Planning and Implementation

Toolkit and User Guide

21ST CCLC NTAC

National Technical Assistance Center

For out-of-school time and summer learning programs

Contents

Planning and Implementation Toolkit User Guide

The Planning and Implementation Toolkit consists of this user guide and the 27 tools described herein. The tools were developed for 21st Century Community Learning Centers (21st CCLC) programs, but any out-of-school time (OST) program can use them.

How to Access the Tools

The tools are available on the 21st CCLC National Technical Assistance Center (NTAC) website in the Planning and Implementation Toolkit, which you can download as a zip file. The zip file includes (1) a PDF version of the user guide and toolkit and (2) a Microsoft Word version of each tool for easy customization.

What's In This Guide

- The full set of tools and ways to use them
- Tips for implementing learning recovery in OST and summer learning programs

Ways to Use the Tools

To support professional development:

- Read the tools to increase your understanding of a planning or implementation strategy.
- Note ideas you'd like to put into practice or learn more about.
- Use the tools during staff training sessions as discussion starters or as part of a think-pair-share or small-group activity.

To help your program plan or implement a practice:

- Use the tools to assess and reflect on what you already know and do — and what you need to know and do — to implement or improve a practice.
- Use the tools during a planning or strategy session.
- Share bite-size ideas from the tools in emails, text messages, or staff meetings to help program staff implement a new strategy or practice.
- Customize the tools to include information, examples, or guidance specific to your program.

To engage and inspire stakeholders:

- Share a tool (or ideas from a tool) with school-day staff, community leaders, partners, volunteers, families, or students to help them understand a program initiative or to inspire them to get involved.
- Share excerpts or ideas from the tools in your newsletter and in emails, social media posts, and other communications with stakeholders.

Get Additional Tools and Resources for Your Out-of-School Time Program

Check the 21st CCLC NTAC website for online courses, training modules, webinars, third-party resources, and more on this and other topics. To stay updated as new content is added:

❑ Subscribe to our newsletter. ❑ Follow us on social media.

How to Customize a Tool

You may customize the Microsoft Word version of any tool to meet your needs.

Tips for customizing tools:

- If you plan to print multiple copies for distribution, you may print the tool in black and white to avoid the cost of color printing.
- If you delete or replace any of the text or graphics, you may need to adjust the formatting or page breaks.
- If you add or revise content, please replace the text box at the end with the following statement:

  Note: Parts of this document are based on information in the Planning and Implementation Toolkit, a resource developed by the 21st Century Community Learning Centers (21st CCLC) National Technical Assistance Center (NTAC). The toolkit is in the public domain and is available at 21stcclcntac.org.

Keep reading to learn about strategies and resources you can use to support students' learning recovery in your program, followed by the tool titles and descriptions.

Strategies for Implementing Learning Recovery in OST and Summer Learning Programs

The U.S. Department of Education's guide to supporting learning acceleration suggests the following strategies for providing high-quality OST learning experiences to support students' social, emotional, and academic needs. These strategies are especially helpful for supporting learning recovery for students who've fallen behind and aren't meeting grade-level standards:

- **Align OST programs academically** with the school curriculum so OST educators can build on material and skills students are already learning.
- **Adapt instruction to individual and small group needs.** OST groups of more than 20 students per staff member are shown to be less effective.
- **Provide high-quality, engaging learning experiences** that provide academic support and access to enrichment activities that develop students' social and emotional well-being and leadership skills.
- **Target student recruitment and retention efforts** to ensure that students with the most need for additional support have adequate opportunity to participate in OST programs.

Learning Recovery: Acceleration vs. Remediation

Learning acceleration is a learning recovery strategy to get students on grade level by providing just-in-time foundational support connected to the grade-level content they're learning. Research shows that learning acceleration is an important strategy for advancing equity and that students who experienced acceleration struggled less and learned more than students who started at the same point but experienced **remediation** (repeating lessons or practicing skills they didn't master during previous grades) instead.

- **Assess program performance** regularly using disaggregated results to improve or adjust the program as needed.
- **Partner with community-based organizations and local intermediary organizations** to increase access to high-quality OST opportunities. Partnerships create opportunities for community engagement and may provide additional enrichment opportunities. Partnerships also expand the opportunity for students to interact with organization staff who may be more racially, culturally, and linguistically diverse.
- **Support students with disabilities** by providing services that can help accelerate learning. Students' Individualized Education Programs (IEPs) and Section 504 plans can provide OST program staff with helpful information about meeting individual student needs.

Want to Know More About Learning Recovery?

The 21st CCLC **NTAC Learning Recovery Toolkit** includes a **Learning Recovery Research and Practice Brief** that contains additional information about learning recovery and a bibliography with links to research and resources.

Tool Titles and Descriptions

The following tools are included in the Planning and Implementation Toolkit. Use this annotated list to identify the tools you need.

- The list is organized into three categories: (a) Learn, (b) Plan and Implement, and (c) Assess and Reflect.
- Each tool described below is included in this document.
- If you want to use or distribute a tool "as is," you may print the pages for that tool.
- If you want to customize a tool, visit the 21st CCLC NTAC website and download Planning and Implementation Toolkit zip file, which includes a Microsoft Word version of each tool.

Learn

Learning Recovery Tip Sheet — This tip sheet provides strategies OST programs can use to support learning recovery for students who aren't meeting grade-level standards.

Summer Program Ideas to Engage Students — These descriptions of sample summer learning programs may spark ideas and strategies to enrich your program and encourage student attendance.

Tips and Tricks to Plan a Successful Culminating Event — Follow these eight steps to plan a culminating event, from defining and publicizing it to conducting follow-up communications.

Plan and Implement

Activity and Program SMART Goals — Use this tool to work as a team setting SMART goals that meet your program needs.

Blended Learning Planner — Use this tool to design collaborative learning stations and create a blended learning environment.

Building Connections With Families — This tool offers ideas for involving family members in out-of-school time activities at your program or at home.

Communicating About Homework Help and Tutoring — Use these sample strategies, forms, and logs to strengthen partnerships with school-day teachers and to develop a system for communicating effectively as you identify, access, and share information.

Continuous Improvement Planner — Use this planner to see your performance (SMART) goals, how you'll capture data to gauge progress toward those goals, and actual outcomes when you complete the program session or year; includes examples and a template.

Family Engagement Activity Types — Review definitions and examples of the five family engagement activity types to inform program activity planning.

Five Strategies for Effective Homework and Tutoring Programs — Use these five strategies to build strong homework and tutoring programs that can support student growth.

Guiding Questions for Project-Based Learning — These guiding questions will encourage students to use high-level thinking when conducting projects.

Identifying Partners on a Continuum — Use this tool to identify potential partners and to decide what level of engagement your relationship should have.

Intentional Activity Design Planner — Use this planning template and example to intentionally design initial activity plans with SMART goals and student needs in mind.

Learning Recovery Implementation Checklist — Use this checklist to help you plan and implement a learning recovery initiative in your program.

Learning Recovery Logic Model — Use this example and template to develop, then monitor, implementation of your learning recovery initiative.

Logistics Planner — Use this guide and timeline to help with logistics for planning and implementing a program session.

Mapping Community Assets — After you complete your needs assessment, use this diagram to prioritize needs, identify resources or groups that can help, and determine next steps.

Mapping Needs to Activities — With data from a program needs assessment, use this tool to brainstorm how student-level skills can be addressed in an academic intervention that honors student voice and choice.

Program Supply Request Form — Customize this form for use in your program if you don't already have a supply request form.

Sample Schedules for Learning Recovery — Sample schedules to fit a variety of program models.

Assess and Reflect

Activity Observation Checklist — Customize these checklists or use "as is" to help ensure that out-of-school time activities support student learning and development.

Conducting a Program Needs Assessment — Use this tool to record needs and set priorities for your summer learning program.

Family Survey — Use this survey at the start or end of a program session to measure family members' perceptions of student impacts and satisfaction with staffing and logistics.

Professional Learning Planner and Self-Reflection Survey — Use the checklist, staff survey, and learning schedule in this tool to work with staff to create personal professional learning goals.

Program Team Planner — Use this template to get examples of potential program team members who might add strengths to your team. Revise as needed, then brainstorm who to recruit and how to engage them.

Student Assessment and Adjustment Plan — Use this tool to assess student growth and then adjust program activities based on information gathered.

Student Survey — Use this survey at the start and end of a program session to measure impact and student satisfaction.

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Activity and Program SMART Goals

What to do: Use the sample program SMART goal below to assist you in developing your program SMART goals. Work with staff and stakeholders to set as many goals as you see fit. If you already have them in place, make sure they're specific, measurable, achievable, relevant, and time bound (SMART).

Why it matters: Goals provide a road map to help everyone understand what you're trying to achieve. SMART goals help you focus your efforts, assess outcomes, make course corrections needed, and achieve your goal in a given time frame.

Program SMART Goals

Sample Program Goal: *80 percent of students who attend the afterschool program regularly will demonstrate an increase in mathematical skills by the end of the fall semester, as measured by pre- and postprogram State assessment scores.*

A **S** **R**

80 percent + of **students who attend the afterschool program regularly +** will demonstrate an **increase in mathematical**

T **M**

skills + by the end of the program year + as **measured by pre- and postprogram State assessment scores.**

Specific We are targeting the students who need the support and who attend regularly.

Measurable We are using the pre- and postprogram State assessment scores to measure outcomes.

Achievable We believe that 80 percent of students can improve if they engage in the program.

Relevant Our goal is relevant because mathematical skills have been identified as a need.

Time Bound We have decided to measure outcomes at the end of the program year.

Add your program SMART goal(s) to the template on the next page.

Needs Assessment Statement	Program SMART Goal
Example: State assessment scores show our fourth-grade students falling behind in mathematics skills. When talking to school-day teachers, we hear the students particularly struggle with fractions. From student voice data, we hear that students want to be outside and learn about plants.	**Example:** 80 percent of students who attend the out-of-school time program regularly will demonstrate an increase in mathematical skills by the end of the fall semester, as measured by pre- and postprogram State assessment scores.

Activity SMART Goals

Activity SMART goals provide a road map for each program activity. In this example, the program SMART goal indicates a need to increase in fourth-grade mathematics skills by the end of the program year. The activity goal digs deeper into a certain skill (fractions) and a certain activity (gardening club).

Sample Activity Goal: *90 percent of students who attend the gardening club activity for the entire program year will demonstrate an increase in understanding of how fractions and measurement apply to real-life activities, as measured by a rubric.*

Once your team has completed your needs assessment, you can use this template to record the identified needs, program SMART goals, and activity SMART goals you develop.

Activity	Needs Assessment Statement	Program SMART Goal	Activity SMART Goal
Gardening Club	State assessment scores show our fourth-grade students falling behind in mathematics skills. School-day teachers tell us the students particularly struggle with fractions. Student voice data tell us that students want to be outside and learning about plants.	80 percent of students who attend the out-of-school time program regularly will demonstrate an increase in mathematical skills by the end of the program year, as measured by pre- and postprogram State assessments.	90 percent of students who attend the gardening club activity for the entire program year will increase in their understanding of how fractions and measurement apply to real-life activities, as measured by a rubric.

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Activity Observation Checklists

What to do: Customize these sample checklists to fit your activities. There's one for an academic intervention activity and one for an academic enrichment activity.

Why it matters: Using checklists for activity observations provides data you can use to adjust activity design and delivery as needed to ensure continuous improvement. Having a checklist that includes indicators and a scoring system provides consistency and reliability.

Tips for Using the Checklists

- Work with your program team to determine what quality indicators to include on your observation checklist, depending on the activity type and goals. For example:
  - Group activities may include indicators related to the number and quality of student interactions.
  - Individual student projects may include indicators related to self-direction and facilitator coaching and support.
- Give program staff opportunities to observe one another's activities and to discuss the findings afterward.
- To get the observation checklists as Microsoft Word documents for easy customization, download the Planning and Implementation Toolkit zip file. The Activity Observation Checklists are included in the Learning Recovery Toolkit at 21stcclcntac.org.

If you are planning for a year, sow rice.
If you are planning for a decade, plant trees.
If you are planning for a lifetime, educate people.

— Chinese Proverb

Math Academic Intervention Activity Observation Checklist

Site/Center: _____ Date: _____ Observer:_____

Activity: Math _____ Room: _____

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	Adherence and **Quality** – Program activity components are implemented as prescribed.	
	The activity focuses on skills targeted for academic intervention:	
	• Skill set #1: Numbers, operations, and quantitative reasoning	
	• Skill set #2: Patterns, relationships, and algebraic reasoning	
	Every student participates in one of three stations:	
	• Small-group intervention with teacher	
	• Computer program intervention	
	• Interactive learning activity	
	Required materials/resources are available:	
	• Laptops: one for every student	
	• Interactive whiteboard	
	• Math software program(s)	
	At least one of these instructional resources is included: • Base-ten blocks • Manipulatives • Math games	
	Exposure – Students receive the required intervention dosage.	
	Students participate in math intervention activities for two hours in the learning recovery program on Monday through Friday.	
	Student Engagement – Students actively participate in the academic intervention.	
	Students are using manipulatives.	
	Students are actively communicating problem-solving methods with teachers and each other.	
	Students are on task: • They're actively engaged in math conversation. • They're actively counting and verbalizing math strategies to each other and the teacher.	

