

CHILDREN, YOUTH & FAMILIES COLLABORATIVE COMMISSION
MEETING NOTES – NOVEMBER 14, 2018
CITY HALL, SISTER CITIES

ATTENDANCE

Rose Dawson
Laura Durham
Amanda Hazelwood
J. Glenn Hopkins
Kurt Huffman

Jamica Littles
Mike Mackey
Gwen Muller
Edward O’Keefe
Maile Organek

Brian Orrenmaa
Javan Owens
Isra Shuster
Malka Zeefe

Excused Absent

Councilman Willie Bailey
Ronnie Campbell
Councilman John Chapman
Julie Crawford
Kate Garvey

Karen Graf
Tammy Mann
Kelley Organek
Michelle Smith-Howard

Unexcused Absent

Ameena Ashraf
Stephen Parker
Joyce Rawlings

Staff

Stacey Hardy-Chandler
Noraine Buttar
Robin Crawley
Chelsea Eickert

Guests

Edith Hawkins
Shanna Samson
Margaret Orlando
Jim Spengler

WELCOME

REVIEW AND APPROVAL OF DRAFT SEPTEMBER AND OCTOBER MINUTES

Moved to approve the minutes. Motion carried.

OLD BUSINESS – RECEIVE LETTER SUBMITTED TO CMO ON BUDGET

Jamica Littles, Finance and Grants Chair, thanked everyone for their feedback. The letter reflects the three buckets that were identified by the Commission to invest in. Next steps include the Finance Committee monitoring those buckets, and perhaps reviewing research on work-based learning and youth empowerment initiatives. Youth engagement is another next step - getting

youth on the commission more engaged, have them attend executive committee meetings, and prepare them to represent the full Commission at hearings.

NEW BUSINESS - OUT OF SCHOOL TIME REPORT PRESENTATION

New Business: Out of School Time Report Presentation

Jim Spengler, Margaret Orlando, Edith Hawkins, and Shanna Sampson presented Community Report. They've been working as a coordinating group since 2015 to address the objectives in the Youth Master Plan dealing with Out of School opportunities. These objectives include creating an aligned system to meet the family needs; aligning after school with in school; and making sure that all sites include enrichment activities other than academics. Together they explained the three different phases of the work that they've gone through, leading up to June 2018. They've reported on each phase to City-Schools Subcommittee School Board.

For a complete description of the activities and outcomes of each phase, please see their Community Report and slides from their presentation.

Next steps: Moving into the next phases of work, the charge of the work group will change. This budget year, the Rec Department is submitting for a Coordinator position for afterschool programs, in terms of quality of research and data collection. This position will be dedicated to the effort, just like Early Care and Education Workgroup's coordinator. The next phases will focus on high quality programming, project-based learning, STEM and STEAM programs, and added enrichment that will help students in their school day. These phases will also focus on collaboration, staff development, data collection, and the idea of awareness – families don't know what's out there.

Question: Since cost is a barrier, are there any free or low-cost program opportunities and how are we informing community?

Answer: Marketing and communication is an issue. Our program (Rec) is \$452/year, which is 1/3 of what other jurisdictions charge. We provide assistance. With free and reduced lunch, fees could go all the way down to \$0. The Campagna Center is income-driven and sliding scale. Campagna works with social services or an assigned counselor to get income requirements reviewed.

It's more about marketing and having people understand it's less of a barrier than they realize. There is very strong enrollment in locations/schools providing free and reduced lunch. Elementary school level is at capacity and now space is an issue. We're paying attention to any barrier because we want all the children involved. There are great programs in Alexandria but are limited in scope like ARHA, Chirilagua, Hammond, and Community Lodgings. There's a 21st century grant program that we'd like to duplicate by partnering with Title I and community

partners to provide wrap around services to high-need students and families. Affordability, however, is relative. Middle class families may be the ones bringing up this information.

Question: Do you have information on who is enrolling in OSTP?

Answer: Yes. We collect demographic information, as well as whether the student has an IEP or special needs so that we can partner with school staff to bridge Out-of-School-Time with the school. We track how students are performing.

Academic support is the primary reason families indicate they do/would enroll their student. How do we form those bridges between school, human services, wraparound services? We're talking about that in this committee. One barrier to aligning OSTP to academics is paying teachers \$46/hour, which is too high for many OSTP's to afford. So we target those with the most academic need. We have the resources; how do we create that system?

Question: For families with other arrangements in place, it may not be structured or enriching ones. Does the committee look at other reasons to cater marketing and strategies to them?

Answer: The committee has talked about it but would need more data collection. Every community in Alexandria is very different in terms of what they want their children doing after school and how those needs can be met. Families who live in complete isolation don't know what services exist. Families with highest, complex needs are the ones not accessing services.

Question: What is the overarching goal of OSTP and how do we intend to measure it? There are three objectives in CYMP, which are systemic, but how can we make more of a direct impact?

Answer: Tying best practices to OSTP. What's done here is driven by parent choice and the structure of each program, so each provider may give you a different answer. Campagna focuses on academic, social-emotional development, and providing a safe space for children. The Rec Department has a stronger focus on promoting physical activity. ACPS is very much driven by academics and providing targeted support. The goal of OSTP is delivering a coordinated, collective approach, but we're not there yet.

