

# Planning and Implementation

## Toolkit and User Guide



21<sup>ST</sup>  
CCLC

**NTAC**

National Technical Assistance Center

For out-of-school time and summer learning programs



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## Planning and Implementation Toolkit User Guide

The Planning and Implementation Toolkit consists of this user guide and the 24 tools described herein. The tools were developed for 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) programs, but any out-of-school time (OST) program can use them.

You may use these tools to:

- Support professional development
- Help your program plan, implement, or improve a practice.
- Engage and inspire stakeholders.

### Strategies for Providing High-Quality Learning Experiences in Out-of-School Time

Keep these strategies in mind as you plan and implement OST learning experiences to support students' academic and nonacademic needs. These strategies are especially helpful for supporting students who've fallen behind and aren't meeting grade-level standards:

- **Align OST programs academically** with the school curriculum so that OST educators can build on the content and skills students are already learning.
- **Adapt instruction to individual and small-group needs.** Smaller staff-to-student ratios allow for more individualized attention.
- **Provide high-quality, engaging learning experiences** that provide academic support and enrichment activities that develop students' social 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.
- **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 provide a variety of high-quality enrichment opportunities and create opportunities for community engagement.
- **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.

#### What's In This Guide

- The full set of tools and ways to use them
- Tips and strategies for planning and implementing quality OST programs

### 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 [21<sup>st</sup> CCLC NTAC website](#) and download the Planning and Implementation Toolkit zip file, which includes a Microsoft Word version of each tool.



## Learn

**Summer Program Ideas to Engage Students** — These descriptions 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 with your team to set needs-driven goals.

**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 that target student needs.

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



**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 Out-of-School Time Program Schedules** — Sample schedules to fit a variety of program models.

**Your Community Asset Map** — Use this tool to create a map of potential assets or partners to help your OST program engage community stakeholders, meet program needs, and provide a variety of opportunities for students and families.



## 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 program.

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

**T**

**M**

**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
<b>Example:</b> 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.	<b>Example:</b> 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, one for an academic enrichment activity, and a blank one for other types of activities.

**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.
- Place a check mark beside the quality indicators (italicized items in the checklist) you see during the observation.
- After the observation, assign ratings (1, low; 2, medium; 3 high) for the five quality areas (purple rows) based on the number and strength of the indicators you observed.
  - See definitions for the ratings below the checklist table.
- Give program staff opportunities to observe one another's activities and to discuss the findings afterward.
- To get this document as a Microsoft Word file for easy customization, download the Planning and Implementation toolkit zip file at [21stcclntac.org](http://21stcclntac.org).

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*If your plan is for one year, plant rice.  
If your plan is for 10 years, plant trees.  
If your plan is for 100 years, educate children.*

— Confucius

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### Math Academic Intervention Activity Observation Checklist

Site/Center: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: Math Room: \_\_\_\_\_

Rating	Indicators	Notes
	<b>Adherence and Quality</b> – Program activity components are implemented as prescribed.	
	<i>The activity focuses on one or more of the following skills targeted for academic intervention:</i> <ul style="list-style-type: none"> <li>• Skill set #1: Numbers, operations, and quantitative reasoning</li> <li>• Skill set #2: Patterns, relationships, and algebraic reasoning</li> </ul>	
	<i>Every student participates in one of three stations:</i> <ul style="list-style-type: none"> <li>• Small-group intervention with teacher</li> <li>• Computer program intervention</li> <li>• Interactive learning activity</li> </ul>	
	<i>Required materials/resources are available, such as:</i> <ul style="list-style-type: none"> <li>• Laptops: One for every student</li> <li>• Interactive whiteboard</li> <li>• Math software program(s)</li> </ul>	
	<i>The activity includes at least one of these instructional resources:</i> <ul style="list-style-type: none"> <li>• Base-ten blocks</li> <li>• Manipulatives</li> <li>• Math games</li> </ul>	
	<b>Exposure</b> – Students receive the required dosage.	
	<i>Students participate in math intervention activities for 20 minutes, four times a week.</i>	
	<b>Student Engagement</b> – Students actively participate.	
	<i>Students use manipulatives.</i>	
	<i>Students actively communicate problem-solving methods with teachers and each other.</i>	
	<i>Students have voice and choice in the activity, when appropriate.</i>	