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	• They're asking and answering questions about their math thinking. • They're sharing their math thinking in a variety of ways (e.g., verbally, pictorially, with the manipulatives, and on the whiteboard). • They transition from one activity to the next efficiently and know the procedures. • They need minimal redirection for the expectations during learning time. • They're listening attentively.	
	Students have voice and choice in activities, when appropriate.	
	Students are actively engaged: • They use the math tools effectively and efficiently as they need them. • They're clearly confident in their math thinking and ability to solve math problems. • They share their math thinking in a variety of ways (e.g., verbally, pictorially, with manipulatives, on the whiteboard, on the laptops). • They transition from one activity to the next with efficiency and knowledge of the procedures. • They need minimal redirection in meeting expectations during learning time. • They listen attentively.	
	Teacher Engagement – Leaders actively facilitate learning.	
	Teachers ask reflective questions.	
	Teachers give specific feedback.	
	Teachers model problem-solving strategies.	
	Teachers probe and invite students to share problem-solving strategies.	
	Teachers make connections to students' prior knowledge.	
	Teachers provide differentiated support, depending on individual student needs.	

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	Physical Environment – The activity setting and physical environment are conducive to student learning.	
	The materials, resources, and activity space are orderly.	
	Learning activities, resources, and spaces are readily accessible to all students.	

Comments:

Academic Enrichment Activity Observation Checklist

Site/Center: _____ Date: _____ Observer:_____

Activity: When I Grow Up _____ Room: _____

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	Adherence and **Quality** – Program activity components are implemented as prescribed.	
	Every student participates in small-group activities.	
	Required materials/resources are available:	
	• Laptops for researching	
	• Journals	
	• Authentic career tools (e.g., stethoscope, microphone, and computer software)	
	• Expert speakers	
	Exposure – Students receive the required academic enrichment dosage.	
	Students participate in intentional academic enrichment for two hours in the learning recovery program on Monday through Friday.	
	Student Engagement – Students actively participate in the enrichment activity.	
	Students research and explore with authentic tools.	
	Students actively communicate problem-solving methods with teachers and each other.	
	Students are engaged: • They actively engage in conversation. • They engage in and verbalize the use of new targeted academic skills. • They ask and answer questions about their thinking pathways. • They confidently share their new academic skills in a variety of ways (e.g., verbally, pictorially, in journals, in peer conversations). • They need minimal redirection in meeting expectations during learning time.	
	Students have voice and choice in the activity, when appropriate.	

Rating 1 = Low 2 = Medium 3 = High	Indicators	Notes
	Facilitator Engagement – Facilitators actively facilitate the learning.	
	Facilitators ask reflective questions.	
	Facilitators give specific feedback.	
	Facilitators model problem-solving strategies.	
	Facilitators probe and invite students to share problem-solving strategies.	
	Facilitators make connections to students' prior knowledge.	
	Facilitators provide differentiated support, depending on individual student needs.	
	Physical Environment – The activity setting and physical environment support student learning.	
	The materials, resources, and activity space are orderly.	
	Learning activities, resources, and spaces are readily accessible to all students.	

Comments:

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Blended Learning Planner

What to do: As you design learning stations to provide blended learning, consider the skills you're targeting, the resources available, the number of participating students, and the number of staff available. Use a chart like this one to help you plan.

Why it matters: The benefits of blended learning include support for small-group instruction, variety to keep students engaged, opportunities for peer-to-peer collaboration, and options for differentiating instruction as needed.

Tip: Blended learning uses several learning approaches (e.g., teacher-guided, web-based, print-based, technology-enabled). This format provides opportunities to vary support to each student based on their prior knowledge and level of mastery. This type of support is also known as scaffolding. Your program may use blended learning for any type of activity, including academic interventions. You may choose to use certain approaches during the school year and others during summer programming. Partner with the school-day to align goals and maximize effectiveness.

Blended Learning Plan Example

Description or Theme of Learning Station: Mathematics

Learning recovery area(s) of focus: *(check all that apply)*

Step 1: Focus	Step 2: Approach	Step 3: Logistics
What academic skills are targeted?	*How will students engage with the content?*	*What do you need to consider?*
Math ☒ Problem-solving ☐ Fractions ☒ Measurement ☐ Sequencing Reading ☐ Compare/contrast ☐ Tone	☒ Small group, teacher guided ☒ Math software ☐ Printed worksheets ☐ Hands-on math manipulatives ☒ Skill-targeted tablet games	☒ Number of students: 8 ☒ Number of staff needed: 2 ☒ Equipment: laptops, tablets ☒ Software: math software, tablet games ☒ Materials: measuring tools, manipulatives, paper, pens ☐ Other:

Your Plans

Step 1: Subject Focus	Step 2: Approach	Step 3: Logistics
What academic skills are targeted?	*How will students engage with the content?*	*What do you need to consider?*

Before implementing a blended learning environment, you should instruct, model, and demonstrate for the students:

- How the learning environment is organized
- How they're expected to engage in each activity
- How and when to transition between activities
- How to request facilitator support

Make the purpose, rules, and expectations clear to all participants. Watch the learning within each activity to assess its effectiveness. Check to see if students seem engaged, distracted, or bored. Adjust activities to ensure student engagement.

Use the space below to think through the specifics:

Organization:

☐ How many activities will be provided?
☐ How will you set up the room?
☐ Will students collect materials, or will the materials be at each table?
☐ Will students work independently or as a group within each activity?
☐ How will you communicate expectations?
☐ How and when will students transition from one activity to the next?
☐ How will you group students?

Supervision:

☐ General only
☐ Demonstrations and explanations
☐ Periodic check
☐ Active supervision

Supplies needed:

_____
_____
_____
_____

Activity steps/instructions *(station instruction card or paper to include)*: _____

_____
_____
_____

Tools, equipment:

_____
_____
_____
_____

Observed	Yes	No	Notes
Actively used			
Instructions clear, little supervision needed			
Used by all participants			
Positive outcomes			
Meeting objectives			

Comments, changes, extensions:

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Building Connections With Families

What to do: Review these ideas for helping families share quality time with their children at home. Highlight the ones you want to try. Put a star by the one you'll try first.

Why it matters: Some families might think they don't have enough education, time, or money to help their child do well in school. They might be surprised and happy to hear that simple things like playing games, talking, and having a relaxed meal together can make a positive difference. You can provide ideas and encouragement.

Suggest Home-Based Family and Student Shared Activities

Send suggestions home with students, then set aside a few minutes during snack time for students to share stories about doing these activities with their family members:

- Work jigsaw puzzles together.
- Have a competition where everyone uses the same set of ingredients to prepare different tasty treats that everyone will share.
- Draw family portraits individually or join in to draw one large portrait.
- Eat dinner together as a family and talk about your day.
- Have a talent show or karaoke night.
- Learn a new dance or choreograph a family dance routine.
- Have a family karaoke night.
- Take turns writing parts of a silly story.
- Memorize the 50 states and their capitals and quiz each other.
- Create artwork together. This could be large sheets of paper taped to a wall and the large group works on different sections of a mural that represents the program.
- Play balloon volleyball, basketball, or learn a variety of strength and mindfulness exercises.
- Play Simon Says, Hot Potato, or another childhood favorite game.
- Read a book together and act out parts.
- Learn a new skill together.
- Start a garden in your backyard.
- Watch or attend a sporting event together.

Tip: To engage families in your program, spend some time getting to know them as individuals, understanding their cultures, and identifying possible ways they can contribute (e.g., by helping your team plan or chaperone a trip, by hosting an event, or by acting as a guest speaker to share their skills and knowledge).

Connect With Families Remotely

Good news cards: Send home postcards or short, handwritten notes about something you really appreciate about a child or something you noticed them doing well this week.

Provide at-home projects: Create a project kit related to a theme you are covering in your program. Include all needed materials and encourage children to share the project with an adult. Don't require that the project be brought back, this is just a way to share some of what you do in afterschool. Include information about the academic skills youth are practicing when they do the project.

School mascot: Send a stuffed animal or small toy to "visit" a different family each week. Ask each family to take a picture of the toy in their home and send the picture to display at your site.

Staff introductions: Send home photos and short biographies to introduce staff members.

Breakfast on the go: Hand out granola bars or muffins and coffee in paper cups with lids one morning to families as they drop off youth.

Provide Ideas That Support Learning

Family book reviews: Send home a book that youth really enjoy. On the inside cover, tape a business envelope and fill it with blank cards. Ask youth to share the book and write down what the family thinks about the book and put the card in the envelope. The next family will get to read what others think and add their own comments.

A Day in the Life: Give students "reporting assignments" to document a day in the life of various family members. Ask students to take pictures of their families enjoying meals, sharing customs, or doing a favorite activity. Display the photos at your site.

Family stories: Ask adults to record stories about their families in their home language. Youth can interpret the stories for classmates.

Parent newsletter: Send regular newsletters home to highlight program accomplishments.

Family collage: Make a collage or sculpture with items that families contribute. Consider themes like "food we eat" or "what we see from our window."

Scavenger hunt: Suggest creating a scavenger hunt with everyday items. Families can pick a place like the backyard, the neighborhood, or a local park. While walking around, look for items and create a list. For each item, think of two to three clues. Then, give the child the clues and walk together. For example, you may ask your child to find different objects based on color or shape or items based on their use, such as safety items around town. Consider giving your child a camera or a checklist to keep track of their finds. After your hunt, discuss with your child what the items had in common and the great critical thinking they did to figure out all the clues. Even better: Let your child make a scavenger hunt for *you*!

Learning to go: Send home packets with learning activities parents can do with children to support cognitive development. In the summer, consider outdoor games, slicing summer pies and watermelon, and helping with summer chores such as planting flowers or vegetables. In other seasons, consider counting costs at the grocery store, working puzzles, playing board games, baking, and reading together.

Story starters: After students return from an exciting field trip, ask them to write a story for their families. Include three to five discussion questions or prompts that relate directly to the trip, like "Tell me more about…" and "Can you explain…?" Families can use these prompts on the car ride home or during dinner, then help to reinforce learning all evening.

Question of the day: At the end of activities, have students work together to write questions they can ask their family members to help them find out more about a topic. For example, if they're learning about weather, they might ask a parent this: "Tell me about the worst storm you ever experienced." Or, "Which type of cloud is your favorite, and why?" These questions provide opportunities for reciprocal teaching, which gives students chances to share what they learned and embed it in memory.

Little big chefs: Cooking together is a great way to explore math and science as a family. Look up recipes and find one you'll both enjoy making. Shop for ingredients together and then spend time in the kitchen preparing the food. Build in opportunities to practice reading and math by having your child read the recipe aloud to you or practice measuring with measuring spoons and cups. This is a great way to show their learning in action in real life! Enjoy your hard work by eating in a special place, such as outside or on a blanket in another room. Younger children will be excited to complete a grown-up task and older children will appreciate some ownership over the process. What better way to understand the importance of budgeting, purchasing, and measuring than through food? When done, ask your child to write about the experience.

One good deed: As a family, start the tradition of regularly doing good deeds. Not only will you and your child build wonderful memories together, but each good deed will also be a positive learning experience. Set a family volunteer goal where you and your child commit to volunteering once a month or perform a weekly, or even daily, good deed. Have your child journal or scrapbook to remember these activities. Here are some great volunteer ideas for children:

- Donate food at a food pantry.
- Run an errand for an elderly person.
- Write a letter to deployed service people or to children in hospitals.
- Clean up around your neighborhood.
- Donate money from a lemonade stand or a bake sale.
- Read to younger children at libraries, daycares, or churches.

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Communicating About Homework Help and Tutoring

What to do: Use these strategies to establish or strengthen your partnerships with students' school-day teachers, tutors, and family members. Use the sample forms and logs to develop a system for communicating with the school day as you identify, access, and share resources.

Why it matters: Successful homework help and tutoring sessions occur when out-of-school time professionals work toward the same outcomes as school-day teachers.

Strategies for Building Robust Relationships and Systems of Communication

☐ **Plan for the Initial Meeting**
- Outline out-of-school time homework and tutoring help policies, goals, procedures, and expectations.
- Prepare contracts or memorandums of understanding (MOUs), if needed.
- Prepare a checklist of topics, ideas, and questions to help guide the conversation.
- Develop or collect samples of communication tools and homework logs to share at the initial meeting or follow-up meeting (see samples below).

