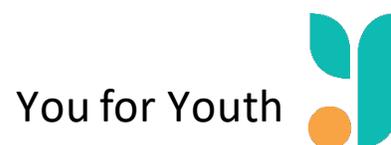




Implementation Planning Checklist

Introduction to 21st Century Community Learning Centers



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Implementation Planning Checklist

Use this planner to document your team’s approach to planning for, rebuilding or revising your 21st CCLC program. It will help you focus on the strategies needed to make the experience successful.

Part 1: Plan

Strategy 1: Review the Request for Proposal (RFP)

The first step will be to read the RFP and understand the proposal process. Use the checklist below to document your initial steps and eligibility for applying for a 21st CCLC grant. Also review the federal and state requirements and priorities, and add notes about key requirements and priorities below.

- Read the RFP.
- Understand the proposal process and note important deadlines.
- Confirm your organization’s eligibility for the grant.
- Outline major proposal components: state and federal requirements and priorities.

- ✓ State requirements:
- ✓ State priorities:

- ✓ Federal requirements:
- ✓ Federal priorities:

Strategy 2: Bring Stakeholders Together

Identify who needs to be at the table during initial conversations about your program. Consider who should be represented and how they can add value.

- Parents _____
- Students _____
- School administrators _____
- Teachers _____
- Community members _____
- Community centers, associations, service providers _____
- Other nonprofits _____
- Universities _____
- Museums or other community resources _____
- Other potential partners _____





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Strategy 3: Conduct a Needs Assessment

A needs assessment is the first step your program team will do together as you develop a 21st CCLC program plan. The results of your needs assessment should be the foundation for everything you do. Use the space below to identify which data you need to collect, and then determine the resources you will use to collect your data.

- | | |
|--|--|
| <input type="checkbox"/> Data Type | <input type="checkbox"/> Resource Used to Collect Data |
| <input type="checkbox"/> Community Needs | <input type="checkbox"/> Survey |
| <input type="checkbox"/> School-Level Needs | <input type="checkbox"/> Focus Group |
| <input type="checkbox"/> Student-Level Needs | <input type="checkbox"/> Interview |
| <input type="checkbox"/> Student Voice | <input type="checkbox"/> Other: _____ |

Asset Mapping

Once you understand your needs, consider what resources or assets already exist in the community and focus on those needs. Use the space below to document these assets. Remember, you'll want to identify community assets and resources you might use to **supplement** your program, not to **supplant** current program assets or resources. Note any questions you have about asset mapping.

- Asset 1: _____
- Asset 2: _____
- Asset 3: _____
- Asset 4: _____
- Asset 5: _____
- Asset 6: _____

Questions About Asset Mapping

Example: Who from my program planning team will have information about current assets?





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Part 2: Design

Strategy 4: Create a Basic Operational Plan

Your operational plan includes your proposed hours of operation, number of students, proposed sites and more. Think about the “big picture” goals of your program, the major things that need to happen each day or week, and how these things will fit into your schedule. Below, place a checkmark by the questions you still need to answer, and write notes to record your thoughts on these questions.

How many sites are eligible, and how many want to participate?

Does it matter where the program is housed?

Are there requirements about the hours of operations (e.g., how many hours per day, days per week, weeks per year)?

Are there requirements about how many and which students to serve?

Will students from community private schools attend the program?

Do you have more questions about your operational plan or developing your program schedule? Write them below.





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Strategy 5: Intentionally Design Activities

Intentionally designing activities is where you'll put your needs assessment data and statements into action. Remember, the activities you describe in your proposal should be clearly correlated to identified needs. This will demonstrate thoughtful, data-based planning. Look at the various types of activities listed below, and place a checkmark next to the ones you think could benefit your program.

- Tutoring and mentoring
- Academic enrichment
- Homework help
- Music and art
- Family engagement

- Cultural activities
- Community and service learning
- Wellness and physical activity
- Drug prevention
- Other: _____

Think about what steps you will need to take to ensure that activities connect to student needs and are driven by your goals. Brainstorm, and record your ideas below.





