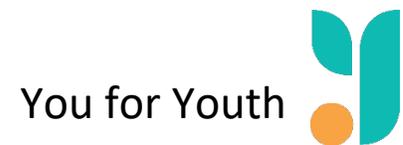




Implementation Planning Checklist

Continuous Education Through 21st CCLC Activities



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Implementation Planning Checklist

Use this planner to begin documenting how you will connect the activities and work done in out-of-school time to the regular school day. It will help you focus on the areas needed to make the experience successful.

This planner includes the following sections. Check the box for each one as you complete it. Use the Y4Y tool, *Key Components for Continuous Education in 21st CCLC*, as a helpful reminder of the key components listed below.

Key Component 1: Build Your Program Planning Team

- Get School-Day Leaders on Your Team
- Keep School-Day Leaders Active
- Design an Effective Communication Process

Key Component 2: Engage Stakeholders

- Collaborate With School-Day Leaders
- Engage Families
- Engage Partners

Key Component 3: Conduct a Program Needs Assessment

- Collect Data
- Mapping Assets
- Set Program SMART Goals

Key Component 4: Intentionally Design Activities

- Map Needs to Activities
- Set Activity SMART Goals
- Determine Activity Type & Learning Method
- Develop an Activity Lesson Plan
- Engage Students
 - Building 21st Century Skills
 - Incorporating Positive Youth Development

Key Component 5: Recruit and Retain High-Quality Staff

- Recruiting
- Plan and Prepare for Professional Growth

Key Component 6: Implement With Fidelity

- Measuring Fidelity: Adherence, Dosage, Duration, Environment



Implementation Planning Checklist

Key Component 1: Build Your Program Planning Team

Get School-Day Leaders on Your Team

Having school-day leaders on your program planning team is essential for the success of your out-of-school time program. These individuals can provide critical information about students and resources. The goal is to work together to ensure student learning continues after the school day is over. Select the team members you would like on your program planning team below.

Tip: To get buy-in from school-day leaders, set up meetings with each one to discuss the importance of connecting your out-of-school time program with the school day and student needs. Try meeting with each of the leaders below. The principal and/or assistant principal would be a great person to start with!

- | | |
|------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Counselors |
| <input type="checkbox"/> Assistant principal | <input type="checkbox"/> Curriculum coordinators |
| <input type="checkbox"/> School-day teachers | <input type="checkbox"/> Food service/maintenance staff |
| <input type="checkbox"/> School administrators | <input type="checkbox"/> Others _____ |

Keep School-Day Leaders Active and Engaged

Once you have met with several school-day leaders and started building relationships, it's time to think about getting those leaders involved in planning by getting them on your program team.

Define Roles and Responsibilities

It isn't uncommon for school-day leaders to be hesitant to take on another responsibility. Providing them with clear roles and responsibilities from the start will help to ease their hesitation. Look at each stakeholder and check the boxes that identify the roles and responsibilities you want them to take.

Principal/Assistant Principal

- Assist with establishing school-day staff buy-in, recruiting high-quality staff members to serve in your program, helping to secure logistical resources, and indicating how school day goals can be supported in your out-of-school time program.
- Help you align summer activities with school-year goals.
- Take the lead on designing those aligned activities.

School-Day Teachers

- Provide information on the topics students are currently working on, and help identify areas where students could benefit from additional intervention.
- Influence your program's activity and lesson planning to ensure alignment.
- Act as a liaison with school-day staff to promote the program and assist with logistics.
- Encourage students to attend the out-of-school time program.





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School Administrator (example: Director of Curriculum)

- Help to promote your program to a wider audience.
- Ensure that your lessons and activities align with school-day standards and objectives.
- Help recruit high-quality teachers.

Food Service/Maintenance Staff

- Provide access to food and space.
- Provide insight on whether activities will meet cultural needs, as many times these individuals also live in the school community.
- Encourage students to attend the out-of-school time program.
- Provide opportunities to continue the learning by engaging students to spell sight words or answer math questions.

Use Y4Y tools like **Sharing Responsibility for Student Learning Planner**, **Assessing Alignment Efforts** and **Responsibility Checklist for Principal and Program Director** to help you determine how each team member can contribute to the group. Other Y4Y tools such as, **Program Planning Timeline** and **Sample Planning Meeting Agenda** can help you with the planning process.

Design an Effective Communication Process

Having a communication plan in place and developing the appropriate communication skills will ensure that your program team is effective and productive. It will keep everyone on the same page, even team members who are not involved in afterschool activities daily, such as the school principal. Remember to be clear, present, courteous, flexible and kind. Check the systems of communication you still need to put in place.

