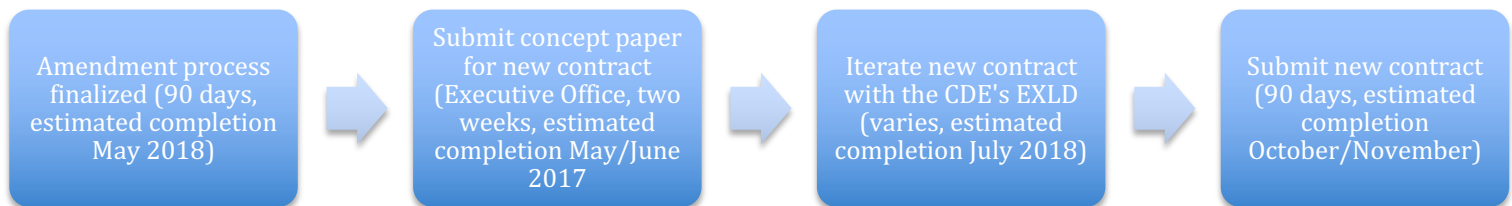
Potential Recommendations to the California Department of Education (CDE) Regarding CAN's Future Contract

Background and Context:

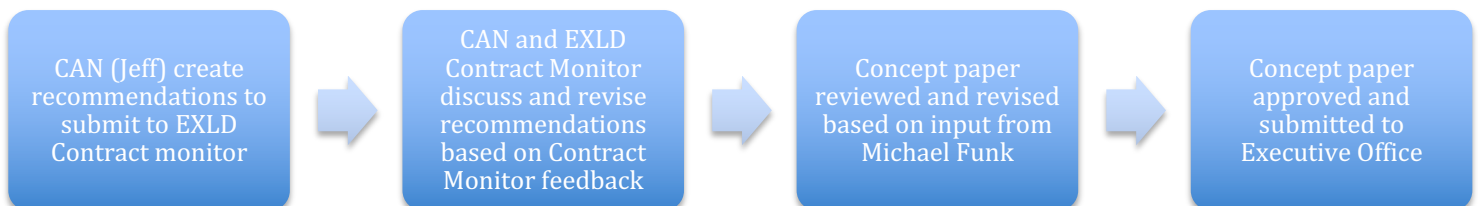
CAN is privileged to be part of the CDE Expanded Learning Division's (EXLD) System of Support for Expanded Learning (SSEL) as one of two state contractors. In recent history, CAN's contracted tasks have consisted of **understanding and increasing field capacity for quality and CQI** (e.g., field and Site Coordinator surveys, creating Quality Standards, developing and delivering approved training modules on Quality Standards and CQI); **supporting Site Coordinators** (e.g., implementing a Site Coordinator Community of Practice model, creating a Community of Practice Guidebook, facilitating a SC Symposium); **Making data accessible to the field** (e.g., State of the State of Expanded Learning, After School Programs Database); **Disseminating information** (supporting regional conferences and workshops, distributing publications, supporting CDE's electronic communications); and **increasing grantee knowledge of grant requirements** through Grantee Orientations. Another element includes participation in the SSEL and core planning between the SSEL and the Society for Organizational Leadership. Another element was to design a capacity building (e.g., Train the Trainer) model for disseminating training on quality standards and CQI, and a "collaborative model" describing more intensive work (with specific grantees, or around particular topic areas such as specific quality standards).

CAN's current two-year contract with the CDE ends on June 30, 2018. CAN recently completed a contract amendment process for it's 17-18 and is beginning conversations with the EXLD regarding a future contract. When the concept paper is submitted, it is often submitted with a "late justification." It is the decision of the contractor to start work before an executed contract. If approved and executed with a July 1 start date, the contractor (CAN) could invoice for work completed from July 1st forward, but only in the case of an executed contract.