Rating	Indicators	Notes
	<p><i>Students are actively engaged:</i></p> <ul style="list-style-type: none"> <li>• They engage in math conversation by actively listening and responding to teachers and students.</li> <li>• They actively count and verbalize math strategies to each other and the teacher.</li> <li>• They ask and answer questions about their math thinking.</li> <li>• They use the math tools effectively and efficiently as they need them.</li> <li>• They're confident in their math thinking and ability to solve math problems.</li> <li>• They share their math thinking in a variety of ways (e.g., verbally, pictorially, with manipulatives, on the whiteboard, on laptops).</li> <li>• They transition from one activity to the next efficiently and know the expectations for each activity.</li> <li>• They need minimal redirection to meet expectations during learning time.</li> <li>• They listen attentively.</li> </ul>	
	<b>Facilitator Engagement</b> – Facilitators actively facilitate the learning.	
	<i>Facilitators ask reflective questions.</i>	
	<i>Facilitators give specific feedback.</i>	
	<i>Facilitators model problem-solving strategies.</i>	
	<i>Facilitators probe and invite students to share problem-solving strategies.</i>	
	<i>Facilitators make connections to students' prior knowledge.</i>	
	<i>Facilitators provide differentiated support, depending on individual student needs.</i>	
	<b>Physical Environment</b> – The activity setting and physical environment support student learning.	
	<i>The materials, resources, and activity space are orderly.</i>	
	<i>Learning activities, resources, and spaces are available to all students.</i>	



**Rating Scale:**

1 = Low: Key standards are missing or poorly executed; the facilitator shows little to no effort in engaging youth.

2 = Medium: Meets basic expectations with room for improvement; the facilitator shows appropriate effort in engaging youth.

3 = High: Exceeds expectations in all areas; the facilitator demonstrates strong levels of engagement with youth.

**Comments:**

### Academic Enrichment Activity Observation Checklist

Site/Center: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: When I Grow Up Room: \_\_\_\_\_

Rating	Indicators	Notes
	<b>Adherence and Quality</b> – Program activity components are implemented as prescribed.	
	<i>Every student participates in small-group activities.</i>	
	<i>Required materials/resources are available, such as:</i> <ul style="list-style-type: none"> <li>• Laptops for research</li> <li>• Journals</li> <li>• Authentic career tools (e.g., stethoscope, microphone, computer software)</li> <li>• Expert speakers</li> </ul>	
	<b>Exposure</b> – Students receive the required dosage.	
	<i>Students participate in intentional academic enrichment for two hours, Monday through Friday.</i>	
	<b>Student Engagement</b> – Students actively participate.	
	<i>Students research and explore with authentic tools.</i>	
	<i>Students actively communicate problem-solving methods with teachers and each other.</i>	
	<i>Students are engaged:</i> <ul style="list-style-type: none"> <li>• They actively engage in conversation.</li> <li>• They engage in and verbalize the use of new targeted academic skills.</li> <li>• They ask and answer questions about their thinking pathways.</li> <li>• They confidently share their new academic skills in a variety of ways (e.g., verbally, pictorially, in journals, in peer conversations).</li> <li>• They need minimal redirection to meet expectations during learning time.</li> </ul>	
	<i>Students have voice and choice in the activity, when appropriate.</i>	



Rating	Indicators	Notes
	<b>Facilitator Engagement</b> – Facilitators actively facilitate the learning.	
	<i>Facilitators ask reflective questions.</i>	
	<i>Facilitators give specific feedback.</i>	
	<i>Facilitators model problem-solving strategies.</i>	
	<i>Facilitators probe and invite students to share problem-solving strategies.</i>	
	<i>Facilitators make connections to students' prior knowledge.</i>	
	<i>Facilitators provide differentiated support, depending on individual student needs.</i>	
	<b>Physical Environment</b> – The activity setting and physical environment support student learning.	
	<i>The materials, resources, and activity space are orderly.</i>	
	<i>Learning activities, resources, and spaces are available to all students.</i>	

**Rating Scale:**

1 = Low: Key standards are missing or poorly executed; the facilitator shows little to no effort in engaging youth.

2 = Medium: Meets basic expectations with room for improvement; the facilitator shows appropriate effort in engaging youth.

3 = High: Exceeds expectations in all areas; the facilitator demonstrates strong levels of engagement with youth.

**Comments:**

### Template Activity Observation Checklist

Site/Center: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

Activity: \_\_\_\_\_ Room: \_\_\_\_\_

Rating	Indicators	Notes
	<b>Adherence and Quality</b> – Program activity components are implemented as prescribed.	
	<i>Activity component 1:</i>	
	<i>Activity component 2:</i>	
	<i>Required materials/resources are available, such as:</i> <ul style="list-style-type: none"> <li>• <i>Resource 1:</i></li> <li>• <i>Resource 2:</i></li> </ul>	
	<b>Exposure</b> – Students receive the required dosage.	
	<i>Students participate in _____ activities for _____ minutes, _____ times a week.</i>	
	<b>Student Engagement</b> – Students actively participate.	
	<i>Engagement component 1:</i>	
	<i>Engagement component 2:</i>	
	<i>Students are engaged: [Below, list specific behaviors to look for when gauging student engagement.]</i> <ul style="list-style-type: none"> <li>• <i>Behavior 1:</i></li> <li>• <i>Behavior 2:</i></li> </ul>	
	<i>Students have voice and choice in the activity, when appropriate.</i>	
	<b>Facilitator Engagement</b> – Facilitators actively facilitate the learning.	
	<i>Facilitators ask reflective questions.</i>	
	<i>Facilitators give specific feedback.</i>	
	<i>Facilitators model problem-solving strategies.</i>	
	<i>Facilitators probe and invite students to share problem-solving strategies.</i>	
	<i>Facilitators make connections to students' prior knowledge.</i>	





