



Managing Your 21st CCLC Program

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FACILITATOR



Jenn Conner

Education Specialist

jconner@foundationsinc.org

POLLS



What is your role?

- Project Director
- Site Coordinator
- Front Line Staff
- Other

What grade levels do you serve?

- K-5
- 6-8
- 9-12

How many years have you worked in out-of-school time?

- 0-3
- 4-6
- 7+



OBJECTIVES


- Apply project management knowledge and skills as you execute your 21st CCLC project
- Describe the critical tasks within each project management process group
- Discover Y4Y resources that will help you create a project management plan









WHAT IS A PROJECT?


What is a Project?

 **Project Management**

A project is a temporary endeavor undertaken to create a unique:

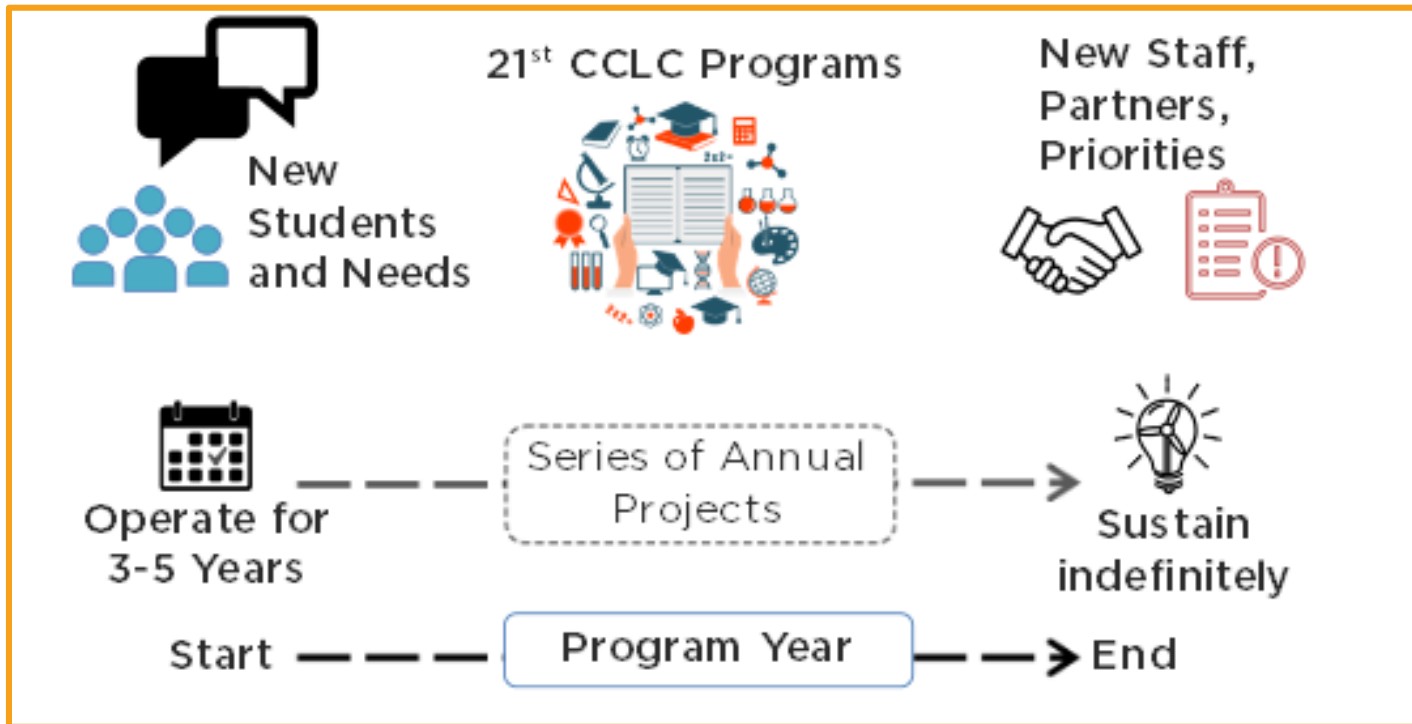
 **Product**  **Service**  **Result**

 **Project Management Body of Knowledge [PMBOK]**





21st CCLC PROJECTS






PROCESS GROUPS

5 Process Groups of Project Management:

Initiating

 You for Youth | Managing Your 21st CCLC Program 2

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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INITIATING

- 5 Process Groups of Project Management:
- Critical Task 1: Know Your Grant
 - Critical Task 2: Identify Stakeholders
 - Critical Task 3: Define Your Program
- Initiating Planning Executing Monitoring & Controlling Closing



CT 1: KNOW YOUR GRANT

What did you say you would do?

