



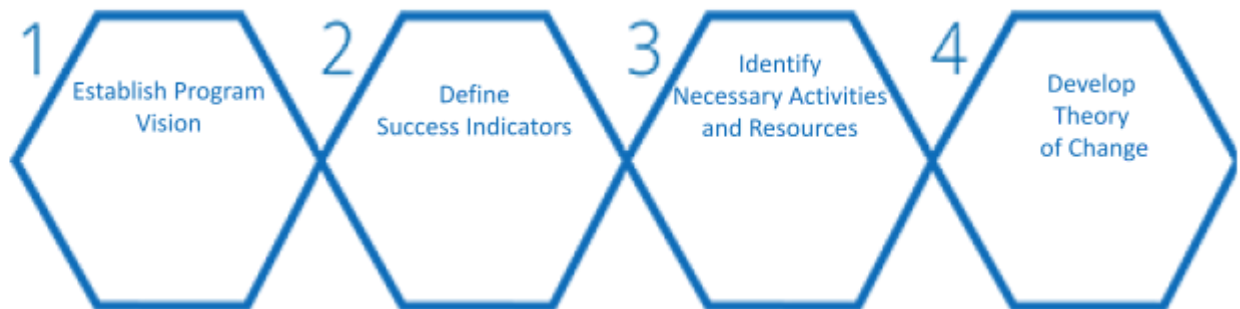
21st CCLC Strategic Visioning Tool

21st CCLC Summer Learning Programs shine when they simultaneously focus on Academics, Youth Development, and Family Engagement. Envisioning what success looks like will help you to begin strategizing how you'll meet the needs and interests of youth and families while supporting them to achieve outcomes aligned with 21st CCLC program priorities.

This Strategic Visioning Tool is designed to help you establish your vision, define goals and early success indicators, and identify resources and activities needed to achieve success. **We know that your voice and lens as summer program practitioners is filled with insights, and your knowledge of local needs and priorities is strong. Leverage your knowledge and insights and those of local and regional stakeholders when creating a strategic vision for your Best Summer Ever.** And remember, the [21st CCLC Summer Learning Hub](#) is your home base for all of the guidance, resources, and learning community artifacts to help you achieve your goals for 21st CCLC summer learning. The [Vision & Planning Tools](#) page provides a summary of strategies and guidance for Strategic Visioning, Planning, and Recruitment & Culture along with guiding questions, sample outcomes, and links to relevant tools. Completing this process will yield a strategic vision that is robust, outcomes focused, and evidence-aligned. We've included links to relevant Learning Hub guidance throughout this document to help you navigate resources and ideas as you develop your approach.

[How this Tool Supports 21st CCLC Summer Programming](#)

Note that this tool does not include a place for you to track and capture data collected, but is instead aimed to help in your planning.



Step 1: Establish the Vision for your 21st CCLC Summer Program

Summer is a time to amplify and extend the impact of school-year learning while offering an enriching and positive experience for young people and their families. For students who are behind, summer learning offers a chance to catch up before the next school year. For students who may not have access to many enriching resources or experiences, summer is a time for expanding horizons. Summer is also a valuable opportunity to invest in teachers and provide them with additional professional learning opportunities and equip them to test out new evidence-based instructional approaches or structures. Finally, summer is a critical time to build deeper relationships with families and support them to be adult education champions for their young people.

The table below prompts planning teams to answer key questions to generate or refine a vision and purpose for your program. These ideas can serve as a north star as you continue to plan your summer program.

A strong VISION connects the dots between the needs and interests of your stakeholders, the desired outcomes you hope to achieve, and the evidence-based strategies that will support you to meet those needs and reach those outcomes.

Once complete, your VISION will be your north star, the guiding force that helps you set priorities and make important planning decisions in both the near- and long-term. For example, if you have identified more opportunities for growth than your team is able to address meaningfully in one year, your VISION can help you prioritize the growth areas where improvement will have the greatest impact. This also allows you to sequence additional priorities according to what feels the most feasible and impactful in the next few years; and just like that, you have initiated an evidence-aligned, multi-year Continuous Quality Improvement plan that connects directly to your community's collective hopes for the young people you serve.

Vision and Purpose	
Needs Assessment What are your youths' greatest areas of need? What teacher/instructor and/or family needs could be met through your programming? Use data to inform your response.	
Vision and Values Brainstorm What key words or phrases capture your vision for 21st CCLC Summer Programming?	
Mission and Purpose How would you describe your compelling "why", or the primary reasons your school community desires to engage in 21st CCLC Summer Programming?	

Vision Statement

Develop a 21st CCLC vision statement to guide your efforts. What do you want to result from participating in your 21st CCLC program for youth, teachers and families? How does this align with your school's vision?

Step 2: Define Success for your 21st CCLC Summer Program

What do you hope to achieve as a result of your program? How will you know if your efforts were successful? Answer the questions in the table below to help identify your indicators for success as you consider equity, program quality, stakeholder satisfaction, attendance and engagement, and social-emotional and academic growth. In some cases, examples or prompts are provided to help you brainstorm what you might include. Please delete these *italicized examples* when adding your own ideas.

