

Identifying Your Program Team

A variety of stakeholders are needed to provide data and input when determining the design of a Summer Learning program.

School-Day Principal

Your school-day principal will understand the overall campus goals, continuous improvement plans and student performance needs. Your principal can be a critical asset in helping to guide the direction of the academic content that students will most likely benefit from during the summer learning program. The principal will also know of logistical resources available for use in the summer learning program. These may include building space, financial opportunities, and sources for staffing the program with motivated and highly effective teachers. Involving your principal creates critical buy-in for your summer learning program.

School-Day Teacher

Consider school-day teachers as resources for identifying specific students who would benefit most from the program and targeting specific learning needs. Teachers can also help promote the summer learning program throughout the year, and help you recruit students and families. Building these relationships will also help when it is time to recruit high-quality teachers for your summer learning program.

Students and Parents

Student voice is a critical element to consider when planning activities and ensuring that you retain students throughout the summer. When you develop summer learning program activities that are engaging and hands-on, students want to attend. Students can be the biggest champions for your program by recruiting other students. Parents also play important roles in student attendance and in communicating the importance of attendance to other parents, especially those who experience cultural barriers.

21st CCLC Project Director and Site Coordinator

Out-of-school time staff should take the lead in summer program planning, particularly in convening stakeholders, leading presentations and establishing regular communication protocols. Committed out-of-school time staff help build strong relationships among all partners (pg. 261, Compendium), keeping them on-task toward a shared vision for a successful summer learning program. These leaders have responsibility to ensure that seamless connections occur between the school-year program and the summer learning program to ensure alignment of all learning activities. They also must pay attention to recruiting the students most in need of summer support.

Community Partners

Community partners come together with a shared vision for what a successful summer learning program looks like in their community or school and often have the human resources to provide additional staffing and create program awareness. A successful summer program will draw from a variety of community partners to impact student academic and social-emotional growth. Partners can offer recreation, arts, health services and law enforcement. Community partnerships create opportunities for students to receive a “well-rounded” education that fosters innovation and allows them to be creative as well as meeting the needs of families.

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