



## Day 2 Breakout Session Summary

April 27, 2021

### Building School-Community Partnerships to Advance Equity

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**Presenters:** Aaron Dworkin, [National Summer Learning Association](#); Karin Pardo, [Charles Stewart Mott Foundation](#); Bela Shah Spooner, [National League of Cities](#); Tom Rosenberg, [American Camp Association](#)

This tabletop discussion examined efforts to advance equity through community partnerships for summer learning and enrichment.

### Session Highlights

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- » Summer provides opportunities for improvement, innovation, integration, and impact (i.e., the “Four I’s of Summer”).
- » Summer learning is distinct from summer school in that it tends to be focused on accelerated learning rather than remedial education, is not considered punitive, and can take place in a variety of settings. Finding ways to make summer programming feel unique (e.g., like camp) for students is important.
- » To further their impact, states are engaging families and youth in their planning. In Hawaii, there has been an effort to meet with youth from across the island to get their feedback on what supports they need, challenges they’re experiencing, as well as what they’d like to see in terms of their education (e.g., hands on learning rather than just lectures).
- » Similarly, there were youth town hall events held in Oregon in the summer of 2020. Staff from the governor’s office and department of education in Oregon participated in the events and had the opportunity to hear directly from students. Students were very engaged in conversations around inequities/racial and social justice, and strong partnerships were formed out of those events.
- » City officials can be a good partner to support children and youth in the afterschool and summer hours. They have agencies already in place like libraries, museums, and recreation departments that can provide valuable supports.

### Shared Resources

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- » [Building Community Learning Hubs](#)
- » [COVID-19 – Resource Center for Camps](#)
- » [Estimated Local Allocations in the American Rescue Plan](#)
- » [Field Guide for Camps](#)
- » [Find a Camp](#)
- » [Maximize Student Recovery: Community-Based Afterschool and Summer Programs Accelerate Student Learning](#)



## Questions and Answers on Building School-Community Partnerships to Advance Equity

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### **How are your programs and partners engaging families and youth?**

In Hawaii, there has been an effort to meet with youth from across the island to get their feedback on what supports they need, challenges they're experiencing, as well as what they'd like to see in terms of their education (e.g., hands on learning rather than just lectures).

### **How are students and families who have historically been underserved by institutions engaged in the planning and design of these programs?**

In Oregon, there were youth town hall events held in the summer of 2020. Staff from the governor's office and department of education in Oregon participated in the events and had the opportunity to hear directly from students. Students were very engaged in conversations around inequities/racial and social justice, and strong partnerships were formed out of those events.

Some organizations have youth advisory boards and parent advisory councils who have been providing input into program planning.

### **How are states expected to use the 1% carve-out for summer enrichment? Can they pass some of the funds down to districts, and if so, how would districts access the funds? If not, will states work through statewide summer learning organizations?**

States can pass funds down to districts and/or pass them down to community-based organizations and cities. Recipients will need to have critical conversations with states about how to best use those dollars.

### **Is there funding set aside to specifically support students with significant special needs in summer programs?**

School districts have the flexibility to put investments towards students with special needs. Many school districts are doing that. Many camps that typically serve children with special needs are also planning virtual camp sessions.

### **Are Boys & Girls Clubs school-aged childcare licensed? What basic safety measures are in place (e.g., staff background checks)?**

Boys & Girls Clubs of America works continuously to enhance robust safety policies and actions to ensure young people remain safe in Clubs. Through a national Child & Club Safety Department, layers of safety policies and guidelines are implemented to keep kids safe including: mandatory annual criminal background checks for staff and volunteers; mandatory immediate reporting of any suspected abuse or victimization; safety committees; mandatory annual safety assessments; and use of third-party experts on training, policies, and resources.

