



Data Tracking Packet

ABC School District 21st Century Community Learning Centers



21st CCLC Data Tracking Packet



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Data Tracking Packet

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Sample Program Registration Form

Participant Information

Participant Name		Male <input type="checkbox"/>	Female <input type="checkbox"/>
Grade			
Home Address		City	
Parent/Guardian Name			
Cell	Home	Email	

Emergency Contacts

Name	Relationship	Phone
Name	Relationship	Phone
Name	Relationship	Phone

Medical Information

Any known allergies/medical problems? Yes <input type="checkbox"/> No <input type="checkbox"/>	List:
Emergency Medical Release <i>If emergency care is necessary and I cannot be contacted, I authorize the _____ program to act on my behalf. I hereby grant the _____ program permission to have my child receive emergency medical attention.</i>	
Parent/Guardian Signature	Date





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Transportation

Notes:	Drop Off/Pick Up <input type="checkbox"/>	Walk <input type="checkbox"/>
	By whom? _____	With whom? _____
	Relationship? _____	Relationship? _____
People authorized to pick up: <i>Adults will be asked to show ID.</i>		

Policy Agreement

<p>Behavior</p> <p>Students are expected to follow the behavioral expectations set by _____ (program name). If student(s) cannot follow these behavioral guidelines, the program will contact their parents and may ask the student(s) to leave the _____ program for the remainder of the day. Repeated or severe violations of the behavioral expectations may result in the student not being able to participate in the _____ program.</p> <p>Attendance and Pick Up</p> <p>Students are expected to attend each program session. If a student is absent more than _____ sessions, the student <i>may</i> be asked to withdraw from the program. Children must be picked up by their parent or legal guardian no later than _____ p.m. The program leaders must be notified if someone other than a parent or guardian will pick up their child. Identification will be requested by the staff member on duty. The adult who picks up will be required to sign the child out for the day.</p> <p style="text-align: center;"><i>I have read and agree to the above behavioral and attendance policies.</i></p>	
Parent/Guardian Signature	Date





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Field Trip Permission

Your child may be invited on a field trip as part of the _____ program. Before a field trip, you will receive detailed information about the proposed excursion. By signing below, you give the _____ program permission to transport your child to and from any field trip opportunity.

Parent/Guardian Signature	Date
---------------------------	------

Authorization to Produce and Use Audiovisual Materials

I hereby voluntarily and without compensation authorize the _____ program to produce photographs, movies, videotapes, DVDs, and audiotapes of the student named below. The images may appear online on the program’s website or social media pages. This authorization is given on the condition that the material taken or produced will be used for community education or program promotion. I understand that the _____ program and its employees will not use the materials for compensation. I understand that this grant of permission shall only be revoked by written instrument delivered to the site coordinator of the _____ program prior to the release of any material. This consent shall remain in effect unless revoked.

Student Name	Parent/Guardian Name
Date	Signature





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Sample Surveys

Secondary Student Interest Inventory

Name: _____

Grade: _____

We want to hear about your interests so we can offer activities and projects that have meaning to you. Please answer the following questions as thoughtfully as you can. Your voice matters and can help shape our program!

1. What are your favorite subjects/topics in school? Choose your top three.

Science

- Earth science
- Biology
- Chemistry
- Physics
- Health science
- Computer science

English/Language Arts

- Creative writing
- Literature
- Plays
- Poetry
- Film

Math

- Algebra
- Geometry
- Trigonometry
- Statistics
- Calculus
- Finance

Social Studies

- Geography
- Local history
- World history
- Culture
- World leaders
- Wars
- World religions

2. What classes/topics would you like the program to offer? Choose your top five.

Science

- | | |
|---|---|
| <input type="checkbox"/> Cooking/Catering | <input type="checkbox"/> Gardening |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Robotics |
| <input type="checkbox"/> Fashion Design | <input type="checkbox"/> Video Game Design |
| <input type="checkbox"/> Coding | <input type="checkbox"/> Forensics |
| <input type="checkbox"/> Health and Nutrition | <input type="checkbox"/> Sports Science |
| <input type="checkbox"/> Climate Studies | <input type="checkbox"/> Disease/Public Health |
| <input type="checkbox"/> Space Exploration | <input type="checkbox"/> Alternative Energy Solutions |
| <input type="checkbox"/> Physics of Billiards | <input type="checkbox"/> Technology/Invention |

