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Description automatically generated with medium confidenceLearning Recovery Implementation Checklist

**What to do:** Use this checklist as you plan and implement learning recovery initiatives in your out-of-school time (OST) program.

**Why it matters:** An organized approach to planning, with important information and strategies at hand, will save time and focus your efforts.

**Checklist**

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# Introduction to Learning Recovery

Learning recovery focuses on helping students overcome learning disruptions, including ones that occurred during the COVID-19 pandemic. School closures and alternate teaching platforms often interrupted mastery of academic content, and other stressors affected students’ social and emotional well-being. Your program can help students recover from missed learning opportunities by offering experiences that engage students’ existing knowledge to help them find and fill the gaps. Learning recovery initiatives in your OST program can provide targeted academic and enrichment activities to help students fill knowledge/skill gaps or correct misunderstandings about important concepts in a subject area.

For tools and resources to help you implement the strategies in this checklist, see the Learning Recovery Toolkit, available at [21stCCLCNTAC.org](https://21stcclcntac.org/).

# Key Strategy 1: Set a Positive Foundation

Research shows that social, emotional, and cognitive development are linked. Use these strategies to set a positive foundation for learning recovery:

## Use strategies that promote a growth mindset among students, families, and staff. People who have a growth mindset believe that, with effort, their skills can improve over time. Identify what you already do — and what you need to do — to incorporate the following strategies into your program culture and climate:

Prioritize social and emotional needs:

Incorporate the 5 C’s of positive youth development (competence, confidence, connection, character, and caring):

Model and teach positive self-talk:

Help staff and students embrace a growth mindset.

## Address the five domains of social and emotional learning listed below. These domains work together to help students understand and manage emotions, build and maintain positive relationships, and guide responsible decision-making. Identify what you already do — and what you need to do — to help students develop these skills:

Relationship skills:

Self-awareness:

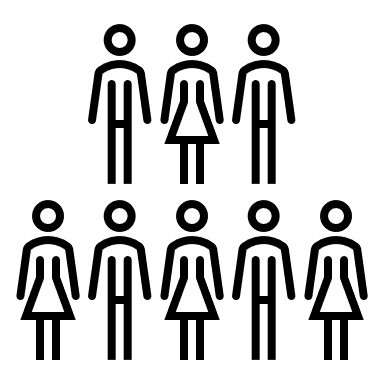
Self-management:

Social awareness:

Responsible decision-making:

# Key Strategy 2: Recruit a Program Team

Use the planning space below to decide who needs to be on your program team to support students’ learning recovery. In addition, use the **Identifying Partners** tool as you brainstorm organizations and individuals who might be assets to support your work.

* Principal
* School-day educators
* Instructional coaches
* ****Guidance counselor
* School or district curriculum supervisors
* Special education director
* Family engagement liaison
* Social workers
* Students
* Family members
* Community enrichment partners
* Government agencies
* Community health and wellness partners
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Key Strategy 3: Assess Needs and Learning Gaps

This strategy focuses on collecting data, analyzing data to set goals, and identifying local assets.

## Conduct a Needs Assessment

There are three important data sets to gather while assessing needs: — school-level data, student-level data, and student voice data. 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 learning gaps
* Communication with teachers/principals/family members
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Voice Data

* Student Survey
* Interest Inventory
* Focus Groups
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Set SMART Goals

Goals provide a road map for your program. Work with staff and stakeholders to set as many goals as you see fit and to ensure that everyone understands what the program should achieve. Make sure the goals are SMART — specific, measurable, achievable, relevant, and time bound.

Literacy Program Goal:

Math Program Goal:

Social and Emotional Learning (SEL) Program Goal:

Learning Recovery Program Goal:

## Map Community Assets

Identify potential assets that may support your OST program, such as partnerships, shared spaces, or donations of supplies or funding. Use this space to brainstorm ideas:

|  |  |
| --- | --- |
| **Potential Asset** | **Potential Resource** |
|  |  |



# Key Strategy 4: Define Logistics

Keep these logistical considerations in mind as you plan for learning recovery activities in your program. Check off any items you need to discuss with your team.

