ORGANIZE

BROADENING PARTICIPATION IN COMPUTING

STATE SUMMIT TOOLKIT

PRODUCED IN PARTNERSHIP BY

ECEP Expanding Computing Education Pathways

national center for women & INFORMATION TECHNOLOGY

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Organize:

Broadening Participation in Computing

STATE SUMMIT TOOLKIT

EXPANDING COMPUTING EDUCATION PATHWAYS

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01 ABOUT THIS TOOLKIT

A brief explanation of the goals and contents of the toolkit and how it's intended to be used; definitions for common terms used in the toolkit are also included.

Advancing K-16 computing education in a state is a complex and collaborative endeavor. Computing education state summits are an important part of this process and can help to develop and advance a state's strategy both for expanding computing education access and for broadening participation in computing (BPC). In particular, summits can promote equity and democratize change efforts by giving voice to all stakeholders in a collaborative and action-oriented environment.

This toolkit was created through a partnership between the Expanding Computing Education Pathways (ECEP) Alliance and the National Center for Women & Information Technology (NCWIT), with both organizations focused on BPC as NSF-funded organizations.

ECEP was formed to address state-level computing education reform efforts and helps states develop leadership teams and build strategic plans. The ultimate goal is to launch sustainable computing education efforts by engaging stakeholders, understanding the local K-16 education context, and bringing together broad-based groups that can lead state-level reform.

NCWIT is an academic research center and nonprofit community of more than 1,100 universities, companies, nonprofits, and government organizations nationwide working to increase girls' and women's meaningful participation in computing. It equips change leaders and provides state-of-the-art research and evidence-based resources for effectively increasing diverse participation in computing.

In this toolkit, we draw from ECEP's extensive experience convening summits within ECEP Alliance states and the territory of Puerto Rico over the past six years. States have shared valuable lessons learned through hosting these summits, and this document is the culmination of their efforts. It can help you define the purpose, create structure and plan the logistics for your summit, and help engage in follow-up efforts post-summit. We complement this material with practical resources from NCWIT that communicate the importance of BPC efforts and strategies that change leaders can apply to their efforts.

HOW TO USE THIS TOOLKIT

This toolkit is designed to help leaders organize summits that develop state-level awareness, launch advocacy efforts, and build state-level strategies for computing education reform.

Every state context is different, so as you begin to plan, the core leadership team should consider the goals and needs of your state's computing education climate. Although the federal government provides funding for education, individual states and territories make decisions about state education policy, curriculum, teacher certification, professional development, and standards. Importantly, as Mark Guzdial, Professor of Electrical Engineering and Computer Science, and Engineering Education Research, College of Engineering and Professor of Information, School of Information at University of Michigan observes, only the individual states and territories can realize the goals of Computer Science for All (CSforALL).

As you use this toolkit, keep in mind that the timing of a state summit is a key factor in determining its goal. For example, states just starting to create a strategic plan may use the summit to develop a set of shared goals and a shared strategy for getting there. Those who are more advanced may use the summit as a way to gather the various stakeholders at an in-person event. This creates an opportunity to explore the unique challenges the state faces, assess the resources available, create buy-in and shared messaging, and energize the stakeholders to realize change.

Consider these sample summit goals from ECEP states that have hosted summits:

- Build community among state leaders, promote networking, and develop relationships
- Create a common definition for computing and equity, and uncover misconceptions
- Identify models and practices occurring in the state and review models from other states
- Learn, share, and create statewide action plans, keeping BPC central to the work
- Reflect on and engage with materials about increasing equity and BPC
- Better define and meet equity goals in the statewide plan
- Learn how to implement and move forward with state computing education reform
- Influence key policymakers and advocate for computing education reform

No matter what goals you select, include an explicit focus on broadening participation in K-16 computing and consider how this can be incorporated across your different goals.

This toolkit is intended to provide state teams with tools, resources, and insights that are useful at any stage of a state's computing education reform effort. A framework for evaluation, a sample survey, summit templates, and project management checklists are included as "Tools & Resources" at the end of this toolkit. This is by no means an exhaustive resource, but it is intended to help you shape and organize a summit. Because all states are unique and at different stages in their reform work and because planning often takes a circuitous route, the resources in this toolkit are designed to be mixed, matched, and adapted to meet planning needs. We hope that it will help maximize resources and minimize effort, so the core leadership team can focus on the actual work of BPC, versus the planning of a summit.

And the end game, of course, is NOT simply to hold an event, but rather to engage a broad base of stakeholders and decision makers in ongoing efforts to build sustainable computing education pathways for ALL students.

Summits can promote equity and democratize change efforts by giving voice to all stakeholders.

DEFINITION OF TERMS

COMPUTING EDUCATION: Computing education refers to computer science but also other kinds of technology education that focus on the creation or adaptation of new technologies. It does not include computer literacy education, which focuses on the use of existing technologies (e.g., word processing). For more information on this distinction or to help others understand it, refer to NCWIT's talking points, Moving Beyond Computer Literacy.

BROADENING PARTICIPATION IN COMPUTING (BPC): This term refers to meaningful actions that address the longstanding underrepresentation of various populations including women, racial/ethnic minorities (African Americans/Blacks, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, Native Pacific Islanders), persons from economically disadvantaged backgrounds, and persons with disabilities, in the computing field. The National Science Foundation (NSF) provides more information on BPC efforts and the organizations it funds to create more diverse computing education and workforce environments.

STAKEHOLDERS: The term stakeholders refers to broad-base groups that include parents, educators, researchers, industry leaders, students, and government leaders who are invested in developing computing education pathways and leading change efforts in a state. In addition to coming from diverse sectors, stakeholders should encompass diverse perspectives in terms of gender, race/ethnicity, age, ability, and socioeconomic status. In order to effect change with a focus on broadening participation in computing, stakeholders should be as diverse as the students you are seeking to engage.

INTERSECTIONALITY: Intersectionality is a concept central to BPC. It highlights how our experiences, our perceptions of ourselves, others' perceptions of us, and the societal barriers or advantages we encounter are shaped by multiple, intersecting social categories (e.g., race, class, gender, gender expression, sexual orientation, language, ability, and age, among others). For example, rarely do we experience life simply as "women" or "men" but rather as an African-American, middle-class woman; a white, working-class man; a lesbian Latina; an older man with a disability, and so on. Considering these intersecting differences and how they shape students' life experiences, advantages and barriers to education, and workforce opportunities is an important part of BPC efforts. For more information on the origin of this concept, refer to The Washington Post op-ed article, "Why intersectionality can't wait" by Kimberlé Crenshaw, who first coined the term.

LOCAL EDUCATIONAL AGENCY (LEA): According to the U.S. Department of Education and as defined by law, a LEA is the public school district with either administrative control or direction of public school(s) that is recognized in a state as an administrative agency for its public schools.

STATE EDUCATIONAL AGENCY (SEA): According to the U.S. Department of Education and as defined by law, SEA refers to the state board of education and/or other agency responsible for the supervision of public schools in a state. The SEA control over LEAs is set by individual state laws.

SUMMIT: We use this term to refer to any type of event (summit, gathering, workshop, convening) that attempts to bring key stakeholders in a state together for the purpose of coordinating computing education reform efforts.

02 INTRODUCTION

This section provides data and research-based information on broadening participation in computing and how hosting a state summit can help accomplish this essential goal.

WHY BROADEN PARTICIPATION IN COMPUTING? AND WHY DOES THIS TOOLKIT EMPHASIZE IT?

Seventy percent of the population is largely underrepresented, or missing, from the field of computer science. This 70% includes women, persons with disabilities, African Americans, Latinx, Native Americans, and indigenous peoples. Consider that although women hold 57% of all professional occupations, they hold only 26% of all computing occupations. And the numbers are even lower for women of color. For example, Latinas and black women hold only 1% and 3% of these jobs, respectively. Furthermore, even fewer women are found in software development, technology leadership, or the other kinds of key creative roles that have a significant influence on future innovation. These and other statistics imply that the technology the world uses today is being created by a relatively homogeneous group of people.

Such patterns are especially troubling given the wealth of research documenting the specific benefits that diversity brings to innovation, problem-solving, and creativity. Indeed, this research in computing (and other fields) documents the enhanced performance outcomes and benefits brought about by diverse work teams. At the same time, we also know from research that these patterns cannot be chalked up to the results of individual interests or "choices." We know that a variety of cultural factors and implicit biases prevent all of us from recognizing highly qualified talent even when it is right in front of our eyes. Without the participation, talents, and creativity of these currently underrepresented groups, our nation cannot meet its imperative for a globally competitive, computationally savvy workforce, and we cannot hope to achieve the appropriate scientific, technological, and economic innovations that will serve our highly diverse society.

Expanding both computing education and BPC is a synergistic reform effort. Many stakeholders will be interested in expanding computing opportunities for students, but often attention to diversity and underrepresentation gets lost in the complexity of these conversations and change efforts. Summits are an important mechanism for ensuring that BPC and equity are central to the dialogue about computing education reform and expansion. Drawing on available NCWIT resources and infographics to help make the case for why increasing the participation of all girls and women – diverse in race, class, sexual orientation, gender expression, and ability – is important. More relevant information, as well as data for comparing national benchmarks to local conditions, is also available in NCWIT's Women in Tech: The Facts and Girls in IT: The Facts reports.

The NSF has had a long investment in BPC. In addition to ECEP and NCWIT, there are six other NSF Alliances that focus on promising practices, educational resources, advocacy networks, and forums needed to transform computing education. The NSF BPC Alliances (NSF BPC-A) are committed to ensuring that states, state leaders, teachers, and researchers are prepared to tackle the lack of diversity in computing and computing-intensive degrees. These alliances can be valuable places for finding speakers or resources that address diverse populations.

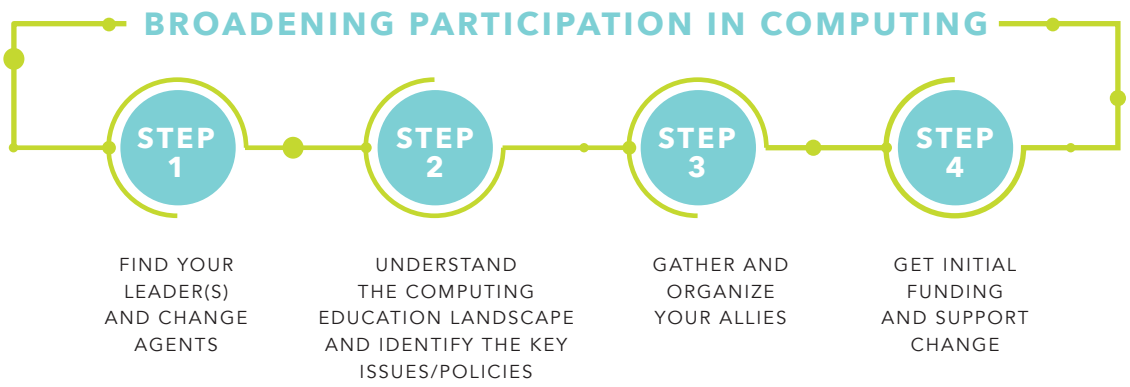
In the end, a successful summit will bring together a diverse group of people (e.g., those invested in state education policy, pedagogy, teacher development, workforce development, etc.) who will leave with a shared commitment to BPC as central to any computing education expansion effort. These stakeholders should also be diverse in terms of race, class, ability, gender expressions, and sexual orientation, among other social identity categories. For tips to make summits or conferences more inclusive, check out NCWIT Tips: 13 Tips to Make Technical Conferences More Inclusive.

WHY HOLD A SUMMIT? AND WHAT ROLE DOES IT PLAY IN THE OVERALL STATE EFFORT?

Convening a summit is an effective way to coordinate state-level computing education reform efforts. These events vary in size, scope, and mission, depending on the state's current needs, goals, and vision for computing education. Gathering the various stakeholders at an event creates an opportunity to explore the unique challenges within the state, assess the resources available, create buy-in and a shared message, and energize the various constituents to become advocates for change. Stakeholders have an important opportunity to interact face to face, to better understand the landscape, and to begin or revise strategic planning. Holding a statewide summit is a key stage in setting all of these processes in motion.