The Process



Immediate next steps to establish the content of the concept paper



CAN's current CDE Contract Elements

Task Name	Detailed Description
<p>Task 1: Promoting Quality for ASES and 21st CCLC Programs through the data-driven CQI process.</p>	<p><u>Task 1A:</u> Conduct field and Site Coordinator surveys in the Spring of 2018 <u>Task 1B:</u> Facilitate 16 workshops on CQI <u>Task 1C:</u> Design a CQI capacity building strategy and collaborative CQI cohort model. <u>Task 1D:</u> Submit summary report of prior two year surveys and integrating Site Coordinator CoP data.</p>
<p>Task 2: Assess Impact/ current needs of SC CoP participants, create CoP Guidebook, facilitate SC Symposium.</p>	<p><u>Task 2A:</u> Assess (survey) Site Coordinator CoP Participants to understand longer term impact of the CoP and current needs. <u>Task 2B:</u> Summarize the needs of Site Coordinators surfaced through CoPs, and information on how-to facilitate a Site Coordinator CoP (guidebook). <u>Task 2C:</u> Provide logistical support for the implementation of a Site Coordinator Symposium</p>
<p>Task 3: Support the production of an annual <i>State of the State (SoS)</i> report and supporting documentation.</p>	<p><u>Task 3A:</u> Create and disseminate the State of the State of Expanded Learning in CA. <u>Task 3B:</u> Create a webinar on the SoS <u>Task 3C:</u> Create field access to data by region, county, district, school, and state/federal legislative district.</p>
<p>Task 4: Communication strategies to California's grantees and subcontracted program providers.</p>	<p><u>Task 4A:</u> Increase listerv subscribership by 500 <u>Task 4B:</u> Amplify CDE Communications <u>Task 4C:</u> Disseminate information on Quality, Quality Standards and CQI process</p>
<p>Task 5: Support the implementation of ASES and 21st CCLC grantee orientations and video dissemination of orientation content.</p>	<p><u>Task 5A:</u> Provide logistical support for six grantee orientations (Redding, Sacramento, San Jose, Los Angeles, and San Diego). <u>Task 5B:</u> Create video-based information on grant requirements and FPM, Quality Standards for Expanded Learning, and Continuous Quality Improvement. <u>Task 5C:</u> Participate in State Contractor meetings <u>Task 5D:</u> Participate in SSEL meetings <u>Task 5E:</u> Participate in SSEL planning meetings (in conjunction with Society for Organizational Leadership)</p>

Draft Proposal for future CAN Contract Elements

Context of our discussion:

It is at the discretion of the CDE's EXLD what they choose to fund. While our conversation regarding such elements will have no bearing on CDE decision-making, it is important the CAN Leadership Team provide input into CAN's future directions. The ideas presented below are "current best thinking" including rationale. Such ideas can only get stronger through Leadership Team discussion.

The following information includes what is known about our current contracting context, and draft, potential CDE contract elements are for discussion purposes of the CAN Leadership Team. It is proposed to the CAN Leadership Team that CAN submit recommendations to the CDE for a two-year contract with the elements that follow. Leadership Team input will be utilized to strengthen the proposed contract elements prior to submitting to the CDE contract monitor.

What is known?

- All stakeholders are eager to put a high-quality contract in place.
- CDE, is shifting its mindset to a "systems thinking" approach in collaboration with the Society for Organizational Leadership. CDE personnel are thinking deeply as to how their contracts address fundamental issues in the field and is being very intentional in their contract development process.
- As part of this year's contract, CAN and CDE are co-creating a "capacity building model" (like a Training of Trainers) on Quality Standards and CQI to spread access to information and capacity building on these subjects. CAN and CDE are also co-creating a "collaborative model" which would go deeper into (potentially) one district or agency's CQI implementation, or create a statewide learning community around a particular Quality Standard. These models may or may not be included in a future contract.
- This year's contract may contain Grantee Orientations, but if so it will be less than the number (6) facilitated last year.
- There are many field-based recommendations coming out of the CDE's Quality Design Team, Social Emotional Learning Work Group, and Summer Learning Implementation Committee, as well as the workforce sub-committee of the Before and After School Advisory Committee that may be relevant to consider as CAN makes recommendations.
- Our current contract is a two-year contract. The length of time CDE envisions CAN's contract to be is unknown. The uncertainty around 21st CCLC funding may be a factor.

