



# Project Based Learning Program Implementation Planner

## Goals for Using PBL

Clarify overarching goals for using PBL as a strategy in your program.

Be sure all projects across the year – short- and long-term, with different groups and topic areas – contribute to meeting the long-term goals. Clarify and discuss goals with staff and stakeholders to ensure everyone understands what PBL will achieve.

- Support and expand academic skills (e.g., core literacy, math, science, content knowledge) in a hands-on way.
- Keep children interested in the program; improve students' attendance and retention.
- Build children's 21st century skills.
- Excite and engage staff; develop staff leadership as dynamic, effective afterschool educators.
- Connect the program and the children with community organizations, community leaders, and local issues.
- Other: \_\_\_\_\_

## Scheduling PBL

Determine when, how often, and over what period of time PBL will fit into the program schedule.

Use this calendar to plan time slots and set guidelines for more complex, longer-duration projects.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Time	Time	Time	Time	Time
2	Time	Time	Time	Time	Time
3	Time	Time	Time	Time	Time
4	Time	Time	Time	Time	Time

Month	Days available	Project Activity Dates	Staff Training Dates
Sept			
Oct			
Nov			
Dec			

## Effect of Youth Participation on Implementation

The number of children and youth participating in projects as well as the type and complexity of projects impacts operations and management.



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 This tool was funded by the U.S. Department of Education in 2011 under contract number EDOESE-09-000040.  
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 Learn more about project-based learning and 21<sup>st</sup> CCLC learning at <http://y4y.ed.gov>.



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### Number participating

Total number participating in a project:

Selected groups participating (for example, ELLs, striving readers, poor grades):

### Attendance, participation tracking

Is participation mandatory?

Yes \_\_\_ No \_\_\_

Is attendance or participation in projects recorded?

Yes \_\_\_ No \_\_\_

Is participation level or attendance part of the assessment or documentation? Yes \_\_\_ No \_\_\_

### Number of projects

- All participants on one project.
- Participants in committees or groups for subparts of a project.
- Each individual on a separate project.
- Small groups or committees on separate projects.

### Location

- All project work on-site.
- Some project work on-site, some off-site.
- Most or all project work off-site.
- Transportation, security, and permissions needed.

Other notes:

### Demonstration and Documentation of Learning

Plan ahead and check that demonstration and documentation are discussed with staff as part of the training and planning process.

What options are available for culminating events?

What parameters, if any, need to be provided to staff?

What documentation of learning, if any, will be required?

What tools, checklists, or rubrics need to be developed with or provided to staff?

Other notes:





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### Budgets

Consider potential cost of projects. If project choices need budget or cost parameters, present that up front. Children and staff may have ideas about how to raise funds, find partners, or modify activities.

Item	Number	Unit Cost	Total
Transportation			
<u>Project materials allowance</u> Books, notebooks, guides Copies Supplies Incentives Other			
<u>Culminating event</u> Space Materials, supplies Refreshments Other			
<u>Training</u> Staff training Volunteer, partner training			
<u>OTHER</u>			

### Partners, Families, Volunteers

Which community partners might be resources for your work? How?

- Businesses: \_\_\_\_\_
- Professionals: \_\_\_\_\_
- Organizations: \_\_\_\_\_
- Colleges, universities: \_\_\_\_\_
- Hospitals, clinics: \_\_\_\_\_
- Local schools: \_\_\_\_\_
- Other: \_\_\_\_\_

Are volunteers needed to support PBL efforts?

If so, where might they be found?

When and how will you contact them?





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How, when, and what will you communicate with students' families?

- Early-information letters, e-mails, or phone calls.
- Surveys for project ideas.
- Permissions.
- Invitations to participate in implementation.
- Updates on progress.
- Invitations to culminating event
- Post-project surveys.
- Other.

### Training

On which topics do staff need training?

- Understanding PBL.
- Planning and implementing PBL.
- Devising culminating events, demonstrating learning, documenting learning.
- Facilitating youth voice and choice.
- Supporting youth working in groups.
- Identifying specific content or skill areas,
- Other

How much time is available, and when, for staff training?

- During orientation.
- During staff meeting time.
- During program breaks.
- In conjunction with school-day teacher professional development.
- At conferences.
- In professional development sessions scheduled during the year.
- Other.

Topic	Date	Time	Participants	Leaders