What quality indicators did you propose?

What budget did you propose?



How much time do you have to do the work?

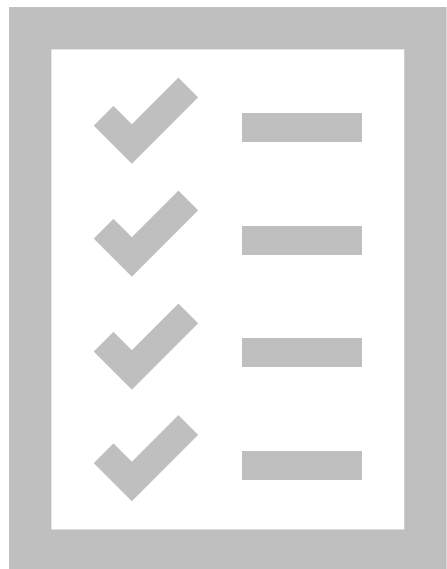


CT 2: IDENTIFY STAKEHOLDERS





CT 3: DEFINE YOUR PROGRAM



- Review data:
 - school level
 - student level
 - student voice



- Write needs assessment statements
- Write program SMART goals



State School Report Cards

The screenshot shows the Illinois State Board of Education website. At the top left is the logo for 'YOU FOR YOUTH'. The main header includes the Illinois State Board of Education logo and name, along with navigation links for 'System Quick Links', 'Illinois Report Card', 'Careers at ISBE', and 'Contact Us'. There are also social media icons for Twitter and Facebook, a search bar, and a 'Translate' dropdown. Below the header is a dark blue navigation bar with icons and labels for 'HOME', 'ADMINISTRATORS', 'TEACHERS', 'FAMILIES & STUDENTS', 'COMMUNITY & PARTNERS', 'NEWS & MEDIA', and 'TOPICS'. The main content area shows a breadcrumb trail: 'Data Strategies and Analytics > Illinois Report Card'. The title is 'DATA ANALYSIS ILLINOIS REPORT CARD'. A large circular graphic contains the text 'ILLINOIS REPORT CARD' around a map of Illinois. To the right of the graphic is a paragraph of text: 'The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card was redesigned in 2013 to be more user-friendly and to provide data on a wider range of indicators than previous versions. The Report Card now offers a more complete picture of student and school performance in order to inform and empower families and communities as they support their local schools.' Below this is another paragraph: 'There are two versions of the Illinois Report Card for the state, schools, and districts. The first version is the Classic Report Card. This is a static PDF version of the official Report Card. The second version is the Illinois Interactive Report Card or IIRC. This version is web-based, intuitive, and allows for users to view performance comparisons between school and districts, review trend data, and break data into subcategories.' To the right of the text are three icons with labels: 'IL Interactive Report Card' (a blue circle with a white outline of Illinois), 'Report Card Data Library' (a blue circle with a white bar chart), and 'Report Card Metrics' (a yellow circle with a white bar chart). At the bottom of the page, there is a bold statement: 'Keep checking back for continual updates and resources on the 2019 Report Card!' followed by a paragraph: 'Illinois' system of Support & Accountability helps us identify which schools need the greatest assistance to meet our shared goals. The system launched statewide with the 2018 Illinois Report Card.'

