# Table of Contents

1-1  **Vision, Goals, Operating Principles and Leadership Structure**  1-1  
  - Leadership Council  1-8  
  - School Neighborhood Advisory Committee (SNACs)  1-9  
  - Site Supervisor Position Descriptions  1-16  

2-1  **Partnership Strategy**  2-1  
  - CLC Partnership  2-3  
  - Memorandum of Understanding  2-4  
  - Capacity Assessment  2-9  

3-1  **Annual Planning and Improvement**  3-1  
  - Annual Plan  3-1  
  - Continuous Improvement Process  3-13  
  - Program Walkthrough  3-29  

4-1  **Evaluation**  4-1  
  - Student Case Studies  

5-1  **Family Engagement**  5-1  
  - Parent Involvement/Communication  5-1  
  - Parent Rights and Responsibilities  5-2  
  - Resources to Families  5-3  

Pages are paginated by hand on the right and left hand corners of the document. This section was put together from a variety of CLC resources.
Section One

- Vision, Goals, Operating Principles and Leadership Structure ..............................................................1-1
- Leadership Council .................................................................1-8
- School Neighborhood Advisory Committee ........1-9
- Site Supervisor Position Descriptions ...............1-16
BEST PRACTICE AREA: CLC VISION, GOALS, OPERATING PRINCIPLES, LEADERSHIP STRUCTURE AND SCHOOL NEIGHBORHOOD ADVISORY COMMITTEES

Purpose:

The Lincoln Community Learning Centers represent a strategy to bring to life the vision of children, youth, families, and neighborhoods to have improved learning outcomes and increased opportunities for support. Community Learning Centers offer a new way of looking at both education and the development of families and communities. CLCs are places where families, school staff, and other partners work together; where programs and opportunities are well-organized, clearly connected, and easy to access; and where people are committed to meeting a wide range of needs which help students, their families, and their neighborhoods learn, grow, and thrive.

Community Learning Centers serve children, youth, and adults regardless of race, color, religion, sex, national origin, disability, or socioeconomic status. CLCs in partnership with 22 Lincoln Public Schools and eight lead agencies create and sustain supports, services, and opportunities where students, parents, and neighborhood residents can access expanded learning and enrichment programs.

Suggested Guidelines:

The following documents outline:

- CLC Vision and Goals
- Operating Principles
- CLC Leadership Structure
  - Leadership Council
    - Role and Responsibility
  - School Neighborhood Advisory Council
  - CLC Action Teams
  - Site Structure / Lead Agencies
LINCOLN COMMUNITY LEARNING CENTERS
LINCOLN, NEBRASKA

INITIATIVE OVERVIEW
Lincoln’s Community Learning Centers represent a major structural shift based on our community and society’s needs. CLCs are about the process of people and programs working together to create a culture of learning that serves our entire community. Currently CLCs in Lincoln are funded through support from the Foundation for Lincoln Public Schools, 21st Century Community Learning Center grants and matching resources from local funders and community based organizations. The CLC initiative supports 22 schools in the development and implementation of safe, supervised before and after school programs, weekend and summer enrichment opportunities and other supportive services for children, youth, families and neighborhood residents.

VISION
Children, youth, families and neighborhood residents will have improved learning outcomes, increased enrichment opportunities and accessible support services because of strong school / community partnerships that are connected in meaningful ways.

GOALS
The Lincoln CLC initiative has three primary goals:
- Improve student learning and youth development
- Strengthen and support families
- Strengthen and engage neighborhoods

OPERATING PRINCIPLES
Collaboration - Partnerships are the best way to maximize resources and create synergy. Partners will work for and with families, neighborhoods, and one another to ensure local strengths and needs are considered. Partnership involves a commitment to mutual relationships and goals.

Integration - CLC services will be connected and purposefully coordinated with school and community to assure an efficient and respected use of partners’ expertise and resources.

Lifelong Learning Culture - People learn and grow differently. Through professionally developed staff CLCs will account for these different learning styles and will promote learning opportunities for all children, youth, families and neighborhood residents.

Outcome Focused - CLCs have greater impact when providing services which are aligned with CLC initiative goals. Service effectiveness will be measured by improvements in student learning and development, stronger families and healthier neighborhoods.

Community Leadership - Leadership and accountability are shared among all stakeholders. Parents and neighborhood residents have multiple opportunities to partner in decision making and to determine service opportunities most beneficial to them.

Neighborhood Based - All neighborhoods have unique strengths and needs. CLCs value the uniqueness of each neighborhood and adapt services and opportunities so that the neighborhood capacity is optimized.
LEADERSHIP STRUCTURE

The CLC initiative is grounded in the belief that relationships and collaborations are the cornerstones that create positive systems change. CLC partners also believe that life-long learning is a shared responsibility of our community’s residents. The schools cannot do it alone. Lincoln’s CLC initiative is an innovative approach designed to link the community, neighborhoods, schools and people of all ages, backgrounds and walks of life to achieve our stated goals and outcomes. What makes the CLC initiative different is the core value that education is a community-wide responsibility and the emphasis on building capacity within neighborhoods, community based organizations, and other systems to produce sustained improvements and results. The CLC initiative utilizes five leadership groups to mobilize and support the day-to-day activities at the neighborhood based community learning centers.

Expected Outcomes
1. Strengthen student learning and development
2. Strengthen and support families
3. Engage and support neighborhoods
4. Promote systems change to support expanded learning

Lincoln Community Learning Centers
Impact Teams

CLC Management Team

Leadership Council

SNAC / SCC

Action Teams

CLC SITE STRUCTURE
8 lead agencies, 22 CLC Sites
LEADERSHIP COUNCIL

This group of diverse community stakeholders has the primary role and responsibility of guiding the development and long term financing of Lincoln’s Community Learning Center initiative. The members of the Leadership Council are committed to developing Lincoln’s capacity to implement shared partnerships and to mobilize resources which ensure Community Learning Centers are a fundamental part of the fabric of our community. As an advisory group the Leadership Council is not a legal entity, and therefore the LPS district and the Foundation for Lincoln Public Schools serve as the initiative’s fiscal agents. The Executive Committee of the Leadership Council includes the chair, the mayor, the superintendent and local funders and is responsible for determining the strategies for the long term sustainability of the initiative.

SCHOOL NEIGHBORHOOD ADVISORY COMMITTEE (SNAC)

SNACs include broad representation and active participation from parents, youth, neighborhood residents, educators, community based organizations and service providers. Each CLC site or pair of sites has a SNAC, which is responsible to assist in the planning, communication and oversight for their neighborhood based CLC and its service activity. SNACs must reflect the uniqueness and diversity of each school and its surrounding neighborhood.

