FULL SERVICE COMMUNITY SCHOOL PARTNERSHIPS

	Conditions for Success	EMERGING Cooperation	MATURING Coordination	EXCELLING Collaboration
1	**Leadership Infrastructure**	• CLC school-based team has been identified • Lead agency partners visit the CLC school 1 time per year • Leaders attend approximately 50% of quarterly CLC Stakeholder meetings • CLC school-based team works autonomously (no sense of alignment or connection to shared vision and mission)	• CLC school-based team can articulate the vision and mission of a community school • Lead agency rep is in CLC school 2-4x per year • Attend Quarterly Stakeholder Meetings at least 75% of time • Alignment between Lead Agency mission and CLC school mission • Partners carry out the responsibilities stated in the MOU • School Community Coordinator serves on school leadership teams • CLC school has a functioning SNAC or advisory group	• CLC partnerships and program activities reflect the CLC vision and mission • Leaders attend CLC Stakeholder meetings 100% of time • Lead agency rep, principal, and SCC meet at least monthly to meet the needs of students and families, build relationships, and enhance communication among partners • CLC lead agency is an engaged partner and actively contributes to student, family, and community needs • CLC school-based team makes decisions that support the needs of the CLC school • SNAC/advisory group is facilitated by parents and neighborhood leaders
2	**Responsiveness to Need**	• CLC school-based program provides before and after school opportunities • Family and neighborhood needs are addressed by community-based organizations independent of CLC school • Uses existing localized and school neighborhood data	• CLC programming reflects an understanding and awareness of diverse student, family, and neighborhood needs • CLC school-based team provides an array of services that may or may not be connected to identified needs • CLC school-based team conducts school and neighborhood needs and assets assessments to address data gaps	• The CLC school-based team provides an integrated system of services aligned to the CLC vision and mission • Cross-sector partnerships lead to efficient and effective use of resources • CLC school-based team ensures all identified needs (from needs assessment(s)) are met • A richness in opportunities exists that extends beyond before and after school care (e.g. behavioral health, job skills)
3	**Management and Staffing**	• School Community Coordinator position is part-time • Roles and responsibilities of all partners are defined within the lead agency and separate from CLC school structure	• School Community Coordinator is full-time and visibly engaged at CLC school (20-32 hours per week) • Roles and expectations of all partners are clearly defined • Lead agency has infrastructure to support program quality: highly trained staff, hiring and retention of staff, evaluation, and coaching of staff	• School Community Coordinator is visibly engaged in CLC school (more than 32 hours per week) • School Community Coordinator is evaluated annually in partnership with principal, CLC Director, and lead agency • CLC school-based team works collaboratively to recruit and retain partners and providers

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4	**Sustainability**	• Annual plan has been completed, but lacks connection to vision and mission of CLCs, collaborative planning, and is not data driven • Programs are dependent on 21st century funds	• CLC services, supports, and opportunities are embedded into the SIP process • Shared and collective integration of resources for program delivery with 2-4 partners • CLC school-based team articulates sustainability through the CLC/CIP planning process • CLC leadership advocates for policy change when opportunities arise • CLC leadership advocates for funding when opportunities arise • CLC leadership is aware of and understands the mission of the National Coalition for Community Schools Network	• Rich array of resources shared without duplication • Integrated CIP includes addendum for neighborhood goals • CLC leadership provides braided funding from four or more partners • CLC leadership actively seeks out advocacy for policy change and for committed funding at local and state levels • CLC leadership utilizes connections through the National Coalition for Community Schools Network to stay informed of current and best practices
5	**Communication**	• A system is not yet in place that finds a fit for volunteers or partners offering their services • Responses to partners or potential partners is not timely and results in missed opportunities • Communication is sporadic and inconsistent and leads to ineffective relationships	• An intentional and formalized communication process exists between members of CLC school-based team • An intentional and formalized communication process exists between CLC leadership and CLC school-based team • Communication to an array of partners beyond the site team exists in order to efficiently and effectively involve additional providers • CLC school-based teams contribute to organizational marketing • CLC school-based teams share stories of success through data	• Communication practices effectively link all stakeholders and engage them in planning and implementation • Robust partnerships lead to increased opportunities for students, families, and neighborhood • Site-based successes are used to market CLC effectiveness to promote sustainability

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6 **Professional Development**	• SCC receives training in the Full Service Community School model • Required professional development meets Nebraska State Child Care licensing standards • Professional development is offered by CLC partners or stakeholders	• SCC and other school-based team members receive orientation and training in the Full Service Community School model • Professional development is aligned with CLC Annual Plan and Continuous Improvement priorities • CLC school-based staff participate in professional development opportunities outside of their required intra-agency training • CLC leadership and school-based team members are attending local, state, or national conferences • CLC school-based staff and teachers share professional development to enhance connections between services provided	• A diverse array of training topics exists • A plan exists to follow up and coach or mentor participants on implementation of best practices gained from professional development • A formal system exists for shared professional development opportunities among all partners or stakeholders • CLC leadership or school-based team members present at local, state, or national conferences
7 **Evaluation**	• Data collection and evaluation meets minimum requirements for 21st Century CLC grant • Lead agency collects data for own purposes, disconnected from Full Service Community School outcomes • CIP/Annual Plan is developed with limited stakeholder involvement • Needs of the neighborhood are not reflected in the CIP/Annual Plan	• CLC Leadership implements results-based planning to influence program design, practice, and policy • CLC results/data are shared with stakeholders (e.g. site team, SNAC, community at large) • Systems are in place for data collection related to successful students, thriving families, and engaged neighborhoods • A continuous improvement process is applied that informs and improves program practice • CIP/Annual Plan is developed in partnership with key stakeholders using recent data • CIP/Annual Plan reflects results of needs assessment(s) and data driven areas of improvement • Quarterly reports reflect evaluation of CLC school plan, goals, and objectives • CLC evaluator takes leadership role in documenting, analyzing, and interpreting data • CLC Leadership uses outcome data to create a culture of accountability	• All partners review data results and collaboratively develop strategies (to be implemented by each partner) that address data-driven needs • CLC Partners engage in challenging and productive conversations, based on evaluation findings, that result in policy and practice change • CLC school-based teams infuse CLC evaluation as an integral part of program improvement as evidenced by the CIP/Annual Plan