Remember that planning a state summit should be an integrated part of the overall strategic process for reform. ECEP suggests a four-step process toward state level computing education reform (see Figure 1). Use this model to help plan the summit as well as the ongoing efforts toward reform that will take place beyond the summit. Remember to place BPC at the center of any state computing education effort; otherwise, states risk maintaining the status quo, with computing being for some but not all students.

FIGURE 1: ECEP'S FOUR-STEP MODEL FOR STATE CHANGE



STEP 1 FIND LEADERS: Computing education reform doesn't just happen. Someone needs to take the initiative. Begin by assembling the state computing education core leadership team. Any of the key stakeholders can be on this team, but these people need to have the power to move people and policy.

STEP 2 UNDERSTAND THE COMPUTING EDUCATION LANDSCAPE IN YOUR STATE: To make change, the team needs to know the landscape of computing education in the state. The hardest part is seeing the big picture: understanding who is participating in computing education and figuring out how to make change within a state. To help do so, create a list of 1) who the key stakeholders are, 2) what resources are currently available, and 3) the state of the current policy landscape (e.g., what policies are currently in place; what policies are missing).

It is important for change leaders in computing education to understand who makes education policy in their own state. Some states are "local control" states wherein local school systems establish their own standards, curriculum, and policy. Other states are "state control" states wherein a state body (state board of education, department of education/public instruction, or a combination of both) establishes standards, curriculum, and policy for the local school districts in the state. Some states are a hybrid of local and state control; for example a state agency may set the educational standards and policy, while the local school systems establish their own curriculum. Education policy can be complex. The Education Commission of the States (ECS) has created an excellent resource, State Education Governance Structures: 2017 Update. This guide provides information about key education policymaker roles and how their relationships are structured within a state. Consulting this guide is an excellent starting point for computing education reform in any state or district.

STEP 3 **GATHER ALLIES:** Expand the core leadership team to include representatives from K-12 education (elementary, middle, and high school teachers, school counselors, and administrators), higher education (two- and four-year institutions), business leaders, government representatives, industry representatives, and State Department of Education leaders who are interested in computing education. Work to include multiple perspectives and representatives from all regions of the state. Also make sure that diverse voices are represented in terms of race, class, gender, sexual orientation, and ability. Consult with NCWIT, ECEP, or the other BPC Alliances to find recommendations for whom you might invite to ensure this diversity. Efforts that speak with multiple voices from different sectors to promote computing education tend to be more sustainable and have more influence in effecting change.

STEP 4 **GET INITIAL FUNDING:** There are big-ticket items for computing education, such as professional learning opportunities for teachers or a state-level CS coordinator. But there are also smaller-ticket items that need to happen early on in the process. Landscape reports and summits don't require a large financial investment and serve as a foundation for state planning.

> **"First and foremost — this summit helped our team understand the complexity of the challenge (CS for All). Despite our work done to date, I had no idea how many dimensions existed in looking at this problem."**
>
> –ECEP SUMMIT PARTICIPANT, 2016

03 PLANNING THE STATE SUMMIT

There are key decisions that will shape the summit, including: identifying goals, selecting a theme, identifying the audience, and selecting and preparing speakers.

IDENTIFY SUMMIT GOALS

As noted earlier, a state summit is part of a process that is rarely linear and is often opportunistic! State leaders will launch strategies that will change the direction for the state over time (e.g., an infusion of federal or state funds, governors' commitments, and/or education policy changes). Summits are a way to democratize the process, by ensuring that a diverse group of stakeholders is working together to identify shared, long-term goals and make coordinated and strategic shifts.

Summit goals should be based on current state needs, keep BPC at the core, and maintain a vision for the future of the work. The goal development phase needs to include an honest assessment of where the reform efforts are, building on existing strengths, and addressing key gaps. A team with broad representation and diverse voices is best for identifying gaps and also for finding pockets of successful computing education efforts from which to build.

Remember that broadening access to computing education can't be solved with a single event. Narrowing the focus and goals will help create and sustain momentum. Trying to tackle too many initiatives or needs at once could overwhelm participants and delay efforts. Planning teams often identify more goals and objectives than can be addressed at one event. It's best to be realistic as well as strategic.

> **"The summits gave us an opportunity to bring together diverse voices, including educators, administrators, industry representatives; enabled everyone to share their experiences and perspectives; and helped to crystallize shared values and goals."**
>
> –DR. MARIE DESJARDINS,
> Former ECEP Maryland Leader

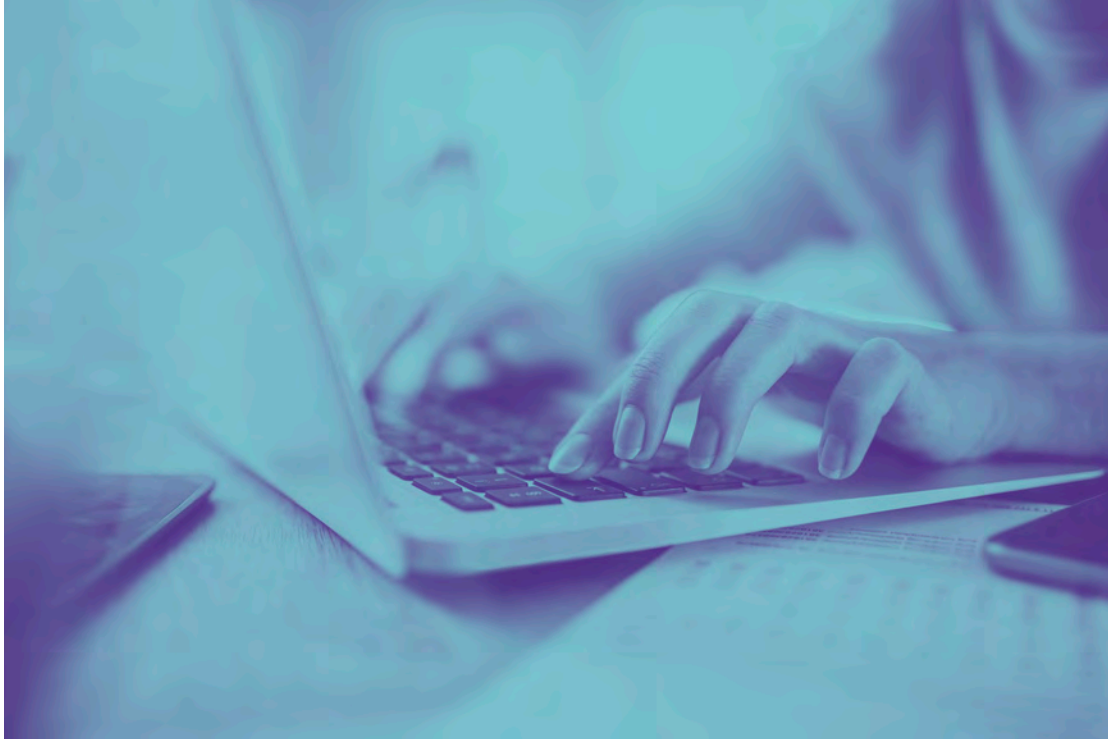
Previous statewide summits have set out to accomplish one or more of the following goals:

- Provide an opportunity to galvanize those committed to making change and celebrate progress
- Create an opportunity to gather and motivate those who want to make change
- Celebrate the progress made in the state toward providing computing education for all
- Ensure that BPC is central to all computing work in K-12, teacher professional development, and higher education efforts
- Help identify common goals
- Recruit allies and build coalitions to work collectively toward common objectives
- Motivate those who are already working in this space
- Build or amplify momentum and help market efforts that are already underway
- Set state strategies that will accomplish established goals
- Define clear goals and identify sources of data to measure progress
- Review currently available data to identify gaps and potential strategies to reach more students and build a robust pathway
- Make people aware of what is happening nationally and in other states

It is also important to build consensus around the goals for the summit because these decisions will inform every aspect of planning and setting the stage for future work. The goals you select will determine the outcomes that will be measured. Ask yourself how will the team know when goals are achieved — that is, what does success look like? The answer will help with planning meaningful activities. For example, if the team wants people to walk away with a sense of shared purpose, you will want to design and include activities that help people to do this, and this is a question you will want to ask them on the evaluation. For instance, a summit focused on engaging industry might support mentoring opportunities for high school students or funding for teacher professional development, while a summit focused on gathering multiple communities could build a set of common goals.

Remember that setting goals and planning the program and its evaluation are interdependent and iterative processes. If a program element emerges that everyone on the planning team agrees is a good idea, the team might reverse-engineer the goals and evaluation to reflect it.

Ultimately, goals should be state-specific and measurable. Data sources to help inform goals are available from Code.org, ECEP, Education Commission of the States, and GoogleEDU. For more information on setting goals and aligning them to evaluation, see the sample evaluation in this toolkit.



IDENTIFY AUDIENCE(S)

Creating sustainable pathways to broaden participation in computing requires many voices at the table. In identifying who should attend the summit, consider the importance of two kinds of stakeholders:

1. Those who have expertise in relevant areas, and;
2. Those who champion values connected to computing education.

Note that these may be the same individuals or may represent different stakeholders. For example, stakeholders may have expertise in computing education curriculum, models of student learning, the practicalities of the K-16 education system, the political processes that support long-term funding, opportunities associated with community-based organizations, or career and job opportunities in the state. Stakeholders who can champion the values associated with computing education may focus on values of equity, diversity, and inclusion, as well as on ensuring democratized change processes.

Many states have educational researchers, institutes of higher education, and nonprofits already receiving federal, state, or local funding to tackle a specific aspect of computing education. Discovering who has funding (using government search tools such as NSF's Award Search online and even searching for awards by state via the Advanced Search Feature) can assist in building an initial invitation list and network of stakeholders with a vested interest in computing education.

Identifying the audience is important for developing effective messaging that motivates the audience and helps them see themselves as part of a unified state effort with a common mission. The team might also think about having a series of events, targeted to different audiences, that share the same overall message.

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STAKEHOLDERS INVOLVED WITH BPC

STATE-LEVEL DECISION MAKERS

State Departments of Education

State Board of Education Members

Governor's Office

Policymakers

Legislators

Economic Development Planners

BUSINESS & INDUSTRY

Workforce Investment Boards

Technology Hubs

Investors

K-12

LEA Public Schools

Teachers

Curriculum Developers

Professional Development Providers

Career & Technical Education

Administrators (LEA & School Levels)

Professional School Counselors

Private Schools

HIGHER EDUCATION

Community Colleges

Minority Serving Institutions (MSIs)

- Historically Black Colleges & Universities (HBCUs)
- Tribal Colleges & Universities (TCUs)
- Hispanic Serving Institutions (HSIs)
- Asian American, Native American & Pacific Islander Serving Institutions (AANAPISIs)

STUDENTS, PARENTS, CAREGIVERS

EDUCATIONAL RESEARCHERS, DATA SPECIALISTS, EVALUATORS

LOCAL & NATIONAL CS LEADERS

ECEP

NCWIT

National Science Foundation

Computer Science Teachers Association (CSTA)

CSTA Chapter Leaders

Code.org & Code.org Advocacy Coalition

CSforAll Consortium

Professional Development Providers

Curriculum Developers & Providers

STEM CENTER LEADERS

NON-PROFIT & COMMUNITY-BASED ORGANIZATIONS

Informal Education

After-School & Out-of-School Programs

Museum Educators

Summer Programs & Camps

FUNDERS

Federal (NSF, Dept. of Ed)

State

Local

Philanthropists

Industry

Here are some general guidelines to help build an invitation list and the messaging around the invite; these can be adjusted to fit the state context.

- **Decide whether the summit is invitation-only, targeted to a specific group, or open to a broad audience.** Does the team want to have one or more events that target different audiences, or start with a particular audience, such as K-16 educators, industry professionals, or policymakers? Or does the team prefer the first event to be open to all and then plan sub-events to better meet the needs of specific constituents?

