



**PARTNERSHIP FOR
CHILDREN & YOUTH**



Celebrating **TEN YEARS**
of Supporting Schools
& Their Partners
So Every Child Can Thrive

About Partnership for Children & Youth (PCY)

PCY's vision is for communities to work together to ensure every child has the learning, health and social supports needed to succeed in school and life. Our mission is to ignite systems of continuous learning, foster collaboration and build leadership among school districts, government agencies and community-based organizations serving low-income children and youth.

We work to increase the quality and availability of community school partnerships that provide summer and afterschool programming and physical and mental health services. This work is organized into three key program areas:

Expanded Learning

We provide schools and their community partners with assistance in financing, improving, and sustaining afterschool and summer programs.

Community Schools

We help schools and communities align resources to make sure every child has access to necessary academic, developmental, health and social supports.

Policy & Advocacy

We serve as a bridge between on-the-ground needs and the work of policymakers at the local, state and federal levels, advocating for policies that enable schools and their community partners to improve services provided to students and their families.

Watch our 10 year anniversary video at www.partnerforchildren.org

Dear Friends,

It's hard to believe that more than a decade has passed since Partnership for Children & Youth (then called the Bay Area Partnership) first opened its doors as an independent nonprofit organization. Our work has evolved a great deal over the years as our capacity has grown and as the context around us has shifted, but our fundamental mission has remained the same: to support the people and organizations working hard every single day to improve the lives of our most vulnerable children and youth. We have, and will, remain committed to ensuring all children and youth have the whole range of supports and opportunities they need and deserve to be successful in school and beyond.

We have just entered the most exciting time by far for us to be doing this work, as California implements historic reforms to the education financing system and implements new standards—both incredible opportunities to focus and invest more attention and resources to address inequities in the system. It is also an opportunity to aggressively assert the notion that schools can't work in isolation if we are to reach our collective goals for student success. We know definitively from many years of experience that when community resources and partners are effectively utilized—when communities and schools come together to address the whole range of student needs and interests—we see better outcomes. It just makes sense.

Moving forward, Partnership for Children & Youth will build on our knowledge, skills, and relationships to maximize this moment in time. After consulting with numerous stakeholders, we have decided to launch a statewide Community Schools Network in order to foster the growth of strong community-school partnerships across the state through peer learning, filling research gaps, brokering technical assistance, and developing and advocating for policies that can advance community schools. We will lead an effort to ensure that our 4,500 publicly funded afterschool and summer programs are recognized as an asset in the task of implementing the Common Core Standards, and have the tools and capacity to do so. We will expand the reach of our Summer Matters Campaign to even more school districts in California so that more children can have the summer learning opportunities they need and deserve. And we will expand our regional training and capacity building work to improve the quality and impact of expanded learning programs in schools, community-based organizations, and low-income housing.

As has always been true, we will rely on the support and partnership of fellow advocates, practitioners, policy makers, and funders to help us in achieving our goals. Thank you from the bottom of our hearts; we are grateful to be a part of this incredible organization and we look forward to another decade.

Sincerely,



Jennifer Peck
Executive Director

Lisa Villarreal
Board Chair



Ten years & counting...

Partnership for Children & Youth (PCY) was formed in 1997 by government, philanthropy and business leaders who were concerned about the persistent poverty and ongoing difficulties faced by children and youth in Bay Area communities.

An extensive analysis found many low-income communities were vastly under-utilizing funding streams for critical support programs for children and youth.

PCY was created to connect schools and their community partners in these under-served communities with available public and private resources, and to improve the effectiveness of funding streams serving children.



PCY gets its first office

Nutrition education funding outreach and technical assistance launched.



1997

Bay Area Partnership (original name) is launched.

1999

54 new school breakfast programs started in the Bay Area.

Afterschool grant writing project launched.

2002

Organization receives 501(c)3 status.

2003

Afterschool Sustainability Project implemented.

