ECEP Co-Sponsorship
Project Final Report

Please complete each section, including project-specific data when possible. Details of the project should be included in the narrative sections to provide a full description of the project.

To get started, make a copy of this document (File → Make a Copy) or download this document as a Word document (File → Download → Microsoft Word). When naming your document, please include your state abbreviation (example: PA_ECEP Co-Sponsorship Report 2024).

The section links below are to help with navigating the full report. Please note that all sections should be completed. Final funding is submitted after an accepted complete report is approved. Please reach out to Jaci or Sarah if questions arise while completing this report.

Submit your final report in a Word or Google Doc to Jaci McCune (jmccune@tacc.utexas.edu) and Sarah Dunton (sdunton@mghpcc.org).

Project Title and Roles

Project Title	Maine State Computer Science Education Summit
State	Maine

List the names and roles of individuals working on your project. If you need to add additional names, please add rows to the table below.

First and Last Name	Project Role
Rhonda Tate	Person completing this report
Emma-Marie Banks	Collaborator
Angela Oechslie	Collaborator
Allison Braley	Collaborator
Ruth Kermish-Allen	Collaborator

Project Overview

Provide a brief (1 paragraph) overview of your project.

Our Maine CS Leadership Summit was intended to gather educators, policymakers, experts and stakeholders together for the purpose of sharing information, highlighting best practices, elevating teacher and student voices and experiences, and demonstrating the good work that Maine has done thus far in making computer science education accessible for all Maine learners. We designed the summit to encourage networking and collaboration, learning and community building. We recruited engaging speakers, built multiple opportunities for breakout groups and highly interactive sessions, and were honored to have Dr. Josh Childs as a keynote speaker.

What pivots were made during your project. Why did your team choose to make those pivots?

As this was the first year of the project, and we were designing from the bottom up, we didn't make any significant pivots. As we have debriefed the outcomes of the event, we are currently considering pivots for next year. While nothing is solidified, one area we are focused on is shifting recruitment strategies to encourage more representatives from the business and policy communities.

Project Goals

Add your project goals, as outlined in your application.

For each of your goals, describe the extent to which your project met the goal, including the factors that supported or hindered progress to the goal. Include specific details. (Add additional goals and details, if applicable.)

We are still working on analyzing the findings of our Summit and plan to release our full Conference Proceedings in early December. We do have preliminary data, however, that begins to paint a picture of success for each of our goals.

Goal 1: Increased access to current initiatives and new opportunities/innovations driven by needs in the field through new/deepening partnership and collaboration

Details: The summit successfully increased access to CS education initiatives by fostering collaboration among diverse stakeholders, including educators, policymakers, industry experts, and community members. The event facilitated networking opportunities, showcased innovative strategies, and provided a platform for identifying and addressing barriers to broader participation in CS education across the state.

Goal 2: A co-designed plan for unified systemic change.

Details: Participants developed actionable plans to address key barriers to CS education through breakout sessions and thematic discussions. These collaborative efforts led to a co-designed framework for systemic change, emphasizing professional development, leadership support, and resource allocation to ensure equitable access to CS education for all Maine students.

Add additional goals, if applicable.

Goal 3: *(enter goal here)* Creating a comprehensive network of ALL CS Ed stakeholders in our state, not just educators

   Add details on goal progress here.
The summit achieved the creation of a more comprehensive network by bringing together a wide range of stakeholders, including educators, administrators, community leaders, and industry representatives. This inclusive approach helped build a cohesive community committed to advancing CS education and fostering ongoing partnerships across various sectors.

Goal 4: *(enter goal here)*
   Add details on goal progress here.

Project Deliverables

List your Project Deliverables and describe how the deliverables support the project goals listed above. (1 - 2 paragraphs)

Deliverable 1: Maine State CS Education Summit
Description: We consider the Summit itself as our primary deliverable.

