

## SHARED VISION AND CITYWIDE COORDINATION

There is a shared vision for summer learning guided by a multi-year, community-wide summer learning action plan that includes defined goals and strategies and aligns with education and out-of-school time priorities.

Indicator	1 – Basic	2 – Emerging	3 – Exemplary
<b><i>Community-Wide Summer Learning Action Plan</i></b>	Individual organizations may have plans for their own summer learning programs, but there is no community-wide action plan for summer learning.	There is some collaboration by a group or groups of community stakeholders around specific summer learning goals or activities, but there is no community-wide action plan for summer learning.	A group of community stakeholders uses a community-wide summer learning action plan to drive the work around specific summer learning goals and activities.
<b><i>Components of the Summer Learning Action Plan</i></b>	The summer learning action plan sets the direction for community action in fewer than three of these areas: Engaged Leadership, Data Management, Continuous Quality Improvement, Sustainable Resources, and Marketing and Communications.	The summer learning action plan sets the direction for community action in three to four of five areas: Engaged Leadership, Data Management, Continuous Quality Improvement, Sustainable Resources, and Marketing and Communications.	The summer learning action plan sets the direction for community action in all five of these areas: Engaged Leadership, Data Management, Continuous Quality Improvement, Sustainable Resources, and Marketing and Communications
<b><i>Scope of Summer Learning Action Plan</i></b>	The summer learning action plan does not include a timeframe for action.	The summer learning action plan includes targets and goals that set the direction for action for up to two years.	The summer learning action plan includes targets and goals that set the direction for action for three or more years.
<b><i>Objectives and Measures for System Development</i></b>	The summer learning action plan does not include any common objectives and measures for system development.	The summer learning action plan includes either common objectives or standard measures for system development.	The summer learning action plan includes both common objectives and standardized measures for system development.
<b><i>Adoption of Youth Outcomes</i></b>	Some programs may have identified target youth outcomes, but there are no common youth outcomes targeted across the community.	A selection of providers target youth outcomes aligned with the summer learning action plan.	A majority of providers target youth outcomes aligned with the summer learning action plan.
<b><i>Connection of Summer Learning to Other Community Priorities</i></b>	The summer learning action plan goals are not linked to other initiatives in the community.	The summer learning action plan includes goals that have broad links to others initiatives in the community.	The summer learning action plan includes goals that are linked to other initiatives and those goals are reflected in the work of those other initiatives.
<b><i>Summer Learning Action Plan Updating</i></b>	There is no process in place for assessing and updating the summer learning action plan.	There is an irregular and/or ad-hoc process for assessing and updating the summer learning action plan.	There is a standard process for assessing and updating the summer learning action plan every year.

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## ENGAGED LEADERSHIP

Summer learning work is led by a stakeholder group that represents key sectors including city and/or county agencies, schools, funders, program providers, intermediary or coordinating body, and other community members (including parents and youth). There is shared accountability for the development and implementation of the summer learning action plan. Recognized leaders within the community, such as mayors and superintendents, act as summer learning champions.

	1 – Basic	2 – Emerging	3 - Exemplary
<b><i>Collaborative Planning and Coordination</i></b>	Development and execution of the summer learning action plan includes contributions from one of the following stakeholder groups: city or county agencies, program providers, schools, funders, an intermediary or coordinating body, community members (including parents and youth).	Development and execution of the summer learning action plan includes contributions from two to four of the following stakeholder groups: city or county agencies, program providers, schools, funders, an intermediary or coordinating body, community members (including parents and youth).	Development and execution of the summer learning action plan includes contributions from all of the following stakeholder groups: city or county agencies, program providers, schools, funders, an intermediary or coordinating body, community members (including parents and youth).
<b><i>Coordinating Structure</i></b>	There is no coordinating structure or body that coordinates community strategies for summer learning.	Some work is done by lead organization(s) to coordinate summer-specific strategies, but there is no formal coordinating body.	There is a lead organization that acts as a central coordinating body for summer-specific strategies.
<b><i>Summer Learning Champions</i></b>	Community does not have a recognized leader(s) acting as a champion for summer learning.	Champion(s) help build awareness about summer learning investments and opportunities in the community.	Champion(s) help build awareness about summer learning investments and opportunities, and help influence supportive policies and practices across the community.
<b><i>Mutual Accountability</i></b>	Stakeholders do not share accountability for performance targets outlined in the summer learning action plan or do not have a plan.	Some stakeholders share accountability for performance targets outlined in the summer learning action plan.	All stakeholders share accountability for performance targets outlined in the summer learning action plan through a transparent system.
<b><i>Consistent Stakeholder Engagement</i></b>	Stakeholder engagement is not institutionalized within participating organizations and is impacted by personnel and leadership changes.	Some stakeholder organizations have institutionalized engagement in summer learning planning and coordination so engagement is not impacted by personnel and leadership changes.	Among stakeholder organizations, participation in community planning and coordination is included the annual staffing plan of each agency so engagement is not impacted by personnel and leadership changes.
<b><i>Policy and Practice</i></b>	There is no evidence that either city government or the school district(s) are changing policy and/or practice in support of summer learning.	Either the city government or school district(s) have implemented policy and/or practice in support of summer learning.	Both the city government and school district(s) have implemented policy and/or practice in support of summer learning.