Technical assistance work expands, Nutrition & Health work begins.

2004



PARTNERSHIP FOR CHILDREN & YOUTH



Senate Bill 638 (Torlakson) passes, ensuring effective and equitable distribution of new afterschool funding investment through Prop 49.

Expanded Learning in Affordable Housing Communities work launches.

PCY's **Healthy Start** report published and presented to the State Senate.

Senate Bill 798 (DeSaulnier) signed into law, allocating federal funds for summer programs for low-income children throughout California.

Community Schools Superintendents' Learning Network launches with 13 inaugural members.

2006

2008

2009

2010

2011

2012

2013

Community Schools Initiative kicks off.

PCY and partners launch **Summer Matters**, a statewide campaign to expand and improve summer learning opportunities for low-income children and youth.

Federal advocacy results in strong school-community partnerships language in the **21st Century Community Learning Centers** program, the primary federal funding stream for expanded learning programs for low-income schools.

Senate Bill 429 (DeSaulnier) signed into law, increasing the flexibility and effectiveness of summer learning grants provided through the After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) programs.

PCY's Executive Director Jennifer Peck leads the Transition Advisory Team for Tom Torlakson, California State Superintendent of Public Instruction. This work resulted in the formation of a new **After School Division** within CDE, elevating the importance and impact of expanded learning programs in California.

PCY advocates successfully with partners for the inclusion of school climate in the **Local Control Funding Formula** accountability measures.

PCY expands training and professional development for expanded learning providers to **over 25 school districts**.

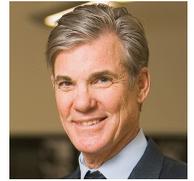


Taking Expanded Learning to Scale: California's Road to Success

By Superintendent Tom Torlakson and Executive Director Jennifer Peck

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Expanding minds and Opportunities



Superintendent Tom Torlakson,
California State Superintendent
of Public Instruction

California has an exciting story to tell. Since 2007, roughly 4,500 schools in our state have been able to offer afterschool (and in some cases summer learning) programs to thousands of students in high-poverty communities thanks to California voters' support of Proposition 49¹ and to the federal investment in the 21st Century Community Learning Centers program. We are striving for every one of these programs to be filled with engaging, hands-on, relevant, and exciting learning opportunities that support mastery, expand horizons, and draw on the talents of both school and community educators.

Presently, our afterschool field in California is in a great deal of transition, as we seek to take our work to the next level. Since we began investing state and federal resources in afterschool programs in the late 1990s, a great deal has changed in our state; and the needs of children, families, and schools have intensified in a variety of ways. In addition, we have learned a considerable amount about what it takes to provide high quality afterschool experiences to students that lead to better outcomes for children, families, and schools.

Because of these factors and more, we have become intensely focused on making sure that our investments in afterschool programs—nearly \$700 million per year in California when state and federal funding are combined—are having the greatest possible impacts on student learning and success. We are changing the way we do business by transforming our approach from one that for too long operated on a parallel track to the regular school day to one that involves schools and partners working side by side to expand learning beyond the school day and school year.

It is well known that dollars do not always equal results. California leaders have been keenly aware that we need to become a state recognized for the quality of our out-of-school-time investments and not just for being the state spending the most money on these important programs.

“We need to become a state recognized for the quality of our out-of-school-time investments”

To address this, in 2006 we—as policy maker and advocate working together—developed critical implementing legislation before over \$400 million in new funding went out across the state.² This legislation focused grants on the lowest-income communities, increased grant sizes, and improved the accountability system to look at a range of academic and other student success measures beyond just test scores. An expansion of this scale presented many challenges, but these new policies put us on a very promising path.

Over the years, we have joined many others in our state in intensive efforts to identify how to best support programs to achieve the maximum level of impact on student learning and success. We have chosen to focus on a few critical strategies that we believe will leverage the best results and outcomes from California's sizable investment in expanded learning, including making state policy more targeted, flexible, and responsive to local needs; prioritizing summer learning; encouraging school-day educators and community partners to work as a team in every aspect of program operation; and institutionalizing a definition of high quality expanded learning opportunities to ensure programs focus on what works.