Rating	Indicators	Notes
	<i>Facilitators provide differentiated support, depending on individual student needs.</i>	
	<b>Physical Environment</b> – The activity setting and physical environment support student learning.	
	<i>The materials, resources, and activity space are orderly.</i>	
	<i>Learning activities, resources, and spaces are available to all students.</i>	

**Rating Scale:**

1 = Low: Key standards are missing or poorly executed; the facilitator shows little to no effort in engaging youth.

2 = Medium: Meets basic expectations with room for improvement; the facilitator shows appropriate effort in engaging youth.

3 = High: Exceeds expectations in all areas; the facilitator demonstrates strong levels of engagement with youth.

**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

Step 1: Focus	Step 2: Approach	Step 3: Logistics
<i>What academic skills are targeted?</i>	<i>How will students engage with the content?</i>	<i>What do you need to consider?</i>
<ul style="list-style-type: none"><li>• Problem-solving</li><li>• Measurement</li></ul>	<ul style="list-style-type: none"><li>• Small-group, teacher-guided instruction</li><li>• Math software</li><li>• Skill-targeted tablet games</li></ul>	<ul style="list-style-type: none"><li>• Number of students: 8</li><li>• Number of staff needed: 2</li><li>• Equipment: laptops, tablets</li><li>• Software: math software, tablet games</li><li>• Materials: measuring tools, manipulatives, paper, pens</li></ul>



### Your Plans

Step 1: Focus	Step 2: Approach	Step 3: Logistics
<i>What academic skills are targeted?</i>	<i>How will students engage with the content?</i>	<i>What do you need to consider?</i>
		<input type="checkbox"/> Number of students: <input type="checkbox"/> Number of staff needed: <input type="checkbox"/> Equipment: <input type="checkbox"/> Software: <input type="checkbox"/> Materials: <input type="checkbox"/> Other:

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



Equipment/software/materials needed:

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

Reflect

As students engage in your blended activities, observe and reflect on what you see. Use this form to analyze the effectiveness of the activities and make plans to improve for next time.

I Observe ...	Yes	No	Notes
Students actively use each station			
Instructions are clear, little supervision is needed			
All students engage with the materials			
Positive outcomes			
Students meet learning 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.
- 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.
- Get active with ball games or strengthening exercises.
- Play Simon Says, Hot Potato, or another favorite childhood 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 and identify 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 your program. 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.

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

**Program 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. Ahead of time, an adult walks around, looking for items and creating a list. For each item, they think of two to three clues. Then, they give the child the clues and walk together. For example, they could ask their child to find items based on color, shape, or use, such as safety devices around town. They could give the child a camera or a checklist to keep track of their finds. After the hunt, families can discuss what the items had in common and the great critical thinking they did to figure out all the clues. Even better: Let the child make a scavenger hunt for adults!

**Learning to go:** Send home packets with learning activities families 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 growth, academically or otherwise. 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 21 <sup>st</sup> CCLC Homework Help/Tutoring Program				
21 <sup>st</sup> CCLC Provider:				
21 <sup>st</sup> 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 21 <sup>st</sup> CCLC educators learn about student needs? Email? Phone call? Teacher page or school website?				
How can 21 <sup>st</sup> 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? (21 <sup>st</sup> CCLC may also share template.)				
Do you recommend any materials that 21 <sup>st</sup> 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 21 <sup>st</sup> CCLC staff be added to an account or access resources to support students' academic and nonacademic 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 (e.g., graphic organizers, motivational strategies, log sheets, notetaking tools)?  Professional development: Can 21 <sup>st</sup> 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	
<b>Student Name:</b>	<b>Date:</b>
<b>Teacher Name:</b>	<b>21<sup>st</sup> CCLC Instructor:</b>
<i>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, 21<sup>st</sup> CCLC instructors may assist, giving as much responsibility as possible to the student.</i>	
<b>The homework for today is:</b>  	<b>I am prepared to complete my homework successfully because I:</b> <input type="checkbox"/> Copied my homework assignment or have a copy of the assignment from my teacher <input type="checkbox"/> Have the correct book, worksheets, and materials <input type="checkbox"/> Arrived at my session on time
<b>My goal(s) for this session:</b> <i>(Note: Separate goal sheets can be used to encourage student motivation, attention, and effort.)</i> 1. 2.	
<b>Student Reflection (Check all that describe how you felt about today's assignment):</b> <input type="checkbox"/> I completed the homework easily and independently. <input type="checkbox"/> I needed a little help to complete parts of today's assignment. <input type="checkbox"/> I had difficulty understanding what was asked in the homework and needed a lot of help to complete today's assignment. <input type="checkbox"/> I had some difficulty focusing on the assignment but could finish it with support. <input type="checkbox"/> I had a lot of difficulty focusing on the assignment and could not finish it because _____ <input type="checkbox"/> I met all my goal(s) because _____ <input type="checkbox"/> I met some of my goals because _____ <input type="checkbox"/> I did not meet any of my goal(s) because _____ <input type="checkbox"/> During my next session, it would help if _____ <input type="checkbox"/> Next time, I will _____	