☐ **Establish Communications**
- Compose a brief memo or email to school staff to communicate information about your program's homework or tutoring help and to request a meeting.
- Follow up with a call to the designated school staff member to confirm date, time, and place for the meeting.
- Provide items from the meeting planning template a few days in advance of the meeting; this will remind everyone of the meeting and advise them of topics so they can prepare.

☐ **Manage the Initial Meeting**
- Begin the meeting by sharing your program's homework help or tutoring goals, policies, procedures, and expectations. Ask about the school's homework or tutoring goals, policies, and guidelines.
- Review and discuss items on your meeting planning template.
- During the discussion, update items and customize your meeting template to include mutually agreed-on communication methods and schedules, goals and objectives, curricular resources, course work, supplemental tools, and materials to support students.

☐ **Check In and Follow Up**
- Send meeting reminders using the communication system established during the initial meeting (e.g., email, text, phone, other).
- Communicate with school-day staff members regularly (e.g., daily, weekly, biweekly) to report on student progress and needs.
- Modify and revise student homework help or tutoring support services as needed.
- Coordinate efforts to regularly involve and inform caregivers about student progress.

☐ **Assess and Evaluate**
- Determine if students reached their goals, and gauge their level of independence with homework.
- Reflect on students' overall attendance in homework help or tutoring sessions.
- Determine whether students showed academic, social, and emotional growth. Share methods of measuring progress with school-day partners, along with the evidence that supports your evaluation (e.g., student reflection logs, samples of student work, grades).
- Reflect on student improvements in study and homework habits and include observations when communicating evaluation results to school-day partners.

Sample Planning Meeting Form

Planning Meeting for 21st CCLC Homework Help/Tutoring Program				
21st CCLC Provider: **21st CCLC Homework Help/Tutoring Instructor:**				
Goals:	**Priorities:**		**Procedures:**	
Student Information				
Student Name:	**School:**	**Grade Level:**	**School-Day Teacher:**	**Teacher Contact:**
School-Day Information				
How do you recommend that 21st CCLC educators learn about student needs? Email? Phone call? Teacher page or school website?				
How can 21st CCLC educators find out about homework assignments? What is the preferred way to learn about missing student work or upcoming assignments or projects?				
Do school-day teachers use an assignment sheet or homework log to give homework assignments and track completion? (21st CCLC may also share template.)				
Do you recommend any materials that 21st CCLC instructors might use to support students in academics? Can teachers supply a school-based curriculum guide, standards documents, or resource materials? Does the student use any online apps or programs in school? Can 21st CCLC staff be added to an account or access resources to support students' academic, social, and emotional needs?				

Topics to Consider	
Communication Schedule: How: When: Where: Shared resources: student syllabi, textbooks, worksheets, supplemental resources, school library, apps and access codes, online databases	Instructional strategies — What do teachers use in class: graphic organizers, motivational strategies, log sheets, note-taking tools? Professional development: Can 21st CCLC staff participate in school-day staff professional development? Other:

Customize and share this sample log with school-day teachers for their input.

Daily Homework Help/Tutoring Communications Log	
Student Name:	**Date:**
Teacher Name:	**21st CCLC Instructor:**
However often teachers send homework assignments, you might choose to have a student record homework expectations and goals for each session. For younger students and students with special needs, 21st CCLC instructors may assist, giving as much responsibility as possible to the student.	
The homework for today is:	**I am prepared to complete my homework successfully because I:** ☐ Copied my homework assignment or have a copy of the assignment from my teacher ☐ Have the correct book, worksheets, and materials ☐ Arrived at my session on time
My goal(s) for this session: (*Note: Separate goal sheets can be used to encourage student motivation, attention, and effort.*) **1.** **2.**	
Student Reflection (Check all that describe how you felt about today's assignment): ☐ I completed the homework easily and independently. ☐ I needed a little help to complete parts of today's assignment. ☐ I had difficulty understanding what was asked in the homework and needed a lot of help to complete today's assignment. ☐ I had some difficulty focusing on the assignment but could finish it with support. ☐ I had a lot of difficulty focusing on the assignment and could not finish it because_____ ☐ I met all of my goal(s) because_____ ☐ I met some of my goals because_____ ☐ I did not meet any of my goal(s) because_____ ☐ During my next session, it would help if_____ ☐ Next time, I will_____	

Daily Homework Help/Tutoring Communications Log
21st CCLC Instructor Notes: ☐ Today's homework took _____ minutes to complete. ☐ The student needed a little help and support to complete the homework assignment. ☐ The student needed a moderate level of help to complete the homework assignment. ☐ The student needed a great deal of help to complete the assignment. ☐ Although much support was provided, the student was unable to complete the assignment because _____ ☐ These strategies, resources, organizers, manipulatives, or tools helped the student _____ ☐ Additional comments/observations:_____
School-Day Teacher's Notes: ☐ In class, I've noticed _____ ☐ Next session, consider _____ ☐ Pay special attention to _____ ☐ Let's meet on _____ to discuss_____

Set up a communications log to keep your complete correspondence in a central place for easy reference. If you maintain the log electronically, you can sort all communications by student. If you prefer a printed log, consider preparing a separate log for each student.

Sample Homework Help/Tutoring Summary Communications Log					
21st CCLC Instructor:					
Student Name	**Form of Communication/Date**			**Topic**	**Next Steps**
	In-person (face-to-face)	Phone	Electronic (email, homework log, other)		
1.					
2.					
3.					
4.					
5.					

Messaging Apps and Websites for Homework Helpers, Tutors, Teachers, Students, and Caregivers

Apps and websites for texting or messaging can make it easier for teachers, homework helpers, and tutors to send homework reminders, communicate with students, and share assignments.

Tips

- Consider equity when you choose a platform or tool.
- Ask teachers, students, and caregivers for their preferred modes of communication, and consult each before selecting a platform. Note: In-person (when possible) is usually the best means of communication.
- Look for useful features, such as translation for family members who don't speak English.
- Encourage students to establish goals and lead virtual conferences about their progress.

Examples of Online Communication Tools

- **Seesaw** is a free learning journal that can be used as a digital portfolio of student work. It can include comments made by the student and a homework helper, tutor, teacher, or caregiver. Students can record themselves "thinking aloud" as they work a math problem or read a story or poem. Homework helpers, tutors, and teachers can easily share and keep track of assignments and student progress. https://web.seesaw.me/
- **Classting** takes a social media approach to communicating. It offers a free platform for homework helpers or tutors to share information with teachers, parents, and students in real time via smartphones. Information is available only to specified members. Homework assignments can be posted and can include videos, photos, and files. https://en.classting.com/
- **SchoolStatus Connect** is a free tool you can use to communicate with families on their preferred platform (e.g., app, email, text message, or phone call), and it automatically translates your messages into more than 100 languages. It works for communicating weekly student homework and has the ability to link files. Tutors and homework helpers can also use this tool to help students, teachers, and parents schedule appointments and sign up for time slots to participate in an event. https://www.classtag.com/get_started

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Conducting a Program Needs Assessment

What to do: Every year — and before planning and designing any new initiative — work with your team to conduct a thorough needs assessment to identify student needs and interests and to set priorities. Collect three types of data: school-level data, student-level data, and student voice data. Family/community data may also be important. Use guiding questions like the examples shown here to help you analyze data, begin discussions with your team, and set priorities. You can replace the examples with your own information.

Why it matters: A needs assessment helps you understand students' academic needs and to incorporate those needs and student voice into activity design.

School-Level Data

School-level data provide the big picture of student performance and give you a starting point from which to work. These data may come from campus or school improvement plans; State, district, or school goals that your program can help to address; State assessment results for the school(s) you serve; district benchmark tests; attendance and behavior reports; and other sources.

Guiding Questions for School-Level Needs	Needs Statements	Information Source	Priority (High, Med, Low)
When looking at school-level data, what are the overall trends? What's needed for improvement?	Only 60 percent of third-grade students are meeting standards on the math State assessment.	State assessment results	High
In State assessment scores, in which subject areas do students show deficits? Capture specific data for each grade level you'll serve in your program.	Only 70 percent of third-grade students met standards on the last English language arts State assessment.	State assessment results	High
In attendance reports, what trends do you see that need to be addressed?	Nearly 15 percent of third-grade students have been absent 10 or more days this year.	Attendance reports	High
When looking at behavior reports, what trends do you see that need to be addressed?	About 10 percent of our third-grade students averaged three or more discipline referrals this year.	Behavior reports	Medium

Student-Level Data

These data provide details about areas where students are struggling — the specific skills and content knowledge they need to master. Identify the top three to five student-level learning gaps and use guiding questions to begin discussions with your team.

Guiding Questions for Student-Level Needs	Needs Statements	Information Source	Priority (High, Med, Low)
When considering data shared by school-day teachers, what specific skills do students need to master to meet standards on the State assessment, to improve report card grades, and to ensure promotion or graduation? *List needs by grade level and subject-specific skills.*	Teachers indicate that students who failed to meet math standards most often failed to master the use of fractions and measurement.	Discussion with third-grade math teachers and district benchmark scores	High
With respect to attendance issues, what do counselors, parents, and teachers say are the most common reasons for absences?	About 60 percent of reported absences occur in the winter and early spring. The school nurse reports high rates of respiratory viruses during those months.	School nurse	Low
With respect to discipline referrals, what specific behaviors occur most often?	About 5 percent of discipline referrals are coded as fighting. Another 5 percent of discipline referrals are coded as disrespecting the teacher.	School administration	Medium

Student Voice Data

These data provide information about the kinds of activities students want. Record their top three to five ideas interest areas.

Guiding Questions for Student Voice	Needs Statements	Information Source	Priority (High, Med, Low)
What activities do students want, and which ones can we accommodate?	Third-grade students want to engage in art, cooking, gardening, and soccer.	Student interest survey	High
Which recent activities have been most popular with students?	Last year students really liked nature walks, ultimate frisbee, and our citizen science activity.	Attendance and activity observation notes	Medium
What do parents say students might want or need?	Students need to get more exercise and they need help with math.	Parent survey	High

Family/Community Data

These data can help you provide support to students and their families, while also improving family engagement in education. Issues families face may include transportation, childcare, limited time, social and emotional needs, and access to food and medical care.

Guiding Questions for Family/Community	Family/Community Needs	Information Source	Priority (High, Med, Low)
What do family work schedules look like? How many children are there who may need a safe space after school hours?	Most adult family members (90 percent) work at least one full-time job; some have part-time jobs in addition. Many families (80 percent) have two or more school-age children	Family survey	High
What other needs do families and students have that our program can help to address?	About 85 percent of students may not have regular access to healthy meals at home.	School meal program data	High
	Half our students don't have access to safe spaces where they can be active at home.	Family survey	High

Notes:

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Continuous Improvement Planner

What to do: Use this planner to record your performance (SMART) goals, how you'll capture data to gauge progress toward those goals, and the outcomes upon completion of the program session or year. Review the examples provided here, and use the blank planner for your program. As illustrated, consider listing your program goal (the outcome you're striving for across your program) and your activity goals (what happens within activities to impact your program goal).

Why it matters: Your Continuous Improvement Planner is your program's road map. It helps you and your staff know where to begin and where you're headed so that you can monitor progress and decide what needs to happen next.

Continuous improvement is a systematic approach to identify areas for improvement, implement intended improvements, collect data related to implementation, study those data, and use the evidence to make the decisions.

SMART Goals	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcome
Program Goal 1: 85 percent of third-grade students who attend the full year of the learning recovery program will demonstrate increased proficiency with fractions and measurement as measured by pre- and postsession assessments.	Pre- and postprogram benchmark assessments	Ms. Jones	Students	First and last weeks of program	**Program Goal #1 Outcome:** 80 percent of third-grade students who attended the full year of the learning recovery program demonstrated increased proficiency with fractions and measurement as measured by pre- and postsession assessments.
Activity 1, Goal 1: 80 percent of third-grade students who participate in the math intervention activity for the entire eight weeks will be able to solve fraction and measurement problems.	Teacher-reviewed math journal where students show their work and thought processes	Mr. Gonzalez	Students	Ongoing	70 percent of third-grade students who participated in the math intervention activity for the entire eight weeks demonstrated that they could solve fraction and measurement problems as measured by the math journal

SMART Goals	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcome
					work.
Activity 2, Goal 1: All third-grade students who participate in gardening for 8 weeks will demonstrate an understanding of how fractions and measurement relate to their lives.	Rubric (developed by staff and students)	Mr. Smith	Students	Presentations at culminating event	90 percent of third-grade students who participated in gardening for 8 weeks demonstrated an understanding of how fractions and measurement related to their lives, as measured using a rubric during individual presentations.
Program Goal #2: All students who attend the full year of the learning recovery program will report an increase in physical activity and good nutrition habits.	Staff-created pre- and postprogram family and student surveys	Luiz	Students and family members	First week and last week of the learning recovery program	
Activity 1, Goal 2: 85 percent of students who attend soccer for the first 16 weeks of the program will engage in 30 minutes of physical activity daily.	Staff-created exercise log	Luiz	Students	Daily and reviewed on last day of programming	
Activity 2, Goal 2: All students who attend the cooking activity for 8 weeks will demonstrate increased ability to select and create healthy snacks.	Student journals and portfolios	Cassandra	Students and family members	Ongoing	

Note: SMART goals are specific, measurable, achievable, relevant, and time bound.

