



Program Planning Checklist

Managing Your 21st Century Community Learning Centers Program



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Program Planning Checklist

Use this checklist to document each step of your planning process. It will help you record ideas and track planning as you manage your 21st CCLC program.

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Critical Task 1: Know Your Grant and the Requirements

As you review your grant proposal, look for things that are required by law or guidance and that you assured you would do. These are called your program constraints, and they generally fall into the areas of scope, cost, time and quality.

Scope

Use the space below to copy and paste any language in your proposal that sets criteria around what you proposed to do, goals you proposed to reach and needs you identified.

Cost

Using your proposal budget, enter the total amount for each category below. Add other categories if needed.

- Personnel:
- Professional and contractual:
- Supplies and materials:
- Capital expenditures:
- Administrative costs:
- (Other)_____:





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Time

Use this space to document operations data included in your proposal.

Program start date: _____

Program end date: _____

Total number of weeks: _____

Days per week: Monday Tuesday Wednesday Thursday Friday Saturday

Hours per day: _____

Quality

Use this space to capture proposal information that affects the quality of your program.

Proposed activities:

Proposed scientifically based or evidence-based approaches:

How you will safely transport students:

How you will disseminate information about your program:

Are you using volunteers? Yes No





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How you will address principles of effectiveness?

How you will manage your program?

How you will sustain your program?

(Other) _____





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Critical Task 2: Identify Your Stakeholders

Subtask 2.1: Identify and recruit your lead staff.

Use this space to mark the positions that were required and/or proposed in your proposal.

- Program director
- Site coordinators
- Academic liaison
- Family engagement specialist
- Community partners
- _____
- _____
- _____
- _____

Subtask 2.2: Building Your Program Team

Check any roles on this list that you need on your team, and add others. If any individual comes to mind for these key roles, write the name beside the role.

- Principals
- Administrators
- School-day teachers
- Students
- Families
- Community partners
- _____
- _____
- _____





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Critical Task 3: Define Your Program

Data Collection — Conduct a Needs Assessment

Subtask 3.1: Capture School-Level Data

Subtask 3.2: Capture Student-Level Data

Subtask 3.3: Capture Student Voice

One of the first tasks for your program planning team is to define your program by conducting a comprehensive needs assessment. The results of your needs assessment should be the foundation for everything you do. Use this space to identify which data you need to collect, and then determine the resources you will use to collect your data.

Data Type

- Community Needs
- School-Level Needs
- Student-Level Needs
- Student Voice

Resource Used to Collect Data

- Survey
- Focus Group
- Interview
- Other: _____

Subtask 3.4: Write Needs Assessment Statements

It's important take your needs assessment data and form comprehensive needs assessment statements. These statements tell why students need a 21st CCLC program and, therefore, why you're operating a 21st CCLC program. Use the space below to practice writing your needs assessment statements.

Needs Assessment Statement 1:

Needs Assessment Statement 2:

Needs Assessment Statement 3:

Needs Assessment Statement 4:

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Subtask 3.5: Write Program SMART Goals

Once you've identified your needs and written clear needs assessment statements, you're ready to write goals that will guide your program design. SMART goals are specific, measurable, achievable, relevant and time bound. They provide direction and help you measure program outcomes. Locate your program goals and objectives in your proposal, and if they aren't already SMART, rewrite them here.

Goals and objectives from proposal:	Update to SMART goals:

Subtask 3.6: Set or Adjust Your Vision and Mission

Central to creating buy-in is establishing a vision and a mission that communicate to stakeholders the purpose of your 21st CCLC program. Use this space below to record vision and mission statements. This word bank can help with constructing your statements.

- | | | |
|----------------------|--------------------------|-------------------------|
| Dedicated/dedication | Respect | Development |
| Consistent | Community responsibility | Integrity |
| Outstanding | Continuous improvement | Passion |
| Value | Quality | Collaboration |
| Helpful | Openness | Excellence |
| Customer service | Strategic | Enthusiasm |
| Image | Training | Positive |
| Service | Support | Real/genuine |
| Relationships | Principles | Maximum value |
| Dependable | Beliefs | Long-term relationships |
| Guarantee | Sincerity | Family |
| 100% effort | Efficient | Friendly |
| Commitment | Honesty/honest | Energetic |
| Adaptable | Performance | Teamwork |
| Trust | Ability | Creativity |
| People | Professionalism | Pride |
| Personal growth | Retaining | Leadership |





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Use the space below to record some draft vision and mission statements with the list above.

