

**PALM BEACH STATE COLLEGE**  
*Afterschool Business Partnership Council*

**Meeting Minutes**

March 16, 2017

**9:30 am – 11:30 am**

Palm Beach State College – Institute of Excellence- Second Floor

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**ITEM 1. Welcome – Michele Thompson, Chairperson, Leisure Services Department Director, City of Greenacres**

**Discussion:** Michele Thompson, Chairperson, called the meeting to order and asked that everyone introduce themselves, identify which agency they worked for and their role in Afterschool/Youth Development. She read the mission of the Afterschool Business partnership council. The council discussed that the current mission was developed at least ten years ago and that at the time there were no career pathways for the Afterschool industry and profession. We have come a long way and had a lot of success. We also would like to talk today about revamping it, deciding who really needs to be a member on the council, so we can have a good working group as well as knowing the roles of the council members. Michelle reads page 6 of the Business Partnership handbook that includes this information about the roles of the Business Partnership Council/Program Advisory Council. Luisa and Jennifer mentioned they had a meeting at the college to define what the role is of all the Business Partnerships.

**Data source consulted: The Palm Beach State Business Partnership Handbook**

**Action:** (Not applicable)

**ITEM 2. Jennifer Johnson, Director of Early Childhood & K-12 Programs – Palm Beach State College**  
**Luisa Brennan, Program Director of Early Childhood & K-12 Programs – Palm Beach State College**

**Discussion:** Jennifer said the Business Partnership meeting at the college came at the perfect time. The fact that at the last Afterschool Business Partnership meeting, it was discussed that the vision is somewhat outdated and the goals were either achieved or no longer the focus of the Afterschool Business Partnership. We had already talked about looking at the mission and writing some new goals, by taking a look at what is needed in the industry in general and how we can all bring something to the table. At the same time the college is also looking at the Business Partnership as a whole and because of this, it was a great opportunity to revisit the manual the college has and we can start at square one, showing what the college mission means when having a business partnership. Luisa and I had an opportunity to review this information and then to sit down and talk about what we thought the direction of this Afterschool business partnership should be. We don't want to be the sole decision maker for that, so we are here to propose what we put together and would love some feedback.

Luisa reviewed that the current mission has been in effect for 9 or 10 years and all agree that mission has been met. So now what is the next step for us as a council, as we are growing our council and reviewing the active members, realizing that people who are attending and are not members should be extended an invitation for membership. We came up with a proposal that is on your agenda, Luisa read -Collaborate with community partners to provide high quality education and career opportunities for After School Programs as well as advocating the awareness and advancement of the field as a profession. Everyone took a few minutes to absorb the mission, Luisa said that we thought this mission is where we fit right now with focusing on training, advancement of the Afterschool Profession as being acknowledged as more of a profession and seeing the importance of the training being put in place and maintaining certain trainings, like with the Advancing Youth Development and the push we had to have it put on the DCF training

transcript, which we finally seem to be going in the right direction with that. Also because of the new requirements that the state has put in place with the 40 hour requirement for everyone and Advancing Youth being right there, this might be a good way of pushing and as we talked about briefly, getting support from directors to encourage their staff to go in this direction regardless of whether or not it's a requirement. Because of the importance of the training and we all know the benefits that the students obtain from participating in the Advancing Youth Development, which is so different from the regular training, but because it is not a requirement it is hard to get the buy-in from everyone. So including that part in our mission was one of the things we thought might be important. Any thoughts on this new possible mission?

Jowie said it sounds like what we are doing because we really push the Prime Time scholarships as a way to retain staff and find that is has been working. He knows that they have some type of database that tracks the retainment of staff, but we have noticed a difference and we try to push everyone through it. "I think it is great and I like it."