  There isn't one right answer; it will depend on your goals and also on the specific makeup of your state's stakeholders. Ultimately, who attends should be based on leadership structures and stakeholders that exist in the state.

- **Invite people from diverse groups.** Regardless of the specific focus, the goal is to **broaden participation** and to *increase awareness, access, engagement, and inclusion for all students in computing education*. If the focus is on K-12 or higher education, be sure to invite representatives from different types of schools and/or school districts. If the focus is on engaging industry, invite people from different-sized companies representing the whole state if possible. A common issue with industry is that they are often focused on urban areas, leaving out rural towns and a large population of the state.

  Also make sure the audience is diverse in terms of race, gender, ability, and so on. You can consult with NCWIT, ECEP, or the other BPC Alliances to find recommendations for who you might invite to ensure this diversity. Also reach out to groups already doing equity work in the state. Finding and inviting community-based organizations and engaging a range of diverse and underrepresented communities will bring expertise to the state BPC work.

- **Review the final invitation list to identify any unintentional gaps.** Have the planning team and several additional stakeholders review, and ask them if any key constituencies are missing.

- **When crafting the invitation, choose a title that will appeal to identified audiences.** There are many ways to frame the summit; solicit feedback from various stakeholders to be sure the title is appealing and that the message is clearly received.

- **In the invitation, clearly indicate your intended goals for the summit.** Explain how summits can help foster a unified state-wide approach to increase the number and diversity of students in the pipeline to computing and computing-intensive degrees.
- **Ensure the invitation stresses that the summit is inclusive, and provide language as to why this is an intentional goal.** To help craft language about why diversity and inclusion are important, the team might draw from NCWIT's Girls in IT Report, Tips for Creating Inclusive Conferences, or other ECEP State Summit materials.

DECIDE ON SUMMIT CONTENT

Once summit goals are set, it is time to build out the content. When developing the content, which will take the form of an agenda, keep in mind the following:

THE OVERARCHING SUMMIT GOALS: What is the team trying to accomplish with the summit? BPC must be a clearly stated goal and have threads running through other goals and objectives; otherwise, the state team risks only talking about computing and not equity in computing education.

THE TIME ALLOCATED FOR THE SESSION(S): What is reasonable to accomplish in the time allotted? Is there enough time for discussions and action steps?

THE AUDIENCE: Who is included in/invited to specific sessions to ensure they are engaged and getting a full picture of the mission and vision for the state work? Does the content match the audience, or vice versa?

THE STRUCTURE: What agenda format (i.e., workshop, panel, etc.) will best facilitate the desired outcomes?

THE REALITY: Don't aim to accomplish everything in one summit. Agendas of the 'everything but the kitchen sink' variety can be overwhelming. Streamlined goals allow for deeper work on one topic and set the stage for a more action-oriented, results-focused meeting.

In the Tools and Resources section, you will find sample themes that build on the ECEP model of state change and focus on BPC: leadership development, education and policy landscapes, K-12 computing pathways, two- to four-year transfer pathways, standards and curriculum, professional development, policy reform, industry engagement, and strategic planning.

Regardless of the specific focus, the goal is to broaden participation and to increase awareness, access, engagement, and inclusion for all students in computing education.

DEFINE THE AGENDA

Once the team decides on the goals for the summit event, begin designing an agenda to meet those goals. The core planning team will want to include the state leadership team in developing the agenda, and the team also might want to involve selected stakeholders who will attend the summit. Diversity on the agenda planning team will help ensure that the summit addresses the needs and perspectives of multiple stakeholders. This also ensures that the goals and agenda reflect multiple viewpoints and prevent any one vision or organization from dominating the agenda.

Consider the following when developing the agenda:

- **Purpose of the event.** What are the goals and objectives, and what action steps or commitments does the team want participants to be motivated to perform after attending the summit? Plan the flow of the agenda so that it will be able to meet the goals and objectives for the summit.
- **BPC focus.** Making time to survey the agenda for aspects of BPC will help to ensure that BPC is an integral part of the summit and future state strategies.
- **Type of venue.** Are breakout rooms, a large group meeting space, etc. available? Even if breakout rooms are not available, it is still possible to form smaller collaborative groups around table discussions.
- **Format of event.** Will the event be primarily informational, or will it solicit feedback and action from the participants (sit and get vs. interactive)? Most attendees will prefer an active summit that values their participation.
- **Program design.** Will the team have different "tracks" or choices for different attendees? Will participants be assigned to these tracks, or can they self-select? The goals and objectives of the summit should reflect responses to this guiding question.
- **Refreshments.** Will breakfast, lunch, and/or other refreshments be served? Will any activities or discussions take place during the meal time?
- **Network & collaboration activities.** After and/or in between information sharing sessions, LEAs need informal time to work in small groups to discuss their own needs and to develop their computing education strategic plans.
- **Conclusion.** An effective summit will have a strong closing that is action-focused and calls on participants to make a commitment to change. One goal for the summit is to have participants become actively involved in the BPC initiative. Give some thought to selecting a dynamic presenter who can accomplish this goal.
- **Evaluation.** When and how will participants complete the summit evaluation? Will the evaluation occur in two parts and have participants complete the evaluation for the morning session before lunch? This can ensure input from people who leave before the end of the summit. The summit evaluation can be used to capture the commitments that participants will make to support the effort — before they leave the premises! Check out the sample evaluation form in the Tools & Resources section of this toolkit.

Be creative when soliciting evaluation feedback!

Maryland has hosted annual summits for the last four years. In 2018, the team secured the highest survey response rate by creating two surveys: one for the morning, and one for the afternoon. The completed morning survey served as their lunch "ticket," and the afternoon survey was submitted in exchange for a raffle ticket for one of several modest "door prizes." The Maryland team recognized that many participants left at the lunchtime break, prior to completing a paper survey and few participants responded to an online option. The awarding of door prizes was also a fun way to close out the day.

Check out sample summit agendas in this toolkit from some states who have already conducted a state BPC summit. Keep in mind that by connecting with leaders in other states, the state core leadership team will not only expand the network to include collaborators and colleagues who have already done some initial work, but it will also gain an opportunity to learn from other states with similar education structures, which can assist with summit planning.

Consider developing a public-facing agenda as well as a "behind-the-scenes" agenda. The public-facing agenda is nicely formatted and shared with the participants, both before the summit and during the summit. It includes the time, title, and location of the summit, a statement of objectives and/or a description of the summit. It is also a good idea to include social media tags to encourage participants to share the proceedings of the summit. The behind-the-scenes (internal) agenda contains the same elements as the public-facing agenda, but also has details of who is doing what, when, and where on a minute-by-minute basis. This agenda also includes key contacts, their cell phone numbers, materials or handouts needed for each session, and any other details for each session. The list of key contacts includes meeting organizers, facilities managers, session facilitators, and 'gophers.'

SELECTING AND PREPARING THE SPEAKERS, PANELISTS & SESSION LEADERS FOR THE SUMMIT

After goals are in place, and an agenda is loosely outlined, the team is ready to reach out to speakers and presenters. Involving people who believe in the mission and the goals of BPC and have some knowledge and expertise to share and engage with participants is essential. Be clear about the role of each speaker. Are they energizing the audience or sharing new ideas? What is their role? How will both national and local expertise be included?

Consider these resources for finding speakers:

- ECEP Expert Bureau
- CSTA leadership
- Code.org Advocacy Coalition members
- CSforALL leadership
- ECEP state leaders
- People engaged in CS policy at the national level
- Influential CEOs
- Experts in evaluation to help measure projects
- Experts in Professional Development
- Government
- State Department of Education leaders

Invite speakers well in advance of the summit so they can save the date on their calendars. Don't be afraid to ask nationally recognized leaders, and including state leaders is always powerful. Local experts will likely be champions for this work moving forward. A combination of local and national computing education experts can be a draw for the audience and bring content knowledge and higher registration numbers to the summit. Consider these tips informed by NCWIT resources on selecting and preparing speakers:

1. **Be sure to include speakers who are diverse** in role, expertise, and background (e.g., age, race, sexuality, role within the state, what kind of school a person represents, etc.). Reach out to the BPC Alliances for suggestions for speakers with diverse backgrounds and perspectives.
2. **Schedule a call with speakers ahead of the event.** If possible, hold calls with teams of presenters so they can do this all together or in pairs so they can listen and bounce ideas off each other. This will make them more comfortable at the actual event. Develop a few well-crafted questions to help them develop their ideas.
3. **Encourage speakers to complete The Linux Foundation's Inclusive Speaker Orientation.** This orientation course was designed, in collaboration with NCWIT, to provide speakers with essential background knowledge and practical skills to promote inclusivity in presentations, messaging, and other communications.
4. **Ask speaker(s) to be concise but specific.** Speakers should make brief but clear points and use specific examples in their contributions; diving into too many details or long tangents can be distracting.

5. **Encourage the panelists to tell brief stories or anecdotes.** These kinds of stories will make the presentation more vibrant and memorable. Stories should be brief and clearly illustrate a specific point. What will the take-aways be for the audience? How will the stories inspire them to engage with the state's computing education reform effort?
6. **Prep speakers and facilitators to acknowledge that their experience, advice, and examples may not be directly applicable to everyone.** People who fulfill different roles and people who belong to marginalized or underrepresented groups (in terms of race, gender, sexuality, etc.) may not be able to take advantage of the same strategies. Acknowledging these differences is important in qualifying any advice given or resources shared.
7. **Select facilitators who are savvy presenters, but also adept listeners who will be engaging and responsive to audience needs.** Having well-prepared leaders and facilitators is vital. Facilitating workshops, panels, and working groups is an art form. Sessions need to move forward, stay on time, capture the feeling in the room, and build to the intended outcomes of the agenda. They need both a big picture understanding of the summit goals and a clear focus on their specific strand or session.
8. **Run presenter lists by multiple team members before making asks, as speaker invitations can get political quickly.** Which communities will be engaged? Is anyone missing or not represented?

EVENT STRUCTURE

How will the agenda be delivered? How will it build toward the predetermined goals? ECEP state summits typically involve 7- to 8-hour days. Balancing panels (dissemination of information) and interactive sessions such as workshops (knowledge building, collaboration, strategy building) will create an engaging event focused on both action steps and knowledge sharing.

Considerations for structure

- **Arrival:** Hosting a light breakfast and coffee will allow guests to arrive, network, and be ready to start on time. Consider travel time to the event for the majority of guests.
- **Beginning:** Grounding the audience in the broadening participation mission as it pertains to the state will set the tone for the day. Keynote speakers can also convey a message and themes to motivate attendees.
- **Middle:** Panels focused on the agenda goals, with panelists and a facilitator who are experts on the topic, are a great tool for disseminating key information to the audience. Sessions and workshops will bring the agenda to life.
    - Don't forget to include time for networking. States have found table topics at lunch or a coffee break, a block of time for participant-defined sessions ("unconference"), or leaving time between sessions for informal networking to be useful approaches.
    - Depending on the summit size, the team may opt to have multiple, concurrent panel and workshop sessions. These may or may not repeat. Consider whether all participants need to hear and have access to the same panels, and whether it might be possible to capture some of this content on audio or video so that attendees can access sessions they weren't able to attend.
    - Feed people. Hungry participants can be distracted and less productive. Consider a networking frame for lunch, or respect the guests and allow them to take advantage of unstructured networking time.
- **End:** Whatever structure your event takes, bring everyone together at the end to create a sense of commonality and collegiality. Ideas for closing exercises:
    - Review knowledge and ideas shared
    - Post resources
    - Ask for feedback from the audience
    - State action plans and follow-up details

Strong goals, a balanced agenda, and a thoughtful structure will allow for smooth event management. Feedback from evaluation forms informs the team on what went well and what needs to be addressed at the next event or strategy meeting.

Consider this Strategy!

During the 2018 Western North Carolina Summit, the leadership team used the **PIE MODEL** to engage participants and help initiate table discussions after the keynote and introduction to the state landscape. Table representatives reported out, and the tone was set for the day. This model is outlined below.