Discussing CAN's proposal to CDE:

Task 1	Year One	Year Two
<p>Task 1: Promoting Quality for ASES and 21st CCLC Programs through the data-driven CQI process.</p>	<ul style="list-style-type: none"> • <u>1A:</u> Facilitate up to eight trainings on the Quality Standards and CQI as requested by the SSEL. • <u>1B:</u> Facilitate four capacity building events (Train the Trainer) on the Quality Standards for Expanded Learning in California. Track training and evaluation being provided throughout the state, provide ongoing support to training providers. • <u>1C:</u> Facilitate six collaborative capacity building workshops with local districts that integrate CQI training with consultation, review program-specific data, and support organizational & Site-level CQI planning. • <u>1D:</u> Design new capacity-building module that integrates a CQI Guidebook and potentially new Quality Assessment Tool and online data-system. • <u>1E:</u> Strengthen survey design, increase qualitative data analysis capacity, implement Field and Site Coordinator Surveys, create data report. • <u>1F:</u> Facilitate dialogue within the SSEL on how data is integrated and gathered in a systemic way, including local needs assessments, field and Site Coordinator surveys to support cohesion amongst statewide data through SSEL meetings and additional virtual forums beyond the SSEL. 	<ul style="list-style-type: none"> • <u>1A:</u> Facilitate four capacity building events (Train the Trainer) on the Quality Standards for Expanded Learning in California, including the new CQI Guidebook and potentially new standards-aligned quality tool and data system. • <u>1B:</u> Facilitate eight collaborative models with local districts that integrates CQI training with consultation, review of individual data sources, support for creating Site-level CQI plans. Track training and evaluation being provided throughout the state, provide ongoing support to training providers. • <u>1C:</u> Create a web/video based training on the Quality Standards and Continuous Quality Improvement. • <u>1D:</u> Implement Field and Site Coordinator surveys with increased qualitative data analysis, integrating SSEL input on cohesive data gathering. • <u>1E:</u> Create and disseminate 3 unique CQI “Tip Sheets” for the Grant Manager/ District Leadership, Program Manager, and Site Coordinator grounded in new CQI Guidebook content.
<p>Rationale:</p> <p>CAN’s goal is to shift toward a capacity building approach from a provider of direct training in the field related to Quality Standards. The proposal of these tasks phases out a specific role for CAN to provide training in each of the 16 regions and shifts the capacity to provide such trainings to local regions, districts, and programs. While we have been able to reach hundreds each year with positive evaluation, there is still much to do to increase awareness of the standards and CQI. It will be important to build the SSEL, Grantee, and CBO partner capacity to provide CDE-approved content to their local staff on an ongoing basis.</p> <p>Furthermore, CAN will soon have a high-quality suite of CQI tools (guidebook, assessment tool, online database) to be able to share with the field. The S.D. Bechtel, Jr. Foundation is aware of this and has expressed interest in supporting a capacity building model, creating the possibility of a public-private partnership to enhance California’s CQI capacity. Such a strategy is supportive of (soon to be released) SEL Work Group recommendations. To offset the need for some training, CAN proposes to reduce the number of trainings it would provide (compared to prior years) in year one, and to increase capacity under Task 4 to ensure that CAN would be able to field requests from the System of Support to meet local needs regarding CQI training while a shift toward capacity building efforts is under way.</p> <p>There has been a variety of discussions in EXLD working groups around the importance of data to support CQI efforts in the SSEL system. These conversations surface the need for better coordination amongst local needs assessments, field surveys, and Site Coordinator surveys. The conversations have also surfaced the need for timely data reporting to the SSEL after data is gathered. It will be important to factor these expressed needs into future data gathering efforts. Therefore, CAN proposes to work to strengthen its data collection design and facilitate conversations amongst the SSEL to create a cohesive and coordinated approach to data collection/ analysis.</p>		