Secondary Student Interest Inventory



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Math

- Finance/Business
- Sports Statistics
- Architecture/Design
- Energy
- Music
- Stock Market/Investing
- Art
- Shopping/Budgeting
- Optical Illusions
- Gaming

Language Arts

- Sign Language
- Slam Poetry
- Debate
- Media Studies
- Podcasting
- Comic Books/Graphic Novels
- Spanish
- French
- Reporting/Newspaper
- World Folktales
- Mythology
- Blogging

Social Studies

- United Nations
- Social Networking
- Healthcare Policy
- Ancestry
- Social Justice
- World Cultures
- Global Humanitarian Issues
- Immigration

Creative Arts

- Graphic Design
- Advertising/Marketing
- Film
- Photography
- Band
- Animation
- Theater
- Painting

Sports/Athletics

- Martial Arts
- Boxing
- Basketball
- Soccer
- Step Dance
- Yoga
- Baseball
- Swimming

3. What issues/causes do you care about? Choose all that apply.

- The environment
- Health/disease
- Homelessness
- World hunger
- Animal welfare
- Civil rights
- International relations
- Cyber security
- Space exploration
- Other: _____





Data Tracking Packet

Elementary Student Interest Survey

_____’s After School Program
Name

You’re in charge of the after school program! Think about what you would do and **mark up to three choices in each category.**

In my after school program, we will learn about/do...

Math (choose up to three)

Puzzles/Games

Measuring

Money

Shopping/Comparing Prices

Time

Math Arts and Crafts

Fractions

Origami

Guessing/Estimating

Shapes



Magic

Math in Nature

Sports Math

Cooking/Restaurant Math

Math Computer Games

Dice/Card Games

Coin Games/Probability

Surveys/Statistics

Patterns/Jewelry Making

Math in Music



Science (choose up to three)

Gardening

Cooking

Animals

Health and Nutrition

The Human Body

Video Games/Coding

Marshmallow Engineering



Building

Space

Weather and Natural Disasters

Experiments

Sports Science

Computers

Paper Airplane Design





Data Tracking Packet

Elementary Student Interest Survey

Language Arts (choose up to three)

Comic Books

Theater Arts

Creative Writing

Movies



Book Club

World Languages

Advertising

Reporting/Newspaper



Social Studies (choose up to three)

Geography

Holidays

Our Town

Other Countries

World Religions



Inventors

Explorers

Wars

The Government

World Leaders





Data Tracking Packet

Teacher Survey

This survey was originally created by Northwest Regional Educational Laboratory.

Afterschool program staff to complete:

Name of student:	Student ID#:
School:	Grade:

How long has this student participated in the afterschool program?

- Less than 1 month
- 2-5 months
- 6-9 months
- More than 1 school year

Teacher to complete:

Subject taught if middle or high school: _____

Have you known this student since before he/she entered the afterschool program?

- Yes
 - No
- If yes, for how long? _____

1. Overall, do you think this student has benefited from participating in the afterschool program

- Yes, definitely
- Probably not
- Probably
- No, not at all

If no, why not?

- Student was already doing well
- Too soon to know
- Program did not fit student's needs
- Other _____

<i>Since participating in the afterschool program, this student has...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
2. Improved in turning in her/his homework on time.	1	2	3	4
3. Improved in completing homework to your satisfaction.	1	2	3	4
4. Improved in participating in class.	1	2	3	4
5. Improved in volunteering (e.g., for extra credit or more responsibilities).	1	2	3	4
6. Improved in attending class regularly.	1	2	3	4
7. Improved in being attentive in class.	1	2	3	4
8. Improved in behaving well in class.	1	2	3	4
9. Had classroom academic performance that was satisfactory or better.	1	2	3	4
10. Improved in coming to school ready/prepared to learn	1	2	3	4
11. Improved in getting along well with other students.	1	2	3	4





Data Tracking Packet

Teacher Survey

12. If you disagreed or strongly disagreed with any of the above statements, what was the reason? (Check all that apply.)