Subtask 3.7: Identify Your Assets

Once you understand your needs, determine what resources or assets already exist in the community and can help you address those needs. Use this space to document assets.

- Asset 1:

- Asset 2:

- Asset 3:

- Asset 4:

- Asset 5:

- Asset 6:



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Critical Task 4: Create a Project Plan

When you start to create your project plan, you need to think about your constraints: scope, cost and time. As you define the scope of your project and student needs, and establish a mission statement, you must keep in mind the various constraints or risks you might encounter or need to manage along the way. In the space below, record possible constraints you'll need to identify and address in your project plan.





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Critical Task 5: Develop Your Fiscal Plan

Subtask 5.1: Launch the Budget

Developing your fiscal plan is one of the most important pieces of managing your 21st CCLC program. Because you are using federal funds, be aware that you must carefully and effectively apply them in all aspects of your program. When launching your budget, remember the budget categories discussed in the course. Check off any you will need in your budget, and add others. Use the *Y4Y Budget Tracking Workbook* to help develop your working budget, site budget(s) and sustainability plan.

- Personnel
- Contractual
- Supplies
- Other operating (e.g., travel)
- Capital outlay
- Indirect costs
- _____
- _____

Subtask 5.2: Develop Your Sustainability Plan

Sustainability planning is a required component of your 21st CCLC funding. Your sustainability plan describes your strategy for continuing your program after your 21st CCLC grant ends. On this list, check off any sustainability strategies you have not yet used. Then use the *Y4Y Sustainability Plan* tool for more information on developing your plan.

- Start early.** Start planning for sustainability in the proposal phase, and build it into everything you do. For each year of 21st CCLC funding, define a focus area that will set your program up to sustain operations when funding ends.
- Engage stakeholders.** Engage your program planning team, task force or advisory group in defining your annual focus on sustainability. Engaging them will create ownership among stakeholders and can produce ideas and opportunities you might not think of yourself.
- Make connections.** Connect with other funding sources. Each year, identify potential funding sources to support your program. In year one, it could include a partner who provides in-kind resources worth \$1,000. In year 4, that same partner might increase contributions to \$20,000. It will happen only if you plan for it and have those conversations early.
- Tell your story.** This is where your data plan, program plan and evaluation report come in. Having SMART goals and an outcomes-based program will help you add quantitative data to the qualitative, anecdotal stories about how your program impacts students and families. You will also be able to prove that your program’s intentional design is getting results. Outcomes = Potential funding!





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- Identify existing sources of support.** There are many school-based funding sources, government organizations and community-based organizations whose goals align closely with those of your 21st CCLC program. Look for these resources and have conversations about how you can work together to reach important milestones and goals.

Subtask 5.3: Develop Fiscal Policies and Procedures

Creating standard operating procedures for each critical task area helps ensure consistency in program operations. Collect these procedures into one document to help new program leaders and staff members learn how things are done. This list shows policies and procedures you might include. Select some and add others.

- How and when to develop annual budgets
- How to charge expenses such as payroll
- What records are needed for your program to stay in compliance
- How budgets will be reported
- How to procure services and supplies
- _____
- _____
- _____
- _____

Other Y4Y tools that can help you develop your final fiscal plan and products are the *Y4Y Program Planner* and the *Policy and Procedures Guidebook*.

Executing and Monitoring and Controlling for Critical Task 5

Review the scenario around Executing and Monitoring and Controlling critical task 5 within the Implementation Strategies section of the course. Use the space below to add any other guidance you would want to provide Elizabeth and the rest of your staff about fiscal policies and any other matters.





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Critical Task 6: Develop Your Data Management Plan

Subtask 6.1: Identify Your Data Points

Each year, states and their grantees are required to complete an annual performance report, or APR. There are federal and state requirements around data that must be included, and your state coordinator can tell you what those are. Check with your state or territory for your requirements. You may also choose to capture and track other data related to the needs of your students and families. In this list, check the data you want to collect, and consult with your evaluator about any items you have not checked, to be sure you don't miss something important. Also review your proposal for other types of data you promised to provide.

