



# THE LEARNING AGENDA

## **Program Landscape Data Project**

Quarterly Data and Evaluation Committee  
September 19, 2024

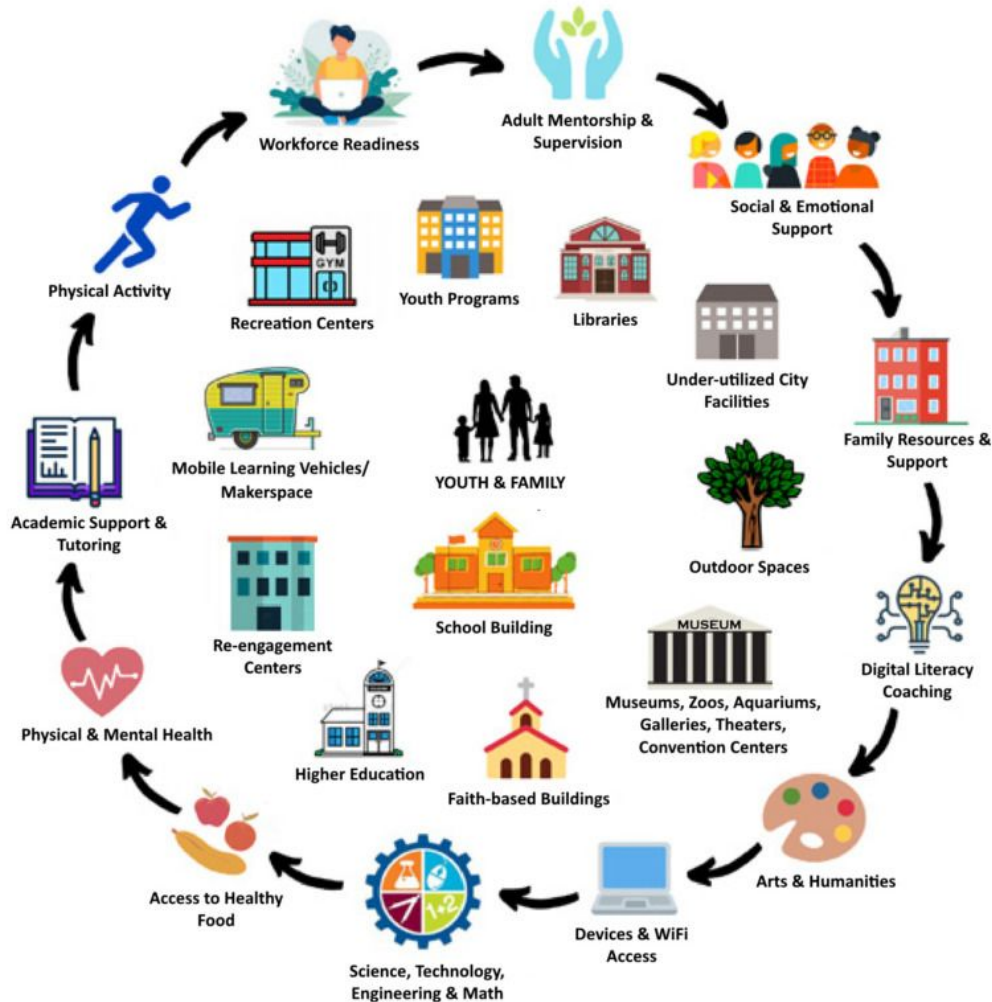


Working with philanthropies,  
nonprofits, and educators to expand  
equitable learning opportunities  
within and outside of schools

through:

- **Capacity building and communities of practice**
- **Research and data projects**
- **Knowledge development and translation – guidance and tools**
- **Strategic planning**

# THE LEARNING AGENDA



**Out-of-School Time (OST)** refers to youth development programs that occur before and after the school day, as well as programs that occur during school breaks.