### Daily Homework Help/Tutoring Communications Log

**21<sup>st</sup> 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

**21<sup>st</sup> 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 cost and ease of use 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, caregivers, 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/>

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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 sources such as campus or school improvement plans; State, district, or school goals that your program can support; State assessment results for the school(s) you serve; district benchmark tests; and attendance and behavior reports.

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? <i>List needs by grade level and subject-specific skills.</i>	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 family members 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, 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?	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
How many children are there who may need a safe space after school hours?	Half our students don't have access to safe spaces where they can be active at home.	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



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## Continuous Improvement Planner

**What to do:** Use this planner to record your performance 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 in the first table, and use the blank planner on the last page 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.

Performance Measure	Measurement Tool(s)	Staff Assigned	Target Group(s)	Time Frame	Actual Outcome
<b>Program Goal 1:</b> 85 percent of third-grade students who attend the full year of the 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	80 percent of third-grade students who attended the full year of the program demonstrated increased proficiency with fractions and measurement as measured by pre- and postsession assessments.
<b>Activity 1, Goal 1:</b> 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 journals.



Performance Measure	Measurement Tool(s)	Staff Assigned	Target Group(s)	Time Frame	Actual Outcome
<b>Activity 2, Goal 1:</b> All third-grade students who participate in gardening for eight 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 eight weeks demonstrated an understanding of how fractions and measurement related to their lives, as measured using a rubric during individual presentations.
<b>Program Goal 2:</b> All students who attend the full year of the 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 program	95 percent of students who attended the full year of the program reported an increase in physical activity and good nutritional habits as measured by pre- and post-surveys.
<b>Activity 1, Goal 2:</b> 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	87 percent of students who attended soccer for the first 16 weeks of the program engaged in 30 minutes of physical activity daily.
<b>Activity 2, Goal 2:</b> All students who attend the cooking activity for eight weeks will demonstrate increased ability to select and create healthy snacks.	Student journals and portfolios	Cassandra	Students and family members	Ongoing	90 percent of students who attended the cooking activity for eight weeks demonstrated an increased ability to select and create healthy snacks as demonstrated by student journals and portfolios.



Customize this chart to create your own continuous improvement planner.

Performance Measure	Measurement Tool(s)	Staff Assigned	Target Group(s)	Time Frame	Actual Outcome
<i>Enter program and activity SMART goals.</i>	<i>How will you measure effectiveness?</i>	<i>Who will collect or track data? (Name or title)</i>	<i>Who's being assessed? (Name or group)</i>	<i>When will measurements be taken?</i>	<i>What did the data tell you? Restate your SMART goal using actual measurements.</i>

**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 an arts 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 21<sup>st</sup> CCLC newsletter, serve as advocates for the 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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!

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*There is no doubt that when family engagement is developed in true partnership, it has the ability to positively impact students ... even within distressed communities.*

— Kelli Cedo

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## Family Feedback 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? \_\_\_\_\_

What school does your child attend? \_\_\_\_\_

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 About the Program

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 On Your Child

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



## Program 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 program **structure and logistics**? Consider program start and end times, transportation arrangements, and program facility. *Check one response.*

<input type="checkbox"/>	Excellent
<input type="checkbox"/>	Good
<input type="checkbox"/>	Fair
<input type="checkbox"/>	Needs Improvement
<input type="checkbox"/>	Poor



## Program 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 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?

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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 21<sup>st</sup> 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 and nonacademic 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 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 (UCLA Center for the Developing Adolescent, 2024). 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

UCLA Center for the Developing Adolescent. (2024). *Secure relationships with supportive adults continue to matter for adolescents.*

[https://developingadolescent.semel.ucla.edu/assets/uploads/research/resources/STEPS\\_FactSheet\\_SupportFromCaringAdults\\_FINAL.pdf](https://developingadolescent.semel.ucla.edu/assets/uploads/research/resources/STEPS_FactSheet_SupportFromCaringAdults_FINAL.pdf)

## Additional Resource

*SmartTALK: Homework Support for Kids: Staff Guide*

This guide from the Harvard Learning and Teaching Partnerships provides information about establishing strong afterschool homework programs. The appendix includes learning materials and strategies that can be used to support students during homework time.