<https://www.isbe.net/ilreportcard>

21st CCLC Data Tracking Packet



Data Tracking Packet

ABC School District 21st Century Community Learning Centers

Elementary Student Interest Survey

Language Arts (choose up to three)

Comic Books

Theater Arts

Creative Writing

Movies



Book Club

World Languages

Advertising

Reporting/Newspaper



YOU FOR YOUTH

21st CCLC Data Tracking Packet





Writing Needs Assessment Statements

Statement A: 75 percent of students who failed to meet standard on state math assessment did not show mastery in the use of fractions.

Statement B: Only 60 percent of eighth-graders met standards on the state science assessment.

Statement C: 90 percent of students indicated an interest in robotics and 80 percent indicated an interest in cooking.

Data Type	Needs Assessment Statement
School-level Data Need: Students are not meeting standards on the state science assessment.	
Student-level Data Need: 70 percent of students failed to meet standards on the state math assessment.	
Student Voice Need: Students like science and anything to do with food.	



PROCESS GROUPS





PLANNING

- Critical Task 4: Project Plan
- Critical Task 5: Fiscal Plan
- Critical Task 6: Data Management Plan
- Critical Task 7: Human Resources Plan



EXECUTING, MONITORING AND CONTROLLING

- Critical Task 8: Intentional Activity Design Plan
- Critical Task 9: Student Recruitment Plan
- Critical Task 10: Communications and Outreach Plan
- Critical Task 11: Quality Assurance Plan



CT 4: DEVELOPING YOUR PROJECT PLAN

SCOPE

Check the questions you would want to see answered in your plan.

- S** What sites are included in my program?
- T** When is my program open?
- S** What grade levels does my program serve?
- C** How much money will be spent on programming?
- Q** How will my program meet the needs of students and families?



- S** How will my program demonstrate performance?
- S** Who is eligible to attend the program?
- Q** How will my program staff manage stakeholder satisfaction?
- S** How can I illustrate the big picture of my program to stakeholders?
- Q** What risks exist for my project and how can they be mitigated?

QUALITY

COST

TIME



CT 5: FISCAL PLAN



- Fiscal management.



- Little experience in managing a budget.



- Don't have authority or control of the budget.

Creating Your Sustainability Plan



Creating Your Sustainability Plan

Use this tool to create your comprehensive sustainability plan. Ideally, planning will begin as you write your initial grant proposal, but wherever you are in the grant cycle, it is time to plan for sustainability. By carefully examining the resources you have and the ones you will need to continue your program, a sound plan will help to sustain your program beyond the 21st CCLC funding period.

Before you create your plan, identify your program's key elements and the ways in which they contribute to the program's overall strength. Determine which elements are essential, which parts are great but not integral, and which areas you'd like to expand if additional funding is secured. You may find it helpful to use a logic model to do this. Use the Y4Y logic model tool, available at <https://y4y.ed.gov/tools/summer-learning-logic-model>. These questions can help you focus on your program's key elements and essentials.

Key Questions for Initial Sustainability Planning

How many students do you currently serve?

How many family members do you currently serve?

What are your program's vision, mission and goals?

What are the main components of your program?





CT 6: DATA MANAGEMENT PLAN



- Identify your data points
- Develop or secure the tools to collect the data
- Develop policies and procedures for your data plan



Executing Your Data Management Plan

You must also make sure all staff who are required to:

< DECEMBER >
S M T W T F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23



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Data Tracking Packet

Sample Program Registration Form

Participant Information

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



CT 7: HUMAN RESOURCES PLAN



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1

Human Resourcing Packet

Contents

Support for Hiring, Retaining and Managing Staff	2
Time Certification.....	2
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Sample Job Descriptions.....	5
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Where to Recruit Quality Staff Members	20
How to Connect With Potential Candidates.....	20
The Interview	21
Site Instructor Interview Question Examples	22
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Recruiting Staff

- Do you have any tips or best practices for recruiting staff?