- Student was already doing well
- Program did not fit student's needs
- Too soon to know
- Other _____

Teachers: Please complete this section ONCE to reflect your overall perception of the afterschool program.

1. Do you feel that the afterschool program offers assistance to students that relates to what is being taught during the school day?

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

Please explain:

2. Do you feel that the afterschool program offers a variety of enrichment activities to participants?

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

If disagree, how could the program improve on the activities offered? If agree, please give an example:

3. Do you feel that you are well informed about the afterschool program and what happens there?

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

If agree, how have you been informed?

- Students
- Program Staff
- Flyers, newsletters
- Other (please list)
- Other teachers
- School announcements
- At staff meetings

4. How often have you visited the afterschool program?

- Never
- Once
- 2-3 times
- Regularly

5. How often do you interact with afterschool program staff?

- Hardly ever
- Monthly
- Weekly
- Daily

6. How often do you communicate with afterschool program staff about particular students or curriculum?

- Hardly ever
- Monthly
- Weekly
- Daily

7. Other comments?





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Parent Survey

This survey was originally created by Northwest Regional Educational Laboratory.

Name of child:	
School:	Child's grade:

How many years has your child been in the afterschool program at this school?

- Less than one
 1
 2
 3 or more

What do you think of your child's afterschool program?
(Your answers will help make the program better for all families.)

How would you rate your child's afterschool program in the following areas?

Circle one answer per question.

	Poor	Fair	Good	Excellent	Don't Know
1. The overall afterschool program.	1	2	3	4	DK
2. The safety of your child while he/she is at the afterschool program.	1	2	3	4	DK
3. The atmosphere and comfort of the of the room(s) in which the afterschool program operates.	1	2	3	4	DK
4. The snacks served to your child daily.	1	2	3	4	DK
5. The hours of operation.	1	2	3	4	DK
6. The transportation provided, if any.	1	2	3	4	DK

To what extent do you agree or disagree with the following statements about the program?

Circle one answer per question.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
7. I am satisfied with the kinds of programs and activities offered at the afterschool program.	1	2	3	4	DK
8. There is adequate quiet time for my child to complete homework.	1	2	3	4	DK
9. The afterschool program has helped my child get his/her homework done on time.	1	2	3	4	DK
10. There is adequate opportunity for physical activity.	1	2	3	4	DK

How many days per week of afterschool would be ideal for your child?

- 1
 2
 3
 4
 5





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Staff Survey

This survey was originally created by Northwest Regional Educational Laboratory.

Name of program:	
School:	Grades served by program:

1. What is your role in the afterschool program? Please check one. Site supervisor

- Site staff
- Regular volunteer
- Partner organization staff
- Other

Check here if you are also working at the school during the regular school day.

2. Please check the highest level of education that you have completed:

- Currently in high school
- Bachelor's degree
- GED
- Master's degree
- High school graduate
- Doctoral degree
- Associate's degree

3. Briefly describe any previous experience that you have that is related to working with children or in afterschool programs.

4. What opportunities for staff development have you had this year?

5. Please check the *top three* areas in which you'd like training: Communicating with parents

- Communicating with teachers
- Program management
- Working with partners
- Behavior management
- Working with volunteers
- How to evaluate the program
- Helping students with reading
- Connecting afterschool programming with the school day
- Helping students with math
- Other: _____
- Programming ideas

6. Briefly describe the types of activities you *regularly* do with kids in the afterschool program.





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Staff Survey

7. To what extent do you agree or disagree with the following statements?
 Circle one answer per question.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
I am aware of what happens during school day, for example, the work students are doing in their classes.	1	2	3	4	DK
The school supports the afterschool program in general.	1	2	3	4	DK
The school shares its resources (e.g., rooms, equipment, etc.) with the afterschool program.	1	2	3	4	DK
Teachers inform AS program staff when individual students are having a bad day.	1	2	3	4	DK
The program relates to what is being taught during the school day.	1	2	3	4	DK
School day teachers are well informed of what happens in the afterschool program.	1	2	3	4	DK
After school staff communicate regularly with school day teachers about students' homework.	1	2	3	4	DK
There is an established system for homework check.	1	2	3	4	DK
The afterschool staff keep parents informed about the program.	1	2	3	4	DK
The afterschool staff keep parents informed about individual students.	1	2	3	4	DK
The AS program staff welcome parents to observe.	1	2	3	4	DK
The AS program staff welcome parents to participate.	1	2	3	4	DK
There is a balance between academic and enrichment activities.	1	2	3	4	DK
The AS program staff have sufficient resources to conduct our activities.	1	2	3	4	DK
The AS program staff have adequate support from the site supervisor.	1	2	3	4	DK
The AS program staff have adequate support from the program director.	1	2	3	4	DK
The program helps students academically and/or in homework completion.	1	2	3	4	DK
The program helps students learn how to get along with others.	1	2	3	4	DK
The program facilitates positive behavior among the participants.	1	2	3	4	DK