CLC ACTION TEAMS

Community Learning Center Action Teams are formed around specific issues related to the CLC initiative. The use of Action Teams promotes cross discipline work as team members from diverse backgrounds and organizations work together to develop common understanding and shared practices that promote collaborative efforts around the CLC initiative. Currently the CLC Action Teams include:

- **Evaluation Action Team**
  The evaluation action team is responsible to assist with the design of the evaluation process for the Community Learning Center initiative. The team has four primary roles: 1) providing input into the evaluation plan, 2) providing input into any revisions to the plan over the years, 3) receiving the results and findings of the evaluation and 4) interpreting the data, drawing conclusions and making recommendations for program changes or improvements as a result of the data. The evaluation plan has been designed using a participatory process which includes a number of stakeholders to the CLC initiative.

- **Communications/Public Engagement Action Team**
  Communications/public engagement is a joint work group of the Leadership Council and the Foundation for Lincoln Public Schools board of directors and is responsible for public awareness, engagement and branding.

- **Promising/Best Practices Action Team**
  The promising/best practices team is responsible to determine what practices or underlying principles drive the CLC development and implementation. It is believed that by identifying “promising practices” CLCs are more likely to have a greater positive impact on participants, more cohesiveness among service providers, better decision making in alignment with goals, and richer programs and services with more purposeful connections.

- **Professional Development Action Team**
  This team provides leadership and oversight of the professional development opportunities provided to all CLC partners. It is understood that a work force that is well trained and
connected to resources improves the overall quality of services provided to students, families and the neighborhoods CLCs serve.

- **Family Engagement Action Team**  
  This family engagement team supports the CLC efforts in effectively engaging families in the programs and services of each site.

- **Neighborhood Action Team**  
  This team provides focus to the neighborhood development goal of the CLCs. In partnership with the Mayor's Strong Safe Neighborhood Initiative, CLC stakeholders work to identify resources, skills and strategies to support community development.

- **Audit Action Team**  
  The audit team reviews the financial practices of the CLC initiative in concert with CLC partners.

**SITE STRUCTURE / LEAD AGENCIES**

The Lincoln CLC initiative is currently serving 22 schools. This includes 17 elementary schools and 5 middle schools. Each site or pair of sites has a site supervisor who is hired by the designated lead agency. Eight lead agencies (Cedars Youth Services, Lincoln Housing Authority, Heartland Big Brothers Big Sisters, Family Service, Lincoln Parks and Recreation, YMCA, Clyde Malone Center, Northeast Family Center) have been identified to assist with promoting and implementing a successful CLC at their assigned sites. The lead agency employs the site supervisor in partnership with the schools. Each lead agency brings a diverse set of skills and capacities which are aligned with the overall vision and goals of the CLC initiative. The lead agencies have demonstrated ongoing success in delivering a variety of program activities through the use of effective partnerships.

The site supervisor is essential to the successful implementation of CLC activities which support the three goals of the initiative. The site supervisor oversees and manages the delivery of an array of programs and activities provided by local agency partners. The site supervisor ensures that all services are meeting the annual plans as outlined by the SNAC for their respective sites. The site supervisor works very closely with after-school providers and school personnel to ensure that all programs are fully integrated and connected to the day curriculum.
The purpose of the Community Learning Center (CLC) Leadership Council is to provide influence, support, evaluation and recommendations with respect to the organization, management activities and sustainability of the Lincoln Community Learning Center initiative. The Leadership Council shall provide guidance, assistance and encouragement to the CLC Coordinators, lead agency organizations, school leadership and the neighborhoods in which CLCs are located. All activities of the CLC Leadership Council shall be designed to support the CLC mission, goals, and operating principles.

**Mission**

Children, youth, families and neighborhood residents will have improved learning outcomes, increased enrichment opportunities and accessible support services because of strong school/community partnerships that are connected in meaningful ways.

**Goals**

- Improve student learning and youth development
- Strengthen and support families
- Strengthen and engage neighborhoods

**Operating Principles**

**COLLABORATION** - Partnerships are the best way to maximize resources and create synergy. Partners will work for and with families, neighborhoods, and one another to ensure local strengths and needs are considered. Partnership involves a commitment to mutual relationships and goals.

**INTEGRATION** - CLC services will be connected and purposefully coordinated with school and community to assure an efficient and respected use of partners’ expertise and resources.

**LIFELONG LEARNING CULTURE** - People learn and grow differently. Through professionally developed staff CLCs will account for these different learning styles and will promote learning opportunities for all children, youth, families and neighborhood residents.

**OUTCOME FOCUSED** - CLCs have greater impact when providing services which are aligned with CLC initiative goals. Service effectiveness will be measured by improvements in student learning and development, stronger families and healthier neighborhoods.

**COMMUNITY LEADERSHIP** - Leadership and accountability are shared among all stakeholders. Parents and neighborhood residents have multiple opportunities to partner in decision making and to determine service opportunities most beneficial to them.

**NEIGHBORHOOD BASED** - All neighborhoods have unique strengths and needs. CLCs value the uniqueness of each neighborhood and adapt services and opportunities so that the neighborhood capacity is optimized.

The role and responsibilities of the CLC Leadership Council shall include:

1. Provide shared leadership and political connections to support the development and ongoing implementation of full service community learning centers.

2. Assist in developing and maintaining a collaborative process by which CLCs build on the capacity of community partners to deliver quality neighborhood based services.
3. Secure sustainable funding to support CLC infrastructure and its continued growth.

4. Review CLC blended funding streams and financial information. Utilize information to implement CLC sustainability efforts.

5. Provide recommendations for developing and maintaining effective communication and public engagement strategies related to school and community partnerships.

6. Assist in educating and informing the general public and other key stakeholders about the value of school community partnerships and the role CLCs play supporting students, families and neighborhoods.

7. Utilize CLC evaluation and other community reports to make recommendations for CLC improvements, changes and growth.

The role and responsibility of individual CLC Leadership Council members shall include:

1. Attend all scheduled meetings of the CLC Leadership Council (6x per year).

2. Utilize individual and organizational strengths and resources to support the CLC action committee’s and related Leadership Council efforts.

3. Promote CLCs to your boards, stakeholders or other related constituents.

Organizational Structure of CLC Initiative:
The staff leadership of the CLC initiative is a shared partnership between Lincoln Public Schools, Foundation for Lincoln Public Schools and the community of Lincoln. Lincoln Public Schools hires staff members who are responsible for the daily operations of the CLC initiative. The Foundation for LPS provides consultation and support to the management of the CLC initiative. In partnership LPS and FLPS serve as fiscal agents to CLC activities and provide the processes for reporting and accountability of all CLC funding streams.

The CLC Leadership Council is convened as an advisory council to facilitate the work of the initiative. Leadership council members are selected based on, but must include the following representatives:

- Mayor
- Superintendent
- Local Business
- Lead Agency Executives
- City Council Representative
- School Board Representative

The work of the Leadership Council is supported by an action committee structure. Each committee provides specific action as defined by the needs of CLCs collectively and individually. Committees are chaired by Leadership Council members and report regularly to the council on their work.