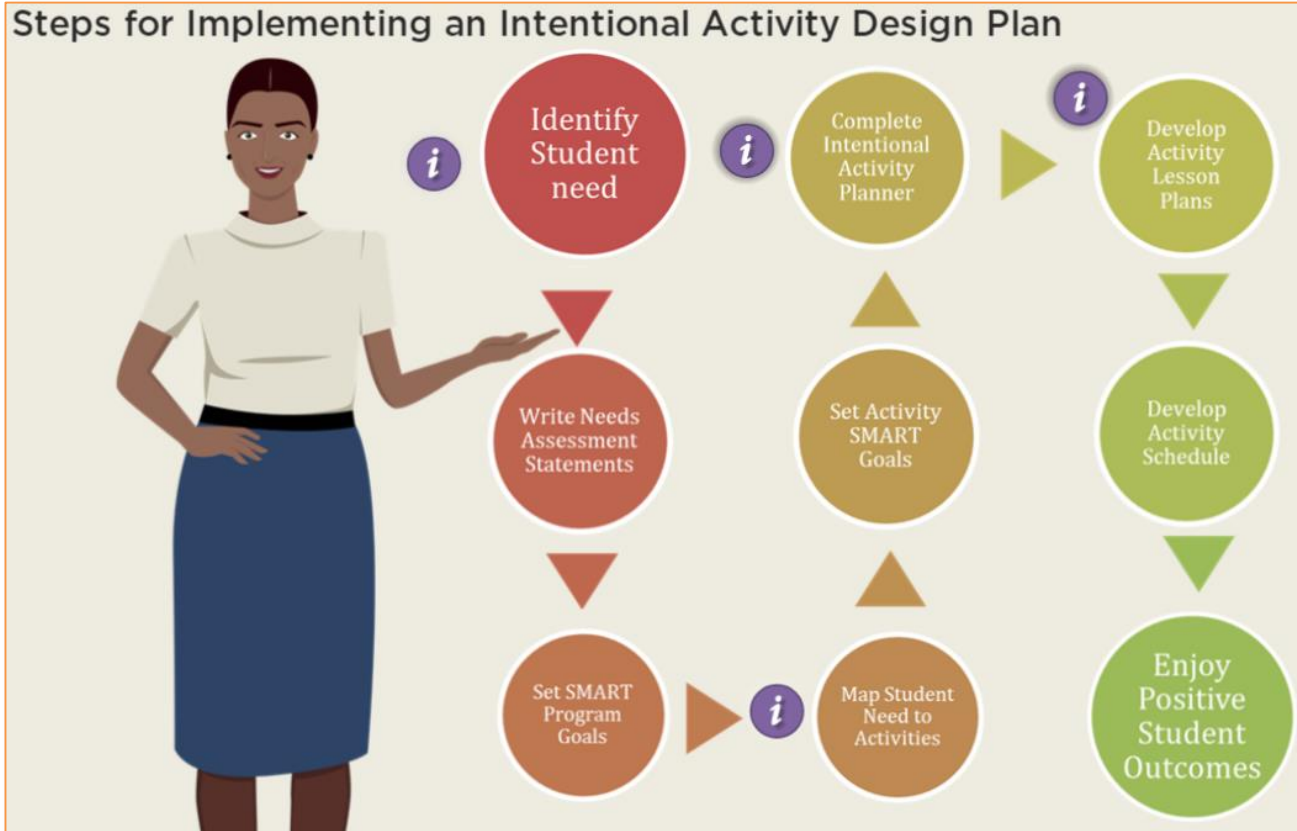


CT 8: INTENTIONAL ACTIVITY DESIGN PLAN





Develop an Intentional Activity Design Process





Mapping Needs to Activities

Scenario A

Scenario B

	Activity 1: _____	Activity 2: _____	Activity 3: _____
Embedded Skill(s):			



Mapping Needs to Activities

Scenario A

School-Level Need	<ul style="list-style-type: none">• Example: Only 60 percent of eighth-grade students met standards on the state science assessment.
Student-Level Need	<ul style="list-style-type: none">• Example: These students failed to meet the standards because they did not understand ecosystems and their relationships with organisms.
Student Voice	<ul style="list-style-type: none">• Example: Student surveys revealed that students are most interested in learning more about animals and writing.