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## DATA MANAGEMENT SYSTEM

There are processes for data sharing, collection and analysis across summer learning stakeholders. The system includes summer learning data on scope, scale, access, quality, and outcomes.

	1 – Basic	2 – Emerging	3 – Exemplary
<b>Standardized Data Collection and Evaluation</b>	There is no standardized process for data collection and evaluation for any of the following summer learning data points: assessment of summer learning investments and opportunities, participation, academic outcomes, non-academic outcomes, and quality.	There is a standardized process for data collection and evaluation for some of the following summer learning data points: assessment of summer learning investments and opportunities, participation, academic outcomes, non-academic outcomes, and quality.	There is a standardized process for data collection and evaluation for all key summer learning data points: assessment of summer learning investments and opportunities, participation, academic outcomes, non-academic outcomes, and quality.
<b>Management of Summer Learning Data</b>	There is a centralized process for one of the following: collecting, storing, or analyzing summer learning system data.	There is a centralized process for two of the following: collecting, storing, or analyzing summer learning system data.	There is a centralized process for all of the following: collecting, storing, and analyzing summer learning system data.
<b>Data Sharing Agreements</b>	There are no formal agreements for data sharing; access to data may occur through informal processes.	Data sharing agreements between a subset of providers allow for data collection, analysis, and evaluation.	Data sharing agreements between a majority of providers allow for cross-system data collection, analysis, and evaluation.
<b>Alignment of Data Systems</b>	Communitywide summer learning data is housed and analyzed in a data system that is incompatible with other communitywide data systems.	Communitywide summer learning data is housed and analyzed in a data system that is compatible with other communitywide data systems.	Communitywide summer learning data is housed and analyzed as part of a larger communitywide data system.
<b>Unique Student Identifier</b>	Programs do not use a unique student identifier for tracking participation and outcomes across different summer learning opportunities.	Some programs participating in the summer learning system agree to use a unique student identifier for tracking participation and outcomes.	All programs participating in the summer learning system use a unique student identifier.
<b>Comparison of Participants and Non-participants</b>	Community does not have a process for collecting and comparing data for participants and non-participants across a variety of providers.	Community has a process for collecting and comparing data for participants across a variety of providers.	Community has a process for collecting and comparing data between participants and non-participants across a variety of providers.
<b>Comparison Year-to-Year</b>	Summer learning data is not compared year-to-year.	Summer learning data is tracked and compared year-to-year across a subset of providers.	Summer learning data is tracked and compared year-to-year for a majority of providers.

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## CONTINUOUS QUALITY IMPROVEMENT

There is a process for quality improvement of both the summer learning system and summer learning opportunities. The system includes standards and tools for: quality assessment and program improvement; professional development and training; and opportunities to share resources and best practices.

	1 – Basic	2 – Emerging	3 - Exemplary
<b>Data-Driven Planning</b>	The summer learning coordinating body does not use data on program quality or program outcomes to update summer learning strategies.	The summer learning coordinating body uses either data on program quality or program outcomes to update summer learning strategies.	The summer learning coordinating body uses data on both program quality and program outcomes to update summer learning strategies.
<b>System for Quality Assessment and Program Improvement</b>	Providers use various standards, tools and processes for quality assessment and program improvement.	A subset of providers uses common standards, tools and processes for quality assessment and program improvement.	A majority of providers uses common standards, tools and processes for quality assessment and program improvement.
<b>Professional Development for Summer Learning Providers</b>	Community intermediary does not provide professional development or technical assistance to providers in the system.	Community intermediary(s) provides professional development and technical assistance to providers in the system, but training is not linked to common quality standards.	Community intermediary provides professional development and technical assistance linked to common quality standards for all providers involved in the system.
<b>Professional Development for Summer Learning Coordinating Body</b>	There is no training for stakeholders other than providers within the summer learning coordinating body.	Some stakeholders other than providers within the coordinating body receive training to build summer learning competencies, but training is not linked to common quality standards.	All stakeholders within the coordinating body receive training that is linked to common quality standards to build summer learning competencies.
<b>Provider Networking and Collaboration</b>	There are no opportunities for providers to network to share resources and best practices.	There are some opportunities for providers to network, but those sessions are not connected to common quality standards.	There are regular, planned opportunities for providers to share resources and best practices connected to common quality standards.

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## SUSTAINABLE RESOURCES

There are identified funding targets and strategies for scaling the system and improving quality of summer learning opportunities.