Examining how the state invests its dollars in improving program quality and impact.

To this end we have

- created a new division at the California Department of Education solely focused on out-of-school-time investments and brought in smart new leadership from the field to lead this division;
- implemented a strategic planning process that includes both department staff and field representatives and is developing improvements to our statewide and regional systems of program support; and
- begun to re-examine our laws governing state and federal afterschool funding to identify where we can simplify and streamline processes, provide more flexibility to local programs, and ensure accountability structures that are appropriately matched to program goals.

Tackling the huge gap in summer learning opportunities for students in California.

Together we are

- raising awareness about the devastating effects of summer learning loss with policy makers, educators, and the public;
- making existing funding for summer learning programs more flexible and effective at the local level through legislation; and
- adopting a new approach to high quality summer learning programs that moves us away from the old remedial summer school model, and moves us toward programs that integrate learning with enrichment, nutrition and outdoor experiences, and the fun – and effective – summer learning experiences that all children deserve.

Institutionalizing the “expanded learning” frame as the way we do business.

To this end, we are

- creating a definition of high quality expanded learning that can inform policies that impact out-of-school-time programs, as well as school improvement funding and other resources that contribute to an expanded learning day and year;
- considering the range of approaches to expanding learning time a community might implement, including afterschool and summer, community schools, and linked learning at the secondary level;
- identifying key factors to success of any expanded learning approach, such as partnerships between schools and community organizations, and implementing practices that effectively engage students as well as their families;
- developing and creating effective messaging to key stakeholders of what we already know through experience and research—that when done well, afterschool, summer, and other forms of expanded learning programs can absolutely support student learning; and
- engaging principals and superintendents as our partners and champions in communicating the value of expanded learning opportunities.

As we embark on this exciting transformation, we are going in with our eyes wide open. We know that the expanded learning terminology, and the policy implications that go with it, has been the subject of a challenging debate at the federal level and around the country. We know that some in the afterschool world feel justifiably nervous about funds being diverted to only adding minutes or hours to the school day, without really doing anything differently. And we also know that those fears could be realized if strong policies and practices are not in place reflecting both what we know about how kids learn most effectively and the components that must be in place to effectively utilize additional learning time.

We believe that local communities need to decide which approach(es) makes the most sense for their student population. We also believe that embracing the expanded learning frame will allow us to build much-needed bridges between community-based program providers and the schools they serve and give us an opportunity to talk about how all partners—schools, community organizations, and families—can contribute to student learning and success.

Many programs in California have already proven just that. With a relatively small amount of money, these programs provide a different type of academic content that is standards-aligned but project based, offer homework help, serve nutritious snacks, teach children (and their parents) about healthy eating, offer physical activity that has regrettably all but disappeared from the school day, and increase student engagement in school.

20%

Elementary school students who participated for 3 or more years in LA's BEST afterschool program were about 20% less likely to drop out of school than similar students who did not attend LA's BEST.³ All students who participated in "LA's BEST" in their elementary school years demonstrated gains in math, science, and history GPAs as well as standardized test scores in 8th grade.⁴

\$1M

Participants in 86 Oakland Unified School District afterschool programs—virtually all of which are state- or federally funded—increased their school-day attendance by 35,343 days in 2010–11, earning the district close to \$1 million in additional revenue.⁵

28%

Blair High School in Pasadena, a 21st Century Community Learning Centers grantee, increased its on-time graduation rate by 28% over 4 years, which school leaders in large part attribute to academic supports such as embedding tutoring into sports and enrichment activities and credit recovery programs provided by the BlairLEARNS program.⁶

The operative factor in these successes is "high quality." We in California know very well from our experiences in scaling up that helping programs provide meaningful and impactful learning experiences for children that support school success is no simple task. We have learned that many expanded learning programs are not as effective at improving student outcomes when they work in isolation from schools. We have learned that it can be challenging to get busy, pressured educators to find the time and will to collaborate in a meaningful way with community partners. We have learned that when schools and partners develop a shared vision for student success, pool their human and financial resources, and fully take advantage of the resources our state provides for expanding learning time, kids do better.