Customize this chart to create your own continuous improvement planner.

Performance Measures	Measurement Tool	Staff Assigned	Target Group	Time Frame	Actual Outcomes
Enter program and activity SMART goals.	*What will be used to measure effectiveness?*	*Who will collect or track data? (Include name or title.)*	*Who's being assessed? (Enter name or group.)*	*When will measurements be taken?*	*What did the data tell you? Restate your SMART goal using actual measurements.*

Note: SMART goals are specific, measurable, achievable, relevant, and time bound.

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Family Engagement Activity Types

What to do: Review the list of the five family engagement activity types presented here. Consider what types of activities might work best for various purposes and the families you serve.

Why it matters: Family engagement activities aren't a "one size fits all" undertaking. Keeping various options in mind can help you plan activities that are a good fit for everyone involved.

Skill-Based Activity

Definition: Skill-based activities help adults gain new knowledge and skills.

Activities might include: GED preparation; English as a Second Language (ESL) lessons or practice; workforce development seminars (e.g., resume writing, interviewing); nutrition and healthy living classes; courses on best practices in childrearing; and workshops on navigating school, district, and educational programs and policies.

Why skill-based activities are important: As families gain knowledge and skills, they become better equipped to support and advocate for their children, and more confident in their abilities. Also, their involvement in self-development, personal growth, and lifelong learning makes them good role models for their children.

Tip: Carefully design activities that teach new skills or develop talents to ensure that no families feel "singled out," embarrassed, or stigmatized.

Enrichment Activity

Definition: Enrichment activities provide experiences that adults find engaging, stimulating, and enjoyable. When these activities include embedded learning about an academic topic, they show family members ways to support student learning at home.

Activities might include: Painting, Zumba, or group attendance at a cultural or sports event.

Why enrichment activities are important: Enrichment activities can spark new interests or hobbies, awaken dormant talents, and build social bonds as families enjoy experiences in a relaxed atmosphere. These activities encourage friendship, collaboration, and laughter. As adults build relationships with other families and with program staff, they'll be more likely to attend additional program activities.

Tip: Involving families in selecting, planning, or implementing enrichment activities can help them feel invested and committed to attending. Create opportunities for them to share their own stories, experiences, and talents.

Family-Student Shared Activity

Definition: Family-student shared activities allow family members to support their child's learning and development in new ways.

Activities might include: Educational game or movie night, family collaborative science fair or star party, family college tours, college and career planning events led by counselors and other trained personnel, a math scavenger hunt that focuses on fractions, a yoga session with mindfulness messages, or a "trashion show" art project that brings attention to environmental science.

Why family-student shared activities are important: Engaging families in fun educational activities with their children in a safe and supportive environment can strengthen relationships among program staff, family members, and students. The effects of these activities can carry over into the home as families learn and play together, discuss and build on positive experiences, and become confident and comfortable about being their child's first and most important teacher.

Tip: Communication is the key to engaging adults in family-student shared activities. Let families know about activities well in advance and explain how it will benefit them and their children. Include details about times, locations, whether child care or transportation will be available, etc.

Leadership Activity

Definition: Leadership activities empower families by engaging them in leadership and decision-making roles.

Activities might include: Family members serve on the program planning team, spearhead special events and programs, write a column or blog post for the 21st CCLC newsletter, serve as advocates for the 21st CCLC program in the community, and serve as mentors for other families.

Why leadership activities are important: Through these activities, families feel valued and are more likely to take ownership in the program's success, become champions and advocates for their children and for the program, and become more involved in program planning and implementation.

Tip: Build on the strengths and interests of students' families by inviting them to take leadership on a certain task or project. Also, look for ways to develop leadership skills. For example, someone wants to join a 21st CCLC program planning team, consider inviting that person to sit in on a few meetings prior to formal involvement.

Resource-Linking Activity

Definition: Resource-linking activities help families connect with school and community resources.

Activities might include: Notifications about community events such as health, education, or job fairs; workshops on community resources; referrals to social services agencies; awareness campaigns on how families can advocate for themselves and their children; coupons and discounts for families.

Why resource-linking activities are important: Resource-linking activities introduce families to free or low-cost goods and services that can help them meet student and family needs. These services and resources might include community education classes; food/clothing/school supply drives; school-based referrals to local social service agencies; a map of free Wi-Fi zones in the area; free vision or dental screenings; and coupons and discounts connected to school-provided vouchers.

Tip: Involving school and community partners helps 21st CCLC programs serve students and achieve program SMART goals by helping families meet their needs. Often, people and organizations in the community are happy to collaborate, but first, you have to ask!

There is no doubt that when family engagement is developed in true partnership, it has the ability to positively impact students' academic, social, and emotional growth, even within distressed communities.

— Kelli Cedo

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Family Survey

What to do: Use or modify the questions in this survey example to get families' feedback about your program. You might decide to administer the survey in more than one language and format, or to give families the option of responding anonymously. Analyze the results and use your findings to improve your program. Let families know how you used their feedback.

Why it matters: Feedback is a gift! By choosing to value the information you receive, you make connections, show that you appreciate families and their opinions, and create opportunities for your program to serve students more effectively.

Families, We Want Your Feedback!

Thank you for being part of our out-of-school time program. To improve our program, we need your feedback. Please complete this survey and return it to us as soon as possible.

What's your child's name? _____

What grade will your child start in school next year?

- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7

What school does your child attend during the school year?

- ☐ ABC Elementary
- ☐ DEF Middle School

Where would your child be if not in our program?

- ☐ At another club or program
- ☐ Alone, without adult supervision
- ☐ With siblings, without adult supervision
- ☐ With adult supervision sometimes
- ☐ With adult supervision always

Are you able to attend events during our program's hours?

- ☐ Yes
- ☐ No

Perceptions

Check one response in each row to indicate how strongly you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Without the program, I believe my child would stay out of trouble.					
Without the program, I believe my child would have fun things to do when school is closed.					
Without the program, I believe my child would practice reading or math.					
Without the program, I believe my child would be exposed to positive influences.					

Impacts

Check one response in each row to indicate how much you believe the program impacted your child.

Statement	N/A 0	No Impact 1	Some Impact 2	Significant Impact 3
My child developed positive relationships with staff members.				
My child is more enthusiastic about school.				
My child did more reading as a result of the program.				
My child exercised more as a result of the program.				
My child is getting along with peers better.				
My child made new friends.				
My child learned new skills.				
My child was more active.				
My child does better in school because of this program.				
My child experienced new places as a result of field trips.				
The at-home family activities showed me what my child was learning in the program.				

How would you rate the impact of the **program** overall? *Check one:*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

Structure

Check one response in each row to indicate how strongly you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
The facility was appropriate for this program.					
The number of weeks was appropriate for this program.					
The number of days per week was appropriate for this program.					
The drop-off time was convenient for me.					
The pick-up time was convenient for me.					
The drop-off procedures were easy to follow.					
The pick-up procedures were easy to follow.					
My child knew where to go when dropped off.					
I knew where to find my child at the end of the day.					
Staff members were available to answer my questions at the beginning and end of the day.					
I knew the daily and weekly schedules.					
The adult/family programs were scheduled at convenient times.					

How would you rate the overall logistics of the program? Consider program start and end times, transportation arrangements, and program facility. *Check one response.*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

Staff

Check one response in each row to express your opinion.

Statement	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Staff members were kind and supportive.					
Staff members treated me and my child with respect.					
Staff members understood the needs of my family.					
Staff members provided consistent structure for my child.					
Staff members seemed qualified to work with my child.					
Staff members notified with me with information or progress reports.					

How would you rate the quality of the **staff** overall? *Check one:*

	Excellent
	Good
	Fair
	Needs Improvement
	Poor

Your Thoughts

What did you like best about the program?

_____

_____

_____

What improvements would you suggest for next year?

_____

_____

_____

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Five Strategies for Effective Homework and Tutoring Time

What to do: Think about the homework help and tutoring that already happens in your program. Then review these five key strategies and highlight any ideas you'd think might help you structure a more effective academic support program.

Why it matters: Homework help and tutoring programs that are well planned, organized, and staffed with competent and caring adults provide many benefits. Students can learn how to manage their time, workload, and activities efficiently. Adults can boost students' confidence, behavior, and grades. A strong homework help or tutoring program can improve student productivity and lower stress levels.

1. Set Goals and Gather Needed Information

a. Setting goals: Create brief goal statements that align with your program's mission and vision. Describe what your program intends to achieve. Include measurable outcomes related to your program. For example:

Our program's guided homework help and tutoring sessions will help students set high goals for their education and establish and maintain routines for completing their schoolwork.

Students who participate in the guided homework help and tutoring sessions will demonstrate improved academic performance and take ownership of their own learning.

Program goal: Before structuring the homework help or tutoring environment, review the 21st CCLC grant proposal the State approved for your program. At least one of the goals in that document probably addresses the intent behind these sessions. If not, review recent needs assessment data and needs statements to write your **program goals for academic supports**. When setting goals, consider the following:

- ☐ What are the academic, social, and emotional needs of our students?
- ☐ Do our goals and objectives align to student needs?
- ☐ How will the activities address our goals and objectives?

b. Gathering Needed Information: When gathering information, program directors and site coordinators should consider the following:

- ☐ Are there other homework help and tutoring programs in the community? Who offers them — teachers, businesses, organizations, or others? Are there partnering opportunities?
- ☐ What are our policies and procedures for intentional activity design?
- ☐ How and when will sessions be monitored and measured for effectiveness?

2. Design and Staff Homework Help and Tutoring Program

a. Designing sessions: For tutoring, make sure students receive individual or small-group (three to four students to one tutor) support. Homework help sessions can have more students per staff member. Once staffing is determined, program directors and site coordinators will need to address the following:

- ☐ When will the sessions begin? How many days a week? At what times? For whom?
- ☐ If tutoring is not mandated for all program students, how will students be identified for each type of academic support? Will any students receive a combination? What will the different groupings look like?
- ☐ For both types of support, are there predictable routines, clear expectations, and procedures in place to reduce behavior problems and disruptions? Will students need to choose between doing their homework and participating in an exciting or new activity? What activities are available for students with no homework or tutoring, such as reading quietly or wearing headphones while at computer stations?
- ☐ Is there a system in place to help maintain the schedule and a procedure to notify participants when there are changes?
- ☐ Do you have a system such as sign-in log, notebook, or assignment chart to support students with organization and routines?
- ☐ Will there be enrichment activities available during the sessions?
- ☐ Will students use any online programs or tools?
- ☐ How often and in what format (e.g., email, progress reports, logs, phone calls) will families receive information about how well students are doing?

b. Staffing the programs: Recruiting staff, volunteers, or program partners with experience in teaching and tutoring will greatly benefit students with greater academic needs. Homework helpers don't always require the same level of academic expertise and can be selected for other strengths. Consider these factors when staffing your program:

- ☐ What do identified needs tell us about how many students will require the intense academic support of tutoring? How many tutors will be needed to maintain individual or small-group support?
- ☐ What do identified needs tell us about how many students will require help to establish efficient homework practices and get answers to occasional content questions? What does our approved grant application say about staff-to-student ratios? How many staff members should oversee homework help sessions?
- ☐ Who on our current staff already has teaching or tutoring experience?
- ☐ How will the program recruit and screen volunteer tutors?
- ☐ How will we work with community partners to recruit homework helpers or tutors? (Consider resources such as school-day professionals and university work-study students with majors in education, math, English, history, science, or business).
- ☐ Who will provide an orientation or professional development sessions to ensure we have quality homework helpers and tutoring staff? (For example, tutors will participate in a three-day initial orientation conducted by the program's educational specialist.)
- ☐ How will tutors and homework helpers be observed? How often? Who will provide them with feedback and support?

3. Organize and Map Out Space

Keep the homework space free of distractions. Tutoring session workspaces should allow for intimate, direct interactions between staff and students, or among the small group of students, without causing distractions to other tutoring groups. If your space is less than ideal, consider expanding to a conference room, gym, library, or other area. When organizing and mapping your space, consider the following:

- ☐ Do you have a quiet, well-lit space where homework helpers and tutors can provide instruction and students can complete their work without interruption?
- ☐ Are seating and table or desk heights comfortable and appropriate for the students' ages and sizes?
- ☐ Are resources organized and easy to access?
- ☐ Are there visuals/pictures around the space with agendas, schedules, and procedures?
- ☐ Is there space set aside for quiet activities such as reading or computer stations with headphones for students who complete their assignments early?