- Mathematics scores/grades
- Language arts scores/grades
- Proficiency in reading and math on state assessment
- Homework completion/improvement
- Behavior improvement
- Numbers of individuals served (students, family members, community members)
- Types of activities
- Staffing types
- Participant demographics
- Student-level needs
- Student voice data
- Professional learning provided
- Social-emotional learning support/strategies
- Student pre- and postprogram assessment results
- Other student performance assessments
- Fidelity of implementation data
- Stakeholder satisfaction data
- Click or tap here to enter text.
- Click or tap here to enter text.
- Click or tap here to enter text.

Subtask 6.2: Develop or Secure the Tools to Capture Data

Whether state staff complete the annual performance report or you are responsible for entering data into the APR data collection system, you'll need tools to capture your data. Use the list below to check the tools you want to use. Add other tools, too.

- Student report cards
- State assessment reports
- Teacher surveys
- Student interest surveys
- Registration records
- Activity attendance records
- Program reports
- Enrollment forms
- _____
- _____
- _____





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Subtask 6.3: Data Collection Policies and Procedures

To ensure that your program doesn't get behind on required reporting tasks, make sure your policies and procedures guidebook describes the data to be collected, dates for collecting data and how data should be collected. Explain the requirements and refer staff to the guidebook often. Use this list of policies and procedures to find ones you want to include, and add others if you like.

- Family Educational Rights and Privacy Act (FERPA) rules
- Conducting teacher, student and family surveys
- Attendance
- Monitoring
- _____
- _____
- _____
- _____

Executing and Monitoring and Controlling for Critical Task 6

Add any additional data you need to collect and any policies you need to put in place to protect student privacy below.





Program Planning Checklist

Critical Task 7: Develop Your Human Resources Plan

Subtask 7.1: Identify Staffing Roles

You know the staffing positions that are required by your 21st CCLC funding source, and you identified your lead staff while you were initiating your program. Use this list of staff roles to select ones you do not have in your program plan. Review the course to learn more about the responsibilities of each role.

- | | |
|---|---|
| <input type="checkbox"/> Program director | <input type="checkbox"/> Data entry clerk |
| <input type="checkbox"/> Site coordinator | <input type="checkbox"/> Vendors |
| <input type="checkbox"/> Academic liaison | <input type="checkbox"/> Volunteers |
| <input type="checkbox"/> Family engagement specialist | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Certified teachers | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Paraprofessional aides/youth workers | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Administrative assistant | |

Subtask 7.2: Create Job Descriptions

Whatever the size of the 21st CCLC program you manage, you should create job descriptions that outline the responsibilities for each member of your staff. Best practices for human resources suggest ensuring that staff members fully understand their roles and responsibilities. Below are examples of responsibilities for a program director and a site coordinator. Add other responsibilities you might want for these positions.

Program Director

- Oversees entire program to ensure quality and compliance.
- Hires, manages and directs lead staff.
- Oversees budget.
- Leads program planning team.
- Completes and submits required reports.
- Develops program plan and logic model.

Site Coordinator

- Hires, manages and directs site staff.
- Oversees site-level data collection.
- Oversees development of site activities.
- Communicates with school-day staff and administrators.
- Develops plan and logic model for an individual program site.





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Subtask 7.3: Recruit Staff

Recruiting the right staff members is one of the most important things you will do. Once you have job descriptions, you can advertise the positions and accept applications and resumes. Use the steps listed here as you start to recruit staff. Add notes to the section below, and include your questions, ideas about using your program team to help and other thoughts.

- 1. Define your organizational values.
- 2. Review resumes.
- 3. Rank applicants.
- 4. Set up interviews.
- 5. Develop scenario-based interview questions.
- 6. Choose your candidates.
- 7. Train your staff.

Subtask 7.4: Create Human Resources Policies and Procedures

Creating policies and procedures for your human resources plan is important for two reasons. First, it will reduce problems related to staff management. Policies and procedures that clearly describe expectations will reduce stress for you and your staff. Second, having written policies and procedures helps ensure consistency and continuity, which are especially important if there's a transition in program leadership. This list shows items you might add to your policies and procedures guidebook. Check the ones you would like to use and add others.