# What Do Afterschool and Summer Programs Look Like?

Hands-on,  
project-based  
learning



Outdoor experiences,  
physical activities,  
and healthy food



Planning and  
preparing  
for college



STEM,  
arts,  
and music



Trusted,  
responsive  
community  
resource



Social-  
emotional  
learning



Youth-led  
learning and  
social activities



Support for  
working  
families and  
wrap-around  
services



Academic  
enrichment  
and support



Job  
opportunities  
for older youth



Service learning and  
community projects



# The Vision

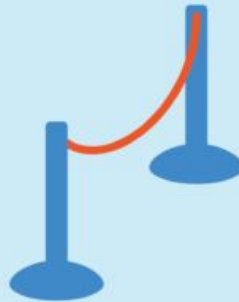
In 2020, Governor Phil Scott announced **a goal of offering universal afterschool across the state**—meaning afterschool and summer programs would be accessible and affordable for all families and youth who want to enroll, particularly those who have low incomes and/or live in rural locations.



For every child in afterschool in Vermont,  
**1 is waiting** for an available program.



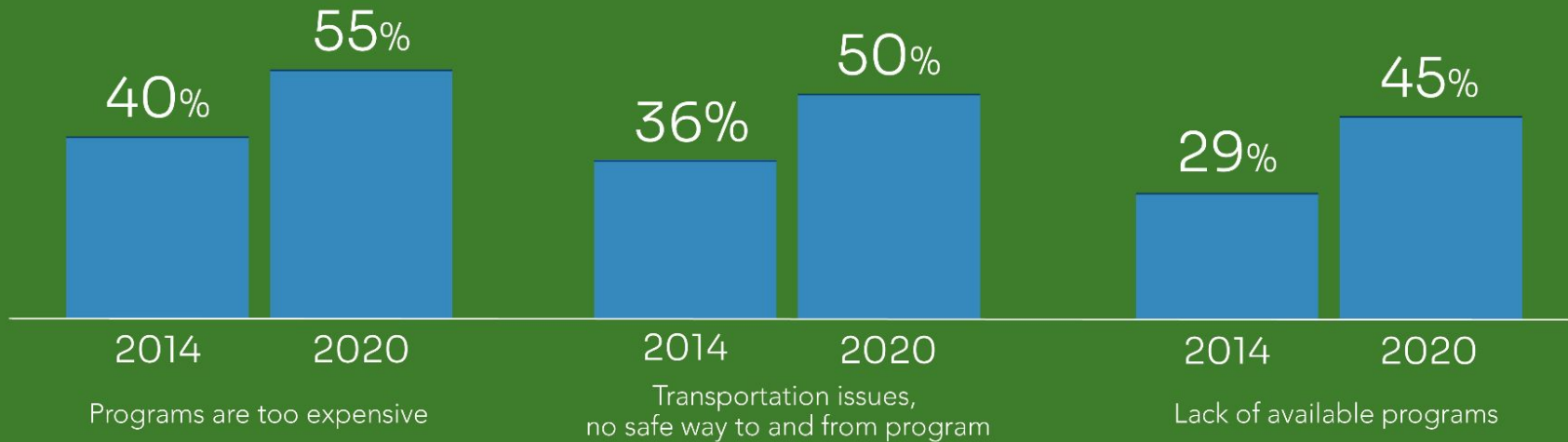
Enrolled



Waiting

## Roadblocks to afterschool participation are growing in rural communities.

### Rural parents report barriers to afterschool participation



# Data Project Purpose

- **Create a baseline data set of summer and afterschool programs in Vermont** that will be used to monitor progress towards the goal of universal access, and to support information sharing with a wide variety of audiences, including parents and decision makers.
- **Provide recommendations for ensuring an evergreen and accurate data set and improve processes**



# Project Plan

**Review  
existing data  
sources and  
2022 analysis**

**Develop  
project  
goals and  
research  
questions**

**Develop  
and refine  
a data  
model**

**Brainstorm  
potential  
data  
sources  
and  
conduct  
outreach**

**Clean and  
combine  
data sets,  
analysis,  
and  
reporting**

**Develop  
process  
and data  
infrastructure  
recs for  
moving  
forward**





# Research Questions

- **NEED:** What is the potential need/demand for summer and afterschool?
- **CAPACITY:** What programs and # of slots are available to children and youth (K-12) in Vermont?
- **GAP ANALYSIS:** How close/far away is Vermont from meeting demand? Where are the gaps in programming? (geographical, equitable access, participants served)