4. Select Resources and Plan the Program

Effective homework and tutoring sessions function as an important point of connection between school-day staff and out-of-school time staff. When selecting resources and planning your program, consider the following:

- ☐ Is there a list of academic resources or technology programs that each student's teacher can provide?
- ☐ Did you ask teachers or district staff to share standards, curriculum goals, and related resource materials?
- ☐ Are there appropriate grade-level resources and supplies available (e.g., books, manipulatives, practice and enrichment materials, educational games, homework logs, paper, pencils, pens)?
- ☐ Do students have opportunities to explore activities and engage in experiences that support their interests and developmental needs?
- ☐ In both tutoring and homework help sessions, is there a balance of instructor-directed and student-directed activities?
- ☐ Are there resources and materials to accommodate learning opportunities that arise unexpectedly, such as a caterpillar spinning a chrysalis outside your window?
- ☐ Is the program structured in a way that encourages students to contribute to planning future sessions or activities?
- ☐ Do the materials and resources reflect, value, and honor the lives and cultures of your students and their families?

5. Build Systems of Communication and Foster Relationships

Students who have enjoyed strong relationships with caring adults who have high expectations of them are more likely to succeed in school and in life (Metz et al., 2008). Reflect on these strategies to build a robust system of communication as a foundation for stronger relationships with students.

- ☐ Schedule and adhere to regular meetings (daily, weekly, biweekly) with families, teachers, and school administrators.
- ☐ Explain the goals and expectations of the program.
- ☐ Provide information about schedules, modes of communication, materials, and resources. Ask teachers and families to share information that can further support and address students' needs in their tutoring or homework sessions.
- ☐ Include opportunities and activities that promote family involvement.
- ☐ Encourage students to set attainable yet challenging goals and monitor their progress toward meeting those goals.
- ☐ Provide students with visuals, goal-setting logs, assignment sheets, planners, and other materials to help them organize and manage their time effectively.
- ☐ Provide opportunities for students to ask questions and discuss their strengths and progress. Respond positively and frequently, focusing on their accomplishments and strengths, but framing their challenges as growth opportunities.

Reference

Metz, R. A., Goldsmith, J., & Arbreton, A. J. A. (2008). *Putting it all together: Guiding principles for quality after-school programs serving preteens.* https://eric.ed.gov/?id=ED503265

Additional Resource

Moellman, L., & Matsalia, J. (2013). *SmartTALK: Homework support for kids: Staff guide.* Harvard Learning and Teaching Partnerships.
https://hwpi.harvard.edu/files/comm/files/smarttalk_staff_guide.pdf
This guide provides information about establishing strong afterschool homework programs. The appendix includes learning materials that can be used to support homework teaching and learning.

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Guiding Questions for Project-Based Learning

What to do: Review the information on this page about Bloom's Taxonomy. Use the question stems on the next page to develop guiding questions to use during project-based learning.

Why it matters: Guiding questions that prompt students to think at increasingly higher levels develops their thinking skills.

Bloom's Taxonomy is a widely used framework for distinguishing between different kinds of thinking or cognition. Originally developed in 1956, it was revised in 2001 and is still used by teachers at all grade levels. The framework is useful for planning activities and questions that help students apply various types of thinking. The taxonomy (or classification system) identifies six levels of cognitive processes (thinking), with each level building on the previous levels. The six levels are Remember, Understand, Apply, Analyze, Evaluate, and Create. See the table below for a definition of each level and "action words" that describe what students do when they use that level of thinking.

The Six Levels of Thinking in Bloom's Taxonomy

Remember	Understand	Apply	Analyze	Evaluate	Create
Recall facts and basic concepts:	***Explain ideas or concepts:***	***Use information in new situations:***	***Draw connections among ideas:***	***Justify a stand or decision:***	***Produce new or original work:***
Define	*Classify*	*Execute*	*Differentiate*	*Appraise*	*Design*
Duplicate	*Describe*	*Implement*	*Organize*	*Argue*	*Assemble*
List	*Discuss*	*Solve*	*Relate*	*Defend*	*Construct*
Memorize	*Explain*	*Demonstrate*	*Compare*	*Judge*	*Conjecture*
Repeat	*Locate*	*Interpret*	*Contrast*	*Select*	*Develop*
State	*Report*		*Distinguish*	*Support*	*Formulate*
	Select		*Examine*	*Value*	*Author*
	Translate		*Experiment*	*Critique*	*Investigate*
			Question	*Weigh*	
			Test		

Source: Armstrong, P. (2010). *Bloom's Taxonomy.* Vanderbilt University Center for Teaching. https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy

	Remember	Understand	Apply	Analyze	Evaluate	Create
Guiding Questions	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? What's the meaning of...? What is...? Which is true or false...?	Can you write in your own words...? Can you write a brief outline of...? What could have happened next? Who do you think...? What was the main idea of...? Who was the key character in...? Can you distinguish between...? What differences exist between...? Can you give an example of what you mean by...? Can you provide a definition for...?	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own? What questions would you ask of...? From the information given, can you develop instructions for...? Would this information be useful if ...?	If...happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did...changes occur? Can you compare your...with that presented in...? Can you explain what must have happened when...? How is...similar to ...? What are some of the problems of...?	Is there a better solution to...? Judge the value of.... Can you defend your position on...? Do you think...is a good or a bad thing? How would you have handled...? What changes to...would you recommend? Do you believe…? Are you a...person? How would you feel if...? How effective are...? What do you think about...?	Can you design a...to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources, how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal that would...?

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Identifying Partners on a Continuum

What to do: Use this template to begin identifying potential partners and the types of services or support they might offer. See the Partnership Continuum on the last page to help you consider possible levels of engagement.

Why it matters: Research indicates that partnerships between out-of-school time programs and community stakeholders help provide stronger, more impactful academic and other experiences for students and their families. Also, strategic partners can be essential to your program's long-term sustainability.

	Details	Partnership Ideas
Community Leaders		
Business		
Religious		
Political		
Long-term residents		
Philanthropists		
Other		
Community Resources		
Parks, zoos, museums		
Popular meeting places		
Libraries		
Colleges and universities		
Concert venues		
Other		
Groups		
Political		
Arts related		
Service oriented		

	Details	Partnership Ideas
Community		
Other		
Community Services		
State and local government		
Nonprofit organizations		
Charities		
Education and training		
Other		
Industry		
Small businesses		
Large corporations		
Trade groups and unions		
Other		
Sources of Information		
Newsletters		
Websites		
News organizations		
Listservs		
Chamber of Commerce		
Other		

Partnership Continuum

Some partnerships are short term, while others may last for years. Where your partnerships start will depend on shared goals and commitments, degree of change required, risk involved, the self-sufficiency of each party, power, trust, and willingness to share.

Networking	Coordinating	Cooperating	Collaborating	Integrating
Exchanging information for mutual benefit.	In addition to networking, blending activities to achieve a common purpose.	In addition to coordinating, sharing resources.	In addition to cooperating, learning from each other to enhance the capacity of both.	In addition to collaborating, completely merging operations, administrative structures, and budgets. The constituent parts are no longer discernable.
Activity Examples • A presentation on how to fill out college applications. • Introducing a colleague who may assist the program in the future.	**Activity Examples** • Providing several volunteers for a family literacy night. • Donating refreshments for an event.	**Activity Examples** • Providing space for programming. • Contributing funding for an event.	**Activity Examples** • Providing recreational services. • Establishing a mentoring program together.	**Activity Examples** • Applying for grants or funding together. • Working together with state leaders on a project.
Partners Example: Art store	**Partners** Example: Service club	**Partners** Example: Service club	**Partners** Example: Local library	**Partners** Example: School partner

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Intentional Activity Design Planner

What to do: Use the example below and the template on the next page as a starting point to design skill-building activities that align with program goals and student interests. The example shows a way to embed social and emotional learning in a recreational activity.

Why it matters: To provide opportunities for students to learn and practice important skills, you need to be intentional about creating activities. Using a planning tool automates the information-gathering process to help you plan efficiently.

Example

Need (Program SMART Goal)	Want (Student Voice)	Social and Emotional Learning Domain(s)	Instructional Strategy (Explicit or Embedded)	Activity	Intentional Design	Activity SMART Goal	Delivery Method(s)	21st Century Skill(s)
Disciplinary referrals will decrease by 10 percent, as measured by behavioral reports, by the end of the program year.	Students want sports activities.	Self-management Relationship skills	Embedded	Martial arts and mixed sports	Students engage in the practice of tae kwon do and other sports to achieve fitness and focus while also using self-discipline and socialization skills to positively manage conflict and anger.	By the end of the year, 80 percent of students who regularly participate in martial arts and other sports will receive zero disciplinary referrals due to fighting, as measured by referral submissions.	Think-alouds Explicit instruction Self-talk	Communication: Students will have opportunities to practice communicating their feelings and talking through conflict.

Need (Program SMART Goal)	Want (Student Voice)	Social and Emotional Learning Domain(s)	Instructional Strategy (Explicit or Embedded)	Activity	Intentional Design	Activity SMART Goal	Delivery Method(s)	21st Century Skill(s)

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Learning 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.

Contents

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.

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:

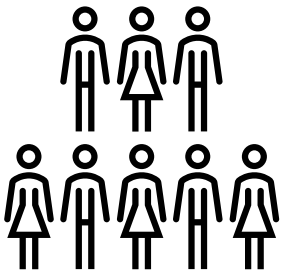
_____

_____

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

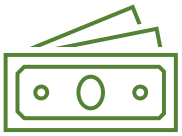
Key Strategy 4: Define Logistics

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.

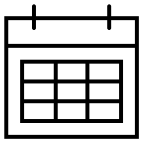
Check the items you need to know more about before working on your budget:



- ☐ 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:

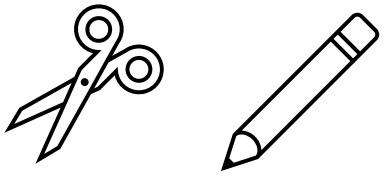


- ☐ Program duration (start and end dates)
- ☐ Program operations (open and close times)
- ☐ Number of hours per day
- ☐ Space availability (including specialized areas like computer labs)
- ☐ Participating sites
- ☐ Participating students
- ☐ Students who will need tutoring
- ☐ Students with special 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 21st century 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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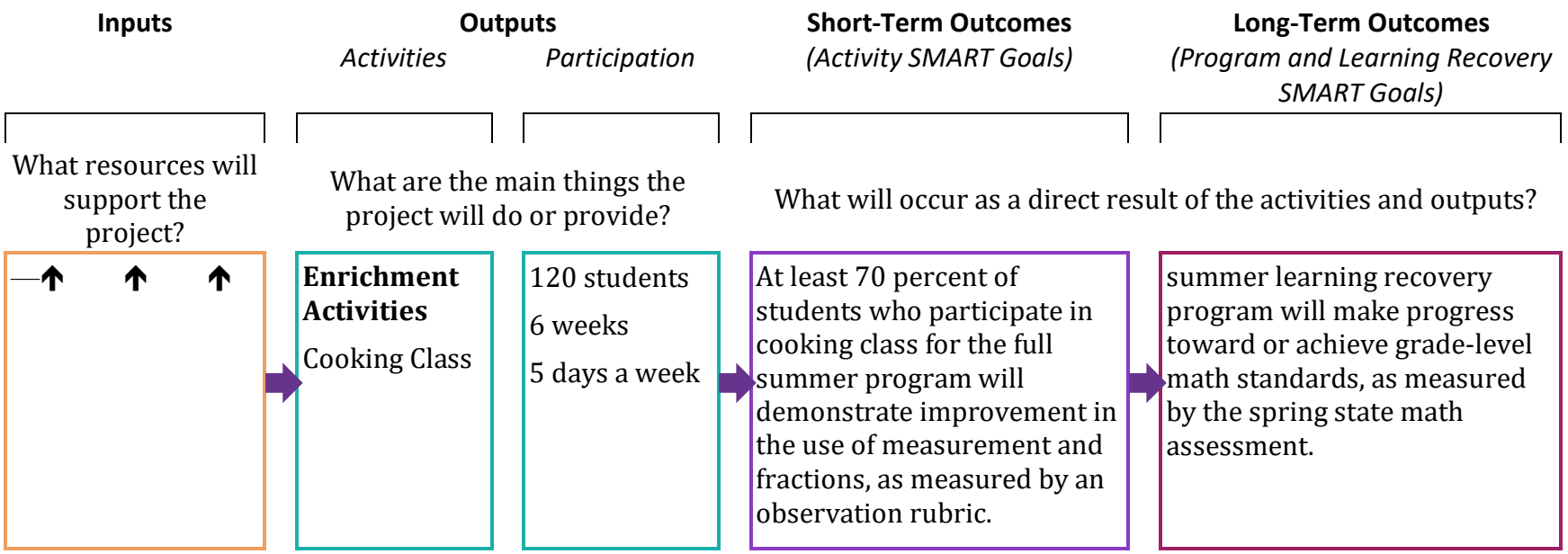
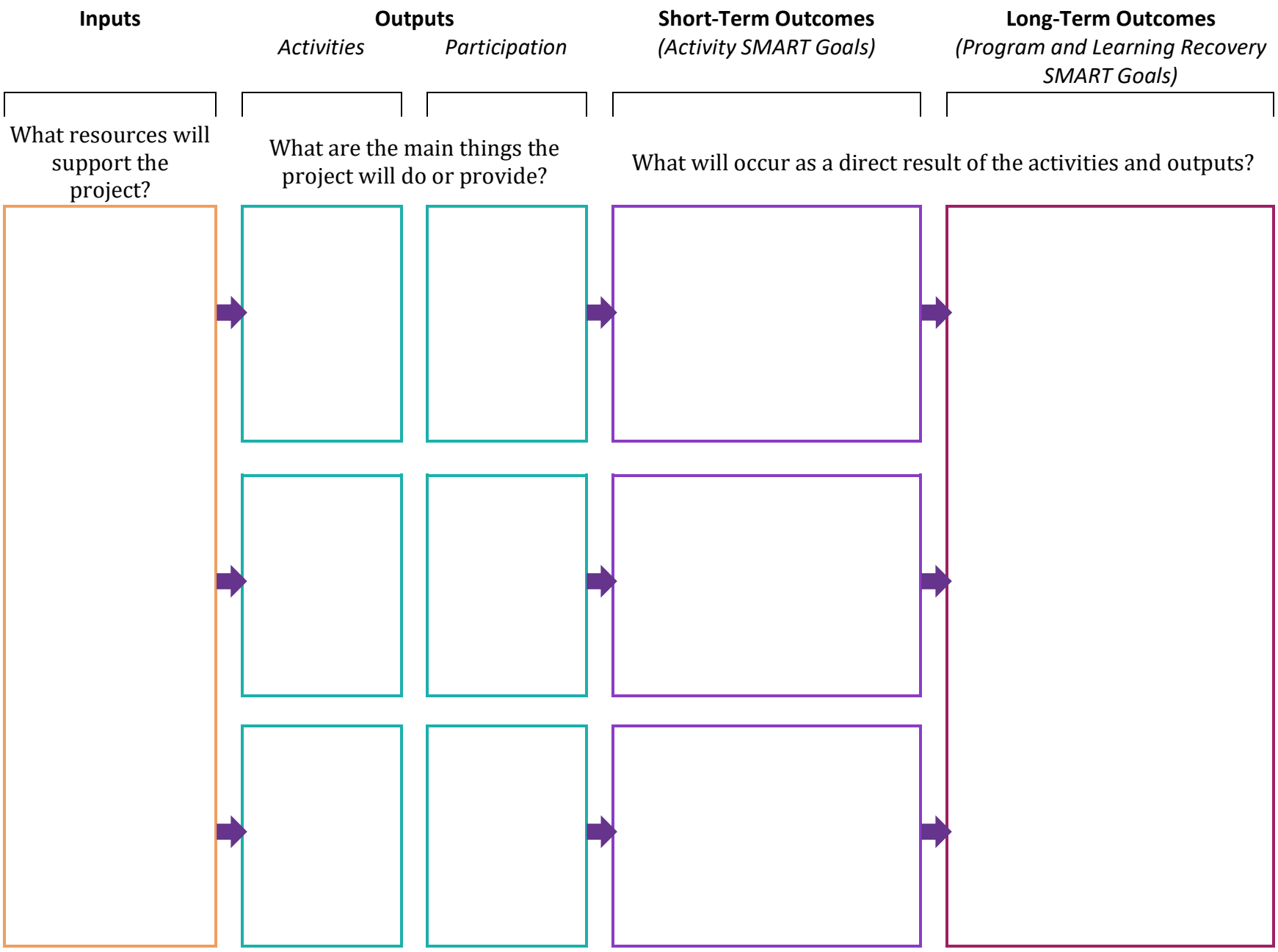
Learning Recovery Logic Model

What to do: Use this example and the template on the last page to create a logic model for your learning recovery program. Once complete, use your logic model to help you monitor program implementation. Be sure to (1) keep it focused, (2) collect all necessary data, (3) analyze and interpret the data, and (4) provide your final report.

Why it matters: Using a logic model helps to keep your priorities in focus. It also provides an easy-to-follow explanation of your goals and approaches to stakeholders, partners, families, funders, and other interested parties.

Inputs	**Outputs** *Activities*	**Outputs** *Participation*	**Short-Term Outcomes** *(Activity SMART Goals)*	**Long-Term Outcomes** *(Program and Learning Recovery SMART Goals)*
What resources will support the project?	What are the main things the project will do or provide?		What will occur as a direct result of the activities and outputs?	
Site Coordinator School Principal Students' Family Members Volunteers Program Staff Supplies/Materials Partners	**Academic Interventions** Guided Mathematics	50 students 6 weeks, 5 days a week	At least 80 percent of students who participate in the mathematics intervention for the full session will increase their proficiency in measuring and fractions, as measured by pre- and postprogram assessments.	At least 60 percent of students identified as "in need" who participate in the full summer learning recovery program will enter the school year with retained or increased mathematics knowledge from the previous school year, as reported by school-day teachers. At least 60 percent of students who participate in the full


Inputs
Outputs
Activities
Participation
Short-Term Outcomes
(Activity SMART Goals)
Long-Term Outcomes
(Program and Learning Recovery SMART Goals)
What resources will support the project?
What are the main things the project will do or provide?
What will occur as a direct result of the activities and outputs?
Enrichment Activities
Cooking Class
120 students
6 weeks
5 days a week
At least 70 percent of students who participate in cooking class for the full summer program will demonstrate improvement in the use of measurement and fractions, as measured by an observation rubric.
summer learning recovery program will make progress toward or achieve grade-level math standards, as measured by the spring state math assessment.


Inputs
Outputs
Activities
Participation
Short-Term Outcomes
(Activity SMART Goals)
Long-Term Outcomes
(Program and Learning Recovery SMART Goals)
What resources will support the project?
What are the main things the project will do or provide?
What will occur as a direct result of the activities and outputs?

Use this space for notes:

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Learning Recovery Tip Sheet

What to do: Review this tip sheet and the U.S. Department of Education's guide on learning acceleration for strategies to help you provide quality out-of-school time (OST) learning experiences. See the **Learning Recovery Toolkit** on the 21st CCLC NTAC website for practical tools to support students' academic and social-emotional learning recovery in OST settings.

Why it matters: These strategies are especially helpful for supporting learning recovery for students who've fallen behind and aren't meeting grade-level standards.

To Support Learning Recovery in Your OST Program…

Ask This

- What are they learning at school?
- Are these the students who need it most?
- What training do staff need?
- What do the data say?
- What's working well?
- What do we need to change?

Do This

Learning Recovery: Acceleration vs. Remediation

Learning acceleration is a learning recovery strategy to get students on grade level by providing just-in-time foundational support connected to the grade-level content they're learning. Research shows that learning acceleration is an important strategy for advancing equity and that students who experienced acceleration struggled less and learned more than students who started at the same point but experienced **remediation** (repeating lessons or practicing skills they didn't master during previous grades) instead.

Check the 21st CCLC NTAC website for professional learning opportunities, tools, and resources on learning and learning recovery — including the **Learning Recovery Research and Practice Brief**.

Use the space below to record your ideas, insights, and questions about ways to support students' academic and social-emotional recovery.

Success is the sum of small efforts, repeated day in and day out.

— Robert Collier

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Logistics Planner

What to do: Use this chart to help you manage logistics planning in advance. Use other tools in this toolkit to help with accomplishing the tasks on this list.

Why it matters: There's a lot to think about when planning for logistics, especially if you'll offer programming or activities at multiple locations. This tool makes it easier to keep things organized and on track.

Key Tasks and Activities	When to Start	Assigned To
List all tasks and activities that are part of logistics planning.	*Number of months* before *the start date the key task/activity should occur.*	*This is the person responsible for the task/activity.*
Program Design		
Recruit a program team and schedule a meeting. *(Include school-day leaders and teachers to help align the program with the school day.)*	9-12 months	
Assign planning responsibilities.	9 months	
Facilitate regular planning meetings with the program team.	9 months (and regularly after that)	
Collect and analyze needs assessment data.	6 months	
Develop program SMART goals.	6 months	
Develop a program budget.	5 months	
Plan program schedule.	4 months	
Other (specify):		
Students and Families		
Develop registration and recruitment materials.	6 months	
Create a recruitment plan and implement it.	5 months	
If the session will be held during hours that aren't typical, survey parents about schedule preferences.	5 months	
Share policies and program reminders with families.	1-2 months	
Plan for ongoing family engagement and communication.	3 months	
Survey students to find out what types of activities they want.	3-4 months	
Other (specify):		

Staff		
Identify staff positions and develop job descriptions.	6 months	
Create and implement a plan to recruit and hire staff.	5 months	
Plan an orientation about policies, procedures, and professional development.	2-3 months	
Provide student information and data to program staff.	1 month	
Other (specify):		

Facility and Materials		
Coordinate and reserve facility space.	9 months	
Set up spaces.	2 weeks	
Order and distribute materials.	1 month	
Plan for cleaning and maintenance.	3-4 months	
Other (specify):		
Instruction		
Identify the curriculum the program will align with and related available resources.	4-6 months	
Begin activity design and create activity SMART goals.	3-4 months	
Plan assessment schedule and procedures.	2-4 months	
Provide staff with instructional materials and professional learning experiences.	1 month	
Other (specify):		
Other *Add any other program-specific logistical planning tasks/activities here.*		