- Hiring
- Training
- Progressive discipline
- _____
- _____
- _____
- _____





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Executing and Monitoring and Controlling for Critical Task 7

Executing your human resources management plan is not a task that starts and ends. It will be an ongoing process as some staff members leave and new ones come onboard. While Monitoring and Controlling your human resources plan, stay alert for opportunities to support and coach your staff to excellence. Use this space to document ideas or plans related to human resources management.





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Critical Task 8: Develop Your Intentional Activity Design Plan

Subtask 8.1: Developing an Intentional Activity Design Process

Here are the steps for intentional activity design, as outlined in the course. Use these steps with your program team while planning. Include questions or discussions you want to have with your staff.

- 1. **Identify student needs:** Describe what your needs assessment tells you.
- 2. **Write needs assessment statements:** Create measurable needs assessment statements.
- 3. **Program director sets program SMART goals:** Write goals designed to have a positive impact on your needs statements.
- 4. **Map activities to student needs:** Site coordinators use program goals and student voice to determine what activities to offer.
- 5. **Site coordinator sets activity SMART goals:** Site coordinators write activity goals that are aligned to program SMART goals.
- 6. **Complete intentional activity planner:** Site coordinator completes the intentional activity planner to include in their site plan. Use Y4Y tool Site Planner to help complete this work.
- 7. **Develop activity plans:** Site coordinator leads the development of activity lesson plans and emphasizes the importance of fidelity of implementation.
- 8. **Develop activity schedule:** Site coordinator develops a schedule from which students will choose their activities.





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Subtask 8.2: Develop Policies and Procedures

You may choose to give each site complete autonomy in designing activities, but, as the program director, you must be able to demonstrate positive program outcomes. Therefore, you need to put policies and procedures in place that establish consistent practices around activity design. Below are items you might want to consider adding to your policies and procedures guidebook. Check the ones you want to use and add others.

- Site needs assessment
- Intentional activity planning
- Lesson plans
- Activity schedule
- _____
- _____
- _____
- _____

Executing and Monitoring and Controlling for Critical Task 8

Keep in mind that Executing your plan for intentional activity design will require you to be hands-on. This means you’ll need to set the expectation and get out to your sites to ensure that the plan is being implemented with fidelity. And Monitoring and Controlling your intentional activity design plan will require regular on-site check-ins and activity observations. Use the space below to record any ideas you have for training your staff and developing policies and procedures around implementation intentionally designed activities.





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Critical Task 9: Develop Your Student Recruitment Plan

Subtask 9.1: Set Enrollment Goals and Develop Recruitment Plan

If your proposal said you’d serve 100 students at a site, what that means is serving 100 students at that site for 30 days or more. Once a student has attended at least 30 days, he or she is considered a “regular student,” and data can be reported on that student in your federal annual performance report. It’s a balancing act as you work toward meeting enrollment goals and supporting the students who need 21st CCLC program services the most.

To help with this, create an operations plan. An example can be found in the Y4Y tool *Program Planner*. This list shows possible components of an operations plan. Check any you do not currently have, and add others you think might be important.

- Location
- Address
- Phone number
- Site coordinator name and contact information
- Participating campuses *(Sometimes these are called feeder schools, and their students come into the program from another site.)*
- Enrollment goals
- Number of students *(Example: estimate the number of students by grade level.)*
- Logistics
- Transportation and snacks
- _____
- _____
- _____
- _____





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Subtask 9.2: Develop Policies and Procedures

Always keep a close eye on your student recruitment plan. Poor planning, execution and control in this area can put your program at risk of losing funding. To mitigate the risk, put policies and procedures in place to help your site leaders implement their student recruitment plans. Here are items you might want to consider adding to your policies and procedures guidebook. Check the ones you will use and add others as needed.

- Enrollment goals
- Elementary/secondary enrollment criteria
- Family enrollment
- Family handbook that includes program requirements (*use the Y4Y tool Family Handbook as an example*)
- _____
- _____
- _____
- _____

Executing and Monitoring and Controlling for Critical Task 9

If you don't execute and monitor and control student (and family) recruitment, you could find yourself missing important program requirements and goals. Keep those staff meetings and reports coming on a regular basis. Provide guidance and support to your staff along the way, and encourage them to reach their enrollment goals as early as possible. Use this space to document ideas and any grant criteria around recruitment that you need to address in your program plan.