# Develop and Refine a Data Model

- **Age groups** – Focus on K-12 (*do not consider Pre-K in this phase*)
- **Exclude school-operated clubs, one-off events**
- **Filter for more comprehensive programs** meeting a defined threshold (*e.g. at least one week, 6 hrs/day in summer*)
- **Consider accessibility features** such as cost, transportation, meals, etc.
- **Focus on existing and easily accessible data sets**
- **Assess feasibility** by prior to making official request for data
- **Analysis to be conducted at county and potentially township level**



# Potential Demand

**All children** and youth  
in Vermont – 3 to 17

**45,111**

**ES (5-11)**

**21,336**

**MS (12-14)**

**21,598**

**HS (15-17)**

**99,681**

**Children** and youth in Vermont  
**with working parents** – 6 to 17

**62,812**

**62,812**  
(6-17)

**Children** and youth in Vermont  
**living in households below the**  
**poverty line** – 5 to 17

**9,748**

**9,748**

# Brainstorm of Potential Data Sources

## Potential Primary Data Sources

- AOE – 21st CCLC Grantees
- AOE – APR ESSER Afterschool and Summer Grantees
- AOE – Act 67: Community Schools
- AOE – Act 78: State Funded Afterschool and Summer Programs
- VTAS – Afterschool and Summer Program Map (*Survey Data*)
- DCF – Licensed Child Care Providers

## Secondary | Future Data Sources

- DOL – career & employment offerings
- Public Library Programs
- Parks and Rec (*Jess Brodie – VRPA*)
- School Athletics and Clubs
- City Program Locators
- Large Providers – BGCA, Kindercare, YMCA, Campfire, 4H, etc
- Camps
  - American Camp Association Camp Finder
  - DOH licensed overnight camps
  - Conservation Camps
- NSLA/InPlay Summer Database



# Variables – Program/Activity

## Requested

- Program name
- Time of year offered  
(*e.g. summer, school year*)
- Grade/Age band served
- Slots available or actual number of participants/enrollees
- Start and end dates (*or total days in session*)
- Days of week offered (*or days/week*)
- # of Hours offered per day (*or start/end time*)
- Financial support available

## Optional | Future

- Enrollment requirements
- Schools served
- # of registrants/Avg. daily attendance
- Count of waitlist
- If no financial support, cost of program
- Activity (*content*) category
- Program format (*virtual, in person*)
- Transportation options
- Meals or snacks provided
- Mental health supports provided
- Capacity to serve English Language Learners
- Capacity to serve vulnerable populations
- Capacity to serve students with phys disabilities
- Capacity to serve students with other disabilities



Variable	VT AS Map Survey	VT Licensed Child Care Providers
<b>Organization</b>		
Organization Name	Y	Y
Program Category	Y	Y
<b>Site/Center</b>		
Site Address <i>(including County)</i>	Y	Y
Site Contact information	N	Y
<b>Program/Activity</b>		
Program Name	Y	Y
Time of year offered?	Y	Y
Start and End Dates <i>(or total # of days in session)</i>	N	Y
Days of week offered <i>(or number of days/week)</i>	N	Y
# Hours offered per day <i>(or start/end time)</i>	N	Y
Slots Available <i>(program capacity)</i>	P	Y
Financial Support Available?	Y	P
Grades/Ages Served	N	Y