Scenario B

School-Level Need	<ul style="list-style-type: none">• Example: Only 70 percent of third-grade students met a standard on the state ELA assessment.
Student-Level Need	<ul style="list-style-type: none">• Example: These students failed to meet the standards because they did not master the use of sequencing.
Student Voice	<ul style="list-style-type: none">• Example: Student surveys revealed that students are most interested in learning more about art and cooking.



CT 9: STUDENT RECRUITMENT PLAN

“Regular Student”

Federal Annual Performance Report

100
Students

Mon	Tue	Wed	Thurs	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18		20
21	22	23	24	25	26	27
28	29	30	31			



CT 10: COMMUNICATIONS & OUTREACH PLAN





CT 11: QUALITY ASSURANCE PLAN



Focused



Goals



Requirements

Evaluation Plan



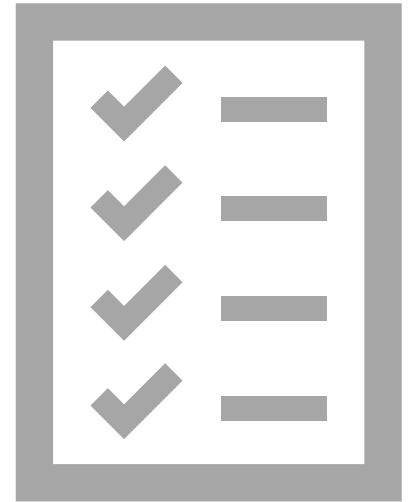
Logic Model Development





Logic Model Tips

- Goals should be SMART - specific, measurable, achievable, relevant and time bound.
- Short-term outcomes should fill a student-level need.
- Long-term outcomes should fill a school-level need.





Your Logic Model

Inputs	Outputs		Short-Term Outcomes <i>(SMART Goals)</i>	Long-Term Outcomes
	Activities	Participation		
What resources will be used to s	What are the main things the project will do/provide?		What will occur as a direct result of the activities & outputs?	
	Activity 1: _____	Activity 2: _____	Activity 3: _____	
Embedded Skill(s):				
Site Co				
Princi				
Studer				
Memb				
OST St				
Suppli				
Partne				



PROCESS GROUPS





CLOSING

- Critical Task 12: Closing Your 21st CCLC Program





Tools

- Program Planning Checklist
- Project Management Graphic Organizer
- Data Tracking Packet
- Creating Your Sustainability Plan
- Project/Program Planner
- Sample Human Resources Packet
- Sample Budget Worksheet
- Sample Staff Handbook



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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ADDITIONAL RESOURCES



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Project/Program Planner

General Program Information

Program Name: Cycle #

Program

Date:

Operatic

Program

Program

Total nu

Program

Sunday

Monday

Tuesday

Wednes

Thursda



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Sample Annual Task Timeline

Annual Tasklist and Ti					
Month	Date	To Do			
August	15	Complete Managing Your 21 st CCLC course on Y4Y	1		
August	25	Review Needs Assessment and Evaluation Data			
August		Convene stakeholders to make data-driven decisions about upcoming program activities			
August		Set up budget with Accounting Dept. and set up ledger spreadsheets in Budget packet			
August		Attend State Conference			
August		Meet with HR and Accounting to set pay rates, work hours and timesheet submittal			
August		Hire Staff	1	month(s)	Create job descriptions
August		Develop activities tied to need	1-2	month(s)	Watch webinar on activity planning
August		Develop Campus activity schedules	1	month(s)	
August		Develop Fall calendar to show days open and closed and include with enrollment packet	1	week(s)	
August		Input activities into tracking system			
August		Purchase supplies	1	week(s)	
August		Update/Develop MOU's with Principals	2	week(s)	
August		Secure classroom space	1	week(s)	

Trainings to Go

- Building a Comprehensive Schedule
- Identifying and Addressing Program Strengths and Weaknesses
- Introduction to Staff Handbook
- Understanding Families and FERPA



OBJECTIVES

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- Discover Y4Y resources that will help you create a project management plan





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CONTACT US

Jenn Conner

jconner@foundationsinc.org

Visit us: y4y.ed.gov

Contact us: y4yTA@seiservices.com



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