"This takes more than talk—this takes creative collaboration"

Here in California, in addition to getting our own house in order around operating a strong system of training and professional development for afterschool staff, we know that we also have to support schools and districts in their capacity to take advantage of expanded learning partnerships and promote the idea that facilitating student learning is a joint endeavor between all parties. This takes more than talk—this takes creative collaboration.

For example, here at the California Department of Education and in the field, we are discussing concrete ways that California's 4,500 expanded learning programs can support schools in the task of implementing the Common Core Standards. We are piloting efforts to bring more hands-on science education to students through afterschool and summer learning programs. We are dedicating half of our 21st Century Community Learning Centers funding to high schools and using that resource to boost college and career readiness.

Conclusion

We are very proud of what we have collectively accomplished in our state. We have made serious investments in expanded learning programs, and we are serious about making these investments as effective as possible. We recognize we are constantly learning about what works best, and we have much more to do in order to ensure that all students receive a strong, well-rounded education. We believe the only way to move closer to that goal is through partnerships—between policy makers and stakeholders; between school districts and community partners; within and across all kinds of public agencies; and between students, parents, and their schools. It is only through genuine partnerships that we can truly expand high quality learning opportunities for all students.

Footnotes

1. In 2002, California voters approved Proposition 49, which constitutionally mandated increased state grant funds that leverage community resources for before and afterschool programs in public elementary and middle schools to provide tutoring, homework assistance, and educational enrichment. See California Education Code (EC) 8482.

2. Prior to the passage of Proposition 49, California allocated \$120 million annually to the After School Learning and Safe Neighborhoods Partnerships Program. Proposition 49 expanded this existing program to \$550 million annually, and renamed the program the "After School Education and Safety Program."

3. Huang, D., Kim, K. S., Marshall, A., & Pérez, P. (2005). *Keeping kids in school: An LA's BEST example*. Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing

4. UCLA National Center for Research on Evaluations, Standards, and Student Testing (CREST). (2011). *Supporting student success in middle schools: Examining the relationship between elementary afterschool program participation and subsequent middle school attainments [Executive Summary]*.

5. Public Profit. (2011). *Oakland out-of-school time programs findings report [Executive Summary]*.

6. Blair International Baccalaureate High School. (2007). *2006–2007 BlairLEARNS High School Program data points*. Pasadena, CA: Author.



Education, Local Control and What Our Communities Need to Do

By State Senator Loni Hancock and Executive Director Jennifer Peck

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The Sacramento Bee



State Sen. Loni Hancock, D-Berkeley, represents Senate District 9

Children and youth in lower-income communities face a range of challenges outside of school, and often don't have access to opportunities that can enrich and strengthen their educational experience —opportunities that are critical to developing the knowledge and skills required in the workplace. The persistence of the achievement gap and high dropout rates are sure signs that simply providing traditional public education is no longer enough.

Economic stagnation, cuts to public services and the shrinking middle class have created conditions for many of our students that make school success a high hurdle to clear. If we want all students to have the opportunity to achieve in school and life, we must address all their needs as well as cultivate the talents and interests that students bring with them to school.

The recently approved Local Control Funding Formula is a step in the right direction. This important change to how our state finances education will enable schools to innovate and invest based on local challenges and needs. We now have new opportunities to build on strategies that have proven effective.

"Community Schools" is one such proven strategy. In a Community Schools approach, school districts partner with local government and community organizations to align local resources and expertise behind student success, opening access for students and their families to a wide range of services and programs.