Michele referred to Christin who feels she has a global perspective of the county and asked what she thinks and does it cover the needs out there. Christin thinks it fits in and is very well written. Michele asked if she thinks it is all encompassing or is it vague enough so we can tweak it where it needs to in certain areas. Luisa agreed and said that was another consideration making sure we were able to keep it open to add other things in there as we saw fit. Courtney has some questions, "How do we define Afterschool programs? Is there a generally accepted definition for this term as used in the mission?" Luisa believes that Afterschool is identified as anyone from kindergarten and up. Katherine's only other comment is about the part where it reads, "Education and opportunities for Afterschool Programs", seems like we are providing education and career opportunities for the programs instead of the actual student or people. She is wondering if they want to say, "If they work in the Out-of-School type fields", because we are moving away from Afterschool to Out-of-School Time and I would like to suggest to use Out-of-School practitioners. Jennifer asked, so the options would be Out-of-School time or Out-of-School practitioners, does the council have any vote as to what you think? Debra Strange said if you want to parallel what we do in early education is that we call them practitioners and Jennifer agreed, that it is our language. It was a mutual table conversation to change it to Out-of-School practitioners. Everyone agreed to change it to, - opportunities for Out-of-School practitioners as well... Katherine Gopie said that the mission was very close to Prime Times mission and Jennifer thought that was good. Michele asked if it was too close and Jennifer asked if we should change some of the mission. Katherine doesn't think that it is a bad thing because what this group is working towards pulls up into what Prime Time is trying to achieve. Jennifer stated that in working on the mission and goals they did refer back to the contract because it is so important and guides the piece to our collaboration of what we are trying to do. It is a good thing that the mission it tying in so closely. Michele said that Prime Time is a huge support to a lot of her employees, as Jowie attempted to look up the mission on the Prime Time site. Katherine said they won't find the mission on their website because it is still going through the approval process. The current mission is on the website but not the new one that is similar to the proposed mission. Michele asked Katherine if she knew when it will be done. Katherine said there is a board meeting coming up that it will be discussed. Luisa felt that it is good that they are similar, because it shows we all have the same beliefs and working towards the same mission. Michele agreed and asked Kathleen Moore how does it complement the School Boards? Kathleen said that theirs is to work with children and to provide the actual outcome of the quality education, so our mission is to provide that information. Katherine Gopie wants a contingency to show it to Suzette Harvey and see if she has any input. Jennifer wanted to know if we need to wait until the next meeting to approve it and Michele said it could be approved before than by email because we would like to put in practice by the next meeting. Kathleen wanted to express that district programs will continue to be called afterschool, until such different time and that her program has actually changed and it is called extended time because the families are so familiar with the terminology of afterschool programs. Michele asked Courtney when the new Rules & Regulations come out can they change all of the afterschool to out-of-school time? Courtney said yes when we get to it and Michele asked if we should propose that language and Courtney said it is not necessary.

Jennifer moved onto the goals and explained that the sheet that the goals are on, is actually right on the worksheet that is part of the Business Partnership handbook. It has a nice structure, to list your goals and then gives you specific activities, dates for when things will be accomplished. We felt like with just Luisa

and I looking at the goals, there are certain things that we see are important and would like to bring to you. You may also want to add some goals, but right now there are only two here. Luisa talked about what was said at our last meeting, when it was discussed how there were so many goals, that we are not meeting any of them, so we just may want to focus on at least two or maybe three. If the council feels there is something else or even switch these out if you think that there is something more important that we need to focus on right now and we should try to establish target completion dates, so that when we set our meetings we can decide what needs to be accomplished by our next. We can go forward with that once we get the mission completed and agree on which goals we put in place, then we can start identify responsible parties or what other things we could do to accomplish those goals. Jennifer read the first goal and she thinks that is one of the biggest concerns discussed at the last meeting and I don't think that it will be a goal that goes away and will always be a focus, but certainly right now we need to pay attention to who the members of the business partnership are, who is out in the community that we aren't really thinking about who would be a good advocate for afterschool or out-of-school time. We were just doing some research, seeing what other ABP are doing. Jennifer found this handout at the Department of Health and Human Services, about creating a Shared Vision for Afterschool Partnerships. You might have already seen this, but it actually had a list of suggestions about individuals who would be a good option for others to be invited to our business partnership. Luisa talked about when we were meeting to discuss this goal, we came up with a few like parent representatives, police and when we researched this, it was also used in the packet. We thought about other agencies who are doing the same thing and using these resources as part of their involvement in the afterschool partnerships, so that is why we listed those as examples. This is the goal we devised if you want to take a look at that and give some feedback on what your thoughts are. Debra is wondering how they would get the buy-in, for example Publix or the police because we know those are important but how do you actually get them to the table to contribute. What is in it for them and what specifically are they bringing back to their employees or to their neighborhoods. Jennifer thinks there has to be a purpose for everyone sitting here, if you take a look of the mission and it really is in collaboration of everyone in our community, we talk about these different programs and maybe they are not a permanent member but as a guest speaker, sharing information about things they are working on and we may not be aware of and to find that bridge. Luisa said just reaching out to them is important, because they don't know what we do and what our goals are at the college trying to keep the children off the streets. How we both want the same for the youth in our community.

