FULL SERVICE COMMUNITY SCHOOLS for STUDENT SUCCESS

(Services, Supports, and Opportunities)

	Conditions for Success	EMERGING Cooperation	MATURING Coordination	EXCELLING Collaboration
1	**Quality Programming** • **Expanded Learning Opportunities (ELOs)**	• Partners delivering ELOs meet basic state licensing standard for school-age care • Partners delivering ELOs do not yet meet state benchmark for quality based on site observation tool • Programming is determined by availability of service providers	• Partners meet benchmarks for quality based on ELO site observation tool • ELOs reflect current and best practices for school-aged programming (NE School-Age and Youth Development Core Competencies, 2015) • Program, services, and supports are determined by needs assessment(s) and evidence-based data • ELO programming is balanced across academics, enrichment, and recreation and aligned with school curriculum • CLC site fosters new partnerships that provide diverse opportunities	• Partners delivering services understand CLC goals and align goals to implementation of service or program • Partners delivering ELOs exceed benchmarks for quality based on ELO site observation tool • Partners delivering ELOs consistently select interventions based on evidence-based strategies • Partners and school day staff collaborate to ensure alignment and deepening of student learning
2	**Integration of Services** • **Mental Health** • **Early Childhood** • **Adult Learning**	• CLC site works independently of school and partner services • Services may be available but are not being utilized by families and the community (lack of awareness of services) • Ineffective partnerships result in duplication or absence of services	• Partnerships help families overcome barriers to services through awareness and accessibility • CLC site team works with school, partners, and community members to meet students' and families' basic physical, emotional, social, and economic needs	• Participating families promote services to peers • Program, services, and supports reflect the changing needs of students, families, and neighborhood • CLC site meets the needs of the community efficiently and effectively (no duplication of services, collaboration to address needs quickly, responsive)

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3	**Skilled Management and Staff**	• Staff turnover affects site's ability to provide services needed • Staff-student ratio (1-15) is met 100% of the time • CLC Site Team provides on-site supervision 1 time per year • Professional development meets minimum licensing requirements	• CLC site has a pattern of longevity for key positions (principal, lead agency, SCC) • Program quality is enhanced by the retention of direct-line staff • Partners clearly understand roles and expectations • CLC site team provides on-going, on-site supervision to promote positive, collaborative, and supportive work environment for all partners • Staff are hired who have the skills and knowledge necessary to meet ELO expectations • Mutual respect and trust between partners results in open conversations that improve site quality and address needs • Professional development is planned and provided to partners that addresses evaluation feedback • Staff attend professional development • CLC stakeholders actively carry out their role and function as defined in the MOU	• Program partners are motivated and excited to teach and engage with students • CLC site has a full-time lead teacher to support after school programs • CLC site team provides regular, on-site supervision resulting in meaningful feedback • CLC site team implements Nebraska School-Age and Youth Development Core Competencies • Staff regularly attend professional development

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4	**Engaged Families**	• CLC site-based SNAC members (parents/caregivers) have been identified • Families express lack of communication when providing feedback • Activities for drop-in involvement are offered to families (spaghetti feed, family craft night, movie night)	• CLC site-based SNAC members (parents/caregivers) meet monthly • Families have knowledge of and utilize CLC services to build capacity and open doors to new opportunities • Family engagement is connected to student learning • Families are engaged in making decisions as part of a site-based team • Systematic mechanism in place for interactive communication between parent/caregiver and program staff • Families' basic needs are being addressed	• CLC site-based SNAC actively engages a wide-range of parents/caregivers • CLC site-based SNAC is actively engaged in responding to an identified need • Parents/caregivers have an active role in CLC site decision making • Cohesiveness between school and community partners seamlessly address the voices of parents/caregivers
5	**Engaged Neighborhood and Community**	• Community SNAC members have been identified • Community lacks awareness of the CLC as a place that addresses their needs	• CLC site-based SNAC members meet monthly and include at least one community member • Data from needs assessment is used to inform program services • Schools are open to community involvement • Community partnerships are developed to meet identified needs • Neighborhood residents use services offered at CLC site • Success and results from evaluations are distributed to community members	• Parents/caregivers, neighborhood residents, and CLC site team meet regularly and share a common vision and mission • CLC site team and SNAC partner with neighborhood and business (individual and associations) to meet the needs of neighborhood and families • Neighborhood residents use the CLC school as a focal point for addressing neighborhood issues, challenges, and for celebration