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Staff Survey

8. Do you think your program benefits some students more than others? If so, what types of students benefit most?

9. What are your greatest successes in the afterschool program this year?

10. What have been the greatest challenges in the afterschool program this year?





Data Tracking Packet

Developing Project-Based Learning Rubrics

Rubrics are a great way to assess student work. Holistic rubrics can give students an idea of how they performed overall with a given task, assignment or project, and analytic rubrics can also give targeted feedback. Both types of rubric have a place in project-based learning. To determine which one you should use, consider the project, the students and the teachers who will score the products.

Holistic Rubrics

Holistic rubrics can be used to assess the students' work as a whole. They can be less time-consuming for practitioners because they provide only one score. Holistic rubrics should be used for simple projects or for younger students, where you don't need targeted, detailed feedback.

Sample Holistic Rubric

Product: Writing Sample

Score	Description
4	Demonstrates exceptional understanding of the material. All requirements are met and some are exceeded.
3	Demonstrates consistent understanding of the material. All requirements are met.
2	Demonstrates partial understanding of the material. Some requirements are met.
1	Demonstrates minimal understanding of the material. Few requirements are met.
0	No response. Task not attempted.

Holistic Rubric Template

Product: _____

Student/Group Name: _____

Score	Description
4	
3	
2	
1	
0	





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Analytic Rubrics

Analytic rubrics are more detailed than holistic ones, and they provide feedback on several areas of a project. The criteria section lists skills and measures that students are working on throughout the project, and these criteria are used to judge student achievement. The performance levels and descriptors help staff determine to what extent students demonstrate learning of each skill.

Sample Analytic Rubric

Product: Oral Presentation

Criteria Categories	Performance Levels				Points
	4	3	2	1	
Body Language	Student's movements seemed fluid and helped the audience visualize.	Student made movements or gestures that enhanced articulation.	Student used very little movement or few descriptive gestures.	Student used no movement or descriptive gestures.	
Eye Contact	Student holds attention of entire audience with the use of direct eye contact.	Student consistently attempts to use direct eye contact with audience.	Student displayed minimal eye contact with audience.	Student made no eye contact with audience.	
Intro and Closure	Student delivers opening and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student used a clear introductory or closing remark, but not both.	Student does not provide clear introductory or closing remarks.	
Pacing	Student made good use of drama and used appointed time interval.	Delivery was patterned but did not fit appointed time interval.	Deliver was in bursts and did not fit appointed time interval.	Delivery was either too quick or too slow to fit appointed time interval.	
Poise	Student displayed relaxed, self-confidence and makes no mistakes.	Student made minor mistakes but quickly recovered; displayed little or no tension.	Student displayed mild tension; had trouble recovering from mistakes.	Student tension and nervousness were obvious; had trouble recovering from mistakes.	
Voice	Student used fluid speech and inflection to maintain the interest of the audience.	Student made satisfactory use of inflection, but did not consistently use fluid speech.	Student displayed some level of inflection throughout delivery.	Student consistently spoke in a monotone.	



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Analytic Rubric Template

Product: _____

Student/Group Name: _____

Criteria Categories	Performance Levels				Points
	4	3	2	1	



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Leaders and activity developers should work together to determine the indicators that demonstrate high quality and adherence to the design of each activity. Not every activity will have the same indicators. For example, one activity may be designed with a staff to student ratio of 1:10 because research indicates that is where most positive outcomes can be expected. Another activity may not require that ratio. There are two examples of checklists here for you to customize. The first is designed for an academic activity and the second for an academic enrichment activity. The data from these observations should be used to guide continuous improvement.