With local resources strategically aligned, communities can offer more effective services and supports for students and their families so young people arrive at school ready to learn, families can better support their students and connect to school staff, and teachers are able to focus on teaching. This is not simply about the co-location of services on a school site but rather the integration of services so city and county agencies work with schools to ensure that no child is overlooked or left behind.

Community Schools maximize existing resources. Through the Healthy Start program, California school districts demonstrated that community-school partnerships make a positive difference. On average, Healthy

Start schools saw a 3 to 1 return on their investment; for every \$1 a school district spent on Healthy Start activities, they would see a return of \$3 in additional funding and/or in-kind services.

"Schools saw a 3 to 1 return on their investment; for every \$1 a school district spent on Healthy Start activities, they would see a return of \$3"

In Alameda County, for example, the Center for Healthy Schools and Communities partners with schools to reach tens of thousands of students and families in more than 160 schools every year who otherwise wouldn't have access to health care, mental health services or other youth and family supports. The Center for Healthy Schools and Communities recognizes the critical connection between health and academic success. Alameda County's \$16million investment in Community Schools strategies leverages more than \$80million in public, nonprofit and private funds to maximize services to these students.

This type of collaboration requires an investment. Fortunately this is the first year since 2008 that school districts aren't experiencing budget cuts. While there is a lot of ground to be made up, the Local Control Funding Formula provides the opportunity to think differently about how to support students. We all play a role in the success of our children and youth—and the sooner we build upon each other's resources, the better off all our children will be.

Now is the time. We can't let the opportunity of new funding and flexibility for our students turn into more of the same. We need new ways of thinking and working together, customized to our unique local community needs.

Collaboration isn't the easiest approach; working together never is. But if we really want to improve student outcomes, we have to build on what we know works. Every child should have the educational, health and social support she or he needs to succeed in school and life.

Partnership for Children & Youth gives policymakers critical guidance on how to create policy solutions for on-the-ground concerns in schools and communities. Their experience and insight have been instrumental in our legislative efforts to reform afterschool funding in California.

Tom Torlakson,
CA State Superintendent of Public Instruction



Now More Than Ever, Summer Matters to Children's Health and Wellness

By Vice President Yvette Radford and Executive Director Jennifer Peck

© 2013 Oakland Tribune



Yvette Radford is vice president of External and Community Affairs for Kaiser Permanente, Northern California Region

While summertime is known for bringing a rise in temperatures, it's unfortunately also become an accelerator in the childhood obesity epidemic.

The Centers for Disease Control estimates that more than one in three children and adolescents are overweight or obese, and these children gain weight two to three times faster during summer break than during the school year.

What makes summer so unhealthy for so many?

For many children, school meals are often the most nutritious and stable source of food they get, and schools provide them regular opportunities for physical activity.

But what happens during the long summer months when children no longer have schools to count on?

This gap in healthy eating and active living opportunities impacts low-income children the most. A UC Irvine study documents the significant risks that summertime poses for low-income students with the triple threat of increased sedentary time, opportunities to overeat and exposure to unhealthy food.

Worse yet, these unhealthy habits overwhelmingly carry into adulthood, with 75 percent of overweight children becoming overweight or obese adults.

Not only can summer be an unhealthy time for students physically, it can be unhealthy academically as well.

A vast body of research shows that students who lack access to enriching, high-quality summer learning opportunities risk summer learning loss. This loss in academic skills and knowledge during the summer months sets students back academically and contributes to increased student dropout rates.

The average loss in math and reading skills for American students during the summer amounts to one month per year. Children from low-income families are disproportionately at risk.

Fortunately, there are solutions to prevent summer learning loss and protect children's health during summer months—and partnerships are key to those efforts.

Offering high-quality summer learning programs in communities where a large percentage of children receive free and reduced price meals is one important strategy. This ensures that the children and youth who need nutritious summer meals the most have access to vital nutrition and important opportunities to learn, play, and be active.

