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Description automatically generated with medium confidenceProgram Team Planner

**Planner**



**What to do:** Use the table below to help you identify a range of potential program team members who can help you achieve program goals and meet student needs.

**Why it matters:** To provide high-quality programming, you’ll want a team that consists of selected program staff and stakeholders who can help plan your out-of-school time program or a specific program initiative.

| **Potential Team Member** | **What could this person bring to the team?** | **Who might fill this role?** | **How do you engage this potential team member?** |
| --- | --- | --- | --- |
| School leaders (e.g., principal, lead teachers) | School-day leaders can help with accessing student data and identifying school priorities. Aligning with school-day learning approaches and social-emotional practices helps you maintain consistency for students and families. |  |  |
| School counselor | Counselors have regular contact with students and insight into strengths and needs. They also have expertise in child development, psychology, and character education. |  |  |
| Social worker | Social workers can share information about community issues, resources, and trends. They also have expertise in psychology and sociology. |  |  |
| Instructional support staff | Instructional support staff know about supports that students receive during the school day and can help you differentiate activities to meet students’ needs and build on their strengths. |  |  |
| Special education teacher | Special education teachers are trained to create and implement interventions to help all students succeed — including those with social and emotional difficulties. |  |  |
| School nurse | The school nurse can help identify schoolwide trends in mental, emotional, and physical health. |  |  |
| Section 504 lead | Section 504 leads have experience in developing plans to address emotional and behavioral issues. |  |  |
| Family member | Your students’ family members know the students, families, and community you serve. They can help you identify critical issues and serve as liaisons to other families. |  |  |
| Positive Behavioral Interventions and System (PBIS) lead | A school or district PBIS lead can connect and align the positive behavioral interventions from the school day to your program. They also have data about the social and emotional needs of your students. |  |  |
| Community or business leaders | Ensuring that young people are prepared to succeed in school and beyond is important to community and business leaders. They can provide guest speakers, tours of local businesses, internships or job shadowing opportunities, and incentives. |  |  |
| School or district academic leads | Mathematics, science, technology, literacy, and other academic specialists can help you connect to the school-day curriculum, select strategies to embed academics into enrichment activities, and conduct formative assessments to gauge student progress. |  |  |
| Artists and arts specialists from the school, district, and community | These specialists can help you embed the arts into academic areas (and academics into the arts). Engaging in the arts can help students develop new perspectives, new brain pathways, and new community connections as they learn. Plus, just about everyone enjoys visual arts, dance, music, writing, making videos, or another artistic realm, which can be a magnet to encourage student attendance. |  |  |
| Partner and youth organization staff members | These valuable resources are likely to share some of your program goals, making them good candidates for supporting planning and implementation. They can help with developing activity ideas that appeal to students, provide space and/or equipment for activities, and may have a network of contacts that can enrich programming options. |  |  |

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