Question: What value do parents get out of it, other than a safe haven? Parents are only going to respond to what you offer. Parents will want something of value. Using Amazon as an example, we have a brand new technology center coming to our town. Do we want to explore options and opportunities to get kids into STEM and STEAM early? Literacy is also critical. We could have a coordinated approach to literacy or to STEM. Do we want to offer programs that are focused generally on literacy and mixing it with recreation and a bunch of things – that's measurable, marketable, and it adds enormous value to the City. It also allows us to know what's successful. What's the value added to the tax payer? As you move into the next phase, hopefully that aligns with the overarching goal that we have (hopefully that's an enrichment goal), along with the safe

haven piece. What's the overarching theme that we want to coordinate around? That's what we're trying to achieve in the CYMP.

Answer: From the survey of this project, it's clear that families have three major concerns for their children: 1. Safe place while they're at work. 2. Homework is done. 3. Spend time burning off energy (physical activity). The survey indicated that parents would want more of an academic focus. Priorities change among elementary, middle, and high school levels.

Question: Is there one repository for all programs, like a one stop shop?

Answer: There is a webpage for varied, out of school programming with a link to individual websites. We need additional resources for maintaining that webpage.

There are definitely opportunities for continuing to support programming that already exists, especially programs in high needs areas. Many kiddos are on the waitlist for Community Lodgings' onsite programming. Everyone should remember that in addition to new programming, there are existing programs that need more resources, staffing, and space to grow. The next cycle of the 21st Century Grant, ACPS will apply to replicate what's happening at Brent Place at other community sites including Community Lodgings and ARHA.

Question: How can we help the audience with language barrier?

Answer: Spanish speaking families are more likely to say that they aren't aware of any programming and are isolated. Providing programming within the community, like ARHA, Community Lodgings, and Brent Place, all exist where the families live, eliminate barriers. Family engagement is at 90% and above. How to do that at our neighborhood schools? We'll partner with the FACE centers to do targeted outreach to those families in the language that they speak so that they are aware of the program. It's really a matter of capacity for marketing what's being offered. It used to be that Latino families wouldn't use the rec centers at all, and now the majority of our programs are serving Latino families.

Question: What would bring the cost of programming down?

Answer: It's difficult to provide high quality services and expand them while decreasing cost. We're looking at what resources we currently have, and part of the new position would be fundraising.

Improving enrichment may increase cost but may exclude people who can't afford it, which would be a problem. If you increase the enrichment expense to what you want it to be, figure out the cost differential between where you are and where you want to go, and come up with a number to add to what you hope to get by that investment. The Commission could use that information to advocate for you.

Approximately \$8.5 million is needed to run a high-quality, city-wide program serving every ACPS school. Title I schools currently provide free academic support to targeted students during limited times. But to expand programming from 3:00-6:00PM, provide teacher support year-round at all sites (title I and non-Title I) and to add 1:20 staff ratio across all program hours, the cost would be about 8.5 million dollars. This does not include current funding resources across ACPS/Rec. So, hypothetically, if you're looking for 3.5 million dollars to get to 8.5 million, you could tell funders what you'd do with the funding/investment. Amazon is a potential funder who would benefit from kids getting into STEM programming early. We can tell the donor here are some very specific goals that we have, we're going to measure them in terms of the investment that you're making over time.

Question: How can we support you?

Answer: It requires some time to think through.

NEW BUSINESS – COMMITTEE ASSIGNMENTS

Rose Dawson, previous Co-Chair of the Membership and Outreach Committee, thanked everyone for submitting their first and second choices for committee assignments. She presented a color-coded committee assignment chart which illustrates the composition of the Commission appointments. She looked through applications to examine everyone's experience or skill set and placed Commissioners on Committees where their experience or skills is most needed. The average committee has four people, and is balanced with representation from School Board appointees, City Council appointees, City Staffers, youth, and young adults. Youth and young adults were encouraged to serve as co-chairs because they will have a skilled adult to help them build their experience so that they will be able to go on and serve on other committees in other capacities. This Commission wants the voice of the youth to be heard because it's their voice that carries the most weight.

The Commission was also made aware of three vacancies. A Young Adult vacancy and two School Board Appointee vacancies. The Finance and Grants Committee needs a Chair. People can change Committees if they want to serve as Chair. Next steps for the Outreach Committee is filling those vacancies. They hope to get volunteers to serve on the committees so that it's not the same four people doing all the heavy lifting and have more people in the community doing our talking points for us.

Committees were advised to start scheduling their meetings. Because Committee meetings must be publicized, it's helpful for meeting times to be consistent. The Executive Committee meets every fourth Thursday of the month. Chairs will be invited to attend those meetings. If youth are co-chairs, then that's one way to get them involved. The deadline to get back to Noraine Buttar with each Committee's next meeting date was set for Monday November 26th. Committees were encouraged to meet before the next Commission meeting to set a regular meeting date.

The Commission also has two staffing vacancies. In the past, the school system assisted the CYFCC with staff support. Dr. Julie Crawford and Kurt Huffman will get back with her recommendations.

ANNOUNCEMENTS

a) Proposed Calendar Events

- i. January 9th Meeting – ACPS Superintendent Dr. Gregory C. Hutchings, Jr. to speak about his agenda.
- ii. February 13th Meeting – CYFCC Orientation Retreat

- ### b) December 3rd –DOJ Director, Andrew Block, is holding a listening session in Woodbridge. This is an opportunity to hear about the Juvenile Justice transformation and ask questions. Mike will send out an invitation.

ADJOURNMENT (8:24PM)