NATIONALCENTER
Communities of Practice

Summer & Afterschool Communities of Practice:

Action Planning & Preparing for Data Collection

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Session Summary

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States Represented:	Minnesota, New Jersey, New York, Texas, Virginia, Wyoming, Florida (auditing), USDOE

Session Highlights

» In this session, teams had an opportunity to clarify and dig deeper into their problems of practice, inquiry questions, and action plans. During cross-state break out groups, teams shared their action plans and obtained feedback from peers. Each state team also shared a focus question to help peers understand the kind of input that would be most helpful to the team.

» State teams posed questions to each other during the Peer Exchange breakouts, such as:
  o How do we best ensure LEAs are utilizing existing resources, and how do we build their capacity to implement evidence-based practices?
  o How are states determining and measuring program effectiveness, and what strategies should states consider for collecting data on programming and impact?
  o How are states building the capacity of non-LEA partners and encouraging partnerships?
  o What technical assistance models are states using, and how are they working?

» Several key takeaways and strategies were highlighted during the debrief from the Peer Exchanges:
  o One state is focused on embedding High Quality Instructional Materials (HQIM) in summer and afterschool programming. The state is working to help districts identify and apply best practices to leverage HQIM in those settings.
  o Several states are interested in effective strategies for promoting usage of existing resources. For example, if budgeting tools exist, how can states ensure those tools are accessed and utilized? Some have experienced that tools are more heavily utilized when they are required as part of a grant program as opposed to freely available.
  o A few states are considering a regional approach to district capacity-building support so that support can be more targeted and relatable, including the possibility of regional webinars for districts to come together in smaller groups and to benefit from optional office hours or one-on-one coaching sessions.
  o Several states are working to better define and measure effectiveness.
  o One state noted the opportunity ARP funds have provided to coordinate strategic planning across various systems, including early childhood, afterschool and summer. The coordination will hopefully lead to a continuum of supports for youth and families.

- o Several states reported surveying LEAs to understand the types of programming that already exists so that they can build upon existing infrastructures.
- o One state noted a greater need for LEAs to interact with and learn from one another – telling their stories and using their stories to collectively problem-solve.
- o A few states highlighted a desire to help districts engage in authentic partnerships with community and/or youth organizations, leveraging expertise and assets, as opposed to a vendor relationship.
- o States discussed the difference between measuring outcomes for young people versus compliance, and highlighted the need to focus on effective practices to understand what is contributing to outcomes.
- o Finally, teams identified lingering questions to address in the future:
  - ▪ Is there a best strategy to disseminate best practices and resources to LEAs? A best strategy for resource promotion?
  - ▪ How do we promote authentic partnerships?
  - ▪ How can we identify the various ways that summer and afterschool data is currently being collected and coordinate across departments and agencies?
  - ▪ How do we define and measure the effectiveness of summer and afterschool?
  - ▪ How can we address staff overwhelm, shortages, and burnout?
- ≫ The final segment of the meeting featured *Putting Data to Work for Young People* – this framework was developed by Every Hour Counts to help system leaders think through their data needs, plan for data collection and use, and carry out those plans. It also offers analysis options and considerations before moving into action.
  - o State teams reviewed the system-level outcomes and indicators and identified potential indicators to track progress against their action plans.

Shared Resources

≫ **Putting Data to Work for Young People – Framework for measuring continuous improvement and equitable systems**