Process: PIE Discussion

Reflect and **discuss** the pieces of "PIE" below:

P **PRICELESS PIECE OF INFORMATION**

What are the most important pieces of information from this morning's overview and the pre-summit homework?

I **IDEATION: IDEAS FOR IMPLEMENTATION**

What ideas could be implemented? Focus on generating ideas, not solving implementation barriers, assume no constraints.

E **ENGAGING MY EXPERTISE**

What expertise/skills could your organization contribute? What ideas are you interested in engaging to implement?

CONCLUSION

State summits are a valuable tool for generating support and advancing computing education at the state level, serving as one step in the coordination of state efforts to broaden participation in computing. Depending on the state strategy, the summit will have different intentions and outcomes. Several ECEP states have found that a series of summits (typically held on an annual basis) has been valuable for keeping stakeholders engaged. They also build on each other as the priorities evolve over time and the stakeholder groups broaden. No one summit will address all of the state's needs; however, the summit can be strategically designed around clear goals and desired outcomes that lead to the next phase of the state strategy development and/or implementation. Position summit(s) strategically within the state's overall reform effort and the state planning will certainly benefit.

An outcome that appears regularly in state and national summits is a sense of connection to the people involved in, and resources designed for, all levels of BPC. Start planning the summit. The core leadership team, state, and students representing the missing 70% will all benefit.

04 TOOLS & RESOURCES: TEMPLATES, CHECKLISTS & ADDITIONAL TIPS

Use these additional ready-made resources as needed to simplify the summit planning process.

TIPS FOR MAKING YOUR SUMMIT ACCESSIBLE

Ensuring accessibility early in planning is essential. Considering accommodation strategies and universal design best practices will provide inclusive audio, visuals, and logistics. Because every event is unique, as is the population served, we recommend focusing on these areas of accessibility as a first step. The more diverse and inclusive the summit, the greater the focus is on specific needs, an accessibility budget, and potentially an accessibility chair.

Accessibility focus areas to address for every audience

VENUE & CATERING:

- Before signing contracts, make sure the venue is willing to work with accessibility needs.
- At a minimum, make sure the space is wheelchair accessible, especially if it is on more than one floor.
- Meeting rooms and, if needed, guest rooms, should also be fully accessible.
- Consider guests with special dietary needs. Talk with the catering service about their ability to offer food that will meet guests' needs.
- Have the caterer label meals to help those with severe allergies or other dietary needs avoid foods that are unsafe for them.

> "If you're not designing accessibility in, chances are you are designing it out, and you probably don't even know it."
>
> –MINNIE BARAGWANATH, CEO and founder of Be. Accessible

WEBSITE & REGISTRATION SYSTEM:

- The website, event page, and other online media should meet W3C's web content accessibility guidelines.
- Include questions about accessibility needs, or provide an overview of accommodations that are planned for and/or available to guests in all of the registration information.

PRESENTATIONS & SESSIONS:

- Ask presenters to:
    - Use large (24 point), readable fonts (Arial, Verdana, Helvetica) in high-contrast color schemes on slide presentations.
    - Read slide content, allowing for visually impaired participants to engage with the content, while also preventing people from having to read slides and listen to a presentation that might not be timed with the slide content.
    - Caption videos; YouTube is one video platform that provides instructions on how to caption videos.
    - Use microphones, as this benefits the entire audience.
- If sessions are interactive, and require physical movement, have presenters take into account participants with mobility limitations.
- Make microphones available for audience questions and discussion time.

By incorporating the recommendations outlined, the summit will be more inviting to the entire audience. By incorporating the recommendations outlined, the summit will be more inviting to the entire audience. This section was developed in collaboration with the Alliance for Access to Computing Careers (AccessComputing), one of the eight NSF BPC Alliances. Portions are adapted from a much larger resource developed by the Association for Computing Machinery's (ACM's) Special Interest Group on Accessible Computing (SIGACCESS).

EVENT PLANNING FRAMEWORK

Overall guiding principles for summit planning

OVERALL SUMMIT PLANNING:

- ☐ **Establish timeline** – Timeline will include all or some of the main categories listed here
- ☐ **Prepare budget**
- ☐ **Select event name**
- ☐ **Develop a mission/goal/vision statement**
- ☐ **Select audience**
- ☐ **Select date(s) and time(s)** – consider:
  - ☐ K–12 schedules
  - ☐ Higher ed schedule
  - ☐ Government schedule – When is legislation in session?
  - ☐ Prices; these vary based on time of year
  - ☐ Other major conferences potential attendees go to
  - ☐ Major events scheduled in the host city
- ☐ **Select location** – city, state
  - ☐ Is there parking?
  - ☐ Is it accessible?
  - ☐ Centrally located?
  - ☐ Near key stakeholders?
  - ☐ Any implicit messaging based on where it is hosted?
- ☐ **Develop agenda**
- ☐ **Plan for digital sharing** of files and resources

VENUE:

- ☐ **Hotel** – name, city, state – who is paying, who is booking, room block code – process/instructions for attendees, Wi-Fi instructions, how will guests receive confirmation (e.g., via email from x person)
- ☐ **Venue** – room(s), floor(s), directions, Wi-Fi
  - ☐ Space needs will depend on how many people will attend the summit, how many small group breakouts there will be, and how many people need to fit together in one space.
  - ☐ Obtain floor plans when possible and know what room formations are suitable for your group. Some presenters like to have people working in small groups at round tables, while others like to have desks set up in a U-shape. Space is important.
  - ☐ A/V considerations: Planning for Wi-Fi, projection, and audio is vital to the summit's success. Make sure presenters understand the tech setup. Have a clear contract with the venue, including a contact person.
- ☐ **Accessibility** – wheelchair (consider the width of the specific wheelchair for doorways), check with hotel, venue, and all the locations attendees are utilizing.

- ☐ **Contracts** – Hotel (room rates, room block, cancellation policy); venue (rooms, rates, food/menu choices, tables, chairs, room setup, registration table, skirted tables, food areas); caterer (if needed, if venue allows, if venue does not offer food)

INFORMATION FOR PARTICIPANTS:

- ☐ **Initial contact** – save-the-date message
- ☐ **Event registration** – may include more than one communication
- ☐ **Travel** – who is paying, who is booking; how to get to hotel from airport, hotel to venue, timing for each – process/instructions for attendees, how will attendees receive confirmation (e.g., via email from x person)
- ☐ **Hotel check-in/checkout times and recommended airport departure times** based on agenda
- ☐ **Printed materials for attendees** – usually an agenda, or other guide
- ☐ **Food** – what is included, what meals are provided, whether attendees are expected to figure out on their own, how allergies/preferences will be addressed
- ☐ **Reimbursement** – what will be reimbursed and what are the allowances – meals, travel, hotel, mileage, incidentals, alternate travel methods, extra hotel nights; how reimbursements happen (e.g., email receipts to x person at x email address, by x date), consider government per diem rates for the state where the event is taking place
- ☐ **After hours** – suggestions for attendees for local food, attractions, transportation
- ☐ **Cancellations** – write a policy, include deadline (usually informed by hotel cancellation policy), consider what-ifs: sick child vs. non-responsive invitee

COMMUNICATION OF/FOR/DURING EVENT:

- ☐ **Establish channels** – email, website, app, Eventbrite, Constant Contact, Mailchimp, Google forms/docs, Facebook, Twitter
- ☐ **Contacts** – general, registration, hotel, travel, reimbursement
- ☐ **Photo/video** – will there be photos/video taken of attendees during meeting, write media release verbiage, include media release in registration form
- ☐ **Internal use** – agenda: timing/transitions and room numbers, consider walking time from each location, venue contact list (A/V, supplies, food, signage, room temp), hotel contact list, meeting day responsibilities/assignments, copy of contracts, attendee list with contact info
- ☐ **Pre-event communication**

EVENT FOLLOW-UP:

- ☐ **Send thank you notes** – to speakers and key guests
- ☐ **Pay invoices and complete reimbursement process**
- ☐ **Conduct follow-up communications**
    - ☐ Reminder to complete evaluation
- ☐ **Transcribe and collect session notes**
    - ☐ Post notes in shared digital space
    - ☐ Share notes with participants via follow-up email

PLANNING CHECKLIST & TIMELINE

Establishing a timeline with milestones and sharing it with your organizing team helps ensure that the work will be done in a logical and timely fashion and that important pieces don't fall through the cracks. Below is a recommended timeline based on ideal conditions. In reality it may be necessary to plan an event in considerably less time.

ONE YEAR OUT

- ☐ **IDENTIFY** objectives/mission and event type.
- ☐ **IDENTIFY** conference-organizing team.
- ☐ **SELECT** the dates and location; visit the venue.
- ☐ **IDENTIFY** your target audience.

8-9 MONTHS

- ☐ **SECURE** a keynote speaker. This will help drive interest for the event.
- ☐ **IDENTIFY** key stakeholders within your target audience to join the planning team.
- ☐ **ASSIGN** appropriate team members to develop the various parts of the agenda (i.e., keynote and other plenary speakers, workshops, professional development, hackathon, etc.).
- ☐ **IDENTIFY** appropriate people to address the event planning framework:
  - Overall summit planning with attention to key priorities
    - Focusing on broadening participation in computing
    - Identifying goals
    - Planning the budget
    - Selecting an audience
  - Venue coordination
  - Participant communication
  - Communication plan (internal and external)
  - Event follow-up

6-7 MONTHS

- ☐ **START** reaching out to key stakeholders that you want to attend.
- ☐ **DETERMINE** sponsorship levels and secure sponsors.
- ☐ **REFINE** the agenda.

4-5 MONTHS

- ☐ **DEVELOP** a ***Top 10 Reasons to Attend*** document; include data-based reasons.
- ☐ **SECURE** all speakers; obtain bios and photos for the program and website.
- ☐ **FINISH** building the website or establishing a digital plan, including a registration portal.
- ☐ **MEET** with staff at the venue, and finalize any lodging, A/V, room sets, and food and beverage arrangements. Visit Access Computing for tips to ensure your event is accessible.
- ☐ **CREATE** promotional materials.

2-3 MONTHS

- ☐ **OPEN** registration.
- ☐ **START** sending ***Top 10*** memos to key stakeholders to encourage participation, sending one or two reasons at a time.
- ☐ **PROMOTE** the event and send email invitations.
- ☐ **PLAN** any "swag" you might want to distribute.

ONE MONTH

- ☐ **FINALIZE** event and the program agenda.
- ☐ **CONTINUE** promotions.
- ☐ **PLAN** an evaluation for the event.