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Strategy 6: Recruit Students

If you are eligible for a 21st CCLC grant, all your students are also eligible. To meet your program goals, however, you'll need to intentionally recruit the students for whom you designed the program — the students who need it most! It will be essential to encourage them to enroll. Use the list below as you plan how to recruit these students.

- Review enrollment guidelines and set targets.
- Identify key participants based on needs.
- Plan how you will share information with interested students and families.
- Identify new channels for reaching participants.
- Identify potential barriers, and plan to address challenges.
- Other: _____

Strategy 7: Describe Staffing and Human Resources

Use the list below to help you think about staff roles and key qualifications. Also, note possible ways to provide professional learning opportunities for the people in these roles.

- Program Director
- Site Coordinator(s)
- Lead Teachers
- Academic Liaison
- Family Engagement Specialist
- Other positions: _____
- Other positions: _____
- Other positions: _____
- Other positions: _____





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Strategy 8: Create a Communication Plan

Once you have an idea of the stakeholders (i.e., students, families and community partners) you'll need to communicate with, you will need to develop a communication plan. This plan should specify how you'll reach out to those stakeholders, and how you'll keep the communication going over time. The checklist below presents ideas to jump-start your thinking. Place a checkmark by the items you need to work on, or have questions about. You and your team can use the space below the list to brainstorm other ideas for your communication plan.

- Social Media:** Will your organization allow you to have a social media page? If not, can a partner support your work through social media?
- Website:** Does your organization have a website? If so, will you put links on that page to your 21st CCLC program, or create a new page? Will you include a map that shows where all your sites are located, along with contact information, registration forms, schedules and so forth?
- Community Groups:** Are there community groups or neighborhood development associations where you can present information about your 21st CCLC program? Would they be willing to share flyers or put a link to your program on their websites?
- Language Barriers:** Do you need communication materials in languages other than English? How will you accomplish this?
- School Events:** Are there school events such as a back-to-school open house where 21st CCLC information can be provided? Or can you send information home in a registration packet?
- Home Visits:** Will someone on your team do home visits or regular calls to families? Who will that be, and how often will they engage?
- Ongoing communication:** If awarded, how will you continue to disseminate information about the program? Will you have a newsletter, write a blog, update your website weekly and have annual events? How will you ensure that any private schools that indicate a desire to participate are included in all communication?

Brainstorm Other Ideas for the Communication Plan





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Strategy 9: Create a Budget

At the bottom of this page is a list of general budget items to consider. Use the space below to think about which of these items to address in your proposal, and how to allocate for them in the budget. Refer to the Office of Management and Budget (OMB) Uniform Guidance and the RFP for allowable expenses. Check the questions below that you still need answers for, and use the chart to list your allowable and non-allowable cost items.

Are the costs reasonable?

Are the costs allocable to a particular objective?

Are the costs legal and authorized under federal, state and local laws?

Are the costs consistent with generally accepted accounting principles?

Can the costs be documented?

Allowable Costs	Non-Allowable Costs

- Overhead and operating costs
- Personnel costs
- Utilities
- Insurance
- Administrative support
- Systems and software for accounting, data management and information tracking, etc.

- Professional development needs
- Special activities on weekends
- Culminating activities
- Family activities
- Community events
- Transportation





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Part 3: Continue

Strategy 10: Design Your Continuous Improvement Process

Knowing and following official rules, regulations and guidance is important. It’s also important for your program to engage in a continuous improvement process. You’ll want to describe this process in your proposal. Use the checklist below to help you determine how you’ll monitor and collect data, and how you will use these data to plan for improvement.

What types of data do you collect?

Who collects the data?

Where are the data reported?

What are the due dates or frequency of data collection?

Who receives various data reports?

Strategy 11: Sustain Your Program

Use the checklist below to consider how you’ll prepare for program sustainability. Use the items on this list as discussion topics when you start developing a sustainability plan.

What you want to sustain.

Adhering to the “supplement, not supplant” rule.

Documenting outcomes.

Partnering for sustainability.

Connecting with new opportunities.

Leveraging your advisory board or program planning team.

Developing a five-year sustainability plan.

Other: _____

