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|  | **21st CCLC Cohort VII Continuation Plan: Action Item** |
| **Identify One Priority Criterion**  **(Use Criterion #, e.g. A3, and restate the criterion in full)** | . |
| **Provide a brief discussion of the problem(s) found**  **2**  **(include reference to data and/or documents)** |  |
| **Describe the specific action steps**  **3**  (**activities, strategies) that will resolve the identified problem(s))** |  |
| **Identify the data, policies and procedures, and/or research that supports these steps**  **4** |  |
| **Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.** |  |
| **Identify who is responsible for implementation.** |  |
| **Provide a timeline for implementation with specific benchmarks and dates.** |  |
| **Identify the measures used to assess the success of the proposed action.** |  |

Continuation Plan: Completed Template Example

The following example is intended to demonstrate the detail required for each criterion and to provide a representative example of supportive documentation.

It is not intended to represent the “approved” resolution or action for a specific criterion.

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| **(EXAMPLE)** | **Quality Improvement Plan: Action Item** |
| **Priority Criterion**  **(Use Criterion #, e.g. A3, and restate the criterion in full).** | A.3. The grantee is implementing the parent/family programming or activities described in the original grant application (or approved amendments). |
| **Provide a brief discussion of the problem(s) found**  **2**  **(include reference to data** and/or **documents).** | The original grant included GED classes, computer café, and parenting classes for parent of student participants. Programs were advertised by flyers. Attendance ranged from 3-8 for GED and parenting. The computer café was not regularly attended, sometime no one at all. |
| **Describe the specific action steps**  **3**  **(activities, strategies) that will resolve the identified problem(s).** | Review programming to better align with grant goals and to meet parent/family identified needs.  Begin w/ PD for staff to increase professional knowledge: Complete y4y.ed.gov course on family Involvement to focus on strengthening interaction w/ families, selecting activities that engage families, and exploring how to target hard to reach families.  Establish a written review and implementation plan based on research base of Y4Y course. |
| **Identify the data, policies and procedures, and/or research that supports these steps.**  **4** | SEDL (2008) After School, Family and Community ; Afterschool Alliance (2008),Afterschool: Supporting Family Involvement in Schools.  Other Y4Y.ed.gov, family involvement, Learning library resources.  Surveys and discussion/focus groups with families. |
| **Discuss the feasibility of proposed actions, including resources, time required, and staff expertise.** | Will require regularly scheduled staff PD time, establishment of a staff project team with advisors (parents, district family liaison).  Staff expertise: can build but also use community/district specialist (may require stipend).  PD and planning 1 semester. First stage implementation second semester. Full program implementation following year. |
| **Identify who is responsible for implementation.** | Project Director will facilitate PD and establishment of staff project team. Staff project team is responsible for developing a plan in consultation with parents, other specialists. |
| **Provide a timeline for implementation with specific benchmarks and dates.** | Month 1 (due 2/28/12): Completion of 4 modules in y4y Parent Involvement Training. Project director uses PD to observe and recruit staff for project team.  Month 2-4 (begin 3/1/12): Project team meets every other week, with assigned tasks for in between weeks. Reviews additional research and resources on Y4Y site/Parent Involvement Course. Conducts formal and informal surveys about parent/family interests. . . Identify practices to offer and/or expand. Build programming based in the following areas: developing their own skills and talents, engaging in fun and educational activities with their children, participating in running afterschool programs, and connecting with schools and with community resources (from Y4Y.ed.gov).  Month 4 (due 6/15): Plan 2-3 specific programming activities for following semester, including an outreach plan. Identify other providers that the program can tie into (e.g. migrant education, McKinney-Vento homeless education).  Months 5-11 (summer school time frame or fall semester based upon input from parents): offer programming.  Review programming. Revise. full programming with offering in each of the following categories: *developing their own skills and talents, engaging in fun and educational activities with their children, participating in running afterschool programs, and connecting with schools and with community resources* (from Y4Y.ed.gov*).* |
| **Identify the measures used to assess the success of the proposed action.** | 1. Staff completion of PD/attendance. 2. Establishment of project team/meeting agenda and minutes. 3. Development of initial programming/schedule, resources and partners identified, outreach plan. 4. Summative participant evaluation of activity (at end of each program activity series). 5. Informal, formative evaluation steps during programming to assist with strengthening programming (attendance, discussion/informal conversations with participants, input from parent advisors). |