- Common purpose:* Has your team written vision and mission statements for the program?
- Formal meetings:* Have you and your team determined when you will have your formal planning meetings?
- Task timeline:* Have you developed a timeline with task start and end times?
- Periodic check-ins:* Do you have a plan in place to do check-ins with your program team?

Use the Y4Y tool **Program Team Communication Process Form** to start documenting your communication process, and the can help with communicating and defining roles.



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Key Component 2: Engage Stakeholders

Are you collaborating with your stakeholders to ensure student learning continues into the afterschool hours? Check those things you and your stakeholders can do to support students and then share with your team to develop strategies to get your stakeholders engaged.

Collaborate With School-Day Partners

School-day staff can:

- Provide school curriculum.
- Provide school policies and procedures.
- Share student academic, attendance and behavior data.
- Share classroom space.
- Share professional development.

Out-of-school time staff can:

- Intentionally design activities to help students master targeted skills and behaviors.
- Plan with school-day leaders and teachers to include best practices.
- Provide updates on student progress using homework logs and other assessments.
- Provide opportunities for school-day teachers to work in the out-of-school time program.

Other important things to consider:

- FERPA rules
- Teacher planning meetings
- Having an academic liaison

Use the following Y4Y tools to assist in the collaboration with school-day partners: ***Survey of Student Needs, Sharing Responsibility for Student Learning Planner, Homework Communication, School-Day Log, Responsibility Checklist for Principal and Program Director*** and ***Partnering With Schools Rubric***.

Engage Families

Families are an important factor to student success, but often there are barriers and challenges that keep family members from participating. Check the barriers/challenges below that you need to address with your program team.

- Family members aren't comfortable in the school building because of past negative experiences.
- Family members don't speak English.
- Family members don't have transportation.
- Family members don't understand student homework.
- Family members don't understand their role in student education.
- Other: _____



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Use the Y4Y tool ***Homework Contract*** and ***Homework Log*** to help with engaging families in homework.

Engage Partners

Engaging community partners is important for several reasons: it allows students to engage with important adult mentors; it allows the partner and out-of-school time program to share goals and responsibilities; and it recognizes that partners are critical to the sustainability of the program. Check the partner engagement strategies you want to discuss with your program team.

- Creating a volunteer and/or mentor program for partners to engage with students.
- Identify community partners with whom you share goals.
- Create memorandums of understanding (MOUs) for all participating partners.
- Engage partners in your professional development.
- Engage in sustainability discussions — how can partners help your program when grant funding ends?
- Other: _____

Use the Y4Y tools ***Memorandum of Understanding*** and ***Partnership Observation and Supervision Checklist***.





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Key Component 3: Conduct a Program Needs Assessment

Collecting Data

- Obtain school curriculum, policies and procedures.** Many districts post this information online. Teachers and/or school administrators are also resources for specific academic content, skills and important school calendar dates (e.g., testing dates, report card periods).
- Obtain school-day data.** This information may include survey of teacher programming needs, attendance, English language proficiency, reading and math scores, behavior incidents, special needs, class grades, afterschool assessment data and more.
- Identify resources.** Collect information on community partnerships, family engagement and professional learning opportunities.

There are three important data sets to gather while assessing needs: academic/school-level data, student-level data, and student voice and choice. Use the Y4Y tool **Conducting Your Program Needs Assessment** to start documenting needs, and use the checklist below to identify the data you want to collect.

School-Level Data

- State assessment data
- District/campus improvement plans
- School and student report cards
- Student attendance/behavior reports
- Other: _____

Student-Level Data

- Student-level needs. (Use Y4Y tool **Survey of Student Need**)
- Communication with teachers/principals/family members
- Other: _____

Student Voice Data (Use the Y4Y tool **Student Survey**)

- Student survey
- Interest inventory
- Focus groups
- Other: _____





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Mapping Needs to Assets

Mapping assets is the point where you identify resources you can use for your out-of-school time program. Resources may include new partnerships, space, supplies or funding. Use the space below to brainstorm. For example, *a new, local restaurant just opened in the area. After speaking with the owner and chef of the restaurant, you find that he really would like to be involved with the community by offering a “Food for the Community” block party every other weekend. You know that your high school students want to learn how to cook, and your program’s focus is on college and career. You both determine that this will be a perfect fit. The students will assist in building a garden that will help feed the community and develop meals and plan recipes for the block parties. It’s a win-win!*

Potential Asset	Potential Resource
Local school district	_____
Community organization	_____
_____	_____
_____	_____
Juvenile justice agency	_____
College/university	_____
Hospital	_____
Local business	_____
_____	_____
_____	_____
Service club	_____
Other: _____	_____

Setting Program SMART Goals

Creating goals provides a road map for the program. Work with staff and stakeholders to set as many goals as you see fit, and to ensure everyone understands what the program should achieve. Use the Y4Y **SMART Goals Podcast** <https://y4y.ed.gov/y4yclickandgo/implementing-your-program-with-fidelity/1571> to assist with setting your program goals.