New research shows these programs are bolstering success in school, as well as overall health and well-being, for the students at highest risk.

“Research shows these programs are bolstering success in school, as well as overall health and well-being, for the students at highest risk”

Public libraries across the state are effectively partnering with community-based organizations to run summertime child nutrition programs that serve the dual purpose of providing children with healthy food while also engaging them in their local library's literacy resources.

While these programs are succeeding, they are insufficient to meet the great need across our state. Parents, government agencies, businesses, civic leaders and community members who care about children's academic and physical well-being need to join existing efforts to expand their reach and impact.

Kaiser Permanente and the Partnership for Children & Youth are working together to extend an active commitment to our communities' youth to ensure that all children enjoy the healthy, active and enriching summer they deserve.

To learn more about how to help, visit Summer Matters at <http://summermatters2you.net/> online and sign up to make sure children's health matters during the summer.



Partnership for Children & Youth strengthened our capacity to apply for Local Incentive Award grants with the Network for a Healthy California. Our programs were saved and funded for the next three years! We couldn't have done this without PCY.

Ruth Roberson, Project Coordinator,
Network for a Healthy California,
Sonoma County Office of Education

Expanded Learning Starts at Home

Afterschool and Summer Learning Programs in Affordable Housing Communities

By Senator Mark DeSaulnier and Executive Director Jennifer Peck

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Senator DeSaulnier serves as chair of the Senate Transportation and Housing Committee and is the author of SB 391

Given that housing prices and rents in California far exceed what is affordable to the average working family, a disproportionate number of California families experience housing instability. Housing instability hits children particularly hard, and can significantly affect their ability to engage at school or even their ability to attend school regularly.

We know that when children have a stable living environment they have reduced stress, better opportunities to learn and grow, and higher levels of literacy and academic achievement. Right now there is some incredible and groundbreaking work being done in affordable housing communities to deliver a range of vital supports to residents, including tutoring and learning enrichment programs for the children who call these communities home.

The afterschool and summer learning programs administered in these communities give children and youth critical help they might not receive anywhere else, and dramatically increase their potential for bridging the achievement gap and succeeding in school.

“Housing-based programs not only bring learning to these families’ doorsteps, they also lead to enhanced family engagement and higher participation rates”

Afterschool and summer programs, also known as expanded learning programs, provide a safe learning environment for students once they’ve left the classroom. The accumulating research continues to prove that expanded learning opportunities are essential to student success. Increasing the availability and quality of expanded learning opportunities within affordable housing communities helps provide low-income students with the solutions we know work to increase academic achievement, develop positive attitudes towards learning, and master the skills they need to succeed in life.

It is critical that these programs have quality content and educators, but it is just as critical that they are accessible to those who need them the most. The challenges many low-income students and their families face living in housing communities - lack of access to reliable transportation, safety concerns and a shortage of affordable childcare options (often resulting in older siblings staying close to home to care for younger siblings), can prevent many students from attending afterschool or summer programs held at schools or community centers outside of their housing community. Because of their close proximity to homes, housing-based programs not only bring learning to these families’ doorsteps, they also lead to enhanced family engagement and higher participation rates. Program staff have the advantage of being close to the families of their students, often with first-hand knowledge of the particular challenges these families can face, allowing them to respond quickly and accurately.

But while we need more affordable housing communities to create and improve these programs for their youngest residents, we also need more affordable housing communities, period. As it stands now, there is a considerable shortage of affordable housing in California with more than 2 million children living in poverty. SB 391, supported by Housing California, the California Housing Consortium (CHC) and youth advocacy groups such as the Partnership for Children & Youth, can provide a permanent funding source to develop, purchase and preserve safe and affordable homes for low and moderate-income households. Every child needs and deserves a safe place to call home. These on-site expanded learning programs cannot exist without the sites themselves.