Task 2	Year One	Year Two
Task 2: Increase Site Coordinator Peer Learning Supports	<ul style="list-style-type: none"> • <u>2A</u>: Disseminate, and provide supports around the utilization of a Site Coordinator CoP Guide. • <u>2B</u>: Facilitate Logistics for a Site Coordinator Symposium. • <u>2C</u>: Facilitate dialogue amongst the SSEL on a systemic approach to state convening. 	<ul style="list-style-type: none"> • <u>2A</u>: Disseminate, and provide supports around the utilization of a Site Coordinator CoP Guide. • <u>2B</u>: Facilitate Logistics for a Site Coordinator Symposium. • <u>2C</u>: Facilitate dialogue amongst the SSEL on a systemic approach to state convening.
<p>Rationale:</p> <p>The (EXLD convened) Quality Design Team is surfacing recommendations to support Site Coordinators in implementing and continuously improving high-quality expanded learning programs. These recommendations are in the broad context of a field-based movement to build Site Coordinator capacity. Organizations like CAN, ASAPconnect, and CalSAC are all working collectively toward this aim. CAN will submit a final Site Coordinator Community of Practice Guidebook to the CDE as part of this year’s contract deliverable. Such a guide could be utilized by SSEL leaders, as well as other TA providers to help build Site Coordinator capacity in the field.</p> <p>CAN recently partnered with the SSEL on the implementation of the first ever Site Coordinator Expanded Learning Symposium. The event was well-attended and well evaluated. Having such an event provides a culmination point for multiple statewide initiatives to support Site Coordinators (both funded by CDE and otherwise). CAN has proposed to the Symposium planning team that we set our sights on the next two years of Symposium and shifting the geographies from Sacramento, to the southern, and then the central region of the state. Such an approach provides equitable access to the Symposium over the first three years of its lifetime. Additionally, understanding that CAN had two years of partnership and development on such an effort would allow stronger planning and coordination. The event would gather steam and potentially be self-sustaining after the first three years of investment from CDE. This is a way that CDE could seed an initiative that could take on a life of its own in the future.</p> <p>However, there has been much discussion at the SSEL level about the importance of increasing cohesion between local/regional meetings/conferences/convenings, grantee orientation events, and other statewide convenings such as a Site Coordinator Symposium. It will be important for these conversations to continue to increase cohesion amongst statewide TA convenings.</p>		

Task 3	Year One	Year Two
<p>Task 3: <i>State of the State (SoS)</i> report and supporting documentation.</p>	<p><u>Task 3A:</u> Create and disseminate the State of the State of Expanded Learning in CA. <u>Task 3B:</u> Create a webinar on the SoS <u>Task 3C:</u> Create field access to data by region, county, district, school, and state/federal legislative district.</p>	<p><u>Task 3A:</u> Create and disseminate the State of the State of Expanded Learning in CA. <u>Task 3B:</u> Create a webinar on the SoS <u>Task 3C:</u> Create field access to data by region, county, district, school, and state/federal legislative district.</p>
<p>Rationale: Many practitioners throughout the state do not understand the magnitude of the system that they are a part of. The SoS provides an overview of the public investment in expanded learning opportunities in California. The report outlines that students who fully participate in high-quality ASES or 21st CCLC after school program gain the equivalent of up to an extra 90 days of school, and experience positive impacts on academic achievement, attendance and positive behaviors, health and nutrition, STEM learning, and Social Emotional Learning (SEL). The SoS also documents significant fiscal challenges and unmet need for expanded learning programs. The SoS is a great resource to inform potential partners about the value of expanded learning, it is a great resource to tell our California story to legislators and decision-makers, and a great resource for advocates. Furthermore, the document, created annually is a way to frame new and emerging challenges, successes, and needs within the field. An example from this year would include the importance of positioning expanded learning as a prevention strategy given new revenues associated with Proposition 64.</p> <p>Additionally, data by region, county, district, school, and state/federal legislative districts has many benefits. A searchable database provides a platform for organizations are able to see the local and statewide scale, and partnership potential to achieve positive outcomes for children and youth. A searchable database also supports advocates and decision-makers such as legislators about the importance of the expanded learning ecosystem to the schools, families, and communities they serve.</p>		