Indicators of Success

Who You Serve How will you identify and target students and ensure they receive meaningful services to address their academic and developmental needs?	<i>Specific underserved students or groups of students are identified, targeted, and choosing to enroll in summer learning programs</i> <i>Teachers and staff deliver evidence-based activities that address specific needs of targeted students and meaningfully support them to achieve desired outcomes</i> <i>Staff are aware of and responsive to the circumstances of identified students</i> <i>Students and families report feeling a sense of belonging in/because of the program</i>
Program Quality What will you be able to see, count, and/or measure that will tell you the program is high quality? Think in terms of instructional time, program climate and culture, professional development, and other key experiences for staff and students.	<i>Staff say they feel...</i> <i>Activities are ...</i> <i>Curriculum and supplies are ...</i> <i>Classroom / Activity walk-throughs observe...</i>
Stakeholder Voice & Satisfaction What do you want your students, families, staff, and community partners to experience and gain from your summer programming? What do they say they like or dislike about participating in summer programs? How are you incorporating this input? If your work is successful, how might students, families, staff and community members think of your 21st CCLC Summer Program?	<i>Students will experience, gain, think about summer learning...</i> <i>Staff will experience, gain, think about work...</i> <i>Families will experience, gain, think about summer learning programs...</i>
Attendance & Engagement	<i>Consider:</i>

What rates of attendance would reflect high student and family participation in the program. What measures will indicate that while attending, students are highly engaged in the program?	• <i>80% average daily attendance or higher</i> • <i>Low incidences of behavioral referrals</i> • <i>High levels of participation observed</i>
Student Outcomes If your work is successful, what will students have gained and accomplished in the short- and long-term?	<i>Consider:</i> • <i>Assessment / achievement data in RLA, math, science, social studies</i> • <i>Subgroup results (for example, ELL, SpED, GT)</i> • <i>Social and behavioral outcomes</i> • <i>Student survey responses</i> <i>Highlight importance of data collection tools, processes and roles/accountabilities</i>

Step 3: Identify the activities and resources needed to achieve success

The table below prompts planning teams to identify the resources and activities needed to make progress towards your indicators of success. In a logic model, these are often referred to as “inputs.” In some cases, examples are provided to help you brainstorm what you might include. Please delete these *italicized examples* when adding your own ideas. To dive deeper into the recommendations, guidance, and tools that came out of the National Summer Learning Project (NSLP), consider reviewing the executive summary of [Getting to Work on Summer Learning](#) (labeled pages ix through xvi). This resource identifies actions you can take to best align programming to evidence-based practices.

Resources and Activities	
Program Quality What activities and resources will enhance culture, climate, and quality of your programming? How might these tie back to the specific needs of your community?	<i>Consider:</i> • <i>Early planning</i> • <i>Inclusive planning team</i> • <i>High-quality staff</i> • <i>Small group / class sizes</i> • <i>Defined, unique summer culture</i>

Stakeholder Satisfaction What activities and resources will contribute to positive perceptions and experiences associated with 21stCCLC Summer Programming for students, families, instructors and staff, and community partners? What activities might help center rural, tribal, and other historically marginalized youth at your site?	<i>Students will have positive perceptions and experiences because of...</i> <i>Staff will have positive perceptions and experiences because of...</i> <i>Families will have positive perceptions and experiences because of...</i> <i>Community partners will have positive perceptions and experiences because of...</i>
Attendance & Engagement What activities and resources will promote student attendance and engagement?	<i>Consider:</i> • <i>Choice of engaging enrichment activities</i> • <i>Relationships with teachers and staff</i> • <i>Family engagement opportunities</i> • <i>Transportation</i> • <i>Meals</i>
Student Outcomes What activities, resources and experiences are essential to reach your vision for student outcomes, including growth in RLA and math achievement?	<i>Consider:</i> • <i>Skilled instructors</i> • <i>High-quality curriculum</i> • <i>Enrichment programming and supplies</i> • <i>Field trips, guest speakers</i>

Final Step!

Putting It All Together into a Theory of Change

Use the information in Steps 1 through 3 of this tool and plot your thinking onto the Theory of Change template below.

Vision & Purpose	Resources & Activities <i>(Inputs identified in Step 3. Feel free to elaborate on your thinking beyond what you have already identified.)</i>	Experiences & Outputs <i>(Observable products of the completed activities identified in Step 2: Define Success of Your Summer Program. Feel free to elaborate on your thinking beyond what you have already identified.)</i>	Anticipated Outcomes <i>(Results of the summer learning program identified in Step 2: Attendance & Engagement and Student Outcomes. Feel free to elaborate on your thinking beyond what you have already identified, including outcomes for teachers, families and community partners.)</i>
	If we make available and implement these resources and activities...	Then students, families, teachers and community partners will experience...	And we will achieve the following results.

[Insert Compelling “Why” & Vision Statement from <i>Step 1</i>]			<i>Consider:</i> • <i>High attendance and engagement</i> • <i>Increased confidence and motivation to learn</i> • <i>Strengthened youth-adult relationships</i> • <i>Positive culture and climate</i> • <i>Improved RLA and math performance</i> • <i>Increased family engagement in activities</i> • <i>High student, family and teacher satisfaction</i>
--	--	--	--