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Critical Task 10: Develop Your Communications and Outreach Plan

Subtask 10.1: Develop Internal Communications Plan

Internal communications must include the people involved in executing your program and the people potentially impacted by it. Identifying these stakeholders is your first task. You'll then need to determine how and when to communicate with them. Check off the internal stakeholders with whom you need to create a communications plan. Add others and their roles!

- Principal:** This person should always be involved in reviewing data and setting performance goals.
- Accounting:** This department will need to review fiscal matters.
- Food Service:** This department will help your program make sure snacks are available at the appropriate times.
- Transportation:** Whether this service is provided by an internal department or a vendor, regular communication will help you make sure students arrive safely to the right place at the right time.
- Maintenance:** Stay in contact with this department to prevent facility scheduling problems and ensure a safe, functional environment for program activities.
-

Once you choose the internal stakeholders with whom you will need to communicate, decide on the frequency of your communication, and the best mode or modes for each stakeholder. Select the frequency and modes you currently use. Use the Y4Y tool *Site Planner* to input this information and more.

Frequency

- Daily
- Weekly
- Monthly
- Quarterly
- Other

Mode

- Email
- In person
- Virtual
- Phone
- Other





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Subtask 10.2: Develop External Communications Plan

External communication is as important as internal communication. You’ll need to identify stakeholders outside your organization with whom you must communicate, and be clear about the purpose for communicating. Then, plan for when and how to communicate. Check off the external stakeholders on this list with whom you need a communications plan, and add others and their roles.

- Family:** These stakeholders will welcome “good news” about their children’s strengths, progress and performance. Don’t limit interactions to discussing challenges.
- Police department:** Building relationships with community partners such as this one is an important part of building relationships that will support your sustainability plan. This partner can also support activities related to crime prevention and safety.
- Library:** This community partner can support literacy enrichment activities.
- Activity partners:** Any individual or organization that leads or supports program activities should be involved in regular meetings to discuss goals and performance.
- College student:** These individuals often mentor students or volunteer in other ways, even though they’re students themselves. Make sure they understand expectations. Also, let them know about opportunities for training and professional development.

Once you choose the external stakeholders with whom you will communicate, decide on the frequency of your communication, and the best mode or modes for each stakeholder. Select the frequency and modes you currently use.

Frequency

- Daily
- Weekly
- Monthly
- Quarterly
- Other

Mode

- Email
- In person
- Virtual
- Phone
- Other





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Subtask 10.3: Develop an Outreach Plan

As program director, you want to build a network of people who believe in your program and are willing to be a champion for its success now and in the future. A strong outreach plan will help you accomplish these goals. Two examples from the course appear here. Use the blank space to record outreach ideas and strategies that you want to explore later with your team.

Community: Educate your community about your 21st CCLC program.

Challenge: Your program is amazing, yet very few community members know about it.

Strategy: Organize an influencer event. Pick a venue like a bookstore or coffee shop, and have students host a poetry slam night. Invite influencers from your community to join the event. During the event, have students share how the 21st CCLC program has impacted their lives. Then make your pitch – tell them what you need from them.

Students and families: Reach out directly to students and families.

Challenge: You’ve sent flyers home every day for a week, and you’re still not getting the number of enrollments you’d hoped to receive.

Strategy: Do a bus rodeo event. Staff members get on the bus with students. At each stop, the staff interact with parents, guardians or other family members, providing cookies and flyers and inviting them to the program.

Subtask 10.4: Develop Policies and Procedures

It can be a challenge to communicate well and stay on track with your communications and outreach plan. If you’re busy, communication tasks are often the first to be put on hold. That is why it’s so important to have policies and procedures that guide the work and help you stick with the plan. This list has items you might want to add to your policies and procedures guidebook. Check the ones you want to use and add others.

- | | |
|---|--|
| <input type="checkbox"/> Weekly administrative meetings | <input type="checkbox"/> Outreach activities |
| <input type="checkbox"/> Program planning team | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Principal meetings | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Team meetings | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Parent meetings | <input type="checkbox"/> _____ |





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Executing and Monitoring and Controlling for Critical Task 10

Executing communication and outreach plan, and policies and procedures properly is very important. And Monitoring and Controlling your communication and outreach plan helps document your efforts for evaluation purposes. Use this space to save your ideas and preliminary plans for communications and outreach.