- Executive Committee
- Sustainability
- Public Engagement / Communications
- Results / Outcomes (Evaluation Action) Committee
- Financial Audit Committee
- Professional Development
- Family Engagement/Involvement
- Best Practice
Lincoln CLC Leadership Council Members

**Management Team**

Cathie Petsch, Co-coordinator, Lincoln Community Learning Centers

Lea Ann Johnson, Co-coordinator, Lincoln Community Learning Centers

**Community and Business Leaders**

Wendy Birdsall, President, Lincoln Chamber of Commerce & Lincoln Partnership for Economic Development

Harvey Perlman, Chancellor, University of Nebraska

Dennis Buckley, Editor, Neighborhood Extra

Michelle Waite, Assistant to the Chancellor for Community Relations, University of Nebraska

Kevin Burkland, Agent, Woods Bros. Realty

Wayne Drummond, Dean, College of Architecture, University of Nebraska-Lincoln

Jolleen Clymer, Consultant to YMCA

Marjorie Kostelnik, Dean, College of Education and Human Sciences, University of Nebraska-Lincoln

Chris Dean, Branch Manager, U.S. Bank

Susan Gourley, Superintendent, Lincoln Public Schools

Leslie Gibbens, Vice-president and Trust Officer, Union Bank and Trust Company

Marilyn Moore, Associate Superintendent for Instruction, Lincoln Public Schools

Monroe Golliday, Vice-president Senior Residential Loan Officer, TierOne Bank

Kit Boesch, Administrator, Lincoln/Lancaster County Human Services

John Maher, Publisher, Lincoln Journal Star

Kathy Danek, Lincoln Board of Education, Lincoln Public Schools

Dave Poison, CEO, Sterling Digital Networks

Phil Schoo, Superintendent Emeritus, Lincoln Public Schools

Marjorie Kostelnik, Dean, College of Education and Human Sciences, University of Nebraska-Lincoln

Kent Seacrest, Attorney at Law, Lincoln

Doug Emery, City Councilman, Lincoln

**Public Leaders**

Lori Seibel, President, Community Health Endowment

Bess Scott, Director of Elementary Education, Lincoln Public Schools

Deb Shoemaker, Vice-president Community Outreach, Lincoln Community Foundation

Bess Scott, Director of Elementary Education, Lincoln Public Schools

Barbara Bartle, President, Foundation for Lincoln Public Schools

Tim Kenny, Executive Director, Nebraska Investment Finance Authority (NIFA)

Barb Bettin, President and CEO, YMCA

Jim Kenny, Executive Director, Nebraska Investment Finance Authority (NIFA)

**Funders**

Steve Peregrine, Deputy Director of Community Investment, Nebraska Investment Finance Authority (NIFA)

Barbara Bartle, President, Foundation for Lincoln Public Schools

Mary Jo Pankoke, President, Nebraska Children & Families Foundation

Katie McLeese Stephenson, Chief Operating Officer, Cedars Youth Services

Jeff Cole, Associate Vice-president School-Community Partnerships, Nebraska Children & Families Foundation

Julie Cervantes-Salomons, Executive Director, Heartland Big Brothers Big Sisters

Brian Wachman, Executive Director, United Way of Lincoln

Barry Gourley, Executive Director, Family Service

Robin McDannel, Sr. Director of Fund Distribution & Community Planning, United Way of Lincoln

Larry Potratz, Executive Director, Lincoln Housing Authority

Pam Baker, Executive Director, Woods Charitable Fund

Lynn Johnson, Director, Parks and Recreation, City of Lincoln

**Lead Agencies**

TJ McDowell, Executive Director, Malone Center

Kodi Bonesteel, Executive Director, Northeast Family Center

Barb Bettin, President and CEO, YMCA

Robin McDannel, Sr. Director of Fund Distribution & Community Planning, United Way of Lincoln


BEST PRACTICE AREA: SCHOOL NEIGHBORHOOD ADVISORY COMMITTEE (SNAC)

Purpose:
All Community Learning Center sites must have an active School Neighborhood Advisory Committee (SNAC). It is understood that each sites SNAC may be configured differently based on current school groups and neighborhood groups. The success of the CLC rests in having a broad base of stakeholders that share a common vision, goals, and outcomes for children, families, and their neighborhood. These grassroots groups (SNACs) provide the cornerstone of the CLC oversight and are based on some fundamental premises including:

- In order to be most effective, services and supports for families must be provided close to where people live, work, and go to school.
- Parents, youth, and neighborhood residents best understand the environment in which they live and what services and supports are most needed.
- Professionals provide valuable advice and support and are most effective when they work as partners with families and neighborhoods.
- Positive outcomes for children/youth, families, and neighborhoods occur as a result of active involvement by all partners.
- All neighborhoods have both formal and informal assets that can be strengthened. Natural helping networks are keys to successful community development.

School Neighborhood Advisory Committees must make a sustained commitment to achieving the three core CLC goals for children/youth, families, and residents from their school and neighborhood:

- Improve student learning and development
- Strengthen families
- Healthier neighborhoods

The SNAC will always be in various stages of development as new members are added and as individuals change. It is key that site supervisors are attentive to the stages of group development (Forming, Storming, Norming, and Performing) to assist the SNAC in its work.
Suggested Guidelines:

Membership and Participation

- SNAC membership should include broad representation and active participation from parents, youth, educators and other school personnel, neighborhood residents, neighborhood business leaders, and service providers.

- SNAC may be maintained as "open groups" with no rigid appointment processes, or limits on membership numbers. The membership may be fluid and inclusive so that it can adapt, change, and evolve over time as interest grows, relationships develop, and outcomes change.

- A function of the SNAC is to develop community leaders. A long term goal would be to have the facilitation and leadership of the meetings provided by parents or neighborhood residents.

Functions of the SNAC

- Ensure active involvement of parents, neighborhood residents, and youth in the SNAC process.

- Identify school and neighborhood assets which they can build upon and identify gaps or needs that are barriers to achieving the CLC goals.

- Participate in the development of the CLC annual plan. Identify strategies and activities that build on the strengths of the school neighborhood and address the needs.

- Ensure service strategies and activities are implemented in a way that is consistent with the mission and operating principles of the CLCs.

- Meet regularly, and involve all members in the ongoing development of services, supports, and opportunities which promote positive outcomes for children/youth, families, and the neighborhood.

- Build linkages and connections with the neighborhood association and other active groups which share common interests and goals.

- Evaluate long term sustainability strategies that ensure programs and services continue to benefit the children/youth, families, and neighborhood residents.