Katherine mentioned that there is a PAL program that works with Prime Time but haven't had any representation here. Michele explained that was a good program because they have a lot of resources and funding and that they are funding a two week Florida Youth Sheriff Camps for at risk children K-12. They are going to have the graduates come in and do C.I.T. mentors, 60 kids per week. Jowie agreed and explained that they have a G.R.E.A.T. (Gang Resistance Education and Training) program and they have someone come in once a week that teach the kids about various things.

Debra asked if anyone thought about involving parents. Luisa explained that is why they are actually listed, that when she attended the Health Department meeting, she noticed a parent representative and feels it would have a huge impact if they are there. It would allow them to give positive feedback or give suggestions about what they would like to see changed and then as a council we can come up with ways to address this. Everyone agreed it would be beneficial to have parent(s) involved.

Jennifer asked if everyone agrees about the goal, is it something to work towards and maybe by the next meeting everyone can think about their connections in the community. Maybe people you have not thought about in the past, that you can reach out to and make a connection. Then bring the information to the table for the next meeting. There is an official process for people to become members, so if we can talk about potential members and if we all agree that they would be a good fit. We would go through our Business Partnership office, at the college, who is also working on changing the process because it was very lengthy and discouraging for some people, so they are working to simplify the whole process.

Jennifer read the second goal, which was changed after a meeting with Katherine. We talked about how we are going to strategize and get the word out about the pathways and some of the concerns we have about preservice training. So we thought here is a great goal for us to have with the Business Partnership,

because it is a reflection from the conversations as well as our contract. Katherine asked if the goal is viewed as the members of the Afterschool business council will be advising the professionals. Luisa explained that is not the goal, but Katherine said that was her interpretation of how the goal reads and not what she would be recommending. Jennifer suggested changing the wording in the goal from afterschool professionals to out-of-school practitioners. The focus is we all need to be aware about what we were talking about the other day and this is the place for us to share that information, so that when you are all back at your centers, as directors or in the community we are all on the same page.

Katherine reviewed what was discussed at the meeting. We talked about the increase in in-service training, which everyone working with children has to go through mandated training. Although it was less hours than the forty hours, the components are the same as what is in the forty hours and if they take it through DCF it obviously affects our education pathways, our career advising model and all. It also affects the enrollment at the college, as well and how to get practitioners to continue on and take AYD (Advancing Youth Development). We want to offer the practitioners the opportunity of going to the college and take that preservice training, if they so desire.

Kathleen Hamilton Moore expressed that is not the school district stand, as far as the DCF training. The district leadership is going through the Office of Early Learning and doing the on-line modules, which are free. Katherine and I had a conversation about it and asked because we don't want to take away the courses that are offered at the college and because we understand the importance of them. However, Primetime told them not to apply for the scholarships for the DCF courses and the school district didn't want to tie up the dollars to pay for trainings that they can get for free. It is unfortunate because the OEL online courses that are being offered are not really applicable to school age children, but we have over 2,000 people taking those courses and it is a bit overwhelming, but the biggest thing is that the trainings are not really for people who work with school age children.