Critical Task 11: Develop Your Quality Assurance Plan

Subtask 11.1: Finalize Your Project Plan

The purpose of a project plan is to assure leaders and your funding agency that you understand constraints related to scope, time, budget and quality, and have worked with your program team to plan, design, implement and assess your 21st CCLC program for quality and compliance. Use this checklist as you finalize your program plan to ensure you have everything you need. Below, you'll find another list of people and departments whose voices and skills might useful.

Program plan includes:

- Data plan
- Human resources plan
- Intentional design of activities plan
- Student recruitment plan
- Communication and outreach plan

Helpful person or department:

- Accounting department
- Data department
- Human resources department
- Academic liaison
- Communications and marketing department
- Evaluator





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Subtask 11.2: Develop Your Project Timeline

Creating a timeline for your program work can be a bit time-consuming. One often-used method is setting up a spreadsheet that includes critical tasks, subtasks, responsibilities and so on. Use this space to document ideas for your program timeline. Use the Y4Y tool *Annual Task Timeline* as an example.

Subtask 11.3: Create Your Policy and Procedures Guidebook

Each critical task in this checklist has introduced some commonly used standard operating procedures for 21st CCLC, some of which appear here. When developing your policies and procedures guidebook, look at this list to make sure you have everything covered. Use the Y4Y tool *Sample Policies and Procedures Guidebook* as an example.

- Fiscal plan:** Payroll, procurement, supply requests
- Data plan:** Data reporting due dates, FERPA
- Human resources plan:** Progressive discipline, sick leave, time and effort reporting
- Intentional activity design plan:** Site plans, needs assessment, activity SMART goals
- Student recruitment plan:** Enrollment criteria, family handbook
- Communications and outreach plan:** Internal meetings, external communications, newsletter





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Subtask 11.4: Develop Your Evaluation Plan

Federal guidelines indicate that all 21st CCLC grantees are required to participate in periodic independent evaluation. As you initiate your 21st CCLC program, you'll do a comprehensive needs assessment and develop program goals to guide this cycle of program planning, design, implementation and assessment. Always keep the end in mind. Here are seven strategies that can help make your evaluation efforts meaningful. Select those you hope to use in your program and discuss them with your program planning team. Use the Y4Y tool *Evaluation Guide for Program Directors* for more information and examples.

- Hire a qualified evaluator.
- Construct a logic model.
- Create and use SMART program and activity goals.
- Set your evaluation questions.
- Set a plan for measuring program milestones and outcomes.
- Capture data.
- Use data.

Executing and Monitoring and Controlling for Critical Task 11

You now have a project plan that shows how to execute your critical tasks. You must disseminate and execute the plan for your program to operate as you designed it. And as the program director, it is your job to monitor and control your program plans as they are being executed. Use this space to record thoughts, ideas and questions around development of your program plan.





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Critical Task 12: Continue Your Program

Subtask 12.1: Review, Respond and Report

Now is the time to use a continuous improvement process to review the work you’ve done and respond to the findings that were documented in your evaluation report. Keep these continuous improvement steps in mind:

- Define
- Implement with fidelity
- Collect data
- Analyze data
- Improve

Also remember what you will need to report. Use the following information to ensure you have all that you need.

- Federal reporting:** You’ll be required to complete annual performance reports for federal reporting. Each state has specific reporting policies and procedures for gathering and reporting data. Check with your state or territory, and use your data management plan to guide this reporting.
- Stakeholder reporting:** You’ll want to report to your stakeholders. Post your independent evaluation report and/or hold a special meeting to share the results with families, partners, community members and school board members. Being transparent goes a long way toward getting stakeholders to champion your program.

Subtask 12.2: Close Out Your Fiscal Plan

If your funds aren’t spent by a certain point in the fiscal year, you may be allowed to move those funds into the next year’s budget or you may lose those funds. Your organization will need to ensure that all expenditures have been submitted and paid for by the required date so the budget can be fully closed. Use this space to record how you might ensure you close your fiscal plan with ease.





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Subtask 12.3: Define Plans for Next Year

Each year, you will complete a continuation application. States and territories must record and approve any changes to the program. You should document successes and challenges in moving toward program goals. As you work on the continuation plan, you'll revisit each program plan, modify it as necessary and discuss it in your continuation application. Use this space to list things you need to think about when preparing for a new program year.