We know these programs are key to linking community development efforts and schools. As legislators, educators and advocacy groups come out in support of the extraordinary impact afterschool and summer learning programs have on the lives of our students, the programs and services offered in affordable housing communities and the need for more affordable housing in which to offer these programs must not be ignored. Bringing these programs close to home - giving them a home - gives children and youth the advantage they need. It’s time we meet students in their own backyard.

*I’m grateful to the **Partnership for Children & Youth** for leading the effort to raise awareness in the Capitol about the educational and health needs of children. Working together, we’ve managed to dedicate resources for low-income children, even in this challenging budget environment. PCY’s creativity, perseverance and thoughtful policy work are enormous assets to those of us in Sacramento.*

Mark DeSaulnier
California Senator



Afterschool Meals for Kids Fight Hunger, Promote Learning

By Representative George Miller and Executive Director Jennifer Peck

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George Miller represents
Contra Costa County in the
House of Representatives

The holiday season is a time to reflect on one's blessings. For many, that includes basic necessities, like a roof over our heads, enough food to eat, and a good education.

Unfortunately, far too many cannot even count having such basic needs met. Hunger is a daily danger for one in five children in America. And every day, 16.7 million children—2.5 million in California alone—don't know when or from where they will be getting their next meal.

However, thanks to a law Congress passed several years ago, there is a new approach being tried in West Contra Costa Unified and other school districts in California that is helping combat child hunger and promote learning—serving meals to low-income students in afterschool programs at schools, tutoring sites, and housing developments. More school districts should take advantage of this program.

In 2010, President Barack Obama signed into law the Healthy, Hunger-Free Kids Act, to fund and improve the long-standing federal school meals and child nutrition programs. The law included an expansion of a small pilot program known as the After-School Meals Program.

This new program provides resources to school districts to serve a nutritionally balanced meal in afterschool programs in low-income areas.

For many kids, what they eat at school may be the only food they get all day. And while many may take advantage of publicly funded afterschool programs that extend the school day and build critical learning and enrichment opportunities within the school community while their parents are at work and no one is home, the snack they serve simply isn't enough for most kids. The After-School Meals Program provides a solution.

Kids who eat properly often see improvements in their academic performance: They show better attendance and improved social skills, have more energy and are better able to learn.

WCCUSD is showing what can be done when a district is focused on meeting students' nutrition needs. Their leadership in implementing the program quickly and efficiently has made it possible to reach large numbers of students by serving all 32 of their eligible afterschool sites. However, many other districts have been slow to implement the program, leaving federal dollars on the table and students going hungry.

To date, 160 of the 900 eligible California school districts are implementing the After-School Meal Program. We can and should reach all 450,000 eligible students.

“This new program provides resources to school districts to serve a nutritionally balanced meal in afterschool programs in low-income areas”

Congress should learn from this successful WCCUSD pilot and reverse course from the relentless march toward austerity that is hurting families living on the edge and exacerbating hunger in our community.

Across-the-board budget cuts, like the sequester, or deep cuts to food stamps through the Farm Bill, are exactly the wrong approach. We need to make smart investments that grow the economy, shrink the deficit and make sure that all of our children have enough healthy food to eat every day.

It may have sounded far-fetched at one time to say we can eliminate childhood hunger in America. But when the federal government makes critical investments in our children and our future, like the After-School Meal Program, we see real results and a real path forward.

School districts across the country should take advantage of the federal dollars that are available to them. Hungry students are waiting.



Today, in these challenging times, our nation is hungry for ideas that work. **Partnership for Children & Youth** brings organizations together in innovative ways, to deliver critically needed programs and services for our most vulnerable children and youth. Their capacity to work intensively in schools and communities, while at the same time deliver valuable input on legislative issues, has had a strong and positive impact. I am very grateful for their work in my district and for their advocacy in our nation's capital where they are able to deliver powerful messages to Congress based on what truly works in the field.