SNAC Reporting

- An agenda will be developed with input from all members prior to SNAC meeting

- SNAC meeting minutes will be maintained and distributed to all stakeholders within one week of SNAC meeting. Minutes will include who participated and reflect the discussion and decisions that were made at each SNAC meeting.

- SNAC with the support of the CLC site supervisor will complete the CLC annual plan and submit it to the CLC office on or before the required date.
School Neighborhood Advisory Committee (SNAC) Meeting
Agenda

Location:             Date:             Time:

<table>
<thead>
<tr>
<th>Team Members</th>
<th>Role of Members</th>
<th>Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items to be Discussed:
1. 

2. 

3. 

Announcements/Handouts

Reminders

Next SNAC Meeting/Date-Time-Place:

Adjournment Time:
SCHOOL NEIGHBORHOOD ADVISORY COMMITTEE
Conversation Tool Discussion

Student Learning Development

1) Where does the Community Learning Centers fit into the school-wide plan? How does this happen?

2) How do the CLC after school activities link to the district curriculum? What support/resources are needed to make this link more intentional?

3) Based on data and knowledge of your students needs where should the CLC services be strengthened?

Strengthening & Supporting Families

4) What is the current status of family involvement at your CLC? How could it be strengthened?

5) What does your SNAC believe to be some key indicators that families have been strengthened through the CLC? How would you measure these?
Engaging & Strengthening Neighborhoods

6) Is your CLC linked with neighborhood activities? In what ways? How could this be strengthened?

7) What are some key indicators that neighborhoods have been engaged and strengthened through the CLC? How would you measure these?

School Neighborhood Advisory Committee

8) How is the committee functioning?

9) How could it be strengthened?

10) Do you have parent representation and involvement in the SNAC? How did you get it? Or how could it be improved?

Communications/Public Engagement

11) How do you currently communicate the good works of your CLC?

12) What kind of support/resources would be helpful to your CLC to increase your visibility and public awareness?
<table>
<thead>
<tr>
<th>SCHOOL NEIGHBORHOOD ADVISORY COMMITTEE (SNAC) WORKSHEETS FROM FEBRUARY 21, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td><strong>SARATOGA / PRESCOTT</strong></td>
</tr>
<tr>
<td>Issue: Duplication of effort between schools</td>
</tr>
<tr>
<td>□ Action: Work more as sister schools to share resources, ideas, and planning events with SSB&amp;CA</td>
</tr>
<tr>
<td>□ Action: Joint SNAC meetings twice per year</td>
</tr>
<tr>
<td>□ Action: Other open meetings</td>
</tr>
<tr>
<td><strong>EVERETT / McPHEE</strong></td>
</tr>
<tr>
<td>Issue: Under representation of Spanish speaking meeting opportunities</td>
</tr>
<tr>
<td>□ Action: Contact other ELL schools</td>
</tr>
<tr>
<td>□ Action: Contact Spanish speaking groups and find out how we should proceed</td>
</tr>
<tr>
<td>□ Action: Contact and work with multicultural liaisons</td>
</tr>
<tr>
<td>□ Action: Work with Lincoln Literacy Council</td>
</tr>
<tr>
<td><strong>NORTHWEST</strong></td>
</tr>
<tr>
<td><strong>ARNOLD</strong></td>
</tr>
<tr>
<td>Issue: Grounds improvement around new school</td>
</tr>
<tr>
<td>□ Action: Develop project wish list</td>
</tr>
<tr>
<td>□ Action: Identify funding needs</td>
</tr>
<tr>
<td>□ Action: Identify volunteer needs</td>
</tr>
<tr>
<td><strong>WEST LINCOLN</strong></td>
</tr>
<tr>
<td>Issue: Graffiti</td>
</tr>
<tr>
<td>□ Action: Clean up graffiti at rundown gas station</td>
</tr>
<tr>
<td>Issue: Neighborhood / school lighting</td>
</tr>
<tr>
<td>□ Action: Determine who to contact about improved lighting</td>
</tr>
<tr>
<td>Issue: Home ownership and vested interest</td>
</tr>
<tr>
<td>□ Action: Help promote home ownership</td>
</tr>
<tr>
<td><strong>LAKEVIEW</strong></td>
</tr>
<tr>
<td>Issue: Walkways in neighborhood, parking lot at rear of school, West P Street</td>
</tr>
<tr>
<td>□ Action: School clean up and beautification project - focus on rear parking lot</td>
</tr>
<tr>
<td>□ Action: Determine who to contact about repairing sidewalks and resurfacing West P</td>
</tr>
<tr>
<td><strong>BELMONT / GOODRICH</strong></td>
</tr>
<tr>
<td>Issue: Involvement in the community</td>
</tr>
<tr>
<td>□ Action: Combine Goodrich and Belmont action teams to collaborate on Neighborhood Fair</td>
</tr>
<tr>
<td>Issue: Removal of snow and trash, and lawn mowing affect appearance</td>
</tr>
<tr>
<td>□ Action: Develop a newsletter to be delivered by YVC youth</td>
</tr>
<tr>
<td><strong>NORTHEAST</strong></td>
</tr>
<tr>
<td><strong>PERSHING / MICKLE</strong></td>
</tr>
<tr>
<td>Issue: Connecting with neighborhood</td>
</tr>
<tr>
<td>□ Action: NE Quadrant meet quarterly to share ideas</td>
</tr>
<tr>
<td>□ Action: Work on family events that support local church, CLCs and Easterday Rec Center. First event is to launch new community garden.</td>
</tr>
<tr>
<td><strong>DAWES / NORWOOD PARK</strong></td>
</tr>
<tr>
<td>Issue: Lack of connection to Easterday Rec Center</td>
</tr>
<tr>
<td>Issue: Lack of facilities for summer programs at both schools</td>
</tr>
<tr>
<td>□ Action: Connect with Parks and Rec (Rick Lingard) to possibly use Easterday for summer programs</td>
</tr>
<tr>
<td><strong>BROWNELL</strong></td>
</tr>
<tr>
<td>Issue: Lack of sense of community</td>
</tr>
<tr>
<td>□ Action: Host a neighborhood / community meeting where teachers, PTA, CLC staff, community members, business members, and other local organizations are available as a resource</td>
</tr>
<tr>
<td>□ Action: Create a welcoming place to network and connect such as block party, movie night, community garden</td>
</tr>
<tr>
<td>□ Action: NE Quadrant meet quarterly to share ideas</td>
</tr>
<tr>
<td><strong>HUNTINGTON</strong></td>
</tr>
<tr>
<td>Issue: Unsightly vacant homes</td>
</tr>
<tr>
<td>□ Action: Make connections with neighborhood and business associations to clean up some of the vacant homes</td>
</tr>
<tr>
<td>CENTRAL</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>CENTRAL</td>
</tr>
<tr>
<td>CLINTON / HARTLEY</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Lincoln Community Learning Center Site Supervisor

Community Learning Centers (CLCs) are partnerships which provide opportunities and support services that lead to improved student learning and development, stronger families and healthier neighborhoods.