Task 4	Year One	Year Two
Task 4: Comm- unication / information dissemin- ation.	<u>Task 4A:</u> Increase listerv subscribership by 500 <u>Task 4B:</u> Amplify CDE Communications <u>Task 4C:</u> Disseminate information on Quality, Quality Standards and CQI process including workshops on Quality Standards and CQI, and/or workshops on all six Point-of-Service Quality Standards as requested by the SSEL.	<u>Task 4A:</u> Increase listerv subscribership by 500 <u>Task 4B:</u> Amplify CDE Communications <u>Task 4C:</u> Disseminate information on Quality, Quality Standards and CQI process including workshops on Quality Standards and CQI, and/or workshops on all six Point-of-Service Quality Standards as requested by the SSEL.
<p>Rationale: Recent field and Site Coordinator surveys outline that the closer you get to the site-level, the less knowledge on quality standards and CQI is present. Additionally, often District and CBO leaders are barriers to information that the CDE hopes to disseminate. CAN’s communications offer an alternative vehicle to communicate with CBO and site-level staff.</p> <p>Task four also creates opportunities for CAN to serve emerging and current needs of the SSEL to support their local work (e.g., presentations at Program Director meetings, regional conferences, etc.). This task also creates a possibility for CAN to provide physical publications such as the Quality Standards, Crosswalk, Campaign for Quality Documents, STEM resources, etc.</p>		

Task 5	Year One	Year Two
Task 5: Orientation and video- based content	<u>Task 5A:</u> Facilitate logistics for four grantee-orientation-style events in Redding, Sacramento, Fresno, and Ontario. <u>Task 5B:</u> Create/disseminate video-based content supporting newer workshops, policies (e.g., 85/15), etc.	<u>Task 5A:</u> Facilitate logistics for four grantee-orientation-style events in Redding, Sacramento, Fresno, and Ontario. <u>Task 5B:</u> Update/revise the suite of videos as needed, and create video-based content supporting newer workshops, policies, etc.
<p>Rationale: Last year’s Grantee Orientations were a huge success. Almost all participants indicated that they learned relevant information, obtained valuable resources, and left more inspired and informed when they left. There are still new policies that are coming out of the CDE, and turnover in the expanded learning field. Additionally, there are new ASES and 21st CCLC grantees continuously coming online. Therefore, there will always be relevance in orientation-style events and information. CAN was able to garner meaningful input from the SSEL about the Orientations. One recommendation was that the event be re-branded to reduce the emphasis on “Orientation.” While increasing Orientations from two to six did increase access to the content, it will be important to ensure access and equity a video-based strategy is also included. CAN is proposing to continue with Orientations over the next two years and revisit the concept of Orientations in the context of the broader SSEL conversation regarding statewide convenings. Six Orientations was a heavy lift, and CDE has communicated clearly that their staff does not have the appetite (or travel clearance) to implement six events in the coming year.</p>		

Task	Year One	Year Two
Task 6: Participation in the System of Support for Expanded Learning	<u>Task 6A:</u> Participate in State Contractor meetings <u>Task 6B:</u> Participate in SSEL meetings <u>Task 6C:</u> Participate in SSEL planning meetings (in conjunction with Society for Organizational Leadership)	<u>Task 6A:</u> Participate in State Contractor meetings <u>Task 6B:</u> Participate in SSEL meetings <u>Task 6C:</u> Participate in SSEL planning meetings (to continue and deepen the work completed in partnership with the Society for Organizational Leadership)
Rationale: This is something that is currently included as part of Task 5 and is already in place. However, it may make more sense to pull these pieces out as a separate task.		

IV. NARRATIVE COMPONENTS TO BE ADDRESSED IN PROPOSAL

SUGGESTED PROPOSAL COMPONENTS

We recommend that states limit their total page count for the narrative (components 3-6) to no more than 15 pages. Applicants should address all narrative components writing succinctly and with coherent flow. Please follow the order of the sections and include the section headers.