[https://hwpi.harvard.edu/files/comm/files/smarttalk\\_staff\\_guide.pdf](https://hwpi.harvard.edu/files/comm/files/smarttalk_staff_guide.pdf)

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

**Source:** Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Addison Wesley Longman.



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




	Details	Partnership Ideas
Community		
Other		
<b>Community Services</b>		
State and local government		
Nonprofit organizations		
Charities		
Education and training		
Other		
<b>Industry</b>		
Small businesses		
Large corporations		
Trade groups and unions		
Other		
<b>Sources of Information</b>		
Newsletters		
Websites		
News organizations		
Listserves		
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
<b>Networking</b> Exchanging information for mutual benefit.	<b>Coordinating</b> In addition to networking, blending activities to achieve a common purpose.	<b>Cooperating</b> In addition to coordinating, sharing resources.	<b>Collaborating</b> In addition to cooperating, learning from each other to enhance the capacity of both.	<b>Integrating</b> In addition to collaborating, completely merging operations, administrative structures, and budgets. The constituent parts are no longer discernable.
<b>Activity Examples</b> <ul style="list-style-type: none"> <li>• A presentation on how to fill out college applications.</li> <li>• Introducing a colleague who may assist the program in the future.</li> </ul>	<b>Activity Examples</b> <ul style="list-style-type: none"> <li>• Providing several volunteers for a family literacy night.</li> <li>• Donating refreshments for an event.</li> </ul>	<b>Activity Examples</b> <ul style="list-style-type: none"> <li>• Providing space for programming.</li> <li>• Contributing funding for an event.</li> </ul>	<b>Activity Examples</b> <ul style="list-style-type: none"> <li>• Providing recreational services.</li> <li>• Establishing a mentoring program together.</li> </ul>	<b>Activity Examples</b> <ul style="list-style-type: none"> <li>• Applying for grants or funding together.</li> <li>• Working together with state leaders on a project.</li> </ul>
<b>Partners</b> Example: Art store	<b>Partners</b> Example: Service club	<b>Partners</b> Example: Service club	<b>Partners</b> Example: Local library	<b>Partners</b> 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 skill development 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)	Instructional Strategy (Explicit or Embedded)	Activity	Intentional Design	Activity SMART Goal	Delivery Method(s)	21 <sup>st</sup> 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.	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.	Explicit instruction Think-alouds Self-talk Role-play	Communication: Students will have opportunities to learn and practice effective strategies for resolving conflicts through dialogue.



<b>Need</b> (Program SMART Goal)	<b>Want</b> (Student Voice)	<b>Instructional Strategy</b> (Explicit or Embedded)	<b>Activity</b>	<b>Intentional Design</b>	<b>Activity SMART Goal</b>	<b>Delivery Method(s)</b>	<b>21<sup>st</sup> Century Skill(s)</b>

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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
<i>List all tasks and activities that are part of logistics planning.</i>	<i>Number of months before the start date the key task/activity should occur.</i>	<i>This is the person responsible for the task/activity.</i>
<b>Program Design</b>		
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):		
<b>Students and Families</b>		
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):		



Key Tasks and Activities	When to Start	Assigned To
<i>List all tasks and activities that are part of logistics planning.</i>	<i>Number of months before the start date the key task/activity should occur.</i>	<i>This is the person responsible for the task/activity.</i>
<b>Staff</b>		
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):		
<b>Facility and Materials</b>		
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):		
<b>Instruction</b>		
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):		
<b>Other</b>		
<i>Add any other program-specific logistical planning tasks/activities here.</i>		

