



Framing the Challenge and Generating Solutions: Advancing Strategic Partnerships and Engaging a High-Quality Workforce

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Session Summary

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Session Highlights

- » The Georgia State Afterschool Network (GSAN) has been working collaboratively with the Georgia Department of Education (GaDOE) to utilize the state's one percent set aside of ARP funds. From the beginning, GSAN's role has been to conceptualize, design, implement and evaluate the grant program. GSAN created the Building Opportunities for Out-of-School Time (BOOST) Grant to support the expansion and enhancement of afterschool and summer learning across the state, and specifically within community-based organizations (CBOs). While GSAN is responsible for running the grant competition, supporting the grantees, providing technical assistance and coaching, and evaluating the grant program, GaDOE is responsible for disbursing the grant funds and conducting the financial compliance monitoring requirement.
 - One of the main strengths among this partnership is the GaDOE's recognition that GSAN has connections in the field through existing relationships and understands the challenges, needs, and areas where funding can have the most impact. In addition, GSAN's expertise in out-of-school time learning and quality programming enabled the partnership to tap into and scale up existing efforts.
- » South Carolina has a similar state partnership structure where the state afterschool network runs the ARP state set aside given its expertise in the local landscape. In addition, South Carolina has launched three other partnerships with ARP funding:
 - The first one is a major local leadership initiative through Furman University at the Riley Institute called South Carolina Afterschool Leaders Empowered (SCALE). Over 11 months, this program will train three cohorts of 100 local emerging leaders. This model is great in terms of sustainability and quality improvement.
 - The second initiative is between the South Carolina Department of Education (SCDE), the South Carolina Arts Commission, and three different statewide arts organizations to increase professional development and technical assistance to school districts and CBOs on how to use art, music, design, and other related areas to strengthen enrichment. Particularly in large rural communities, these partners may not be groups but individuals. Thus, the state is funding three

- organizations to deliver successful STEAM summer camps, literacy and drama camps, and other summer learning opportunities.
- Finally, the SCDE is working with the state’s technical college system and four-year university system, to encourage students majoring in education, human development, nursing, and related fields to work in summer programs in exchange for credit, stipends or training. The idea behind this initiative is to utilize the students as a resource but also in the long term as a way to foster local talent.
- » What are some ways that well-designed partnerships can ease and support staffing challenges?
- One way to address staffing challenges could be to combine K-12 workforce with youth development workforce. These two are often seen as separate, but there is a lot that one group can learn from the other in terms of enrichment and relationships. For example, shared professional development can be one area where K-12 professionals can align with youth development staff.
 - It is also important to help localities, communities, and school districts to think about all the potential local partners that exist. For example, in the arts sometimes in rural small towns there are individuals that can partner with schools instead of organizations. In STEM, a professional could be a local farmer or someone from the local clinic, hospital or veterinarian clinic. School leaders are encouraged to think broadly about identifying partners. Parks and Recreation facilities and staff are often underutilized; colleges and universities can serve as a resource; and even high school students in STEAM programs can be tapped for help.
 - There are three major components to a successful summer and afterschool program – relationships, enrichment and engagement. These three components spur attendance and participation regardless of the content area delivered. The key at the state level is to help identify frameworks that localities can use to build partnerships and use them in an organized way.
- » What are some ways states can strategically use educators to avoid burnout?
- It is important to frame the deployment and use of teachers and paraprofessionals broadly rather than in a narrow construct. For example, master teachers can work in afterschool or summer programs as coaches and supervisors.
 - Another area that is often underutilized is asking teachers to share their passion by designing a course around their interests or hobbies.
- » When thinking about establishing a partnership, what is a good starting point? What are some important lessons for doing this work?
- Start with painting a big vision first. While ARP funding should not be the only driver, it helps organize and understand how much is collectively in the local school districts and how big the potential is.
 - In Georgia, the work started with a big vision that tapped into the expertise of the afterschool network to provide federal funding to communities and organizations that typically cannot access this level of support.

Shared Resources

- » [Furman University - South Carolina Afterschool Leaders Empowered \(SCALE\)](#)

- » [Georgia Afterschool Network – Building Opportunities for Out-of-School Time \(BOOST\) Grants Request for Proposals](#)
- » [Summer Learning & Enrichment Collaborative – Working together: Recruiting, Training, and Supporting Staff Members for Impactful Summer Learning - Featuring Pittsburgh Public Schools](#)
- » [Summer Learning & Enrichment Collaborative – Resources on Attracting and Supporting Staff for Summer Programs](#)