Katherine explained the other ripple effect, understanding that they are free and you are moving your folks through that method. However, that is going to directly affect enrollment of the classes that are being offered at the college, because you have a potential of 2,000 practitioners and if all of them go through the OEL route and none go through the other pathway, there is nothing pushing them to go through the forty hour after that. Katherine's thought because the school district requires 12 hours of training, and I am hoping that the other trainings can be the tie in, but there needs to be some discussion because in the past that coursework is considered independent and previous leadership had a different opinion about the options for the school district, but the current leadership would like the ability to look at that again so that we can have a pathway that will accept the coursework at the college towards their 12 required annual hours. Katherine wanted to know if the school handbook had that the school age counselor position can be obtained once they had the SAPC, Kathleen will have to look into it. Katherine explained that it would be great if there could be a tie-in, but the SAPC requires the forty hours, so what we are really asking of them is to do a whole lot of hours of training. There is the OEL training, then the forty hours, then AYD, then 80 hours and what would the motivation be, for the school district to go through all of that training? Luisa asked if the OEL training is 40 hours, Jowie explained that it is not and the whole process is very fragmented. They are not requiring the entire forty hours, they are requiring certain parts. Luisa asked if it is the 24 hour portion, and Jowie said it is in the 24 hour portion of the 40 hours. Katherine explained that if they do the twenty four hours, they would be more than halfway through the forty hours, by just taking this preservice training. Kathleen wanted to be sure everyone knew that this has to be completed by March 31<sup>st</sup> and didn't have time to wait for classes. Jennifer asked if there are tests for the OEL modules, which there are required online tests. Michele asked if the training hours applicable for the DCF transcript, Jowie said no it a separate certificate. Katherine understood, but what we want to be sure is that the pathways don't go away and how are we going to motivate the practitioners to want to take all the additional training.

Luisa said that is why when we looked at the goal this is what they had in mind. How can we all come together and be sure we are getting the word out about the trainings so they are not going away. Katherine asked who realistically is going to reach the March 31<sup>st</sup> deadline? Kathleen said they are doing it now, by having the labs open every single day from 7am -6pm and running labs out on the Belle Glade campus too. Michele asked if there is a way to get that training onto the DCF transcript. Courtney explained that it is a

DCF and OEL situation in Tallahassee and that there has been some talk, but they not sure if it is going to be possible, because there are two different transcripts that are generated as a result of the training.

Jowie asked if there is a way for part 1 School Age to include Child Growth and Development (CGAD), and Behavior, Observation and Screening (BOAS). Luisa explained that the basic Forty hours does include them, it is part of the 24 hours. Jowie said that when his staff try to sign up for the SAPC, they are being told they have to take CGAD and BOAS before they are accepted into the SAPC program. Michele asked even if they have completed their forty hours and Jowie said yes even if they are completing Part 1: School-Age and AYD, they are being told to take CGAD and BOAS. Luisa explained that they shouldn't be told they can't take SAPC without CGAD and BOAS, because if they take Part 1 School – Age and Part 2: AYD then they are not required to take the other classes to get into the SAPC program. She explained that was an issue we just had with DCF. We spoke to Diana McKenzie DCF and Anne Nyman from DOE because we were trying to explain to them we have been accepting the 28 hours and the college requirement is that the students have to take AYD in order to be accepted into the SAPC. We would accept the regular forty hours and ask them to take AYD, to get into SAPC and if they have not taken the forty hours, then they will take the Part 1- 28 hour and the 12 hour AYD and we would accept that and they can go into SAPC. If they successfully complete the SAPC we send it to the state for the staff credential. This is what we have been doing and has been accepted, all along. Jowie explained that they haven't talked to anyone at the college, it is someone at Prime Time who is telling them that they need those two classes. Katherine said that is the way they advise them, we don't just tell them to take the AYD and then you can take SAPC. Courtney talked about how the transcript does not reflect the forty hours because AYD is not shown on there. Luisa explained that because the situation came up for the first time, we had to research when it was agreed to accept the 28 hour with the AYD and who said it would be acceptable. The documentation was shown to DCF and it was agreed upon that they would accepted it. So right now they are doing a rule revision and they would add this new verbiage to the rule revision and that they would make sure it is soon on the transcript. However, when it appears on the DCF transcript it will appear differently than how the classes are shown because it isn't a class through DCF, but it will appear.