A. Letter signed by the chief executive officer of the grantee organization or by the person ultimately responsible for signing grant contracts.

B. Cover including

Name of Network:

Name of Grantee Organization:

Total Grant Amount Requested:

Grant Period: 10/1/2018 – 9/30/2021

Innovation Project Name:

C. Looking Back: Network Accomplishments *(1-2 pages suggested)*

Major accomplishments in the past three years. What has changed or been developed as a result of your work over the last three years? What has been the most significant impact of the network in the past three years?

This section may include—but is not limited to—the following sub-sections:

- Policy and Partnerships
- Sustainability
- Quality and Partnerships

D. Looking Forward: Networks Goals and Core Work *(6-7 pages suggested)*

Utilizing the information gathered from your environmental scan, what is the current state context (trends and opportunities) and how are you positioning your network to take advantage of those opportunities and help grow the field strategically? What is the current condition of and forecast for network partnerships in your state?

What will the network strive to accomplish in the next three years? What will change—and how—as a result of your planned work?

IV. NARRATIVE COMPONENTS TO BE ADDRESSED IN PROPOSAL CONTINUED

This section may include—but is not limited to—the following sub-sections:

- Policy and Partnerships
- Sustainability
- Quality and Partnerships
- ESSA Implementation
- Partnership with state CCDF administration

E. **Network Innovation Project** (2-3 pages suggested)

Innovation Project or Initiative: Provide a description of the Innovation project or initiative. Networks should specifically name the Innovation project. Use this section to explain—based on the state context—what new or innovative work the network will undertake to advance afterschool and summer learning activities over the next three years. Explain why and how it is innovative for your state and network. Detail the activities planned and provide a description of the intended outcomes of the project.

F. **Capacity of the Network and the Grantee Organization**

(fiscal sponsor) (2-3 pages suggested)

This section may include—but is not limited to—the following sub-sections:

- Network Governance, Staffing and Sustainability
- About the Grantee Organization and Relationship to Network

The Network Self-Assessment is submitted separately, but analysis and action steps related to network capacity should be included in this section. See Section V: Guidance for Proposal Development for more information.

G. **Appendices**

Appendix A: Budget and Budget Narrative

Appendix B: Workplan/Timeline

Timeline for three years of funding beginning October 1, 2018 through September 30, 2021. Detail goals, activities, staffing and outcomes.

IV. NARRATIVE COMPONENTS TO BE ADDRESSED IN PROPOSAL CONTINUED

Appendix C: Network Partners

Tell us who your partners are and their level of commitment.

Consider organizing your partners along the continuum, indicating those most involved with the network to new or potential partners.

This section may be conveyed in chart format indicating the role key partners play (committee work, co-chairperson, etc.) and the efforts they make on behalf of the network.

Appendix D: Letters of Support from Key Stakeholders

Letter(s) developed by collaborative groups of partners are encouraged.

Essential stakeholders include:

1. State education agencies; also other state agencies
2. Education Partners
3. Local and state-elected leaders
4. Local and statewide afterschool providers and advocates
5. Local and statewide philanthropic foundation leaders
6. Local and statewide business and corporate leaders
7. Parent and/or civic leaders

Other Appendices as Needed

V. GUIDANCE FOR PROPOSAL DEVELOPMENT

A. ASSESSING STATE CONTEXT (ENVIRONMENTAL SCAN)

As part of the proposal process, networks should consider a comprehensive and thoughtful analysis of the current political, cultural and programmatic landscape—and relevant data—to identify the potential windows of opportunity for the network. Networks will need to make the case for how the timing and current climate in their state provides the context for achieving the core goals and leading to significant state or federal impact. *A sample environmental scan template can be found here if needed: <http://bit.ly/2j4XTgt>*

B. DESCRIBING PROPOSED CORE WORK OF THE NETWORK

Describe the long-term vision and impact for your work. Networks should be able to articulate the ambitions, why the work is so important and how it will lead to better outcomes for youth.