## Budget

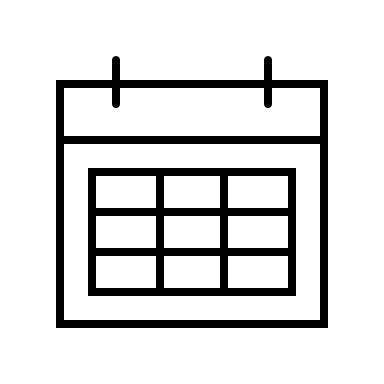
You can start with the budget you have and plan a program that fits — or you can plan your program and then determine if your budget will support it. The first option is the easiest and likely the safest. If you choose the second option, be prepared either to either cut back or enlist other funding sources.

Check the items you need to know more about before working on your budget:

* Who develops the budget
* Who tracks budget expenditures
* ****Who’s allowed to make decisions about the budget
* Amount of funding and sources
* Number of staff
* Type of staff (e.g., school day, youth workers, volunteers, partners)
* Hours for professional development
* Number of students
* Transportation needs
* Food needs
* Supply and material needs
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

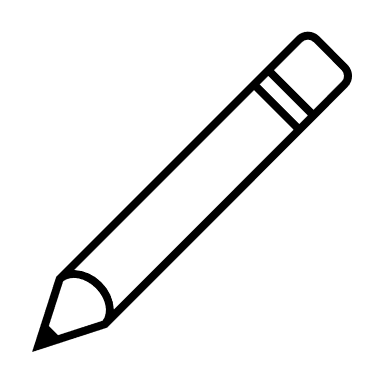
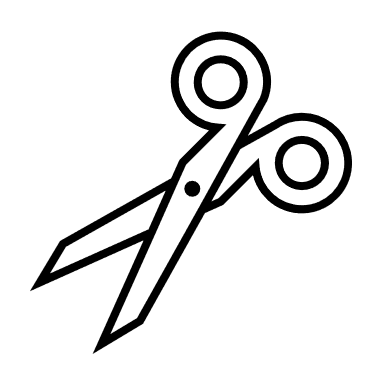
## Schedule

Consider these factors as you schedule activities:

* Program duration (start and end dates)
* Program operations (open and close times)
* Number of hours per day
* Space availability (including specialized areas like computer labs)
* Participating sites
* Participating students
* Students who will need tutoring
* Students with special needs
* English learners

## Materials

Materials can be expensive, so maximize what you have. What sources can you leverage to get supplies? What can you share with the school day, or perhaps purchase jointly? Mark anything you need to check on as you begin planning.

* Existing resources and supplies
* Access to school-day curriculum
* New resources and supplies
* Equipment
* Food services
* Use of U.S. Department of Agriculture funds for meals

Have a plan for securing and delivering supplies. You can use a chart like this one to track tasks and ensure that materials are requested, purchased, and delivered on time.

|  |  |  |  |
| --- | --- | --- | --- |
| **To Do** | **Responsibility** | **Date Needed** | **Notes** |
| *Develop procedures for requesting supplies* | Program director | May 15 | Need to post in a shared file so it’s easy to access |
| *Discuss procedures in staff training* | Site coordinator | May 20 | Have text and slides ready to insert into the presentation |
| *Assign staff member to review and purchase all supplies* | Program director | May 17 | Ask current staff if they’d like to work extra hours during the summer |

## Professional Development/Coaching Preparation

Training Logistics

* Potential trainers
* Training types needed
* Training locations
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Training Topics

* Orientation/overview
* Activity planning
* Assess and identify student needs/progress
* Academic interventions
* Special learning initiatives (e.g., blended, reciprocal, other)
* Engaging families in learning recovery
* Cultural diversity
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Key Strategy 5: Intentionally Design Activities

Use your needs assessment data and SMART goals as starting points for aligning program activities to student needs. The following strategies are often considered in high-quality learning programs. Check the ones to discuss with your team.