THE  
LEARNING  
AGENDA

**Mapping  
data sets**  
against the  
requested  
variables

# Progress to Date

## Obtained

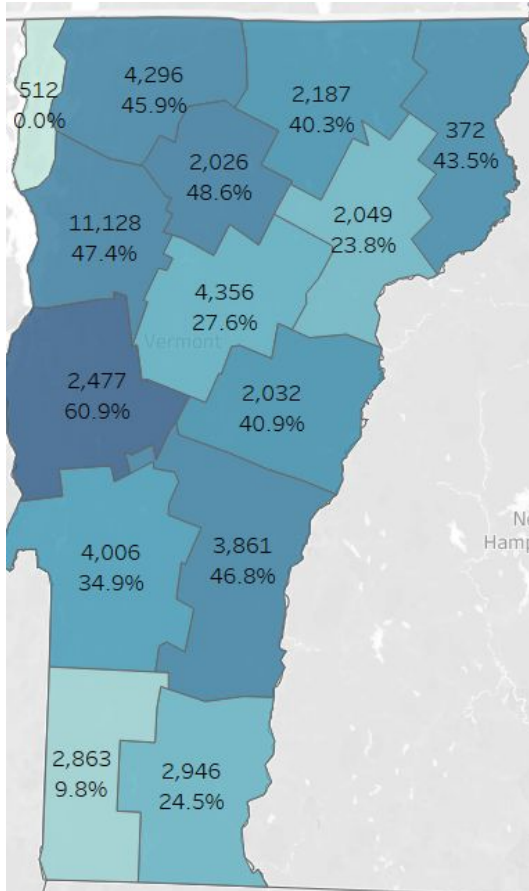
- AOE – 21st CCLC Grantees
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- DCF – Licensed Child Care Providers
- Vermont Afterschool's Program Map (*Survey Data*)
- NSLA/InPlay Summer Providers
- 4-H

## In Progress

- AOE – Community Schools
- Find and Go Seek Database

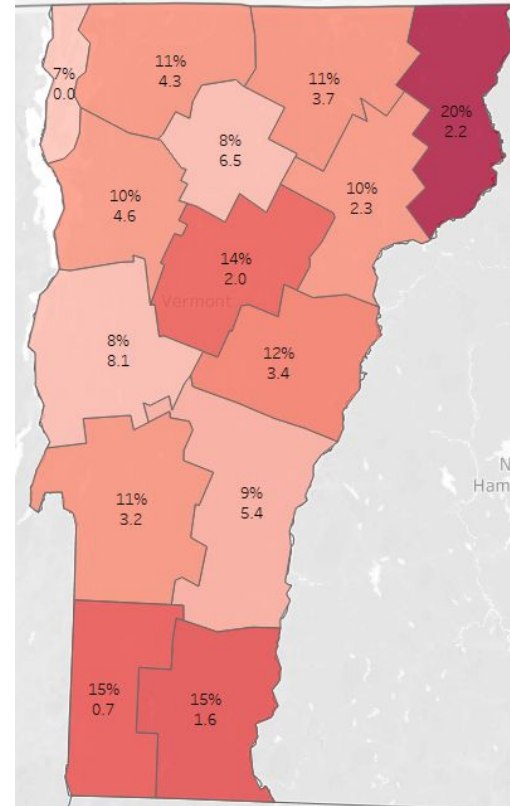


## Population of ES Children and Coverage for School-Year AS Programs (%)



## SAMPLE MAPS

% ES Children Living Below Federal Poverty Level & Number of School-Year Afterschool Slots / Child



# Reflecting on the project so far...

## What has worked

- Aligned Leadership supporting project and removing barriers
- Buy-in once partners understood the project
- Prioritize data requested, only ask for what will be used
- Accepting data in any format, level of completeness
- Considering multiple uses of data (*e.g. connections to program locators*)
- Clarifying conversations with data contacts

## Challenges/Tensions

- Questions about data security and need for data sharing agreements
- Time needed to receive some of the data
- Inconsistencies across data sets and missing information, including school naming conventions/use of ID
- Caveating the analysis knowing that it is a snapshot in time and limited



# Q&A





# Discussion

- **What advice** do you have for us from your own work or similar projects?
- Are there any **best practices** to consider in terms of encouraging alignment across multiple data systems?
- **What ideas were shared today** that could be applicable to your work going forward?



# Next Steps

## Next Steps:

- **Secure remaining data sets**
- **Data cleaning, analysis, and reporting**
- **Recommendations for adjustments to process and data infrastructure** to reduce burden and increase accuracy in future cycles
- **America After 3 Survey** - oversampling in Vermont to better quantify demand and barriers
- **Longer Term** - considering availability and equitable access to programs, ensuring participation, and building capacity to implement high quality programs



IMPACT GROWS HERE.