2 WEEKS

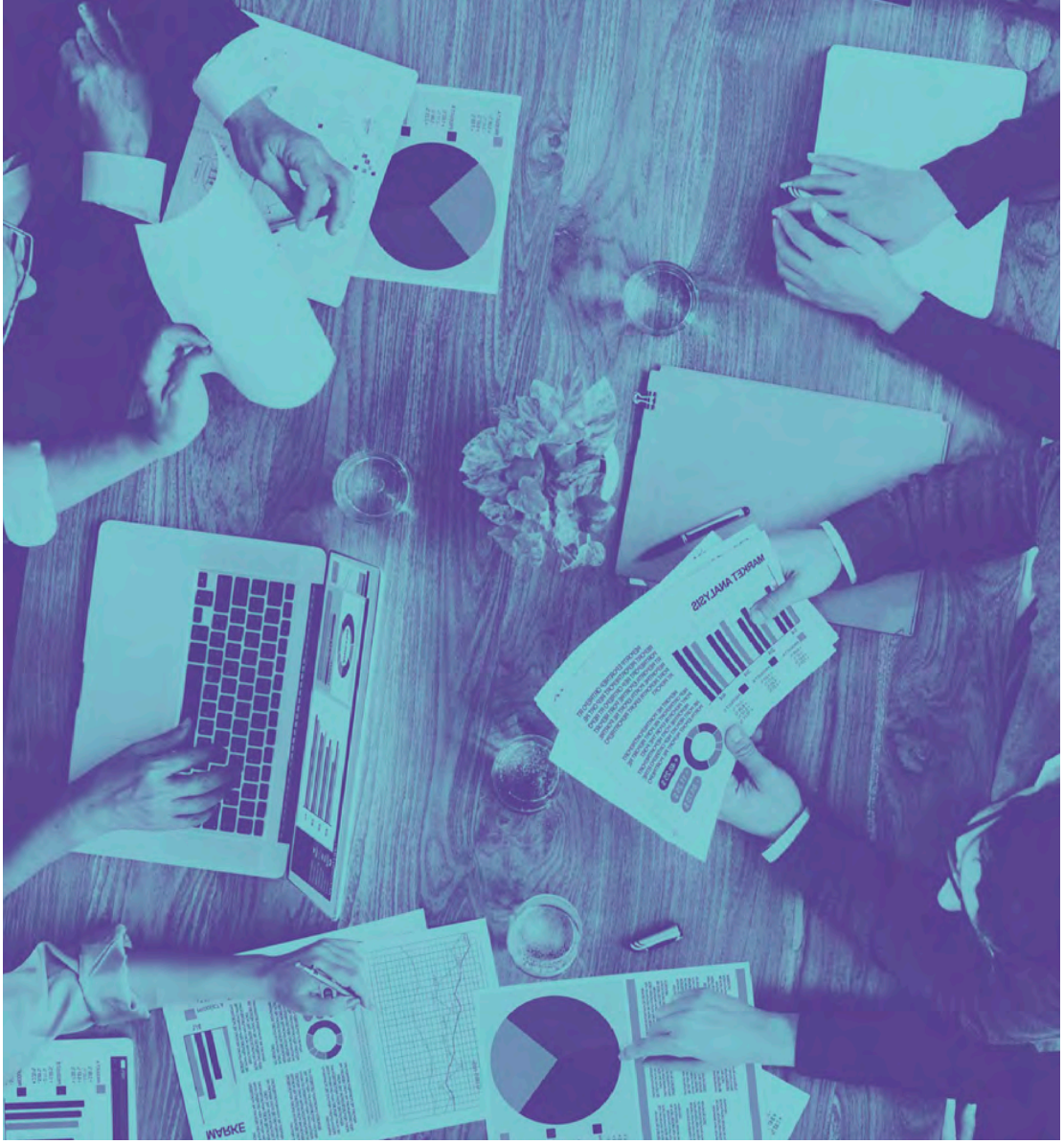
- ☐ **BEGIN** social media interactions with registered attendees.
- ☐ **SEND** last ***Top 10 Reasons to Attend*** or other communication.

1 WEEK

- ☐ **PRINT** programs, nametags, and any other content.
- ☐ If there's a pre-event survey in your evaluation plan, **ENCOURAGE** attendees to respond to that survey.

FOLLOW-UP

- ☐ **SEND** links to the post-event survey.
- ☐ **PREPARE** a press release or other PR materials.
- ☐ **SEND** thank you notes to all speakers, sponsors, and attendees.
- ☐ **SUBMIT** an event write-up and attendance data to ECEP.
- ☐ **IMMEDIATELY ADD** any photos to your website and/or social media to sustain the energy and momentum of the event.
- ☐ **ESTABLISH** a team to oversee any projects or deliverables that were outputs from the event.



DETERMINING THE BUDGET: TIPS & CONSIDERATIONS

Depending on the summit size, funding is required for all, some, or none of the budget line items listed in the table below. With budgets ranging from $5,000–$45,000, ECEP states have run day-long summits, reaching between 100–300 people. Because summit costs vary depending on location (costs fluctuate between states and between cities and towns in states) and size, it is impossible to provide actual costs.

The Common Line Items chart outlines additional considerations in each expense line. You can also refer to the two Budget Samples, which provide a sense of typical spending patterns and considerations.

COMMON LINE ITEMS	
STAFF	Are staff already being paid to plan for this event, or will this event be above and beyond their current job function? Budget hourly rates to cover planning, event management, etc.
OTHER PERSONNEL	Will consultants support the event? People developing and managing a registration system? Hosts for the day of the event?
TRAVEL	How far do people need to travel to attend? If event is reaching a local audience, a travel budget is not needed. If the event is more than a 1.5-hour drive from most parts of the state, and it is a state-wide event, budget for ground transportation and possibly air travel in a large state or for inviting guests or speakers from out of state.
HOTEL	Will guests need to stay the night before the event? Is the event more than one day, requiring guests to stay locally? Do speakers or planning team members need rooms? Budget for 1-5 rooms. If there is a significant number of guests, consider a contract for a block of rooms. Make sure to read the fine print on contracts. If using state or federal funds, make sure to sign a contract that meets grant requirements for spending limits. Does the hotel also have meeting space? If the event is not going to be held in the hotel, plan for a location that is easy to walk to or within a short taxi ride.
MATERIALS/ SUPPLIES	Flip chart paper, pens, markers, tape, sticky notes, name tags, instructional materials, note paper, paper for printing outreach/marketing flyers and invitations ... What materials are needed for a successful summit? Keep the agenda in mind to make sure that materials match the needs and number of participants. Never doubt the power of giveaways and swag. Product is great for branding the state mission, and industry partners often like to donate 'things.'
MAILING	Will invitations be mailed? Materials? Resources? Most conference materials are digital these days, but never underestimate the usefulness of a printed invitation or poster announcing the summit.
PUBLICATION/ PRINTING	Will there be a packet of materials for the guests? Will any documentation from the event be printed after the event? For example, consider creating, printing, and sending a state strategic plan after the summit. Consider what can be digital and what is more effective when printed.
MEALS	Local restaurants, hotels, and conference centers will all provide estimates and quotes for small or large parties. Snacks and meals are an important component of any event. Work within a reasonable budget and make sure that guests have what they need. Coffee breaks, snacks, and meals are a great time for networking. Think of the meal budget as a vital engagement tool.
SPACE RENTAL/ VENUE	Is there a local partner who will provide in-kind space? If not, budget for space rental. Make sure that the space works for the agenda and audience. How many rooms are needed? Are there two breakout sessions and a need for a larger room where everyone gathers for keynote speakers?
GIVEAWAYS	Consider having branded giveaways for guests. Lanyards, pins, jump-drives, tote bags, and stickers are common. Door prizes for larger giveaways and to entice participants to stay for the entire event work well. Costs can increase quickly. Will money be better spent on other things? A partner organization might cover the cost of a giveaway.
A/V NEEDS	A/V can be a large expense. What are the A/V needs? How many rooms will need a screen and a computer? Are presenters using video? Acoustics matter; make sure the audience can hear the presenters with appropriate microphones.
INDIRECT COSTS	Indirect costs are costs that the organization may require from an incoming grant. These range in overall percentage, but should be considered. Indirect costs cover such items as office space and phones and vary from organization to organization.

SAMPLE BUDGETS

LARGE SUMMIT

EXPENSES	
Hotel Food & Rooms (225 PEOPLE)	$21,500
Hotel Audio/Video Services	$7,800
Printing Costs & Supplies	$5,200
Promotional Items & Raffle Prizes	$3,900
Admin/Processing Fee	$3,000
Design Services & Photographer	$1,050
EXPENSE TOTAL	**$41,400**

FUNDING	
Grant	$23,800
Sponsors	
Education Association	$4,500
Local Industry	$3,000
Curriculum Provider	$1,500
Computing Mentoring Organization	$225
Curriculum Provider	$450
Education Association	$450
Vendors	
National Computing Educational Product	$250
Local Industry	$250
National Computing Advocacy Group	$250
Curriculum Provider	$250
Industry	$250
Registration ($150/PERSON x 65 PEOPLE)	$9,750
FUNDING TOTAL	**$44,925**

SMALL SUMMIT

EXPENSES	
Project Manager	$8,000
Support Staff	$480
Consultant	$2,400
Stipends for Presenters	$6,000
Meeting Space	$1,386
Meals	$2,160
Audio/Video Services	$500
Printing Costs & Supplies	$422
Travel	$1,800
Indirect Costs (overhead)	$1,852
EXPENSE TOTAL	**$25,000**

FINANCIAL SUPPORT

Pursuing Funding

Pursuing grants and sponsorships will allow for an event that is not barebones. In ECEP, we have observed that the process of pursuing grants and developing a pitch for funders is an important stage in summit planning. Often a request for funding is the first time that a plan has been developed and 'tested.' Making a pitch or writing a grant is a powerful first step in getting feedback, and possibly funding. Grant writing and discussions with potential funders such as foundations, local businesses, and national technology companies may also function as a networking tool. Even if there is no funding through grant submissions, ask business, industry, foundations, etc. for funding. Also, invite representatives from these groups. They may just need to experience a portion of the state computing education reform efforts before they are comfortable providing funding.

Sponsors

Sponsors can be a valuable way to demonstrate support and investment from a variety of stakeholders, generate industry support, and/or help finance the event. Giving sponsors time and space on the agenda may be appropriate, but it must be contextualized against the larger goals driving the state change effort.

- When just getting started, partner with one or a few key sponsors. Each sponsor can cover a budget line item such as lunch, swag, rental fees, etc. Have a representative from the sponsor(s) included in a few of the key event planning calls/meetings. It is important that the sponsor support the unified message and/or goal of the summit.
- For multiple sponsors(s), consider providing sponsorship levels such as gold, silver, and bronze. Each level involves more time/advertising in the program, on the website, breakout session, lunch table topic, etc., in exchange for the donation to support the event. See the Sample Sponsorship Letter in this toolkit, which is from a recent summit held in Connecticut.

Industry

Computing education goes beyond preparing software developers for the tech industry. Nearly every sector of the economy needs employees with the skills that computing education can provide. Consider the healthcare, biotech, or manufacturing sectors, for example, for inclusion in and sponsorship of the summit. They may be equally or even more important than the "obvious" industry players.

SAMPLE SPONSORSHIP LETTER

CTCSTA

Connecticut
Computer Science
Teachers Association

CS4CT Summit 2018

Here's a great way to further align your organization with *Computer Science Education* in Connecticut and help grow the pipeline of future computer scientists. Fewer than a third of Connecticut high schools teach Computer Science. The Connecticut chapter of Computer Science Teachers Association (CTCSTA) is collaborating with the CT State Department of Education and others to change that. The next big event is a public launch of an initiative to reach out to every school district in Connecticut that we are calling the CS4CT Summit 2018. The theme of the summit is *Launching the CS Revolution in Connecticut*. We plan for a one-day summit, Friday, March 16th, 2018 at the Radisson Hotel in Cromwell, CT.

The Summit is intended to bring together educators and administrators from across Connecticut. We will bring in national and state leaders to share how other states are advancing K-12 CS education and learn about efforts already underway in Connecticut. Our goal is to have participation from every school district in Connecticut. To accomplish this we need your help.

We want to offer a single scholarship waving registration to each of the 169-school districts in Connecticut. Each registration will be ($150). We would like to offer you a chance to sponsor the summit by sponsoring a certain number of scholarships for school districts.

Sponsorship levels include:

- Gold sponsor will sponsor 30 districts ($4,500). Limit 1.
- Silver sponsor will sponsor 20 districts ($3,000). Limit 3.
- Bronze sponsor will sponsor 10 districts ($1,500). Limit 5.
- Copper sponsor will sponsor 3 districts ($450). Unlimited.

All sponsors will be acknowledged in all press material and advertising. They will in addition, be given space in the Summit's exhibit hall, a $250 value. An earlier commitment will allow more visibility.

In addition, we would be open to inviting K-12 Education experts from Company to participate in the Summit's program as speakers and panel members.

Contact

Sponsorship Chair, CS4CT Summit
General Chair, CS4CT Summit

SECURING EVENT SPACE & REQUEST FOR PROPOSAL TEMPLATE

When working to obtain hotel/venue/catering quotes, it is helpful to have a request for proposal (RFP) template to send to multiple venues and caterers. An RFP may include items in the template below. Specific venues and caterers may have other requirements. Use this template to get started.