	1 – Basic	2 – Emerging	3 - Exemplary
<b>Comprehensive Resources</b>	Available resources support no more than two of the following: program grants; program capacity building; community-wide marketing and communications; and program evaluation.	Available resources support three of the following: program grants; program capacity building; community-wide marketing and communications; and program evaluation.	Available resources support all of the following: program grants; program capacity building; community-wide marketing and communications; and program evaluation.
<b>Diverse Funding Sources</b>	The summer learning system relies mainly on one of the following funding sources: local private foundations; business donations and sponsorships; local public funding; national foundations; state funding; and federal funding.	The system is supported by two to three of the following funding sources: local private foundations; business donations and sponsorships; local public funding; national foundations; state funding; and federal funding.	The system is supported by at least four of the following funding sources: local private foundations; business donations and sponsorships; local public funding; national foundations; state funding; and federal funding.
<b>Cost- Effectiveness Analysis</b>	Stakeholders do not assess effectiveness of programs and opportunities across a range of per-student costs and program models.	Stakeholders assess the effectiveness of a programs and opportunities with a limited range of per-student costs and program models.	Stakeholders assess effectiveness of programs and opportunities across a range of per-student costs and program models.
<b>Resource Coordination</b>	Multiple funding sources are not coordinated to support programming and system development.	Multiple funding sources are coordinated to support either programming or system development.	Multiple funding sources are coordinated to support both programming and system development.
<b>Resource Management</b>	There is no intermediary organization to manage activities related to resource distribution.	An intermediary organization manages one to two of the following activities: resource distribution, financial reporting, and compliance across the system.	An intermediary organization manages all of the following: resource distribution, financial reporting, and compliance across the system.
<b>Summer Learning Coordinator</b>	There is no funding to support the coordination of stakeholders and the development and maintenance of summer learning strategies.	There is some funding to support the coordination of stakeholders and the development and maintenance of summer learning strategies, but there are no designated staff leading the work.	Intermediary or lead organization has secured resources for at least one designated staff member to manage coordination of stakeholders and the development and maintenance of summer learning strategies.

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## MARKETING AND COMMUNICATIONS

There are strategies to: understand summer learning demand; build awareness of need and available resources; and support recruitment and enrollment.

	1 – Basic	2 – Emerging	3 - Exemplary
<b>Message Alignment</b>	Members of no more than two of the following stakeholder groups align messaging with the summer learning action plan: city or county agencies; program providers; schools; funders; intermediary or coordinating body; and community members (including parents and youth).	Members of three to four of the following stakeholder groups align messaging with the summer plan: city or county agencies; program providers; schools; funders; intermediary or coordinating body; and community members (including parents and youth).	Members of all of the following stakeholder groups align messaging with the summer plan: city or county agencies; program providers; schools; funders; intermediary or coordinating body; and community members (including parents and youth).
<b>Coordinated Advocacy</b>	Members of no more than two of the following stakeholder groups participate in advocacy connected to summer learning strategies: city or county agencies; program providers; schools; funders; intermediary or coordinating body; and community members (including parents and youth).	Members of three to four of the following stakeholder groups participate in advocacy connected to summer learning strategies: city or county agencies; program providers; schools; funders; intermediary or coordinating body; and community members (including parents and youth).	Members of all of the following stakeholder groups participate in advocacy connected to summer learning strategies: city or county agencies; program providers; schools; funders; intermediary or coordinating body; and community members (including parents and youth).
<b>Awareness Building</b>	There are no community-wide strategies in place for building awareness about the need for summer learning and the availability of summer opportunities.	There are community-wide strategies in place for either building awareness about the need for summer learning, or building awareness about the availability of summer opportunities.	There are community-wide strategies in place for both building awareness about the need for summer learning and about the availability of summer opportunities.
<b>Dissemination of Community Results</b>	There are no community-wide strategies in place for disseminating results on summer learning impact.	There are community-wide strategies in place to disseminate results on summer learning impact for a subset of summer programs.	There are community-wide strategies in place to disseminate results on summer learning impact for a majority of programs across the community.
<b>Recruitment and Enrollment</b>	There are no community-level strategies to drive recruitment and enrollment in available summer programs.	There are joint, community-level strategies to drive recruitment and enrollment in a subset of summer programs.	There are community-wide strategies to drive recruitment and enrollment in a majority of programs across the community.
<b>Centralized Program Information</b>	The community does not have a centralized resource with current information on available program opportunities.	The community has a centralized resource with current information on a subset of available program opportunities.	The community has a centralized resource with current information on a majority of available program opportunities.
<b>Collaborative Marketing</b>	Providers are generally not aware of other program opportunities within the community.	Providers are able to share some information with families on a subset of opportunities within the community.	Providers are knowledgeable about a majority of opportunities within the community and can make referrals to them.
<b>Ongoing Communication with Families</b>	System-level communication with families about summer learning begins less than three months before the end of the school year.	System-level communication with families about summer learning begins between three and six months in advance.	System-level communication with families about summer learning takes place throughout the year.

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