CLC site supervisors are full time, salaried exempt positions employed by community based organizations (CBOs) and housed in the local public school. Hours vary, with some evening and weekends required. Site supervisors function as neutral facilitators in neighborhood by a wide array of community organizations and agencies.

Requirements: Bachelor’s Degree

Experience: Knowledge of building community partnerships and youth and family development. Proven skills in leadership, group facilitation, marketing, coordinating, communication, advocacy, budgeting and data collection.

Reports to: School principal, CLC co-coordinators and CBO lead agency for site supervision.

Receives guidance from: School Neighborhood Advisory Committee (SNAC), site supervisor peer network and CLC initiative leadership council.

Essential Functions:

- Serve as an advocate for youth, families and neighborhood residents.
- Develop relationships and partnerships with CBOs, Lincoln Public School (LPS) personnel and neighborhood residents that support the goals of CLCs.
- Assist in the development of CLC annual plan.
- Work cooperatively with school administration, CBOs and neighborhood representatives in the development and oversight of the annual site budget.
- Responsible for the oversight of direct service programs related to before and after school and family involvement.
- Frequent planning involving one to two CLC sites.
- Provide assistance in directing others and training.
- Responsible for required data collection for evaluation.

Specific Duties:

- Act as a representative of CLC initiative at school and community functions.
- Develop integrated advocacy, planning and promotional activities.
- Work to develop the School Neighborhood Advisory Committee.
- Recommend CLC policy and procedures for Best Practice Manual.
- Recommend and oversee contracts/MOU's developed for CLC (site specific).
- Complete necessary reports and maintain statistical records.
- Review and analyze monthly financial reports.
- Initiate expenditures in accordance with policy and procedures.
- Plan, schedule and direct daily routines, activities and operations of CLC.
- Identify and seek to make available programs and services that meet the mission and goals of the CLC in concert with the school and lead agency.
- Maintain community service resource information to promote available opportunities.
- Develop and maintain public relations strategies that increase the awareness and utilization of the CLC activities.
- Implement continuous quality improvement process and strategies into CLC.
- Recruit, orient, supervise and evaluate performance of CLC staff and volunteers.
- Provide leadership, support and growth opportunities for CLC staff, volunteers and other providers who may interact with CLC activities.
- Conduct monthly SNAC site meeting to review goals, progress and other CLC activities.
Employee Responsibilities and Job Standards
Program Supervisor (CLC Site Supervisor)

I. Administration
a. Develops, recommends, and implements agency program policy and procedures.
b. Develop annual program plans and goals that are consistent with the needs of CLC stakeholders and Family Service.
c. Oversees implementation of accreditation, licensing, contracts, grants and any partnerships within program.
d. Participates in agency, partnership, and school committees/meetings as assigned.
e. Completes necessary reports and maintains statistical records.
f. Ensure program facilities are well maintained.
g. Develop partnerships that support and enhance the delivery of quality programs in the area of student learning, family engagement and neighborhood outreach.

II. Revenue Maximization, Budget Development and Management
a. Assist in the development of annual program budget.
b. Review and analyze monthly financial report.
c. Closely monitors revenue and expenses to ensure budget projections are maintained.
d. Approves program purchases in accordance with policy and budget.

III. Personnel Management
a. Plans and facilitates regular staff meetings which promote the six quality domains for effective programs.
b. Serve as a quality coach for all early childhood and youth development staff needs.
c. Completes performance evaluations and sets individual performance goals.
d. Determines needed staffing plans for program activities and make adjustments as needed.

IV. Program Development and Implementation
a. Provides services according to and consistent with Family Service Mission, Community Learning Center School Mission.
b. Coordinates multiple program activities that support Family Service and Community Learning Center outcomes.
c. Manages the implementation of Continuous Quality Improvement recommendations and management plans.
d. Conducts site observations, provides observation feedback, and specific strategies to staff in program improvement.
e. Support Early Childhood and Youth Development Site Supervisor, Enrichment Teachers to ensure daily activities promote the social emotional, physical and cognitive needs of children, youth, and families.
V. **Community Relationships**
   a. Promote services which meet neighborhood needs that build on neighborhood assets. Facilitates development of SNAC.
   b. Act as a child, youth, family, and neighborhood advocate.
   c. Develop relationships with families, community partners, business and civic organizations that support the needs of the program.
   d. Actively participates in community councils, task forces and other events that build and maintains community relationships.

VI. **Agency Involvement and Professional Development**
   a. Promotes and provides opportunity for program staff development.
   b. Participates in individual professional trainings.
   c. Plans, implements, and participates in agency/site sponsored events.

VII. **Team Work and Interpersonal Relationships**
   a. Maintain positive respectful demeanor with all contacts with clients, visitors, and staff.
   b. Utilize professional resources for guidance and support in handling situations.
   c. Model effective leadership skills through professional interaction with team members.
   d. Utilizes ethical standards and best practices to support professional development.
YMCA OF LINCOLN, NEBRASKA

JOB DESCRIPTION

Position Title: CLC Site Supervisor
YMCA Branch: Northeast YMCA
Supervisor: Branch Executive

Classifications:

- X Exempt (Paid on the basis of a salary.)
- Non-Exempt (Paid on an hourly basis.)

Grade: 1

General Description:
The CLC Site Supervisor shall be responsible for the supervision of all YMCA Community Learning Center staff and programming. This person will also be responsible for working with the school staff at Pershing and Mickle Schools, students, parents, YMCA Branches, and community resources to identify and collaborate needed services to be provided for the community.

Minimum Requirements:
This position requires a Bachelor's Degree in a related field, strong interpersonal and communications skills, and extensive experience in one or more of the following areas: education, human services, volunteer coordination, housing, and community/neighborhood development and stabilization. The individual should have community-wide perspective and the ability to adopt the philosophy and mission of the YMCA.

Job Specifications:

- Overseeing day-to-day management of the Community Learning Centers at Pershing and Mickle schools.
- Directly supervise Community Learning Center Lead Supervisors and staff.
- Recruit and develop partnerships with service providers and community resources to address community concerns.
- Coordinate and collaboratively develop activities to be delivered in the school and community area.
- Marketing and outreach to parents, students and community members.
- Provide appropriate reporting to agencies in a timely fashion.
- Work with Branch Executive on yearly plan and budget.
- Cooperatively develop annual plan for each Community Learning Center Site.
- Develop active School Neighborhood Advisory Committee.
- Recommend and oversee contracts developed for Community Learning Centers.
- Review and analyze monthly financial reports.
• Plan, schedule, and direct daily routines, activities and operations of CLC sites.
• Provide leadership, support, and growth opportunities for staff, volunteers, and community partners.
• Other related duties as assigned by Branch Executive.