Do you have program goals? Are they SMART program goals? Check your goal-setting status, and make plans to use the SMART goal template with your team to ensure all your program and activity goals are outcome based.

- I have program goals.
- I have SMART program goals.
- I have no program goals.

Use the Y4Y tool **Program and Activity SMART Goals** to document and develop program and activity SMART goals. See more information about activity SMART goals in key component 4.





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Key Component 4: Intentionally Design Activities

Mapping Needs to Activities

Use the Y4Y tool *Mapping Needs to Activities* to help your team think about how to align your program activities to the student needs you identified. For each activity that you plan, you should decide how you will deliver the academic content, how you will group or arrange students, and other logistical considerations such as how often students will participate in the activity (dosage) and how long the activity should last. Use the Y4Y tool *Intentional Activity Design Planner* to help you cover all areas of intentionally designing activities. Check the methods, strategies, types of activities, grouping options and quality standards you want to discuss with your team.

Delivery Methods

- Theme based
- Project-based learning
- Service learning
- Blended learning
- Other: _____

Learning Strategies

- Learning Stations
- Mind Mapping
- Reciprocal Learning
- Portfolios
- Other: _____

Activity Type

- Intensive intervention (e.g., specific skill development, credit recovery)
- Academic enrichment
- Sports/physical fitness
- College and career readiness (internships, apprenticeships, field trips)
- Health and nutrition
- Family engagement activity
- Other: _____

Quality Standards

- Dosage
- Duration
- Ratios
- Design of intervention activities
- Embedding academics skills into enrichment activities
- Embedding positive youth development
- Embedding 21st century skills
- Other: _____





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Set Activity SMART Goals

Do you have activity goals that are aligned with your program SMART goals? Are they SMART activity goals? Check your goal-setting status, and plan to use the SMART goal template with your team to ensure all your program and activity goals are outcome based.

- I have activity goals.
- I have SMART activity goals.
- I have no activity goals.

Use the Y4Y tool **Program and Activity SMART Goals** to document and develop program and activity SMART goals.

Use the figure below to guide development of your activity SMART goals:

A **S**

80 percent of **students identified as in-need and who regularly attend** will

R **T**

show **increased proficiency in reading comprehension at the end of the**

M

Book Club activity as **measured by pre- and post-written assessment.**

Specific — I am targeting the students who need the support and who attend regularly.

Measurable — I am using pre- and post-assessment to measure outcomes.

Achievable — I believe that 80% of students can improve if they engage in the activity.

Relevant — My goal is relevant because reading comprehension has been identified as a need.

Time Bound — I have decided that I will measure outcomes at the end of the Book Club.





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Determine Activity Type & Learning Method

The most effective approach to student learning, especially during out-of-school time, is a student-centered approach. Check the student-centered methods you want your team to consider incorporating into your program activities.

Activity Type	Learning Method	
<input type="checkbox"/> Academic Intervention	<input type="checkbox"/> Blended learning <input type="checkbox"/> Themed learning	<input type="checkbox"/> Project-based learning <input type="checkbox"/> Service learning
<input type="checkbox"/> Academic Enrichment	<input type="checkbox"/> Blended learning <input type="checkbox"/> Themed learning	<input type="checkbox"/> Project-based learning <input type="checkbox"/> Service learning
<input type="checkbox"/> College and Career Connections	<input type="checkbox"/> Blended learning <input type="checkbox"/> Themed learning	<input type="checkbox"/> Project-based learning <input type="checkbox"/> Service learning
<input type="checkbox"/> Family Engagement	<input type="checkbox"/> Blended learning <input type="checkbox"/> Themed learning	<input type="checkbox"/> Project-based learning <input type="checkbox"/> Service learning

Develop Activity Plan(s)

Use the checklists below and the Y4Y tools: *Activity Planner*, *The 4 C's to 21st Century Skills* and *The 5 C's of Positive Youth Development* to assist you in developing activity plans. Check the steps that you need to include in your planning. Be sure to review with your program team so everyone is informed and in agreement.