Deliverable 2: Conference Proceedings (to be released in December, 2024)
Description: The conference proceedings will be a comprehensive report of our key findings as well as descriptions of our methodology and evaluation tools.

The summit itself was our primary deliverable. As stated in our application, there are many stakeholders who are working to broaden participation in CS Ed and consider it to be a high priority, but not all of our stakeholders are aligned with our education cohort. We wanted to host this summit to bring all the stakeholders together and unify our efforts. The Summit was an opportunity to bring all the players into one room. The conference proceedings, a report highlighting the qualitative and quantitative data collected at the summit will create a clear vision of the next steps we as individuals and organizations can take to continue to move CS Education forward in the state.

Project Implementation and Outcomes

What challenges did you encounter as a result of your project? Include specific details to describe the challenge and decisions made to overcome the challenges.

Registrations VS. Attendance. We had over 30 people register that did not attend. Going forward, we will need to consider alternate recruitment strategies to mitigate this. In this first year of the event, we embedded the Summit into an existing professional learning week. Because of this, we were able to keep attendance numbers high. The 30 people that did not attend were not part of the full week of PL. This presents a strong argument for keeping the summit in the PL week. This approach, however, also presented challenges in the recruitment of other key stakeholders. Our challenge next year will be ensuring solid attendance for a one-day event that works for all stakeholders. We are hoping that with the momentum building, we can keep engagement from our attendees this year when we shift to an alternate time/structure that better accommodates others.

What opportunities arose as a result of your project? Include specific details to describe the opportunities and decisions made to embrace the opportunities or sideline the opportunities within the scope of your project.

Breakout Room Facilitators. By elevating the role of over twenty participants to breakout group facilitators we were able to give a nod to those who have been working on CS initiatives over the years. We were also able to ensure their attendance at the event because they understood their expected role ahead of time. This may be the key to overcoming one of our obstacles. When given a specific role, attrition is not a problem. We may leverage this approach to bring in those other stakeholders mentioned above.

Intended Audience

Who were the advocates your project intended to reach (from your original application)? *Please be as specific as possible, listing age or grade range, demographics, sectors reached (K-12, higher education, industry). If the intended audience changed from when you wrote the proposal and completed the project, please describe how and why the shifts occurred.*

Example:

K-12 educators
Middle school guidance counselors
Industry leaders serving the X part of the state

K-12 Educator
K-12 Administrator
Higher Education
NonProfit Representative
Policy Maker / Government
Business Representative

Did you reach the intended community of collaborators and advocates during project implementation?

☑ ~~Yes~~
☐ Partially
☐ No

If Yes or Partially, describe how you know these groups were reached.
We did have representatives from all groups attend our summit. We are eager to have a more balanced representation next year.

If No, describe how and why the shift in the intended audience changed from the original project proposal, including the decisions that led to the shift in audience.

Participants

Direct Participants

ECEP defines direct participants as participants who knowingly engage in a defined program, event, or activity. Often direct impact is the easiest type of impact to understand and measure.

Participant Group (e.g. students, teacher, faculty, researchers)	Number of Individuals
Example: higher ed faculty	*14*
K-12 Educator	90

K-12 Administrator	17
Higher Education	28
NonProfit Representative	33
Policy Maker / Government	7
Business Representative	7

Explanation (optional)
Provide an explanation of the direct participant data.

Indirect Participants

ECEP defines indirect participation as participants/stakeholders who may not be aware that they have benefited from an Alliance reform effort, program, event, or activity. For example, a student may not know their instructor went through professional development to improve their pedagogy. In some cases, it could still be "easy" to identify who indirectly benefited (i.e. members of a class) but often it is more complicated.