**Effect on End Results:**
The CLC Site Director will organize and coordinate dynamic adult and youth programming and services in diverse, mobile neighborhoods that will improve student learning and development, build stronger families, and healthier neighborhoods.

**Employee Signature and Date:**
“I have read and understand this job description.”

______________________________
Employee Name (Please Print)

______________________________  __________________
Employee Signature  Date

______________________________
Supervisor Name (Please Print)

______________________________  __________________
Supervisor Signature  Date
Section Two

- Partnership Strategy .................................................. 2-1
- CLC Partnership ......................................................... 2-3
- Memorandum of Understanding ................................. 2-4
- Capacity Assessment .................................................... 2-9
BEST PRACTICE AREA: CLC PARTNERSHIP

Purpose:

CLCs are dependent on strong school / community partnerships which value shared decision making and working towards common goals. CLC partners bring expertise, materials, and resources to help each site achieve our common mission and goals of improved student learning, stronger families, and engaged neighborhoods. The CLC initiative and each CLC site must strive to promote collaboration among and between school and community. Collaboration and partnerships enhance the opportunities to build community, assist in better understanding and serving of children / youth and families, and improve communication among all stakeholders. Most importantly, partnerships and sharing of common goals help in the development of a well rounded CLC which serves the whole child, family, and neighborhood. The CLCs also recognize that partners and services may change as the needs of children / youth, families, and neighborhoods change.

Suggested Guidelines:

- Site supervisors are responsible to "broker" a variety of community partners to provide a broad range of services through the CLC based on needs identified by the School Neighborhood Advisory Committee (SNAC).

- CLC coordinator will complete an annual Contract and a Memorandum of Understanding (MOU) with each lead agency partner. The Contract outlines the fiscal allocation and expectations for the lead agency. The MOU outlines expectations and responsibilities of each partner. MOUs will detail expectations by both parties regarding liabilities, facility usage, staffing, materials, and scheduling issues. Partners will be expected to complete a summary of service with expected outcomes prior to service beginning.

- Site supervisors also complete MOUs with community partners who are providers of service through the CLC.

- Site supervisors will ensure program space is secured for partners to deliver service through the completion of the facility use application.

- CLC site supervisor and principal will work to ensure school staff and agency staff takes time to get to know each other and to understand and appreciate the diverse skills and strengths each team member brings to the program.

- Partnerships are time consuming but essential. Regular meetings among partners will assist with relationship building, developing common goals, and creating a shared vision for the CLC site. The CLCs strive to develop true collaborative partnerships to support positive outcomes for children / youth and families (see collaboration continuum).
• Partners should periodically review their roles, responsibilities, and expectations. This can be accomplished through regular meetings between principals, site supervisors, lead agency representatives, and CLC coordinator. Use of the CLC operating principles, annual plans, and MOUs are tools that can guide the discussion.

• CLC coordinator and site supervisors in concert with the leadership council and/or SNAC will evaluate each partner’s contribution toward results and will make necessary recommendations and modifications if expectations and outcomes are not achieved.
CLC Partners

American Red Cross
Americorps/America Reads
Arts Are Basic
Boy Scouts Cornhusker Council
Center for People in Need
Child Guidance
City Impact
City of Lincoln
Clinic with a Heart
Doane College
Education Talent Search University of Nebraska-Lincoln
Everett Neighborhood Association
F Street Recreation Center
Families Inspiring Families
First Plymouth Congregational Church
First Presbyterian Church
Food Bank
Foster Grandparents
Foundation for Lincoln Public Schools
Gallup
Girl Scouts Homestead Council
Havelock Business Association
Havelock Neighborhood Association
Haydon Art Center
Hispanic Community Center
Irvingdale Neighborhood Association
ISCO/Teledyne
Junior Achievement
W.K. Kellogg Foundation
Lancaster County Extension
Lancaster County Health Department
Lee Booksellers
Lincoln Arts Council
Lincoln Chamber of Commerce
Lincoln City Libraries
Lincoln Community Foundation
Lincoln Community Health Endowment
Lincoln Community Playhouse
Lincoln Federal Savings
Lincoln Journal Star
Lincoln Literacy Council
Lincoln Realtors Association
Lincoln Sowers
Nebraska 4-H
Nebraska Investment Finance Authority
Nebraska Student Education Association
Nebraska Wesleyan University
NeighborWorks Inc.
Northeast Sertoma
Pinnacle Bank
South Street Civic and Business Association
Southeast Community College
Southwood Lutheran Church
State Farm
TierOne Charitable Foundation
Time Warner Cablevision
TeamMates
27th Street Business Association
United States Postal Service
United Way
University of Nebraska-Lincoln
University Place Community Organization
US Bank
Wells Fargo
West Gate Bank
Willard Community Center
Willard Sorority
Woods Bros. Realty for Giving Foundation
Woods Charitable Fund
World’s Foremost Bank
YWCA
LEAD AGENCY
MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding (MOU) describes and confirms an Agreement between Lincoln Public Schools / Lincoln Community Learning Centers (CLC) and ________________. The purpose of this Agreement is to clarify and outline roles and responsibilities related to CLC development and implementation at ________________. The MOU is considered an addendum to the Consultant / Service Provider Agreement that is effective July 1, 20XX through June 30, 20XX.

LPS District / CLC Responsibility

**District Responsibility**
- Employ Lincoln Community Learning Centers Coordinator to support partnership development and initiative oversight.
- Partner with Foundation for Lincoln Public Schools in fiscal support and hiring of CLC consultant and CLC curriculum coach.
- Coordinators staff CLC Leadership Council, Executive Committee and CLC Action Teams.
- Integrate CLC Coordinators into LPS management structure (Director’s Council, Federal Programs, Title I principal meetings).
- Partner with community based organizations in the design and delivery of full service community schools. Coordinators will facilitate quarterly stakeholder meetings to assist in implementation of services that meet best practice standards.
- Superintendent and Associate Superintendent of Instruction serve on CLC Leadership Council. Superintendent serves as member of Executive Committee.
- Serve as fiscal agent for identified grants (21st Century).
- Complete all reporting requirements for grant.
- Reimburse Lead Agency for services delivered as outlined in contract and CLC Annual Plan.
- Notify partners of key personnel changes in CLC initiative.
- Support and facilitate collaborative grant writing opportunities that enhance CLC activities.
- Provide technical assistance and support to CLC Site Supervisors through regular meetings and other professional development opportunities.
- CLC Coordinators will participate in the hiring and performance review process of CLC Site Supervisors.
- CLC Coordinators will assist in the orientation of new CLC Site Supervisors.

**School Principal Responsibility**
- Integrate CLC Site Supervisor into school management teams.
Provide leadership which supports integration of community services into culture of school.

Participate in hiring, support and performance evaluation of CLC Site Supervisor.