Writing an Activity Plan

- Based on the needs assessment, identify and describe the learning activity.
- List program and activity SMART goals for the activity.
- Include the academic standard(s) or skills the activity will address.
- Describe the activity by summarizing the activity in one to three sentences.
- Create a list of materials needed for the activity.
- Include student grouping by skill level, age, etc. and decide if they will work independently, as a group or working cooperatively on a project.
- List the steps of the activity, first by describing how you will introduce the activity, then by what the students will do during the activity. Keep the 5 E's instructional model in mind (*see below*).
- Describe the final project or assessment that will assist you in evaluating student learning.
- Include time for reflection of the activity.

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The 5 E's Instructional Model

- Engage/Excite:*** Students are introduced to the concept.
- Explore:*** Students explore or experiment at this point.
- Explain:*** Students verbalize their understandings from the "explore" phase, look for patterns in their data, and describe what they observed.
- Extend:*** Students expand their learning, practice skills and behavior, and make connections or applications to related concepts and in the world around them.
- Evaluate:*** Students answer questions, pose questions, and illustrate their knowledge (understandings) and skill (abilities).

Student Engagement: Build 21st Century Skills

Use the checklist below to note the skills you want to incorporate in your activity design.

- Communication:*** Students need to be able to share their thoughts, questions, ideas and solutions.
- Collaboration:*** Students need to be able to work together to reach a goal while putting their talent, expertise and knowledge in action.
- Critical Thinking:*** Students need to be able to look at problems in new ways and link learning across subject areas.
- Creativity:*** Students need to be willing to try new approaches to get things done. This leads to innovation and invention.

Student Engagement: Incorporate Positive Youth Development

Use the checklist below to note the character traits you want to consider in your activity design. The Y4Y tool, ***Positive Youth Development Rubric***, can help you determine whether activities have helped a student to more fully develop these traits.

- Competence:*** This focuses on helping students build a positive view of their actions.
- Confidence:*** This means providing opportunities for students to feel a sense of success.
- Connection:*** For students to be successful, they need to develop positive connections with one another, with their family members, with school leaders and with their community.
- Character:*** Students must develop respect for societal and cultural rules and have standards for their behaviors.
- Caring:*** Students need to develop empathy, or compassion, for others.



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Key Component 5: Recruit and Retain High-Quality Staff

Recruiting

Recruiting high-quality staff will impact whether your activities are implemented with fidelity. Check the items your team needs to accomplish as you prepare to recruit staff.

- Develop core competencies.
- Target high-quality candidates.
- Select the right interview questions.
- Involve stakeholders in the hiring process.
- Identify potential volunteers (e.g., retired teachers, subject matter experts).

Use the space below to note who may be potential staff or volunteers in your program:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Use the Y4Y tool *Identifying and Recruiting High-Quality Staff* and *Sample Job Descriptions* to help you during the recruitment, application and interview processes.

Plan and Prepare for Professional Growth

Use the checklist below to identify professional learning you are considering for your staff, and when you are considering doing the training. Visit the *Coaching My Staff* section of the **Continuous Education Through 21st CCLC Activities** course, as well as the *Train Your Staff* tab where you'll find *Trainings to Go* and *Training Starters* on the topics below.

On which topics do staff need training?

- Understanding program goals for alignment.
- Seeing themselves as afterschool educators.
- Communicating with teachers and schools.
- Supporting learning during homework time.
- Knowing school content standards.
- Creating project and activity objectives to link with content.
- Understanding and using tools to develop 21st century learning skills and study habits, such as contracts.





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- Collecting attendance data by individual.
- Communicating with schools about attendance.
- Using data to plan programming and activities.
- Documenting learning to share with teachers.
- Other: _____

Check time options that may work for professional development, and consider them with your program team.

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

Use the Y4Y tool ***Professional Development Planner*** to document your professional learning plans.



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Key Component 6: Implement With Fidelity

Measuring Fidelity: Adherence, Dosage, Duration, Environment

Use the checklist below to identify what you will use to measure fidelity of implementation.

- Student activity observation checklists
- Staff observation checklists
- Student rubrics
- Partnering with schools rubric
- Student surveys
- Staff surveys
- Student interviews
- Staff interviews
- Other: _____

Use the following Y4Y tools during your data collection: ***Responsibility Checklist for Principal and Program Director***; ***Survey of Student Need*** (use as a pre- and post-activity/program survey to indicate progress made; ***Activity Observation Checklists***; and ***Family Survey*** and ***Student Survey***.