You may estimate the people reached indirectly. *Estimated impact is a type of indirect impact and may be used when it is difficult or impossible to measure the true impact of an intervention or activity. For example, if a teacher has been trained to offer high quality CS it may be unfeasible to know how many students that teacher has reached, particularly over time. Similarly, it can be difficult to capture how a policy change that affects an entire institution or state has meaningfully impacted students but this could be estimated.*

| Participant Group (e.g. students, teacher, faculty, researchers)	Number of Individuals
Example*: teachers* *In this example higher ed faculty were the direct participants and their projected reach across teachers via training was 146*	*146*

Students	22,484

Explanation (optional)
Provide an explanation of the indirect participant data.
Total Students Served by our Educator Participants as measured by self-report: 22,484.

In rural regions, we can think of how representatives at the event will bring back what they have learned to their region. This map shows participation from throughout regions of Maine. While the northwest of Maine is not represented, that is very sparsely populated. We have work to do in strengthening engagement in the north and east, but are excited at the success in our inaugural year.
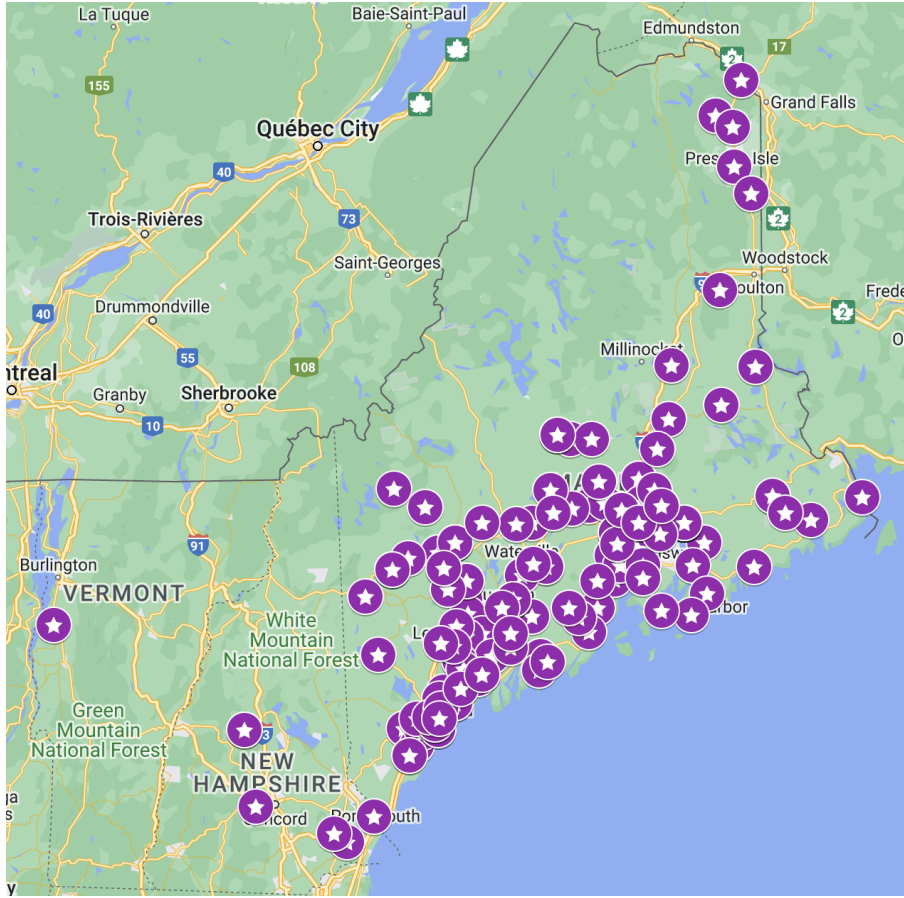
Project Materials

Please attach any materials developed as a result of this funding. You can add URLs to meeting agendas or links to PDFs.

Upload files to [this Box file](#).

Add URLs below:

https://mmsa.org/cs-summit/

https://mmsa.org/cs-summit/agenda/

https://mainecsedsummit2024.sched.com/

Please note, our full conference proceedings will be released in early December. We look forward to sharing this with the ECEP group when completed.

Additional Details

What else would you like to share about your project?