

Title: School-Age Care Collaborations

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<b>SUMMARY OF PRESENTATION</b>
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Session focused on School-age care and the number of collaborations forming at the State and local levels to improve quality of care in these settings. Began with a brief introduction of the After-school Investments Project Had an introduction to the Mott Foundation State Networks Presentations by two states who have networks: Maine and Connecticut
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<b>SUMMARY OF DISCUSSION</b>
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| <ul style="list-style-type: none"><li>• A broad representation of stakeholders in school age care helps to ensure better outcomes; it may slow down the process a bit, but a more inclusive process will lead to better outcomes.</li><li>• Challenges include getting State agencies to work together; competition, breaking down barriers, etc., can all present challenges.</li><li>• Maine's Network has several activities, such as the "light's on after-school," "the Governor's Summit on After-school," the coordination of evaluation (Highscope Youth Development Evaluation Training, Data Collection, Health and Safety Checklists, a conference for after-school programs, Technical assistant papers, providing technical assistance, Opportunity Military Kids Partnerships, Youth Development Credential</li><li>• The Maine After-school Network was named as the lead for the Resolve to Promote High Quality before-school and after-school programs.</li><li>• Question for Maine: What's the funding for it? Do people keep bringing money to the table for the activities of the network? While the network is funded by CCDF and the Mott Foundation, other orgs, like Century 21 often brings money to the table for specific activities.</li><li>• Question: what other roles did legislators play for the Network? Maine hasn't gained any new money, but they almost had a tax reform to pass recently, so there wasn't much money for anything this year. A number of legislators do support the Network and come to meetings.</li><li>• Finding legislators who are willing to take this on as an issue, can be a great asset.</li><li>• Some states, like Oklahoma, have been able to get money from the legislature to get the match money for the Mott grant.</li><li>• The state legislature challenged DSS and SDE in Connecticut to come together and develop an after school advisory council. They ended with enough information to apply for a Mott foundation funding.</li><li>• CT came up with five areas to address: One is the Best Practices guidelines; it</li></ul> |
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represents what the State of CT considers needed for quality in after school programs. Accreditation, Quality, Program administration, and developing outcomes measures are the other four.

- Is there any person who sits in State government who is the “after-school person?” Not really in most states. Often, the Network takes on that role.
- How did the collaborative demonstrate its success? In Ct. they have initiated a results-based accountability program. The Network has been drafting their results document. For them, the end result is to help parents maintain employment. They are trying to go back and tie to that goal.
- After-school investments project can provide TA that is designed to address the stage states or territories are currently at, and provide resources to help them to develop their state wide networks.
- Are there trends when you look across state networks that are emerging? Quality is a bedrock conversation (though some see it in different ways); All are working on policy at all levels;
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#### KEY POINTS

- These partnerships vary from state to state and locality to locality and all require different strategies to help them grow and prosper.
- Currently 32 states have Statewide networks for after-school projects. A couple more will come on in Oct. or Nov.
- All states have three goals: Engage as many types of providers and participants into the state wide network as possible; Sustainability is the second goal; Quality is the third goal.
- States that have already come together and have shown that they can work together are more likely to be funded by Mott Foundation.
- Maine After-school Network has integrated after-school programs, helping to bridge the divide between licensed after-school care and non-licensed.
- Find a champion in the legislature and do what you have to do to be in partnership with that legislative body. This is very important to the success of state wide networks. Then you can end up sitting with all the folks who represent after-school programs.
- Getting all of these folks in one room, however, can be challenging...so many great ideas and enthusiasm, so it's hard to whittle it all down to something actionable.
- Bottom line in CT is that they are very excited about rolling out the Guidelines and self assessment tool for best practices.
- Getting folks to the table is often easier than really getting them engaged, but once they are engaged, it is very beneficial.
- Politics matters: in one state, things really never moved until the Dept. of Ed. became involved.
- You have to be able to establish relationships with departments that are close to the department you are, who has similar money and similar goals. Then you're off.
- CT has done some interesting things with after-school program transportation:

could be useful to other States.

- Some states are making a specific effort to include tribes in the bigger partnership: Montana, Oklahoma, New Mexico, among others.