Site/Center: _____ Date: _____ Observer: _____

Activity: Math Room: _____

Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Adherence to and quality of the activity as designed: Program components are implemented as prescribed.	
	<i>Activity focus is on targeted skills:</i> <ul style="list-style-type: none"> • Skill set #1: <i>Numbers, operations and quantitative reasoning</i> • Skill set #2: <i>Patterns, relationships and algebraic reasoning</i> 	
	<i>Every student participates in one of three stations:</i>	
	<ul style="list-style-type: none"> • <i>Small-group CGI intervention with teacher</i> 	
	<ul style="list-style-type: none"> • <i>Computer program intervention</i> 	
	<ul style="list-style-type: none"> • <i>Interactive learning activity</i> 	
	<i>Required materials/resources available:</i>	
	<i>Laptops: one for every student</i>	
	<i>Smart Boards</i>	
	<i>Math software programs</i>	
	<i>Instructional resources (will include one of following):</i> <ul style="list-style-type: none"> • <i>Base 10 Blocks</i> • <i>Manipulatives</i> • <i>Math games</i> 	
	Exposure: Students receive the required intervention dosage.	
	<i>Students participate in math intervention for 2 hours in summer program on Monday through Friday</i>	
	Student Engagement: Students actively participate in the intervention.	
	<i>Students use manipulatives.</i>	
	<i>Students actively communicate problem-solving methods with teachers and one another.</i>	





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	<p><i>Students are on-task vs. off-task</i></p> <ul style="list-style-type: none"> • <i>Students actively engage in math conversation.</i> • <i>Students actively count and verbalize math strategies to one another and the teacher.</i> • <i>Students use math tools effectively and efficiently as they need them.</i> • <i>Students are clearly confident in their math thinking and ability to solve math problems.</i> • <i>Students ask and answer questions about their math thinking.</i> • <i>Students share their math thinking in a variety of ways (e.g., verbally, pictorially, with manipulatives, on the Smart Board).</i> • <i>Students transition from one activity to the next with efficiency and knowledge of the procedures.</i> • <i>Students need minimal redirection for the expectations during learning time.</i> • <i>Students listen attentively.</i> 	
	<i>Students have voice/and choice in activity when appropriate.</i>	
	<i>Students have access to technology</i>	
	Teacher Engagement: Teachers actively facilitate the learning.	
	<i>Teachers ask reflective questions.</i>	
	<i>Teachers give specific feedback.</i>	
	<i>Teachers model problem-solving strategies.</i>	
	<i>Teachers probe and invite students to share problem-solving strategies.</i>	
	<i>Teachers make connections to prior knowledge.</i>	
	<i>Teachers provide differentiated support depending on individual student needs.</i>	
	Physical Environment: This supports student learning.	
	<i>Materials, resources and room orderly</i>	
	<i>Learning activities readily accessible</i>	





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Site/Center: _____ Date: _____ Observer: _____

Activity: When I Grow Up Room: _____

Enrichment Activity Observation Checklist

Rating 1=Low 2=Medium 3=High	Indicators	Notes
	Enrichment Activity	
	<i>Every student participates in small-group activities:</i>	
	<i>Required materials/resources available:</i>	
	<ul style="list-style-type: none"> <i>Laptops for researching</i> <i>Journals</i> 	
	<i>Resources:</i> <ul style="list-style-type: none"> <i>Authentic career tools (stethoscope, microphone, office software)</i> <i>Expert speakers</i> 	
	Exposure: Students receive the required academic enrichment dosage.	
	<i>Students are participating in intentional academic enrichment for 2 hours in summer program on Monday through Friday</i>	
	Student Engagement: Students actively participate in the activity.	
	<i>Students research and explore authentic tools.</i>	
	<i>Students actively communicate problem-solving methods with teachers and one another.</i>	
	<i>Students are engaged</i> <ul style="list-style-type: none"> <i>Students actively engage in conversation.</i> <i>Students actively engage in and verbalize use of new targeted academic skills.</i> <i>Students ask and answer questions about their thinking pathways.</i> <i>Students confidently share their new academic skills in a variety of ways (e.g., verbally, pictorially, in journals, in peer conversations).</i> <i>Students need minimal redirection for the expectations during learning time.</i> 	
	<i>Students have voice and choice in activity when appropriate</i>	
	Teacher Engagement: Teachers are actively facilitating the learning.	
	<i>Teachers ask reflective questions.</i>	
	<i>Teachers give specific feedback.</i>	
	<i>Teachers model problem-solving strategies.</i>	
	<i>Teachers probe and invite students to share problem-solving strategies.</i>	
	<i>Teachers make connections to prior knowledge.</i>	