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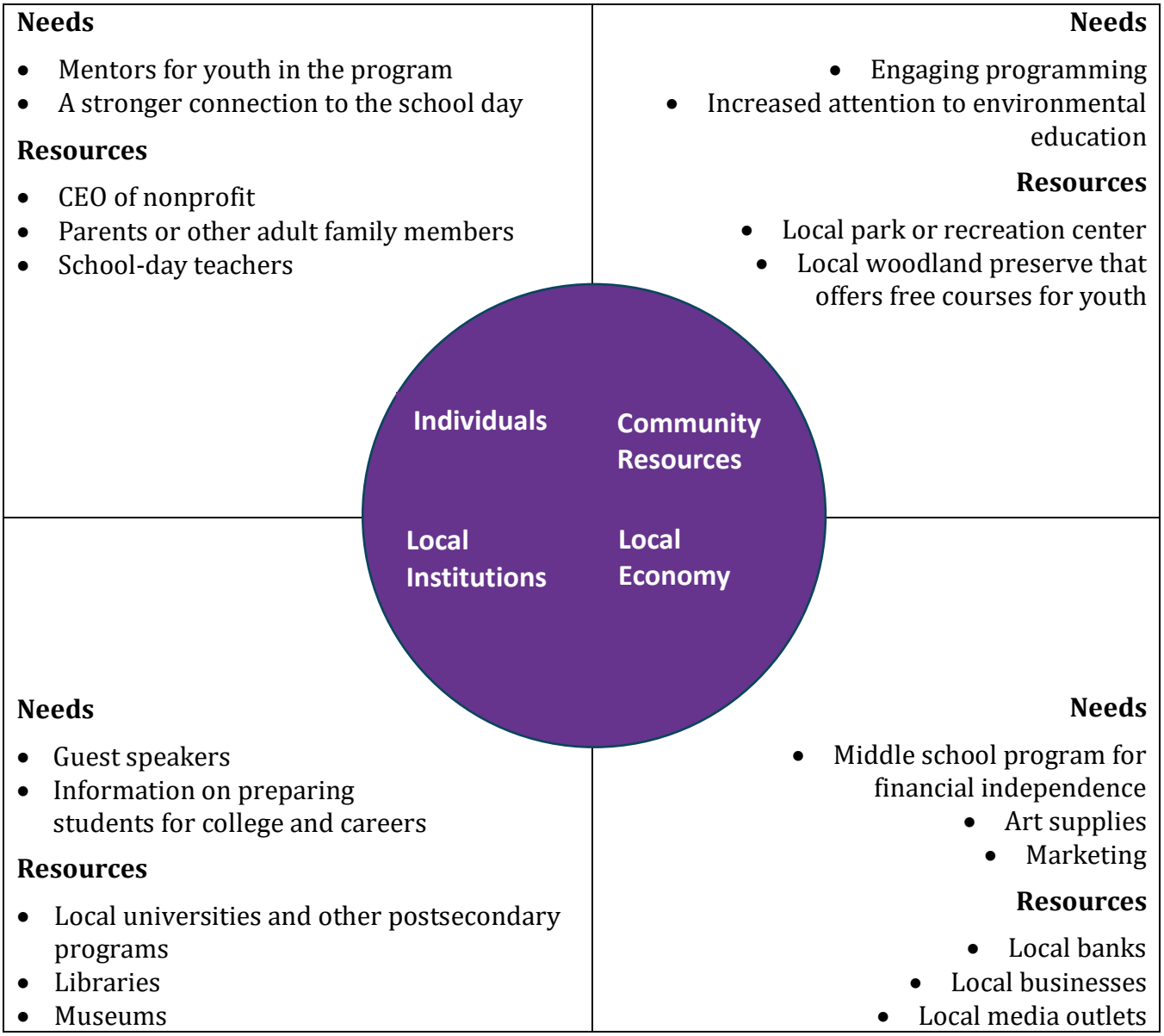
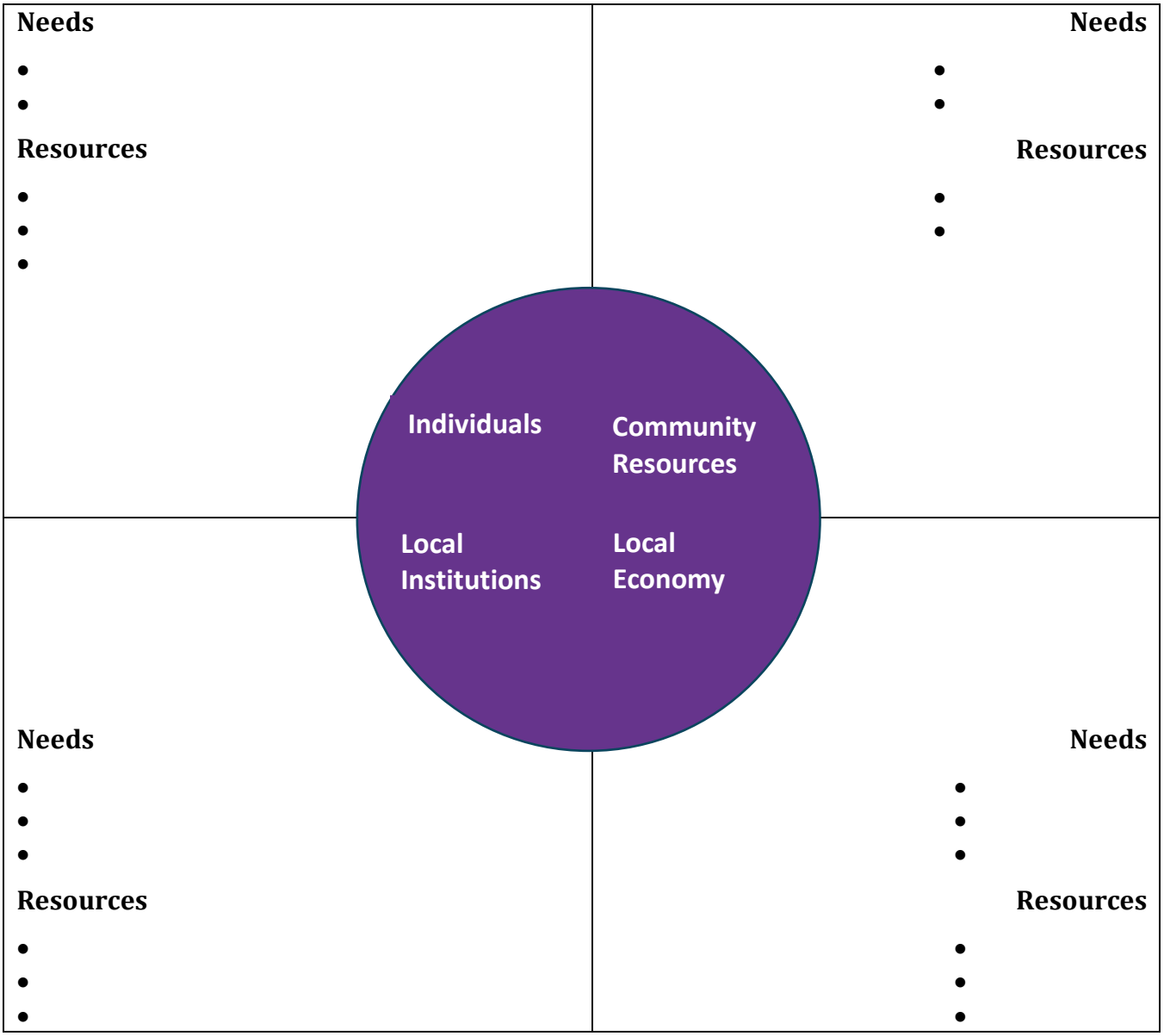
Mapping Community Assets

What to do: When you explore what other community programs and services offer, you're *asset mapping,* which is an important part of the planning process. After you complete your needs assessment, use the template on the next page to prioritize needs, identify resources or groups that can help, and determine next steps. An example is provided for you below.

Why it matters: Learning recovery programs appeal to students and families by fulfilling students' needs without duplicating existing resources. Mapping assets helps to prioritize needs and leverage resources.





Mapping Needs to Activities

What to do: This graphic shows how the three levels of needs assessment data in the **Conducting a Program Needs Assessment** tool can inform activities that address those needs. Use the template on the next page to map needs to activities.

Why it matters: Examining student needs and interests helps you create activities that target certain knowledge and skills.

School-Level Needs

Example: Only 70% of third-grade students met standards on the state math assessment.

Student-Level Needs

Example: These students failed to meet standards because they did not master the use of fractions and measurement.

Student Voice

Examples:

- Gardening
- Guitar

Activity

Examples:

Use a blended learning intervention focused on teaching fractions and measurement.

- Gardening: Help students practice fractions and measurement by plotting garden space and by tracking and charting plant growth.
- Guitar: Help students correlate music notes to fractions and write their own musical compositions.

School-Level Needs	Student-Level Needs	Student Voice	Activity

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Professional Learning Planner and Self-Reflection Survey

What to do: Use the staff training checklist, staff survey, and learning schedule in this tool as you work with staff to help them create individual professional learning goals.

Why it matters: Planning for professional learning and growth helps staff members grow, develop, and succeed at work. When program leaders get involved, they can provide important guidance, training, and support.

Tip: Aim to provide professional learning opportunities that meet the needs of both the program and the people who make it work — including you! Consider posting a schedule electronically and sharing it with your staff so to that it becomes a living document you can update as needed. Encourage staff to let you know if new training needs and opportunities arise.

Staff Training Checklist

On which topics do staff need training?

- ☐ Collecting data
- ☐ Using data to intentionally design activities
- ☐ Creating project or activity SMART goals to link with content
- ☐ Understanding program goals and how they connect to school-day learning
- ☐ Communicating with teachers and schools
- ☐ Supporting student learning in homework time
- ☐ Understanding academic standards
- ☐ Developing students' 21st century skills (the 4 C's — communication, collaboration, critical thinking, creativity)
- ☐ Understanding and using the 5 C's of positive youth development (competence, confidence, connection, caring, character)
- ☐ Assessing students
- ☐ Engaging students
- ☐ Documenting learning to share with teachers
- ☐ 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 professional learning for teachers: _____
- ☐ At conferences: _____
- ☐ In professional learning sessions scheduled during the year: _____
- ☐ Other: _____

Name: _____ Date: _____

Self-Reflection Survey	
My strengths	
Areas in which I've grown	
How I can use my strengths within the program	
Skills and interests	
Three things I did well in the past six months	
A difficult or negative experience I managed to turn into a positive	
A goal I've met in the past year	
A goal I'm working toward	
Resources or support that would help me meet that goal	
My general approach to problem solving, and the strategies I use	
My biggest challenge when trying to solve problems	
New skills I'd like to learn	

Professional Learning Schedule				
Topic	**Date**	**Time**	**Who Participates**	**Who Leads**

The strength of the team is each member.
The strength of each member is the team.

– Phil Jackson

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Program Supply Request Form

What to do: Use this form when you want a detailed list of supplies. This is especially useful when you have one staff member who's responsible for ordering all program supplies.

Why it matters: Cost-effective spending for supplies without shortages or duplication is a fine line. Keeping track of necessities as well as "wish" items helps program staff be good stewards of the supply budget.

Date Requested: _____

Name of Site: _____

All requests must be **received by Friday** for a **Monday delivery**.

*Email requests to sitecoordinator@abcd.com

Catalog	Item No.	Item Description	Quantity	Price per item	Activity Name	Instructor	Planned Use of Supply

Comments or clarifications:

_____

_____

_____

_____

Site Coordinator: _____

Approved by Project Director: _____ Date: _____

Purchased by: _____ Date Order Completed: _____

Start where you are. Use what you have. Do what you can.

— Arthur Ashe

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Program Team Planner

What to do: Use the table below to help you identify a range of potential program team members who can help you achieve program goals and meet student needs.

Why it matters: To provide high-quality programming, you'll want a team that consists of selected program staff and stakeholders who can help plan your out-of-school time program or a specific program initiative.

Potential Team Member	What could this person bring to the team?	Who might fill this role?	How do you engage this potential team member?
School leaders (e.g., principal, lead teachers)	School-day leaders can help with accessing student data and identifying school priorities. Aligning with school-day learning approaches and social-emotional practices helps you maintain consistency for students and families.		
School counselor	Counselors have regular contact with students and insight into strengths and needs. They also have expertise in child development, psychology, and character education.		
Social worker	Social workers can share information about community issues, resources, and trends. They also have expertise in psychology and sociology.		
Instructional support staff	Instructional support staff know about supports that students receive during the school day and can help you differentiate activities to meet students' needs and build on their strengths.		
Special education teacher	Special education teachers are trained to create and implement interventions to help all students succeed — including those with social and emotional difficulties.		
School nurse	The school nurse can help identify schoolwide trends in mental, emotional, and physical health.		
Section 504 lead	Section 504 leads have experience in developing plans to address emotional and behavioral issues.		
Family member	Your students' family members know the students, families, and community you serve. They can help you identify critical issues and serve as liaisons to other families.		

Potential Team Member	What could this person bring to the team?	Who might fill this role?	How do you engage this potential team member?
Positive Behavioral Interventions and System (PBIS) lead	A school or district PBIS lead can connect and align the positive behavioral interventions from the school day to your program. They also have data about the social and emotional needs of your students.		
Community or business leaders	Ensuring that young people are prepared to succeed in school and beyond is important to community and business leaders. They can provide guest speakers, tours of local businesses, internships or job shadowing opportunities, and incentives.		
School or district academic leads	Mathematics, science, technology, literacy, and other academic specialists can help you connect to the school-day curriculum, select strategies to embed academics into enrichment activities, and conduct formative assessments to gauge student progress.		
Artists and arts specialists from the school, district, and community	These specialists can help you embed the arts into academic areas (and academics into the arts). Engaging in the arts can help students develop new perspectives, new brain pathways, and new community connections as they learn. Plus, just about everyone enjoys visual arts, dance, music, writing, making videos, or another artistic realm, which can be a magnet to encourage student attendance.		
Partner and youth organization staff members	These valuable resources are likely to share some of your program goals, making them good candidates for supporting planning and implementation. They can help with developing activity ideas that appeal to students, provide space and/or equipment for activities, and may have a network of contacts that can enrich programming options.		

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Sample Schedules for Learning Recovery

What to do: Take a look at these sample schedules for summer, weekend, and afterschool programs with a mix of academic and enrichment activities to support students' learning recovery. Then look at your schedule and decide if you need to add more detail.

Why it matters: Having a detailed program schedule helps you make sure nothing important is left out. Also, routines and predictability support student success: When students don't have to worry about what comes next, their focus can be on learning.

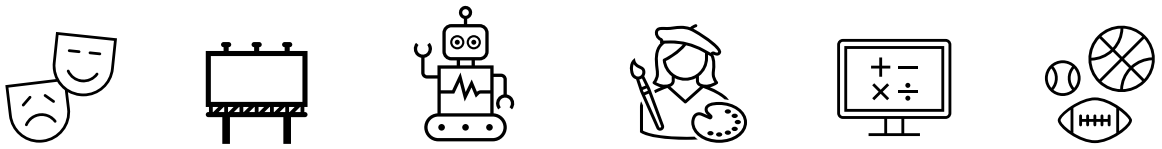
Summer Program Sample Schedule

Time	K-1	Grades 2-3	Grades 4-5
8:30 a.m. – 9:00 a.m.	Breakfast and connect with staff	Breakfast and connect with staff	Breakfast and connect with staff
9:00 a.m. – 10:30 a.m.	Small-group literacy tutoring and literacy stations	Small-group literacy tutoring and literacy stations	Small-group literacy tutoring and literacy stations
10:30 a.m. – 11:15 a.m.	Literacy enrichment	Recreation	Math enrichment
11:15 a.m. – 12:45 p.m.	Small-group math tutoring and math stations	Small-group math tutoring and math stations	Small-group math tutoring and math stations
12:45 p.m. – 1:15 p.m.	Lunch	Lunch	Lunch
1:15 p.m. – 2:00 p.m.*	Math enrichment	Literacy enrichment	Recreation
2:00 p.m. – 2:45 p.m.*	Recreation	Math enrichment	Literacy enrichment
2:45 p.m. – 3:15 p.m.*	Social-emotional activity and snack	Social-emotional activity and snack	Social-emotional activity and snack

*1:15 – 3:15 p.m. every Friday is our field trip.