## Common Activity Types

* College and career exploration or readiness
* Academic intervention (e.g., specific skill development, credit recovery)
* Academic enrichment
* Recreation
* Health and nutrition
* Family engagement

## Three-Phase Design Process

* Identify student needs. Review student data and information.
* Design different types of activities. Use student needs and student voice to design activity types and activity SMART goals.
* Use appropriate delivery methods. Select delivery methods and approaches that will engage students and impact achievement.

## Consider SMART Goals

* Revisit program and learning recovery SMART goals.
* Develop activity SMART goals.

## Design the 5 E’s Into Activities

* *Engage:* Students are introduced to the concept.
* *Explore:* Students explore or experiment.
* *Explain:* Students verbalize their understandings, look for patterns in the data, and describe what they observe.
* *Extend:* Students expand their learning, practice skills and behaviors, and make connections or applications to related concepts.
* *Evaluate:* Students answer questions, post questions, and illustrate their understandings and abilities.

## Develop Activity Plans

* Be purposeful about connecting activities to school-day learning.
* Incorporate positive youth development strategies.
* Help students develop 21st century skills.
* Design for student engagement.

## Choose Delivery Methods

* *Blended learning:* Use a combination of learning strategies to keep students engaged and to ensure that all learning preferences are addressed.
* *Project-based learning:* Engage students in open-ended projects around areas of interest to help them develop knowledge and skills needed for success in school and in life. This approach builds 21stcentury skills such as communication, collaboration, critical thinking, and creativity (the 4 C’s of 21st century learning).
* *Service learning:* Provide experiential opportunities that link learning to service through volunteering or working.
* *Themed learning:* Bring together multiple disciplines and strategies to design your whole program around a theme that fits your students’ interests and input from school-day staff and other stakeholders.

# Key Strategy 6: Engage Families and Students

Take a look at your program’s current family engagement plan and consider which of the following strategies might support your learning recovery initiatives. Check the strategies you’d like to discuss with your team.

## Develop a Marketing Plan

* Identify barriers to participation and ways to overcome them.
* Incorporate a variety of communication channels (e.g., social media, broadcast media, website, print, school announcements and other communications, banner in front of school, flyers to parents, face-to-face at the program site and in the community).
* Include messaging that introduces and explains terms you’ll use across the learning recovery initiative. This practice helps you build a shared vocabulary among stakeholders and can help prevent misunderstandings.
* Translate outreach materials to languages spoken by your students’ families at home.

## Barriers and Solutions to Engage Students and Families

* **If** **your site is far from students’ homes:** Provide transportation or extended hours to support working families. Consider holding special programs via a virtual platform such as Zoom for families and students who can’t be there in person. Also, record various events to post online for family members to view at their convenience.
* **If program hours conflict with extracurricular activities:** Collaborate with coaches and club leaders to identify students in danger of “no pass, no play” status.
* **If students need to care for younger siblings after school:** Provide space for those siblings in your program.
* **If family buy-in is a potential barrier:** Use incentives to appeal to adult family members (e.g., gift card rewards for attendance, raffle for gift basket at a family event). Also, clearly communicate how their support or participation can benefit their child. Be specific about “what’s in it for them.”
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Key Strategy 7: Ensure Fidelity of Implementation

Use the **Continuous Improvement Planner** to plan steps for assessing and improving your program. Indicate which of the following strategies you want to discuss with your program team.

* Measuring SMART goals
* Developing a plan for fidelity of implementation
* Conducting classroom observations
* Collecting data
* Employing an independent evaluator
* Using assessment results to improve program design
* Sharing results

# Key Strategy 8: Celebrate

As learning recovery occurs, how will you provide opportunities for students to demonstrate what they’ve learned? Choose the ideas you want to explore:

* Live presentations (e.g., dance, poetry slam, panel discussion, individual presentations)
* Student portfolios
* Digital products (e.g., website, video, podcast)
* Art show
* Family event
* Graduation event
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Also be sure to celebrate in these ways:

* Present data that show student engagement and academic progress.
* Invite students, families, staff, and administrators to share their thoughts on the program.

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