Ensure student assistance process reflects full integration of CLC service providers and develop a clear communication process and confidentiality process.

Participate actively in CLC stakeholder meetings and activities.

Support integration of CLC activities through use of identified school resources (i.e. phones, computers, copiers, staffing, and appropriate curriculum support).

Provide reasonable space for the CLC Site Supervisor and program activities that support the goals of a full service community school.

Assist with provision of data when needed.

Agree to share appropriate information with agency personnel to maximize student success. (Ensure proper releases are secured.)

Participate in collaborative grant writing opportunities that enhance program activities. Notify CLC Coordinators and partners of grants that impact the CLC model.

**Lead Agency Responsibility**

Employ CLC Site Supervisor for designated sites.

Involve principals and CLC Coordinators in hiring and annual performance evaluation of the CLC Site Supervisor.

Participate in CLC Leadership Council and other CLC Action Teams as identified.

Participate in CLC stakeholder meetings and activities.

Meet at minimum quarterly with CLC Site Supervisor, principal and CLC Coordinators.

Ensure a range of community partners are involved at CLC site that meets the CLC goals and annual work plan activities.

Ensure CLC Site Supervisor attends twice monthly site supervisor meetings.

Support participation of CLC program in professional staff development opportunities.

Keep all CLC service providers informed of CLC schedule of activities and any changes that may impact service delivery.

Facilitate regular communication with all service providers to ensure services are reflective of best practices, meeting licensing standards and are meeting the needs of students and adults utilizing service through the CLC.

Provide support, supervision and coaching of the CLC Site Supervisor.

Agree to share information with appropriate school personnel to maximize student success. (Ensure proper releases are secured.)

Participate in collaborative grant writing opportunities that enhance program activities at CLC sites. Inform CLC Coordinators of potential grants that will include CLC sites.

Complete all data required for CLC evaluation purposes and grant reporting requirements in a timely manner.
- Ensure CLC Site Supervisor and program staff maintain a standard of professionalism and behavior consistent with agency and LPS expectations.
- Ensure proper background checks have been completed on CLC Site Supervisor and other program staff delivering services through CLC.
- Integrate CLC services into agency mission and communicate CLC activities through agency board meetings, newsletters and other related outreach.
- Provide current financial audit upon request. Share management letter if issued.

**Program Services Provider Responsibility**

- Work with CLC Site Supervisor to ensure program staff receive orientation to CLC mission, goals and philosophy.
- Ensure before and after school program staff participate in CLC professional development opportunities.
- Provide descriptor of services to be provided at the CLC that includes:
  - Service being delivered and how it aligns with goals of CLC results framework
  - Personnel assigned to deliver program
  - Days and hours of service
- Submit required service provider information to meet best practice standards and licensing regulations.
- Provide proper documentation and tracking of all program activities as outlined by CLC Site Supervisor.
- Agree to share information with appropriate school personnel and CLC Site Supervisor to ensure student success. (Ensure appropriate releases are secured.)
- Notify CLC Site Supervisor if program staff will be late or unable to fulfill their responsibility of service provision. The agency is responsible for the providing a substitute.
MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding (MOU) describes and confirms an Agreement between Lincoln Community Learning Centers (CLC) / _______________ and _______________. The purpose of this Agreement is to clarify and outline roles and responsibilities related to CLC before and after school programs at _______________ Elementary. The MOU is effective July 1, 20XX through June 30, 20XX.

CLC Responsibility

**Lead Agency Responsibility**
- Employ CLC Site Supervisor at the school who coordinates all before and after school program activities at the school CLC.
- Meet at minimum monthly with all CLC program service partners to ensure program quality and integration within CLC mission and goals.
- Ensure a range of community partners are involved at CLC site that meets the CLC goals and annual work plan activities.
- Support participation of CLC program service partners in professional staff development opportunities.
- Keep all CLC program service providers informed of CLC schedule of activities and any changes that may impact service delivery.
- Facilitate regular communication with all program service providers to ensure services are reflective of best practices, meeting licensing standards and are meeting the needs of students and adults utilizing service through the CLC.
- Provide support, technical assistance and problem solving with all program service partners for the purpose of effective collaboration and integration of program delivery.
- Agree to share information with appropriate program service provider personnel to maximize student success. (Ensure proper releases are secured.)
- Complete facility use application form to ensure program service partners have adequate program space.
- Complete all data required for CLC evaluation purposes and grant reporting requirements in a timely manner.
- Ensure CLC Site Supervisor and program partners maintain a standard of professionalism and behavior consistent with agency and LPS expectations.

**Program Services Provider Responsibility**
- Work with CLC Site Supervisor to ensure program services staff receive orientation to CLC mission, goals and philosophy.
- Ensure Service Provider staff participates in CLC professional development opportunities as appropriate.
- Provide descriptor of program services to be provided at the CLC that includes:
  A. Service being delivered and how it aligns with goals of CLC results framework
  B. Personnel assigned to deliver program
  C. Days and hours of service
- Submit required service provider information to meet best practice standards and licensing regulations. Ensure proper background checks have been completed on all program staff and volunteers.
- Provide proper documentation and tracking of all program activities as outlined by CLC Site Supervisor.
- Agree to share information with appropriate school personnel and CLC Site Supervisor to ensure student success. (Ensure appropriate releases are secured.)
- Notify CLC Site Supervisor if program staff or volunteers will be late or unable to fulfill their responsibility of service provision. Service Provider is responsible for the provision of substitutes.
- Ensure Service Provider program staff and volunteers maintain a standard of professionalism and behavior consistent with CLC and LPS expectations.
- Ensure program coordinator meets monthly with CLC Site Supervisor for purpose of planning, problem solving and continuous program improvements.

<table>
<thead>
<tr>
<th>Service Provider Representative</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lead Agency Representative</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                                | Date |
|                                |      |
BEST PRACTICE AREA: CLC CAPACITY ASSESSMENT

Purpose:

Determining the readiness of an organization or a school to embrace the community learning center model begins with a comprehensive view of the organization or school. The capacity assessment provides the opportunity to assess if the CLC model is a mission fit for both the school and the organization. The CLC initiative requires a capacity assessment be completed prior to the development of a new CLC. Existing CLCs are encouraged to review the capacity assessment on a periodic basis to ensure the school, the lead agency partner, and program provider partners are still committed to and working toward the same vision and goals.

Suggested Guidelines:

- A capacity assessment will be completed by both the school and potential lead agency prior to a new CLC being developed.

- Capacity assessments will be reviewed by the CLC management staff and CLC executive committee to determine the readiness and capacity of partners to develop a full service community school.

- Sites are encouraged to review the capacity assessments at least every other year for continued “mission fit”.