Congressman George Miller, 11th District California,
Senior Democrat, House Education and Workforce Committee

What Our Youth Need is Much More than School Day Reform

By Executive Director David Kakishiba and Executive Director Jennifer Peck

© 2013 Bay Area News Group



David Kakishiba is executive director for the East Bay Asian Youth Center, a community-based organization partnering with Oakland Unified School District



Every fall, households around the East Bay are busy with the shuffle of back-to-school activities and the shift in routine that the season brings. A lot of preparation goes into getting students ready for the new school year, and working parents begin sorting through weekly schedules, including afterschool arrangements.

Just as critical as being ready for the school day is being ready for the times outside of school—having a plan to keep students safe, learning and healthy. What do children need for social, emotional and learning development all day long?

The hours after school and during the summer—increasingly known as “expanded learning time”—are critical to building the skills and character students need to be successful, not only in school but in life.

High-quality afterschool programs are expanding students’ horizons and learning capabilities through activities that are active, collaborative, meaningful and fun. These are the strategies we know best support children’s learning.

“The hours after school and during the summer occupy a powerful space that sets our children and youth on a course for the future”

Research shows that these expanded learning programs are removing barriers to success for students, with participating students showing improved achievement in math, increased school attendance and more positive attitudes toward learning.

Many factors outside the school day play a significant role in whether a student will succeed or fail academically.

The East Bay Asian Youth Center (EBAYC), a community-based organization that runs expanded learning programs and partners with Oakland Unified School District (OUSD) on community-school efforts, is working with the Partnership for Children & Youth (PCY) to identify all the needs children and youth have, putting into place the right solutions to meet those needs.

We’ve found that the hours after school and in the summer hold enormous potential to create environments that offer young people the supports and the opportunities they need most. A wide range of learning activities that are project-based, interactive and collaborative provides students the chance to directly apply what they’ve learned during the school day.

At EBAYC, this means young people have a safe place to be outside of school, the power to design and choose programming and access to specialized learning supports often needed by English learners.

We know that the skills of a teacher matter in the quality of education and learning opportunities a child receives, and in the same way, the skills of all staff working with children and youth matter—including afterschool and summer program staff.

Every adult supporting youth directly needs strong professional development to make sure kids are learning and benefiting to the fullest. EBAYC and PCY partner to provide staff with coaching, tools and ongoing support to make sure students are getting the most from their experiences.

Our commitment to ever improving our services offered to students and their families is a hallmark of EBAYC’s impact on the broader community. The investment provides young people high-quality learning opportunities to increase their productivity, build healthy connections with others and safely and effectively navigate their changing environment.

The hours after school and during the summer occupy a powerful space that sets our children and youth on a course for the future. We know through decades of research that impacting what happens during these hours is essential to every student’s success. It is through collaboration, leadership and a commitment to continuous improvement that communities will be able to provide the support our children need.

Ultimately, we know that these efforts move us closer to a world where every young person has the opportunity to thrive.

*It was a great opportunity to get training from **PCY** that was specifically for us (affordable housing communities) and what we do. Usually trainings and conferences are geared towards in-school or privately run programs which have more funding and more resources than we do. It was great to be in a room full of people who do what I do, face the same challenges and learn how to overcome the obstacles we run into while working at a housing site.*

Affordable Housing Program Participant
2013 Cohort



Some of Our Accomplishments to Date

Raised over
\$90M
in public and
private dollars for
youth programs in
California's lowest-
income communities

Facilitated
DOZENS
of new partnerships
between schools, local
governments and
community agencies

Improved quality of over
300
afterschool and
summer program
sites, reaching over
30,000
children and youth

Trained more than
800
program staff
and provided over
3,500
hours of professional
development coaching

Spearheaded
THREE
successful California
legislative measures
in support of summer
learning

Co-authored key
**FEDERAL
POLICY**
language improving
how federal after-
school funding is
administered at the
local level

WON
Sweeping policy
reforms in California's
afterschool funding
system, vastly improving
services to children
most in need





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