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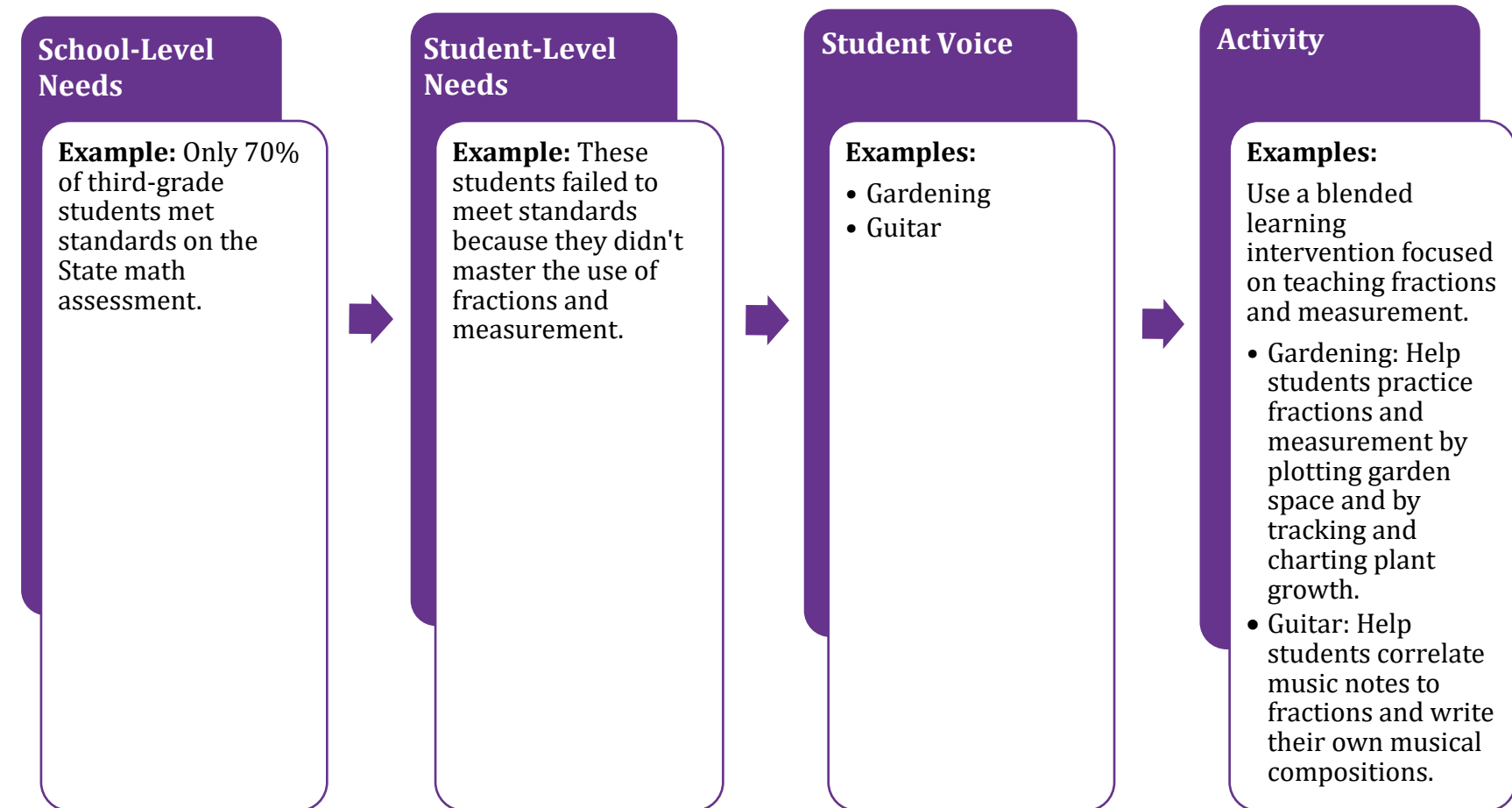




## Mapping Needs to Activities

**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	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 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' 21<sup>st</sup> 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: \_\_\_\_\_

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

Name of Site: \_\_\_\_\_

\*Email requests to  
[sitecoordinator@abcd.com](mailto:sitecoordinator@abcd.com)

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



Comments or clarifications:

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Site Coordinator: \_\_\_\_\_

Approved by Project Director: \_\_\_\_\_ Date: \_\_\_\_\_

Purchased by: \_\_\_\_\_ Date Order Completed: \_\_\_\_\_

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*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 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.		
School nurse	The school nurse can help identify schoolwide trends in student 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.		
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 or equipment for activities, and may have a network of contacts that can enrich programming options.		

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## Sample Out-of-School Time Program Schedules

**What to do:** Take a look at these sample schedules for summer, weekend, and afterschool programs with a mix of academic and enrichment activities. 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.*	Connect with peers and snack	Connect with peers and snack	Connect with peers and snack

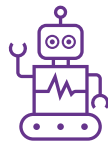
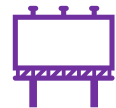
\*1:15 – 3:15 p.m. every Friday is our field trip.





### Weekend Program Sample Schedule

Time	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.	Check-in and stretch break	Check-in and stretch break	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

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*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:** You can most effectively support students' learning with regular assessment that allows you to adjust activities and instruction 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
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		
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. 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
Use "greater than, less than, and equals" to compare numbers within 1,000	R	R Can directly compare objects and amounts ("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, 100s; compare numbers within 1,000	P			
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 measuring tools; estimate length in inches, feet	B Can measure using inches, feet, centimeters, and meters	P			
Instructional Plan to Address Skills Not Yet Achieved									
	Small-group or individual practice Stations that focus on counting	Small-group or individual practice focused on counting by 10s and on addition Help prepare snacks by counting goldfish crackers	Small-group or individual practice focused on place value Toilet Paper Olympics, using toilet paper squares to measure	Small-group or individual practice Stations focused on addition and subtraction	Small-group or individual practice focused on addition and subtraction Big Win dice activity to compete for the biggest number	Small-group or individual practice focused on subtraction Open a program store and students earn coins of 1, 10, and 100 to spend Students also work in the store	Small-group or individual practice focused on subtraction Continue to operate store Stations focused on addition and subtraction	Small-group or individual practice focused on addition and subtraction Play 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
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 Feedback 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! Your answers to these questions will help.*