Weekend Program Sample Schedule

	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
9:00 a.m. – 9:30 a.m.	Breakfast and connect with staff	Breakfast and connect with staff	Breakfast and connect with staff	Breakfast and connect with staff
9:30 a.m. – 10:15 a.m.	Literacy enrichment	Clubs: Digital Art, Sports, Theater, Lego Robotics	Math enrichment	Small-group tutoring and independent practice using online math program
10:15 a.m. – 11:00 a.m.	Small-group tutoring and independent practice using online math program	Literacy enrichment	Clubs: Digital Art, Sports, Theater, Lego Robotics	Math enrichment
11:00 a.m. – 11:45 a.m.	Math enrichment	Small-group tutoring and independent practice using online math program	Literacy enrichment	Clubs: Digital Art, Sports, Theater, Lego Robotics
11:45 a.m. – 12:30 p.m.	Clubs: Digital Art, Sports, Theater, Lego Robotics	Math enrichment	Small-group tutoring and independent practice using online math program	Literacy enrichment



Afterschool Program Sample Schedule

Time	Monday & Wednesday	Tuesday & Thursday	Friday
2:30 p.m. – 3:00 p.m.	Snack, break, and connect with staff	Snack, break, and connect with staff	Snack, break, and connect with staff
3:00 p.m. – 3:45 p.m.	Homework help	Homework help	Student-led clubs
3:45 p.m. – 4:00 p.m.	Social-emotional check-in and stretch break	Social-emotional check-in and stretch break	Social-emotional check-in and stretch break
4:00 p.m. – 4:45 p.m.	Tutoring and stations	Literacy enrichment	Math enrichment
4:45 p.m. – 5:30 p.m.	Healthy living enrichment with partners from university	Recreation	Art

A plan is what. A schedule is when.
It takes both a plan and a schedule to get things done.

— Peter Turla

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Student Assessment and Adjustment Plan

What to do: Review this example of a student assessment and adjustment plan. Then use the template on the last page to develop your own.

Why it matters: Learning recovery requires regular assessment of students' learning so that activities and instruction can be adjusted as needed.

Example

Scale: R = Requires prerequisite skill, D = Developing skill, B = Basic, P = Proficient, N = No progress made

Student Name: Laura Learner						**Student Grade Level:** 3			
Skill	**Sep 15**	**Oct 15**	**Nov 15**	**Dec 15**	**Jan 15**	**Feb 15**	**Mar 15**	**Apr 15**	**May 15**
Skill 1: Read, write, and count within 1,000	R: Can't consistently count items provided	R: Can count 20 things and to 100 by ones	R: Can read and write numbers to 20; can count to 100	R: Understands 1s, 10s, and 100s place value	D: Can count within 1,000	B: Can read and count within 1,000; sometimes writes numbers out of order	P		
Skill 2: Add and subtract within 1,000	R: Can't count forward from given number	R: Can compare two numbers between 1 and 10; adds and subtracts within 5	R: Can add and subtract within 20	N	R: Can add and subtract within 100	D: Can add within 1,000	N	B: Can add and subtract within 1,000, additional practice required around regrouping	P

Student Name: Laura Learner						**Student Grade Level:** 3			
Skill	**Sep 15**	**Oct 15**	**Nov 15**	**Dec 15**	**Jan 15**	**Feb 15**	**Mar 15**	**Apr 15**	**May 15**
Skill 3: Use "greater than, less than, and equals" to compare numbers within 1,000.	R	R: Can directly compare objects and amounts (can say if there are "more" or "less")	R: Can compare two-digit numbers using 10s and 1s	D: Can compare three-digit numbers using 100s, 10s, and 1s	B: Can skip-count by 5s, 10s, and 100s and compare numbers within 1,000	P			
Skill 4: Estimate and measure lengths	R: Consistently describes items as larger or smaller	R: Describes multiple measurable attributes	R: Can tell length in whole units	D: Can select the measuring tool; can estimate length in inches and feet	B: Can measure using inches, feet, centimeters, and meters	P			
Instructional Plan to Address Skills Not Yet Achieved									
	Small-group or individual practice and stations that focus on counting	Small-group or individual practice with focus on counting by 10s and on addition; help prepare snacks by counting goldfish crackers	Small-group or individual practice with focus on place value; participate in Toilet Paper Olympics, using toilet paper squares to measure	Small-group or individual practice and stations that focus on addition and subtraction.	Small-group or individual practice with focus on addition and subtraction; Big Win dice activity to compete for the biggest number	Small-group or individual practice with focus on subtraction; open a program store and students earn coins of 1, 10, and 100 to spend at the store; students also work in the store	Small-group or individual practice with focus on subtraction; continue to operate store; stations that focus on addition and subtraction	Small-group or individual practice with focus on addition and subtraction play money; Monopoly continue to operate store	

Scale: R = Requires prerequisite skill, D = Developing skill, B = Basic, P = Proficient, N = No progress made

Student Name:						**Student Grade Level:**			
Skill	**Sep 15**	**Oct 15**	**Nov 15**	**Dec 15**	**Jan 15**	**Feb 15**	**Mar 15**	**Apr 15**	**May 15**
Skill 1:									
Skill 2:									
Skill 3:									
Skill 4:									
Instructional Plan to Address Skills Not Yet Achieved									

Characteristics of sound feedback include that it should be frequent, give students a clear picture of their progress and how they might improve, and provide encouragement.

— Robert J. Marzano

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Student Survey

What to do: Use or modify these survey questions to get students' feedback about your program. Analyze the results, and use your findings to make adjustments as needed.

Why it matters: Surveying students provides valuable student voice data, and it also lets student know that their feelings and opinions matter.

Students: What Do You Think?

Thank you for being part of our program. We want to know what you think about it! Fill in the circles for the answers you agree with for each question.

What grade you are entering?

- Third
- Fourth
- Fifth
- Sixth
- Other: _____

What school do you attend?

- ABC Elementary
- DEF Middle School

Why do you come to the program? Fill in circles for all that you agree with.

- No one is home during the program hours.
- My friends are in the program.
- It's fun.
- I want to get help with my schoolwork.
- I want to improve my grades.
- My parents want me to come.
- My teacher wants me to come.

Directions: *Put a check in one column to show how you feel about each statement.*

Statement	Always 1 	Sometimes 3 	Never 5 
I enjoy coming to the program.			
I feel safe at the program.			
My schoolwork is getting easier.			
I'm challenged to learn new things.			
I feel confident and proud of my work.			
I'm excited about going to school.			
I'm more active because of the program.			
I'm getting along with other students.			
I'm making new friends.			
I like the activities.			
There are enough activities.			
I enjoy the field trips.			
The staff treats me kindly.			
I have good food to eat.			

What do you like best about the program? Why?

What do you like least? Why?

What do you want us to do next year?

What else would you like us to know or think about?

Every child deserves a champion: An adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.

— Rita Pearson

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Summer Program Ideas to Engage Students

What to do: Review these scenarios for ideas and strategies to enrich your summer program and encourage student attendance, whatever grade levels you serve.

Why it matters: Incorporating a variety of instructional approaches and engaging activities helps to make learning fun — and that boosts your chances of recruiting and retaining the students who need academic support.

Camp Fun in the Sun (Elementary)

This camp has a Wacky Water Week unit, during which students practice active reading strategies while reading water-related books such as *One Fish, Two Fish, Red Fish, Blue Fish* and *All the Water in the World.* Science activities include making water filters, learning about water pollution, and exploring freshwater and saltwater habitats. Students learn to measure using cups and ounces. Each student also researches and writes about a favorite water animal. Arts and recreation offerings include watercolor painting, water bubble painting, games with water balloons, and sponge bombs. The theme enables the staff to integrate activities in a focused way, keeping kids engaged, learning, and having fun!

Full STEAM Ahead (Midde School)

This session plan uses project-based learning and focuses on careers in STEAM (science, technology, engineering, arts, and mathematics) to introduce postsecondary options while students build relationships with peers, adults, and professionals. Each week focuses on a STEM field. For example, during Architecture and Design week, students work with staff mentors to design a building space; they do a basic computer drawing, make a physical model from foam board, and create a showcase of interior design with magazine photos and samples from local paint and fabric stores. Each afternoon students hear from a local architect or design professional during "popsicles with professionals." Students take a field trip to a local building of notable design, learn about green design, and go to a local art school to hear about the interior design program. Students present their projects each week and receive feedback and awards. Each day, students can participate in free-choice activities such as basketball, arts and crafts, and gardening.

The 3C Summer Program (High School)

The 3C (College, Community, Career) program works with students all summer to prepare them for employment, place them in a community-focused internship, and link their interests to career goals. Students begin by participating in career assessments, compiling an employment portfolio, and conducting mock interviews. Program staff work with local organizations and businesses to match summer internships to student interests. Students work two or three days a week with their organizations and spend the other days working in groups using their new knowledge to assess the needs of their community or school, and designing ways to address those needs. If necessary, students spend two half-days in academic remediation. College visits and local field trips supplement the learning and make connections to postsecondary career opportunities.

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Tips and Tricks to Plan a Successful Culminating Event

What to do: Use this planning tool to create an event everyone will enjoy. Give students choices for ways to showcase their learning. Allow students to plan, facilitate, and lead as much of the event as possible.

Why it matters: The better the plan, the better the event. Students have worked hard, and showcasing their work for others gives them a sense of accomplishment. It also shows families, partners (including schools), and community members what students are learning and doing in your out-of-school time program. You might win over a new program champion!

	Planning Step	Decisions and Actions
☐	Define the event.	☐ Purpose — benefits to presenters and audience ☐ Theme — aligned with topic or focus ☐ Location — in person, virtual, combination ☐ Activity format(s) to showcase student learning — display, demonstration, performance, video, report, other ☐ Audience — who to invite (families, partners, public?) ☐ Other:
☐	Create an agenda.	☐ Number and type of activities ☐ Date and time ☐ Schedule of events ☐ Other:
☐	Assign roles and responsibilities for students, staff, and volunteers.	☐ Event planner ☐ Logistics coordinator ☐ Publicity organizer and writing/design team ☐ Photographer or videographer ☐ Technology manager and assistant ☐ Set-up and take-down of physical or virtual event space, equipment, and supplies ☐ Greeter(s) and emcee(s) ☐ Refreshments coordinator, if needed ☐ Evaluation planner/coordinator ☐ Other:
☐	Publicize the event.	☐ Formats appropriate to the target audience — email, social media, flyers, signs, invitations, press release, other ☐ Process for writing, designing, and reviewing publicity materials ☐ Procedures to ensure materials are culturally inclusive and translated into languages other than English ☐ Plans for disseminating pre- and postevent publicity materials ☐ Arrangements for photo/video releases as necessary ☐ Other:

	Planning Step	Decisions and Actions
☐	Take care of logistics.	☐ Arrange for physical or virtual event space. ☐ Arrange for any necessary audiovisual equipment. ☐ Arrange to accommodate special needs — translators, access for people with disabilities, dietary restrictions. ☐ Arrange for any necessary supplies — make assignments or solicit donations from local organizations or businesses. ☐ Other:
☐	Lights, camera, action!	☐ Make sure everyone knows in advance what to do and where to go on the day of the event. ☐ Have everyone arrive early so they're ready to start on time. ☐ Have fun! Live events rarely go perfectly. Expect the unexpected and go with the flow. ☐ Other:
☐	Evaluate the event.	☐ How will you measure event success — student participation, size of audience, attendance, audience ratings or feedback, other? ☐ What evaluation tool(s) will you use to measure success — surveys, feedback forms, reflection opportunities, postevent discussion, other? ☐ Who'll participate in evaluations — students, staff, families, the public? ☐ How and when will you share the evaluation results, and with whom? ☐ Other:
☐	Conduct follow-up communications.	☐ Who'll get a postevent report (e.g., the press, project administration, partners, students, families, others)? ☐ Who'll get thank-you notes, and who'll write and send the notes? ☐ How can you use follow-up communications to (a) highlight student and program accomplishments and (b) preview a related or upcoming activity? ☐ Other:

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