[Name of Summit]
Request for Proposal

Name of group or agency coordinating summit planning

Summit Management Contacts:

Person 1	Person 2
Title	Title
Email	Email
Phone number	Phone number

Name of Summit:

Summit Dates: Can be solid dates, or potential dates
Arrival: (dates guests will arrive, event begins)
Departure: (dates guests will leave, event ends)

Type of organization: (Education, industry, nonprofit)

Location: Interested in X city or town area with easy access to restaurants. In your reply please note travel times and transportation options from airport. If there are major events in town that will create travel conflicts, please notify us.

Summit Details & Requirements:

- Number of people
- Number of rooms and setup
  - One main room to fit 100 people at ten 10-top tables
  - Four additional breakout rooms for a minimum of 25 people (allows us to facilitate 5 consecutive tracks)
  - 14' or 6' tables that can be arranged in "U" shape in breakout rooms
  - Registration table
  - Space and tables for catering
- A/V: screens in all rooms, power cables, power strips, extension cords
- Wireless internet
- Signage/easels
- White boards in rooms

Food and Beverage:

- Continental breakfast (for 100)
- Full hot lunch (for 100)
- Afternoon snack (for 100)

Guest Rooms:

- Single rooms
- Double rooms

Please let me know what additional information you may require to create a full quote for this request.

Thank you,
Name, *Title*

SAMPLE SUMMIT THEMES

Each section below includes a potential summit theme or topic within a larger summit agenda, why it is important to consider, who might attend, examples of how it might be structured, and possible outcomes/action steps. These themes are designed to help you consider what might be relevant and appropriate for your own summit context and are not intended to be prescriptive. While some states have hosted summits focused on a core theme, agendas often focus on more than one goal, one theme, and one audience. As an agenda develops, consider selecting themes that complement state goals and needs.

Leadership

To effect change, ECEP suggests that states form an initial leadership team with designated leaders to coordinate change efforts. Ultimately, the leadership structure ensures that multiple stakeholder voices and priorities from across the region are represented.

DEFINITION: Early in the state coordinating process, a summit designed to develop the leadership, review potential leadership structures, and discuss rules and norms of the leadership body can help focus efforts, unearth different goals among disparate groups, and unify the effort. Leadership includes a broad-base team representing multiple stakeholder groups and perspectives from around the state. If there is no existing leadership, invitations go to a diverse audience of stakeholders, as well as to leaders from demographic groups that are currently underrepresented in computing (e.g., gender, race).

WHY IT IS IMPORTANT: Creating a leadership structure that has broad-based support will facilitate change-making efforts in the state. A meeting of key stakeholders allows for multiple perspectives and priorities to be voiced. There may need to be more than one layer of leadership; for example, there might be a working group that facilitates and coordinates the efforts of larger teams such as an advisory board, a steering committee and/or larger committees. Some groups are allowed to effect policy, while others are strictly prohibited from lobbying. A leadership team may be in a position to serve as knowledge brokers, facilitating communication and exchange of resources across key groups. The leadership team can serve as the organizing hub of information for the state.

OUTCOME/ACTION STEPS: Participants in a summit or session based on this theme will have an agreed-upon leadership structure, inclusive of decision-making and communication norms, or have plans to develop a leadership structure. A diverse range of stakeholders, including members from underrepresented groups, are a vital piece of the established leadership that will lead state change efforts.

Landscape

A big-picture view of the computing education landscape (including policies; practices; and data on access and participation) provides the backdrop against which to identify gaps, set strategy, and measure change and progress. Often states will develop a landscape report, which may be formal, drawing from surveys, statewide data systems, policy analysis, and other public sources of data, such as Code.org's state summaries, Education Commission of the States' variety of reports about the CS educational context, and Computer Science Teachers Association, which identifies national and local issues relevant to teaching CS. NCWIT also has national data available in its By The Numbers resource. It might also be more informal, seeking to identify who is working in the computing education space, what they are doing, and what their needs and goals are.

DEFINITION: A summit may be held to define or better understand the statewide computing education landscape. The assessment of the landscape needs to be developed in a manner that uncovers to what extent various K-16 computing public education courses, extracurricular activities, and other offerings are available to students in the state, and that the participation in computing education reflects the diversity of students in the state (especially in terms of currently underrepresented groups such as gender, race, and economically disadvantaged backgrounds). The landscape might also include any known barriers to participation in computing education course offerings, especially for underrepresented populations. Finding out how similar barriers may be playing out in the local contexts (for example rural areas) is important. This information is vital for ensuring that the resulting state strategic plan focuses on BPC and computing education for all students. The landscape methodology provides data on the richness and diversity of the state stakeholders.

WHY IT IS IMPORTANT: Knowing what computing education exists in the state is the first step in developing a strategy for change. Defining the landscape means knowing what is happening in multiple sectors, understanding what is and isn't being measured, and setting priorities based on landscape data. The hardest part is seeing the big picture of who the stakeholders are; the resources available; the policy landscape; and understanding who is participating in computing education and figuring out how to make change within a state.

OUTCOME/ACTION STEPS: If a state is early in the process of understanding the state computing education landscape, it may conclude the meeting with some or all of the following:

- Plan for collecting additional data.
- Plan for analyzing data in place.
- Plan for conducting a gap analysis.

If a state has sufficient data to have conducted the gap analysis/needs assessment, it may leave with:

- Statewide goals.
- Implementation strategies to fill the gaps/meet the goals.
- Data collection plan, including timing and source to update the landscape on a regular basis.

The state plan can be used for organizing around specific topics [see next section].

Organize

In order to build BPC efforts and increase capacity to address inequities in computing across an entire state, it is important to organize and focus leadership as well as stakeholders around core themes in statewide policy and practice. **Education pathways, CS state standards, professional development**, and **policy reform** are central organizing themes that have been successfully addressed by ECEP states during summits and became a part of state strategic plans. Several of these themes can be included in the same summit.

K-12 PATHWAYS

DEFINITION: In order to increase access to, and broaden participation in, CS, local education agencies, LEAs (e.g., schools and districts) or state educational authorities, SEAs, (e.g., departments of education), need to assess the current status of CS from kindergarten through high school. Focusing on K-12 pathways provides LEAs and other stakeholders with the opportunity to develop strategic plans to increase computing at each level, and it also allows for multiple points of entry into computing. This strategic plan includes ways to address barriers to entering these pathways that particularly affect underrepresented groups. This summit topic can be LEA specific, regional, or statewide.

WHY IT IS IMPORTANT: Emphasis in the past decade has been on increasing access to high school and college CS courses. More recently, K-8 has also become part of the pathway discussion. With the K-12 Computer Science Framework, the CSTA K-12 standards, multiple CS curricula, and professional development providers, LEAs now have the resources to integrate computer science at each level. Understanding what the state K-12 pathways will look like and having a strategy in place to build those pathways are important.

OUTCOME/ACTION STEPS: Participants leave with a basic outline for a computing education strategic plan, or a goal of developing one. For states and LEAs with robust strategic plans already in place, and those who are just beginning the process, they leave with additional networking connections at the regional and state levels. Building the networking infrastructure across LEAs and throughout the state decreases the isolationism of CS educators, enables sharing of resources, and builds the necessary advocacy agenda to make state computing education policy changes.

PATHWAYS TRANSFER 2-4 YEAR

DEFINITION: Developing a clearly defined pathway from two- to four-year post-secondary institutions is vitally important for students who seek to earn a bachelor's degree in computing after starting at a community college. Developing a clear pathway requires a review of course alignment, formal articulation agreements, and sustainable relationships between institutions to maintain currency.

WHY IT IS IMPORTANT: Many students begin their college path at a community college, but seamless transfer to a four-year institution into a computing field is often hindered by lack of advice, program alignment, identified course equivalencies, and/or lack of credits that transfer. A clear pathway is critical for retaining these students in computing education.

OUTCOME/ACTION STEPS: Participants should leave with strategies for maintaining relationships built between individuals and institutions. Plans for continuing the work includes clear action steps and deadlines that are formed and agreed upon by all members. A deeper connection to local community colleges and an understanding of the role that community colleges play in BPC work are also valuable outcomes.

CS STATE STANDARDS (DEVELOPMENT & ROLLOUT)

DEFINITION: In order to increase and broaden participation in CS education, LEAs and/or SEAs must establish or adopt K-12 CS standards to formulate a core set of learning objectives for the students they serve. Many states have developed state/local standards to be aligned with the K-12 CS Framework. The framework provides the foundation from which a state can develop its own standards to ensure that all students have the opportunity to master the grade band concepts and practices that are delineated in the framework.

WHY IT IS IMPORTANT: CS education standards are essential for the widespread adoption of K-12 CS education for all students and the development of teacher education and certification pathways. Because computer science at the K-12 level is not an established discipline, standards are necessary to familiarize the general public about K-12 CS education and are critical to inform educators of the age-appropriate CS content and dispositions that must be taught. Standards enable educators to plan effective lessons and units and guide the development of pre-service teacher education programs.

OUTCOME/ACTION STEPS: If a state doesn't currently have standards, developing a timeline for the development process is a realistic outcome. This can include mapping out what a standards development team will look like and reviewing the timeline and process from other states. If a state currently has standards, consider an outreach and marketing campaign to bring stakeholders on board.

ROLLING OUT NEW STATE CS STANDARDS

Consider beginning the summit with a presentation by the state CS standards development leader or representatives from the standards development group to introduce participants to the state K-12 CS standards. A critical piece of data to share with the group is the timeline for implementing the standards into the classroom. Provide each participant with online or printed access to the new state CS standards before or during the summit. If the participants are not familiar with the standards, allow them to review them and make comments before moving to break-out groups. Existing state K-12 CS standards can be found in Code.org's state tracking document.

PROFESSIONAL DEVELOPMENT

DEFINITION: Learning is an essential part of any educator's professional life. Ongoing, standards-aligned, and targeted professional learning for CS educators is critical to developing and nurturing the pipeline of CS educators as well as to BPC education. For information on CS standards and resources for professional development for CS educators, see CSTA and NCWIT's Counselors 4 Computing program, which contains resources that a wide variety of educators can use to broaden participation in computing.

WHY IT IS IMPORTANT: Having summit sessions specifically designed for teachers is one way to bring teachers into state leadership work. At first they may not see themselves as having a role in BPC, or CS policy reform work, so attracting them to the movement with tools for their teaching practice is a good networking strategy. The primary goal for these professional development sessions is to provide teachers with grade/course specific CS content, to help them actively recruit underrepresented students into these courses, and to improve their abilities to create inclusive CS classrooms. Additionally, teachers may be new to CS and not familiar with content and/or curriculum offerings. Ensuring that classroom teachers are fluent in and comfortable with the CS content is critical to the effective implementation of K-12 CS education. Because computer science is a relatively new discipline in K-12 education, professional learning for CS educators is essential. Additionally, the K-12 CS landscape changes rapidly, and educators need to keep abreast of changes in the CS discipline and pedagogy.

OUTCOME/ACTION STEPS: Teachers leave the summit with an understanding that they are a critical piece of the CS for All movement. Having access to BPC-focused instructional activities and strategies that can be immediately used in their classrooms is vital to sustainable change. Scheduling virtual meetings to follow up on the implementation of the content and strategies is a good practice. Additionally, a professional learning network (virtual or in-person) for each working group will help retain educators in relevant advocacy work.

RESOURCES

State of the States Landscape Report: *State-Level Policies Supporting Equitable K-12 Computer Science Education*

2018 State of Computer Science Education: *Policy and Implementation*

POLICY

DEFINITION: Policies are set at various levels within a state, including LEA board of education, state board of education, state department of education, and the state legislature. It is important to identify the policies that are either nonexistent or require modifications, and then to determine which policymakers have the authority to set the policy. Summits can be used to launch the effort for change, advocate for change with the policymakers, or celebrate and inform stakeholders that a change occurred. Throughout sessions on policy, sharing state data and highlighting BPC successes, if any, as well as highlighting equity issues within the state, will retain the focus on equity work and strategies.

WHY IT IS IMPORTANT: Policy changes are routine as well as necessary in order to continue to offer quality education programs for students. CS is not yet seen as its own core discipline in most states. It is often within business, CTE, or STEM departments at the school, school system, and state levels. Until CS becomes its own defined discipline, it is necessary for CS educators and other stakeholders to work together to advocate for policy changes.