Think big and bold and use this as an opportunity to write the language that inspires funders, partners and others to join your work.

Grounded in the network vision, proposals should detail the ambitions in the three goal areas (policy, sustainability and quality), and detail:

- **Where** is the network in achieving the goals? (e.g., progress on work to-date)
- **What** are the activities the network will do to meet its revised (more ambitious) goals?
- **Why** these are the right activities now?
- **How** these activities will achieve movement toward desired outcomes?

This section is usually most effectively conveyed with a combination of charts and tables and some narrative. Please detail the ways in which the network will grow over the next three years. Reference the appendix with the detailed workplan including designated roles for partners and a timeline.

Be sure to highlight at least one new partner the network will engage in this work and how you hope that partnership will help support the intended outcomes. (In addition to the more comprehensive examination of partnerships in Appendix C.)

Additionally, as the network considers the information gleaned in the environmental scan, the proposal should be explicit in how it will address major national activities, including:

- State and local implementation of the Every Student Succeeds Act (ESSA)
- Evolving partnerships with state childcare administrators related to implementation of the Child Care Development Fund (CCDF)

Proposal to CAN Leadership Team: Mott Grant Proposal Innovation Project

What is an innovation project?

The Innovation project or initiative should be ambitious, creative and well-considered. However, “innovation” **does not need to be something totally new**, but a focus area that helps **deepen** partnerships, **strengthens the network and/ or expands quality** afterschool and summer learning opportunities for more youth. Consider what you hope the network will be recognized for after three years? **What can your network do uniquely well and with great impact given your context and capacity?** Consider how might new or existing partners help the network achieve the innovation idea? What are the mutually beneficial results for each partner?

The Innovation is:

- Something that stretches the Network beyond its existing work.
- Related to existing goals
- Takes advantage of new windows of opportunity
- Brings new partners to the table

Proposal for CAN Innovation:

With the support of the Leadership Team Co-chairs CAN’s Executive Director proposes that CAN’s unique innovation is **building capacity around a new Continuous Quality Improvement System.**

In this innovation, CAN will build field capacity around a suite of new tools that include:

- A new assessment tool aligned to quality standards and including the best of the QSA Tool, integrating summer and SEL, and incorporating observational features
- A new CQI Guidebook
- A new online data system that will support self-assessment and observational assessment utilizing the new assessment and guidebook

Can will:

- Release the tools
- Market and disseminate
- Build capacity in the field to utilize the tools including:
 - General in-person and web-based training
 - A Train the Trainer model
 - Direct consultation and professional development to support individual agencies in the utilization of the tools for their CQI process

Rationale:

- Advances CAN’s existing Strategic Plan
- Tools released at the same timeline of the beginning of the innovation grant
- Potential for large field impact given high usage of existing QSA in the field
- Consistent with current directions and could leverage a potential public-private partnership between the CDE and the S.D. Bechtel, Jr. Foundation

Leadership Team Terms and Committee Participation

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

The Road Ahead



- **CAN Leadership Team:**
 - Participate in Policy Actions as inspired
 - Disseminate the Site Coordinator Work Group application
- CAN Executive Director participate in ***CDE contract negotiations***.
- Leadership Team members ***complete Network Self-Assessment***.
- ***CAN Leadership Team virtual meeting*** to approve CAN's CDE Contract items and 2018-19 budget (To Be Scheduled).
- ***Finance Committee*** will likely be bringing a matrix map and sustainability recommendations to the Leadership Team at the June meeting.
- ***Leadership Development Committee*** focus on Leadership Team Co-chair transition, recommendation for Co-chair elect, and agenda items
- ***Strategy Committee*** finalize Action Teams and Work Groups Resource Guide, and policies/procedures on how Action Teams and Work Groups work together, including communications supports.
- CAN Executive Director write and submit ***Mott 3-year Grant Proposal*** to be submitted on May 3rd

**Our next meeting is
June 18-19 in Sacramento**

June 18
10:00 – 4:00pm

June 19
9:00 – 3:00pm

THANK YOU FOR YOUR LEADERSHIP!