What grade are you in? \_\_\_\_\_

What school do you attend? \_\_\_\_\_




Why do you come to our 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 improve my grades.
- ☐ I get the help I need with my schoolwork.
- ☐ My parents want me to come.
- ☐ My teacher wants me to come.
- ☐ I enjoy the activities and new experiences.
- ☐ I'm learning and doing things that will help me reach my personal goals.

**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.			
I'm getting the homework help I need.			
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.			



Statement	<b>Always</b> <b>1</b> 	<b>Sometimes</b> <b>3</b> 	<b>Never</b> <b>5</b> 
I like the activities.			
There are enough activities.			
I enjoy the field trips.			
The staff treats me kindly.			
I get good food to eat in the program.			

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?

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*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 (Middle 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
<input type="checkbox"/> Define the event.	<ul style="list-style-type: none"><li><input type="checkbox"/> Purpose — benefits to presenters and audience</li><li><input type="checkbox"/> Theme — aligned with topic or focus</li><li><input type="checkbox"/> Location — in person, virtual, combination?</li><li><input type="checkbox"/> Activity format(s) to showcase student learning — display, demonstration, performance, video, report, other?</li><li><input type="checkbox"/> Audience — who to invited (families, partners, public?)</li><li><input type="checkbox"/> Other:</li></ul>
<input type="checkbox"/> Create an agenda.	<ul style="list-style-type: none"><li><input type="checkbox"/> Number and type of activities</li><li><input type="checkbox"/> Date and time</li><li><input type="checkbox"/> Schedule of events</li><li><input type="checkbox"/> Other:</li></ul>
<input type="checkbox"/> Assign roles and responsibilities for students, staff, and volunteers.	<ul style="list-style-type: none"><li><input type="checkbox"/> Event planner</li><li><input type="checkbox"/> Logistics coordinator</li><li><input type="checkbox"/> Publicity organizer and writing/design team</li><li><input type="checkbox"/> Photographer or videographer</li><li><input type="checkbox"/> Technology manager and assistant</li><li><input type="checkbox"/> Set-up and take-down of physical or virtual event space, equipment, and supplies</li><li><input type="checkbox"/> Greeter(s) and emcee(s)</li><li><input type="checkbox"/> Refreshments coordinator, if needed</li><li><input type="checkbox"/> Evaluation planner/coordinator</li><li><input type="checkbox"/> Other:</li></ul>
<input type="checkbox"/> Publicize the event.	<ul style="list-style-type: none"><li><input type="checkbox"/> Formats appropriate to the target audience — email, social media, flyers, signs, invitations, press release, other?</li><li><input type="checkbox"/> Process for writing, designing, and reviewing publicity materials</li><li><input type="checkbox"/> Procedures to ensure materials are translated as needed</li><li><input type="checkbox"/> Plans for disseminating pre- and postevent publicity materials</li><li><input type="checkbox"/> Arrangements for photo/video releases as necessary</li><li><input type="checkbox"/> Other:</li></ul>



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

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## Your Community Asset Map

**What to do:** Use this tool to create an asset map specific to your community: (1) See pages 2 and 3 for examples of urban/suburban and rural community asset maps. (2) Use the checkboxes to select the assets represented in your community. (3) Use the graphic organizer on the last page to add and categorize the names of local organizations, programs, people, and resources indicated on your map — or others not illustrated there. (4) Add notations about which assets could help your program address its needs assessment findings. (5) Determine next steps.

**Why it matters:** Mapping specific community assets can lead to fresh ideas, resources, practical support, and new opportunities for students and families.

### Use This List of Potential Assets to Help You Brainstorm

Here's a list of potential assets or partners. Consider asking any individuals or organizations you contact to help identify additional community assets you might not think of on your own.