Jennifer asked if anyone would like to add another goal or just work on the ones we have on the table now and then when we feel like we made some movement, we can add more at that time. Debra wanted to know if there is a career pathway, so that everyone has a clear understanding of the moving through the program. Katherine agreed that is a conversation that we need to continue to have, because I know that most of us in this room are aware that there is career advising that happens through Prime Time and those who know about it definitely lean on it. However for the wider audience of Afterschool practitioners, I think that this council needs to push that information out that these services are available. We are also talking about moving through the forty hours because it is a non-credit class, so it is very tricky to figure out the right components and then to get through the rest of the pathways. Jennifer said that maybe that needs to be an underline goal to streamline the process. Based on Jowie's experience it seems like the college and Prime Time are on the same page, but once I got to DCF it was a whole different story. Luisa brought up the fact that if Jowie is confused with the process and he is part of the program, imagine how everyone else feels. There are so many players that it is very easy to get confused with what is going on and what role each agencies is playing and how they work with one another. We kind of assume we all know what the others are doing or are working hand in hand, but that is not happening. Also because we each have our own requirement, the key is that we all need to understand. We are the ones that then have to go out and share this with the community, so maybe under goal number two, include career and academic pathways? Everyone agreed.

Katherine was concerned about the second goal and how it reads "promote the advisement of" and asked does that mean that everyone at the meeting needs to be an experts about everything or that each agency should bring forward based on their expertise. It was agreed that everyone will bring forth their expertise and will not be the experts on everything. Michele said when she read it, she felt it was referring more to advising. Katherine asked if the wording "referring" be added to the goal. Courtney read it as the council is coming up with the plan and not that they are advising everyone.

Kathleen asked for everyone to send in written format all of the different pathways, what they are called, and what they lead to for non-degree seeking individuals. Michele said that the health department used to send us packets when CCRR was around, they were to provide all that information. She ask Courtney if they still provide that information, because it could help refer practitioners to the career advisors.

**Data source consulted: Business Partnership Handbook and Building Partnerships: Creating a shared vision handout.**

**Action:** Not applicable

**ITEM 3. Katherine Gopie, Prime Time Palm Beach County Inc. Director-Professional Development**

**Discussion:** Katherine said that everything was covered in the previous discussion.

**Data/data source:** Not applicable

**Action:** Not applicable

**ITEM 4. Courtney Shippey, Child Care Licensing Coordinator, PBC Health Department**

**Discussion:** Courtney addressed the PBCHD for the school board. He explained that they are all driven by the state rules and that it is the framework for the all the school readiness mandates. All school readiness providers must meet pre-service training requirement by March 31<sup>st</sup>. The existing license child care facilities already have the DCF training so they meet the requirement, but the staff that don't have it, are in the process of getting that training including family childcare providers substitutes, who was required to take only 6 hours and will have to meet the March 31<sup>st</sup> deadline. Because of this it is causing a shift in how we look at training and everyone is scrambling to meet these deadlines. DCF is already overwhelmed with the Level two screening that was required last year, so it has been chaotic and as with all huge government policy changes, it should be expected. Michele asked if the School Board is the one under most distress. Courtney explained that the school board is because of the volume of them and that they have not been in the childcare area before, so this is all new. But after a while they will understand how all of these things relate to them and will eventually work out. Michele asked when the meetings for Rules & Regulations changes were going to be. Courtney explained due to all of the other new requirements, they are on hold indefinitely due to school readiness.

**Data/data source:** Not applicable

**Action:** Not applicable

**ITEM 5. Group Discussions & Debriefing**

**Discussion:** Michele asked if anyone had if anyone had any other business.

**Data/data source:** Not applicable

**Next Meeting:** June 1, 2017, Palm Beach State College, Historic Building

**OTHER**

**Attendance:**

Katherine Gopie	Christin Martin	Michelle Thompson		

**Guest(s):**

Kathleen Hamilton-Moore	Jennifer Johnson	Jowie Mohammed	Courtney Shippey	Debra Strange

Submitted by: Luisa Brennan  
Cynthia Parent, Scribe