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	<i>Teachers provide differentiated support depending on individual student needs.</i>	
	Physical Environment: This is conducive to student learning.	
	<i>Materials, resources and room orderly</i>	
	<i>Learning activities readily accessible</i>	



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Training Strategies (Add training that must happen immediately.)				
Target Audience	Topic/Trainer	Mode	Cost	Logistics
<input type="checkbox"/> Site Coordinators <input type="checkbox"/> Principals <input type="checkbox"/> Partners <input type="checkbox"/> Frontline Staff <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Other	Writing a Lesson Plan	<input type="checkbox"/> Webinar <input type="checkbox"/> In Person <input type="checkbox"/> Book Study <input type="checkbox"/> Conference <input type="checkbox"/> Other	0	
<input type="checkbox"/> Site Coordinators <input type="checkbox"/> Principals <input type="checkbox"/> Partners <input type="checkbox"/> Frontline Staff <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Other		<input type="checkbox"/> Webinar <input type="checkbox"/> In Person <input type="checkbox"/> Book Study <input type="checkbox"/> Conference <input type="checkbox"/> Other		
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<input type="checkbox"/> Site Coordinators <input type="checkbox"/> Principals <input type="checkbox"/> Partners <input type="checkbox"/> Frontline Staff <input type="checkbox"/> Teachers <input type="checkbox"/> Parents <input type="checkbox"/> Other		<input type="checkbox"/> Webinar <input type="checkbox"/> In Person <input type="checkbox"/> Book Study <input type="checkbox"/> Conference <input type="checkbox"/> Other		



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Communication Strategies (add meetings that must happen on a regular basis)			
Implementing and Managing			
Frequency	Topic	Mode	Regular Attendees
<input type="checkbox"/> Daily <input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other	Administrative Staff Meeting: Review of current data, performance goals, upcoming events, TEA updates.	<input type="checkbox"/> Email <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Skype <input type="checkbox"/> Phone	Project Director, Family Engagement Specialist, Academic Liaison, Site Coordinators
<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other	Principal Meeting to review program progress, student need, core-day content and movement toward goals.	<input type="checkbox"/> Email <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Skype <input type="checkbox"/> Phone <input type="checkbox"/> Other	Site Coordinator, Principal, Other campus stakeholders
<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other		<input type="checkbox"/> Email <input type="checkbox"/> In-person <input type="checkbox"/> Skype <input type="checkbox"/> Phone <input type="checkbox"/> Other	
<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> Other		<input type="checkbox"/> Email <input type="checkbox"/> In-person <input type="checkbox"/> Skype <input type="checkbox"/> Phone <input type="checkbox"/> Other	
<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Each Semester <input type="checkbox"/> Other		<input type="checkbox"/> Email <input type="checkbox"/> In-person <input type="checkbox"/> Skype <input type="checkbox"/> Phone <input type="checkbox"/> Other	



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Data Tracking Packet

Outreach Plan (add outreach efforts that must happen immediately)

Implementing and Managing

Purpose	Mode	Target Audience
Update on program progress and special events	<input type="checkbox"/> Flyer <input type="checkbox"/> Website <input checked="" type="checkbox"/> Newsletter <input type="checkbox"/> Posters <input type="checkbox"/> Other	Family, Core Day Personnel
	<input type="checkbox"/> Flyer <input type="checkbox"/> Website <input type="checkbox"/> Newsletter <input type="checkbox"/> Posters <input type="checkbox"/> Other	
	<input type="checkbox"/> Flyer <input type="checkbox"/> Website <input type="checkbox"/> Newsletter <input type="checkbox"/> Posters <input type="checkbox"/> Other	
	<input type="checkbox"/> Flyer <input type="checkbox"/> Website <input type="checkbox"/> Newsletter <input type="checkbox"/> Posters <input type="checkbox"/> Other	
	<input type="checkbox"/> Flyer <input type="checkbox"/> Website <input type="checkbox"/> Newsletter <input type="checkbox"/> Posters <input type="checkbox"/> Other	