Businesses	Education	Government	Health & Safety	Neighborhood	Service Orgs.
Airport	Afterschool org. or network	Agriculture department	Clinic	Artisan or artist	4H or Boys & Girls Club
Bakery	Childcare center	City council	Fire department	Chef	American Legion
Bank	College or university	Chamber of commerce	Health department	Concert venue or music group	Animal shelter
Construction company	Educator	Conservation district	Homeless shelter	Farmers market	Charity
Factory or plant	Homeschool program	County commissioner	Hospital	Historical or other landmark	Faith-based (e.g., church, temple)
Farm, orchard, or ranch	Parent-teacher organization	Fish and wildlife department	Juvenile justice center	Lake or other body of water	Food pantry
Grocery store	Private or public school	Forest service	Mobile health unit	Lawyer	Lions Club
Mechanic	School administrator	Mayor or political leader	Other health facility	Long-term resident	Rotary Club
Museum or planetarium	School board	Military facility	Police or sheriff department	Philanthropist	STEM initiative
Restaurant	State education agency	Nature preserve	Public health office	Recreation or hobby group	Trade group or union
Utility company	Tribal education agency	Public library, park, or pool	Search and rescue	Religious leader	TV or radio station
Zoo	Tutoring center	Transportation department	Substance abuse center	Retirement home	YMCA





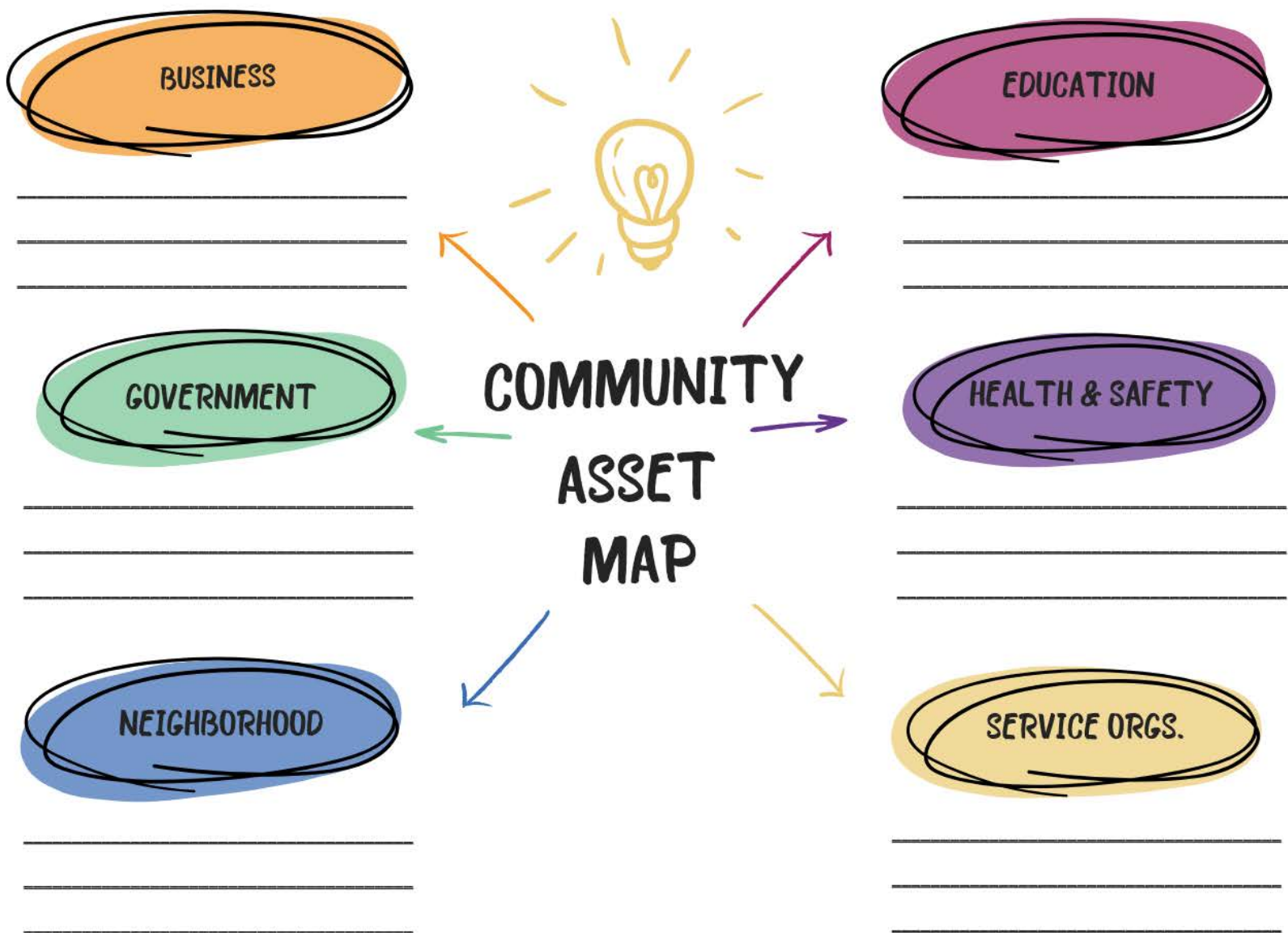
# What's in Your Urban/Suburban Community Asset Map?





# What's in Your Rural Community Asset Map?





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