OUTCOME/ACTION STEPS: Participants leave the summit either inspired to advocate for policy change or energized to implement new policy changes.

Infrastructure and Sustainability

Currently less than 15 states have designated CS education leaders employed in their department of education or in state government who are charged with coordinating statewide education initiatives. Only a handful of states have an education budget specifically designated to support CS education reform efforts.

DEFINITION: Summits with sessions on infrastructure and sustainability allow states to coordinate multiple aspects of state change work that include industry support, strategic planning, identification of leadership structures and systems of accountability, funding goals, and action steps.

WHY IT IS IMPORTANT: Infrastructure and short-, mid- and long-term goals for sustainability will determine the success of BPC efforts. With often limited resources, formulating a plan for sustainability will help leadership teams maximize the tools and resources available to them, and prepare them to approach funders and write grants.

OUTCOME/ACTION STEPS: Having a strategic plan in place, or a plan to develop one, is a primary outcome for summits or summit sessions focused on infrastructure and sustainability. A guiding plan allows teams and projects to be held accountable to specific deliverables, and it serves as a roadmap for the state.

SAMPLE SUMMIT THEMES & REPRESENTATIVE AGENDAS

Alabama

LAUNCH OF EFFORT AND STATEWIDE MESSAGING

SIZE: Large statewide summit (250 attendees)
NOTABLE ATTENDEES: Governor, State Education Deputy Superintendent, CSTA President
KEYNOTE: Hadi Partovi, Code.org
WEBSITE: cs4alabama.org

Connecticut

INITIAL STRATEGIC PLANNING MEETING

SIZE: Large summit (150+/- attendees)
FOCUS: Review of landscape data and strategic planning
NOTABLE ATTENDEES: CSTA President, CSforALL Leadership, CEO of AnitaB.org
AUDIENCE: School Administrators, Department of Education, Teachers
WEBSITE: ctcsta.org/cs4ct

North Carolina

LAUNCH OF STATE EFFORT AND STRATEGIC PLANNING

SIZE: Medium summit (100 attendees)
ATTENDEES: Legislators, Educators, Industry and Nonprofit Representatives
WEBSITES: cs4all.fi.ncsu.edu/cs4nc; drive.google.com/drive/folders/0BxSBObWQm9vEdS00QTF3ekZVaWs

WESTERN NORTH CAROLINA REGIONAL LAUNCH OF EFFORT

SIZE: Medium summit (100 attendees)
FOCUS: Regional summit targeting area identified as high-need
ATTENDEES: Regional Education Leaders and Teachers, Industry Representatives, and Economic Development Leaders
WEBSITES: cs4all.fi.ncsu.edu/cs4nc

Maryland

PROFESSIONAL DEVELOPMENT, INDUSTRY PARTNERSHIPS, NETWORKING (2016)

SIZE: Large statewide summit (175+ attendees)
FOCUS: Consensus building
DIVERSE ATTENDEES
STRUCTURE: Topical breakout sessions
WEBSITES: csmatters.org; ce21maryland.umbc.edu/summit

PROFESSIONAL DEVELOPMENT TEACHER FOCUS, LAUNCH OF EFFORT (2017)

SIZE: Large statewide summit (175+ attendees)
KEYNOTE: Ruthe Farmer
WEBSITES: csmatters.org; ce21maryland.umbc.edu/summit

WORKING GROUPS (2018)

SIZE: Large statewide summit (175+ attendees)
FOCUS: Teachers
STRUCTURE: Topical breakout sessions
KEYNOTE: Jan Cuny, NSF
NOTABLE EVENT: Launch of the Maryland Center for Computing Education
WEBSITES: csmatters.org; ce21maryland.umbc.edu/summit

COMMUNICATION STRATEGY: TIPS FOR BEFORE, DURING, & AFTER SUMMIT

Pre-Summit Communications

Ongoing communication **before the summit** will ensure the planning team is most effective in setting up the registration and planning process. The following tips are broken down by role, indicating what is most important for **logistics/planning** and **advertising/communications** personnel to do.

LOGISTICS/PLANNING:

- Hold regular weekly meetings (in-person or virtually) with the core team to review summit plans. Each team member reports progress on action items, and the team can make key decisions during these brief but important meetings.
- Don't forget to communicate between meetings as well. This kind of ongoing communication will make in-person meetings more efficient.
- Use online document sharing for internal agenda, checklists, and other summit documents.

ADVERTISING/COMMUNICATIONS:

- **Create simple graphics** for use in communications: emails, registration form, agenda, name tags, signage, slide template, social media posts. These will create a visual theme for the event and serve to brand the state work and mission.
- **Printed and digital materials** are the visual representation of the summit. Consider working with a graphic designer to build a visual brand for the event. Maintain a theme across all materials. Websites and online registration forms can streamline information sharing with guests and help to manage larger events.

  Typical printed material for participants:

  - Agenda – enough copies for all attendees
  - Signage – agenda on easels, welcome/event name, photography policy
  - Name badges – printed and pre-assembled
  - Table tents (panel speakers)
  - Directional signage

- **Online registration materials**. If possible, use a website to share registration link, updated agenda, logistics, and other summit details. Direct emails and flyers to the specific audience.

Typical website content (landing page)

- Agenda – content and downloadable PDF
- Hotel info – make clear who is booking the hotel
- Air travel – make clear who is booking flights
- Ground transportation
- Reimbursement guidelines (if any)
- Special needs
- Out on the town – local eateries, shopping, ground transportation, etc.
- Online registration form
- Parking info
- Capture relevant information on each attendee (including keynote speakers, event organizers, and staff):
    - Include questions about special dietary needs, food allergies, and other life threatening allergies
    - Use attendee data to provide accurate counts for hotel and venue
- Use one of these two platforms to capture necessary information for all attendees. Both are free and easy to use. There are other registration systems; find what works best for the event.
    - Eventbrite – $0 tickets for attendees = free service for the user
    - Google Forms – free to use, security is not ideal; use these as templates:
        - Sample Summit Registration Template
        - 2018 Maryland Summit Registration Example

- **Media coverage**: Contact local media, newspapers, university publications, and any other outlets that can assist in spreading the word of the event and encourage the media to also attend and cover the event.
    - Let people know what is happening: Press Release
    - Invite media to the summit to interview key champions and advocates, take photos, write a story: Media Advisory
    - Send 2-3 days before event & day before event
        - Include a descriptive headline and short narrative. Be sure to include the what, why, who, when, and where

Day of Summit Communications

During the summit, the summit planners, or someone with assigned event management responsibilities, will facilitate the behind-the-scenes agenda and/or supervise anyone helping to ensure the flow of the event.

LOGISTICS/PLANNING:

- If media is able to attend, assign a team member to each media outlet to make introductions and guide them through the event.
- Be sure to regularly communicate logistical, housekeeping, and other key messages to the entire group of attendees. This is typically best done at the beginning of the day, during lunch, and at the end of the event. To do so, create a slide deck that incorporates the following into the daily opening, lunch, and closing sessions.
    - Include recognition of the summit sponsors.
    - Include logistic announcements such as bathroom locations, meals, snacks, parking issues, etc.
    - Provide hashtags and social media connections. Encourage participants to share experiences and promote CS during the summit.
    - Provide them with follow-up/next steps information in the closing.
- Provide summit materials to all of the participants. Online links are ideal, or flash drives with files can also be used.

Post-Summit Communications

The summit will energize the participants. It is important to capitalize on this forward momentum **after the summit**.

LOGISTICS/PLANNING:

- Follow-up with individual emails to facilitators and volunteers, thanking them for their time and reminding them to post any additional information or presentations that they would like to share.

ADVERTISING/COMMUNICATIONS:

- Keep the conversations and networking going via social media and email.
- Make sure to send the media coverage to all of the invited participants.
- Contact local media, newspapers, university publications, and any other outlets that can assist in spreading the word of the event and encourage the media to also attend and cover the event.
- Let people know what happened after the fact: Press Release

An outcome that appears regularly in state and national summits is a sense of connection to the people involved in, and resources designed for, all levels of BPC. Start planning the summit.

DAY OF SUMMIT EVENT MANAGEMENT CHECKLIST

In addition to carefully planning the agenda for your summit, you will want to be certain to strategically plan the management of your event. As discussed in the Agenda Section, the expanded "Behind-the-scenes" agenda for your internal use will help your management team carry out your careful plans for the summit. Planning a minute-by-minute agenda will ensure that each portion of your summit agenda has a management team member assigned to coordinate it.

Agenda stages throughout the day of your event will be correlated to your public-facing agenda. Include all of the event management steps, along with the name of the person in charge of each step. Include contact information for key contacts and facilities contacts on the minute-by-minute agenda. The event management stages and steps that need to be executed throughout the day include those listed in the checklist below.

SUMMIT SETUP ON THE DAY OF THE EVENT (OR DAY/WEEK PRIOR)	
☐ **SET UP AND/OR LABEL PARTICIPANT TABLES IN MAIN MEETING ROOM AND BREAKOUT ROOMS**	• Post-it notes • Pens/markers • Other materials that might be needed
☐ **SET UP THE EVENT REGISTRATION**	• Name tags in alphabetical order (have blank name tags available) • Participant materials • Registration tables – one for name badges alone • Event signage • Agenda copies, one per day • Business cards • Camera (if there isn't an official photographer) • Swag – stickers or other giveaways, invite others to offer items to attendees as well • Behind the table (not for all eyes): attendee list with email and cell, internal agenda with transitions, venue contact list with cell, laptop, power cord, Advil and Band-Aids
☐ **MEET WITH FACILITIES STAFF (DISCUSSIONS SHOULD ALSO OCCUR WHEN SIGNING CONTRACT)**	• On-site contact for assistance – how to contact him/her • Review of summit A/V requirements • Wi-Fi passwords (Is there an extra fee?) • Tech support contact (mobile number) • Setup time? • Breakdown time? • Who sets up the rooms? • Can the rooms be moved around on the fly? • Skirted tables included? • Is there an event planner at the venue to work with?

	MEET WITH FACILITIES STAFF (DISCUSSIONS SHOULD ALSO OCCUR WHEN SIGNING CONTRACT) - CONTINUED	• Facilities contact (mobile number) • Food services contact (mobile number) • Food delivery/setup fees? • Security detail required? Cost? • Access to the rooms – key necessary? • Food is allowed in all rooms? • Is there a required caterer? • Recommended caterer? • Others sharing the common spaces? • Where can attendees congregate during breaks to chat, sit to relax, or make phone calls? • Can you put up signage? • What do they offer in the way signage? • Are there classes being held in the space? • A/V available? Projectors, screens, mics, sound, panel setup with mics/skirted table/chairs, keynote setup with podium • Food set up/location? Same for all meals/snacks? • Registration table location? Extra charge? • If it's more than one day, can you securely store items on premises overnight? • Parking location/fees? • Set up a pre-event in-person meetup
☐	**SET UP AND TEST A/V EQUIPMENT**	• Projection screens • Microphones and speakers • Display welcome message and social media information on the projection screen in the main meeting room • Display information about file and resource sharing during the summit (e.g., Google drive folders)
☐	**SET UP MORNING REFRESHMENT STATION**	• Meet with caterer/food services; review food orders for the day • On-site contact for caterer/food services • Check food, plates, flatware, napkins, coffee and other beverages
FACILITATE REGISTRATION		
☐	**WELCOME PARTICIPANTS AND SPEAKERS/ PRESENTERS AS THEY ARRIVE**	• Welcome attendees • Provide agenda, swag • Answer questions re: facility, rest rooms, etc. • Direct participants to first meeting location • Meet with speakers/presenters to ensure they have what they need to speak before the group.