Data Tracking Packet

Data Collection Strategies				
Data	Timeline	Audience/System	Responsible Party	Notes (issues that you may face)
<input type="checkbox"/> Program Attendance <input type="checkbox"/> Grades <input type="checkbox"/> Budget <input type="checkbox"/> Discipline <input type="checkbox"/> Core Attendance <input type="checkbox"/> Surveys <input type="checkbox"/> Observation <input type="checkbox"/> Evaluation	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> Annually <input type="checkbox"/> Other	<input type="checkbox"/> TX 21st <input type="checkbox"/> Administration <input type="checkbox"/> Site Coordinator <input type="checkbox"/> Partners <input type="checkbox"/> Other	<input type="checkbox"/> Prog. Dir <input type="checkbox"/> Fam. Eng. Spec. <input type="checkbox"/> Site Coord. <input type="checkbox"/> Partners <input type="checkbox"/> Teachers <input type="checkbox"/> PEIMS <input type="checkbox"/> Principal <input type="checkbox"/> Evaluator <input type="checkbox"/> Other	
<input type="checkbox"/> Program Attendance <input type="checkbox"/> Grades <input type="checkbox"/> Budget <input type="checkbox"/> Discipline <input type="checkbox"/> Core Attendance <input type="checkbox"/> Surveys <input type="checkbox"/> Evaluation <input type="checkbox"/> Other	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> Annually <input type="checkbox"/> Other	<input type="checkbox"/> TX 21st <input type="checkbox"/> Administration <input type="checkbox"/> Site Coordinator <input type="checkbox"/> Partners <input type="checkbox"/> Other	<input type="checkbox"/> Prog. Dir <input type="checkbox"/> Fam. Eng. Spec. <input type="checkbox"/> Site Coord. <input type="checkbox"/> Partners <input type="checkbox"/> Teachers <input type="checkbox"/> PEIMS <input type="checkbox"/> Principal <input type="checkbox"/> Evaluator <input type="checkbox"/> Other	
<input type="checkbox"/> Program Attendance <input type="checkbox"/> Grades <input type="checkbox"/> Budget <input type="checkbox"/> Discipline <input type="checkbox"/> Core Attendance <input type="checkbox"/> Surveys <input type="checkbox"/> Evaluation <input type="checkbox"/> Other	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> Annually <input type="checkbox"/> Other	<input type="checkbox"/> TX 21st <input type="checkbox"/> Administration <input type="checkbox"/> Site Coordinator <input type="checkbox"/> Partners <input type="checkbox"/> Other	<input type="checkbox"/> Prog. Dir <input type="checkbox"/> Fam. Eng. Spec. <input type="checkbox"/> Site Coord. <input type="checkbox"/> Partners <input type="checkbox"/> Teachers <input type="checkbox"/> PEIMS <input type="checkbox"/> Principal <input type="checkbox"/> Evaluator <input type="checkbox"/> Other	
<input type="checkbox"/> Program Attendance <input type="checkbox"/> Grades <input type="checkbox"/> Budget <input type="checkbox"/> Discipline <input type="checkbox"/> Core Attendance <input type="checkbox"/> Surveys <input type="checkbox"/> Evaluation <input type="checkbox"/> Other	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semester <input type="checkbox"/> Annually <input type="checkbox"/> Other	<input type="checkbox"/> TX 21st <input type="checkbox"/> Administration <input type="checkbox"/> Site Coordinator <input type="checkbox"/> Partners <input type="checkbox"/> Other	<input type="checkbox"/> Prog. Dir <input type="checkbox"/> Fam. Eng. Spec. <input type="checkbox"/> Site Coord. <input type="checkbox"/> Partners <input type="checkbox"/> Teachers <input type="checkbox"/> PEIMS <input type="checkbox"/> Principal <input type="checkbox"/> Evaluator <input type="checkbox"/> Other	