FACILITATE OPENING SESSION	
☐ **WELCOME EVERYONE**	• Housekeeping reminders (restrooms, breaks, microphones, etc.) • Notes and resources in shared documents (give URL) • Brief overview of agenda
☐ **SET FOCUS AND GOALS FOR THE DAY**	• Brief introduction to CS education • Why are we here? The what and why of BPC and your state efforts
☐ **INTRODUCE SPEAKER(S)**	
☐ **FACILITATE QUESTION & ANSWER PERIOD**	
☐ **DIRECT PARTICIPANTS TO NEXT ACTIVITY ON THE AGENDA**	

FACILITATE MORNING BREAKOUT GROUPS	
☐ **FACILITATOR FOR EACH GROUP**	• Facilitator guide
☐ **NOTE TAKER FOR EACH GROUP (COULD ALSO BE FACILITATOR)**	• Welcome participants to take notes in collaborative document • Be certain that someone is recording notes
☐ **DIRECT MOVEMENT BETWEEN SESSIONS**	

FACILITATE LUNCH	
☐ **ENSURE THAT CATERER DELIVERS LUNCH AT THE APPOINTED TIME; IF NOT CONTACT HIM/HER**	
☐ **CHECK FOOD, PLATES, FLATWARE, NAPKINS, COFFEE, TEA AND OTHER BEVERAGES**	
☐ **ENCOURAGE PARTICIPANTS TO FILL PLATES/PICK UP BOX LUNCHES IN A TIMELY MANNER AND FIND THEIR SEATS**	• Submit morning evaluation form as a lunch ticket?
☐ **INTRODUCE LUNCH SPEAKER OR ACTIVITY**	• Thank everyone for their morning participation • Brief overview of the objective of lunch activity
☐ **DIRECT PARTICIPANTS TO THE NEXT ACTIVITY**	

FACILITATE AFTERNOON BREAKOUT GROUPS	
☐ **FACILITATOR FOR EACH GROUP**	• Facilitator guide
☐ **NOTE TAKER FOR EACH GROUP (COULD ALSO BE FACILITATOR)**	• Welcome participants to take notes in collaborative document • Be certain that someone is recording notes
☐ **DIRECT MOVEMENT BETWEEN SESSIONS**	

FACILITATE CLOSING SESSION	
☐ **INTRODUCE SPEAKER(S)**	
☐ **REINFORCE THE URGENCY OF COMMITMENTS TO THE BPC EFFORT**	
☐ **DIRECT PARTICIPANTS TO COMPLETE THE SUMMIT EVALUATION**	• If using a paper evaluation, have facilitators distribute those • If using an electronic evaluation, give instructions for completion
☐ **THANK EVERYONE FOR THEIR PARTICIPATION**	• Discuss summit follow-up steps/action items • Thank speakers/presenters, facilitators, other volunteers, and sponsor(s)
☐ **COLLECT COMPLETED SUMMIT EVALUATIONS**	

FACILITATE SUMMIT CLEAN-UP
☐ **COLLECT MATERIALS/SUPPLIES**
☐ **NEATEN ROOM(S) AS NEEDED**

You will need an event management team to assist you in carrying out the summit on the day of the event. If you have a sufficiently large summit or a large facility, you may want your volunteers to have identifying T-shirts, name tags, or ribbons. It is a good idea to have an overall manager who coordinates the event management team and keeps the group focused on the tasks at hand. Other members of the management team might include those listed below.

REGISTRATION DESK MANAGER

- Distribute name tags
- Direct participants to materials needed (agendas, etc.)
- Maintain list of participants
- Direct speakers and panelists to team member assigned to orient them

SESSION FACILITATORS

- Leadership team members
- Others
- Keep session on track according to time frame on agenda

STUDENT ASSISTANTS

- Assist participants in finding rooms
- Assist in distributing/collecting any materials

FACILITIES STAFF

- Key contact for the day
- Sales/reservation contact

PHOTOGRAPHER (VOLUNTEER OR PROFESSIONAL)

- Digital photos throughout the summit
- Share on social media for promotional purposes
- Record of the day's event

TIPS FOR CONDUCTING EVALUATION

PURPOSE: Evaluation is an important part of a summit and has at least four objectives:

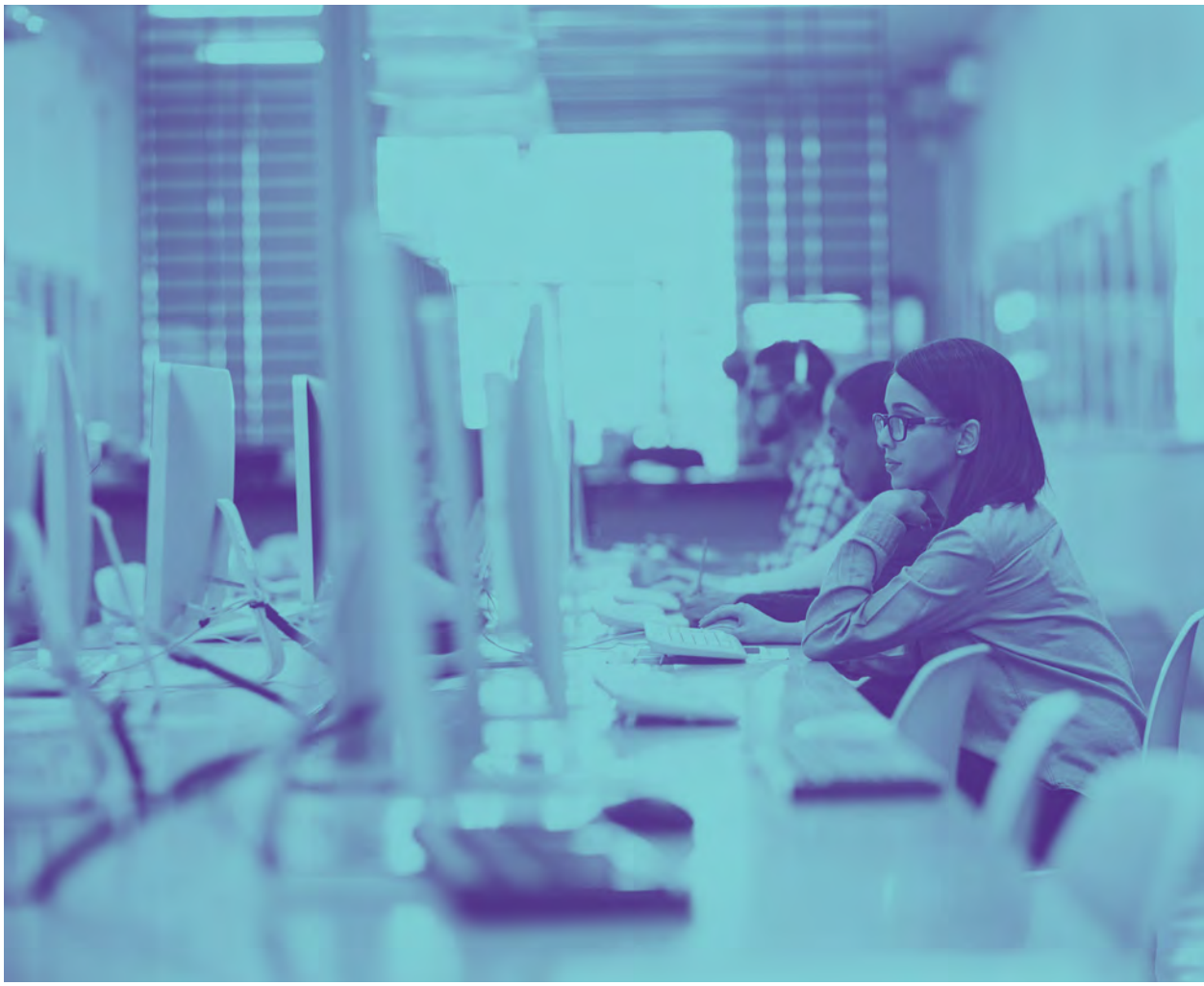
1. Gain insight into attendees
2. Assess the extent to which participants found value in the meeting
3. Allow participants to offer their ideas
4. Uncover potential next steps

Evaluation results will improve future summits and events, identify the population that is engaged and those who might be missing, set the agenda for the next phase of the state change effort, and potentially generate support (including financial support) for future efforts.

ADMINISTRATION: Although an online form often makes analysis easier, for these events a paper-based instrument seems to yield the highest response rate.

STRUCTURE: The survey needs the following sections (also refer to the generic state summit Evaluation Template used by ECEP):

SECTION	PURPOSE
LIST OF SESSIONS	To identify which sessions the participant attended.
PERCEPTIONS ON THE QUALITY OF THE SUMMIT	To capture participant's perspective on how clear the goals of the summit were, how well the time was used and the summit was managed, and how inclusive the summit was.
IMPACT OF THE SUMMIT	Capture participant's growth as a result of the summit. This section is tied to the goals of the summit, but may include questions that cover their appreciation of CS education efforts in the state, expansion of their network, and ability to implement something learned at the summit.
SPECIAL TOPICS	This is an opportunity to ask specific questions about CS education in the state as relevant to the broader goals. For example, ask what they think will be different in the state in a year (or what they would like to be different) and what actions need to be taken to get there.
ACTION STEPS	Participants can identify what actions they might take to improve CS education. Ask what support they would need to implement these actions as a way of prioritizing future efforts for specific audiences.
PRIMARY ROLE	It is important to know the primary role the participant has (e.g., school administrator, district administrator, teacher, higher ed, industry, government representative, etc.) to interpret the results.
FINAL FEEDBACK ABOUT THE SUMMIT	Asking what they liked best and what changes they might make can help improve future efforts.
CONTACT INFO	Use this form as an opportunity to build the state contact list.



Building an effective survey

- The summit survey is designed to fit on one sheet of paper (front and back if necessary).
- Appropriately brand it with the organizations leading the summit and/or sponsors. This helps promote a vested interest in the results from important stakeholders. In many instances, demonstrating the connection between the K-12 system, higher education, and industry further reinforces the CS education reform efforts.

EVALUATION TEMPLATE

Which of the following sessions did you attend? (choose all that apply)

- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)
- ☐ Session Name (facilitator)

To what extent do you agree with the following statements about the summit?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
The content of the launch day event was relevant to my professional responsibilities relating to computing education in [state].	☐	☐	☐	☐	☐
The summit goals and objectives were clearly specified.	☐	☐	☐	☐	☐
The summit agenda was well organized.	☐	☐	☐	☐	☐
Time was used effectively.	☐	☐	☐	☐	☐
There was sufficient time to identify the needs and concerns of all participants.	☐	☐	☐	☐	☐
The structure of the summit allowed me to share my ideas with others.	☐	☐	☐	☐	☐

As a result of this summit…

	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
I have a better appreciation of the importance of computing education in [state].	☐	☐	☐	☐	☐
I have a better appreciation of what can be done to improve computing education in [state].	☐	☐	☐	☐	☐
I networked with individuals who can influence computing education in [state].	☐	☐	☐	☐	☐
I made new connections that will help me improve computing education in [state].	☐	☐	☐	☐	☐
I am more prepared to teach computing education lessons or courses because of what I learned at this summit.	☐	☐	☐	☐	☐
I am better prepared to help my school or school system implement computing education.	☐	☐	☐	☐	☐
I have coordinated with other partners & schools to support the [steering committee] vision & objectives.	☐	☐	☐	☐	☐
My school team developed an implementation plan for integrating and expanding computing.	☐	☐	☐	☐	☐
My team developed projects and/or lesson plans that we will use in our classrooms.	☐	☐	☐	☐	☐

One year from now, what do you think will be different in computing education in [state]?

What actions do you see as the most important steps for improving computing education in [state]?

If applicable, please describe the actions you see yourself taking part in to improve computing education in [state].

What is your primary role?

- ☐ School district administrator
- ☐ School-based administrator
- ☐ PreK-12 teacher
- ☐ Higher education representative
- ☐ Industry representative
- ☐ Nonprofit representative
- ☐ Government agency representative
- ☐ Legislative staff
- ☐ Other:

What worked best about the summit?

What changes would you make to improve the summit?

What additional resources do you need to implement/grow computing in your school or school system?

If you are interested in receiving follow-up support and resources from the [steering committee], please provide your email address. Your email address will not be shared for any other purposes.

NOTES

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