- A range of tools may be utilized to determine partner capacity and to assess where a site is in the development of full service community schools. These can include:
  - Capacity assessment questions (school and community based organization)
  - Collaboration continuum discussion
  - CLC operating principles
  - Full Service School Capacity Assessment (Coalition Community Schools)
1) Describe how the Community Learning Center model fits with your school’s vision, mission, values, and school improvement plan.

2) Describe how your school could financially support your involvement in Community Learning Centers, either through direct contribution or through fund development.

3) Describe the staffing structure of your school which would support CLC program activities and quality.

4) Describe the school’s resources available to support Community Learning Center activities internally and externally to all audiences.

5) Describe how the school will collaborate with other organizations to establish common goals and governance for the Community Learning Center.

6) Describe the internal support for Community Learning Centers among principal, teachers, and support staff.

7) What is the school’s capacity to commit resources and institutional influence to ensure the Community Learning Center services are sustainable?
1) Describe how the Community Learning Center model fits with your organization’s vision, mission, values, and school improvement plan.

2) Describe how your agency could financially support your involvement in Community Learning Centers, either through direct contribution or through fund development.

3) Describe the staffing structure of your agency which would support CLC program activities and quality.

4) Describe the agency’s resources available to support Community Learning Center activities internally and externally to all audiences.

5) Describe how your agency will collaborate with other organizations to establish common goals and governance for the Community Learning Center.

6) Describe the internal support for Community Learning Centers among your board of directors, administration, program staff, and support staff.

7) What is your agency’s capacity to commit resources and institutional influence to ensure the Community Learning Center services are sustainable?
COLLABORATION CONTINUUM

<table>
<thead>
<tr>
<th>No Relationship</th>
<th>Cooperation</th>
<th>Coordination</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do your own thing!</td>
<td>No shared goal</td>
<td>Compatible/shared goals</td>
<td>New mission</td>
</tr>
<tr>
<td>Possibly at cross-purposes</td>
<td>No mission match</td>
<td>Some shared leadership</td>
<td>New goals</td>
</tr>
<tr>
<td>Interact as needed</td>
<td>Still function somewhat independently</td>
<td>Long term results</td>
<td></td>
</tr>
<tr>
<td>No joint planning</td>
<td>Clarity of roles emerges</td>
<td>Interrelated</td>
<td></td>
</tr>
<tr>
<td>Central control</td>
<td>Some shared risks</td>
<td>Shared leadership</td>
<td></td>
</tr>
<tr>
<td>Separate/resources</td>
<td>Credit/rewards are mutually acknowledged</td>
<td>Pooled resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accomplish more jointly</td>
</tr>
</tbody>
</table>
LINCOLN COMMUNITY LEARNING CENTERS
OPERATING PRINCIPLES

<table>
<thead>
<tr>
<th>Name of CLC Site</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Individual Completing Survey</td>
<td></td>
</tr>
<tr>
<td>Phone Number / Email Address</td>
<td></td>
</tr>
<tr>
<td>Date Completed</td>
<td></td>
</tr>
</tbody>
</table>

Rating Legend
0  No evidence principle is met
1  Little evidence principle is met
2  More evidence the principle is operational
3  Consistent evidence the principle is fully operational

COLLABORATION – Partnerships are the best way to maximize resources and create synergy. Partners will work for and with families, neighborhoods, and one another to ensure local strengths and needs are considered. Partnership involves a commitment to mutual relationships and goals.

<table>
<thead>
<tr>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The CLC has a process for identifying and selecting partners to deliver program services. Evidence:</td>
</tr>
<tr>
<td>B. Partners have a clear understanding of their role and / or responsibility in the CLC through the use of a memorandum of understanding (MOU). MOU’s are in place that outline partner roles and responsibilities. Evidence:</td>
</tr>
<tr>
<td>C. Partners have open and frequent communication to share progress and problem solve. Evidence:</td>
</tr>
<tr>
<td>D. Partners bring in-kind contributions and resources to the CLC. Evidence:</td>
</tr>
</tbody>
</table>

INTEGRATION – CLC services will be connected and purposefully coordinated with school and community to assure an efficient and respected use of partners’ expertise and resources.

<table>
<thead>
<tr>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Service activities tie into the CLC annual plan and support the three CLC goals. Evidence:</td>
</tr>
<tr>
<td>B. Services provided through the CLC are linked to the LPS curriculum and are a part of the school improvement plan. Evidence:</td>
</tr>
<tr>
<td>C. Systems have changed policy and practice to facilitate the provision of CLC activities. Evidence:</td>
</tr>
<tr>
<td>D. Cross-training of staff occurs to promote awareness of CLCs and out-of-school programs. Evidence:</td>
</tr>
</tbody>
</table>

LIFELONG LEARNING CULTURE – People learn and grow differently. Through professionally developed staff CLCs will account for these different learning styles and will promote learning opportunities for all children, youth, families, and neighborhood residents.

<table>
<thead>
<tr>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The CLC has a range of opportunities available for children and youth. Evidence:</td>
</tr>
<tr>
<td>B. The CLC has a range of service opportunities available for adults. Evidence:</td>
</tr>
<tr>
<td>C. The CLC has a variety of service opportunities available for families. Evidence:</td>
</tr>
<tr>
<td>D. Staff is trained in the CLC initiative and receives ongoing professional growth opportunities. Evidence:</td>
</tr>
<tr>
<td>E. Staff receives continuous supervision and support from lead agency, principals, CLC coordinators, and peer group through formal and informal processes. Evidence:</td>
</tr>
</tbody>
</table>
### Rating Legend

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No evidence principle is met</td>
</tr>
<tr>
<td>1</td>
<td>Little evidence principle is met</td>
</tr>
<tr>
<td>2</td>
<td>More evidence the principle is operational</td>
</tr>
<tr>
<td>3</td>
<td>Consistent evidence the principle is fully operational</td>
</tr>
</tbody>
</table>

### OUTCOME FOCUSED

CLCs have greater impact when providing services which are aligned with CLC initiative goals. Service effectiveness will be measured by improvements in student learning and development, stronger families and healthier neighborhoods.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Annual plan progress reports are completed quarterly by site supervisor and are reviewed with all stakeholders.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>B. Reports show progress in the meeting of planned goals and objectives. Site team uses data to inform program practices and for continuous improvement efforts.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>C. Site supervisors plan CLC activities based on outcomes, school improvement goals and needs of the neighborhood.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>D. Annual plan is developed with all stakeholders based on needs of neighborhood children, adults, and families. Site teams utilize a variety of data sources to establish site plans.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNITY LEADERSHIP

Leadership and accountability are shared among all stakeholders. Parents and neighborhood residents have multiple opportunities to partner in decision making and to determine service opportunities most beneficial to them.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CLC has a School Neighborhood Advisory Committee (SNAC) that meets monthly and reviews the annual plan for site progress.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>B. Membership of the SNAC has parent representation and neighborhood resident representation.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>C. Leadership council meets six times per year and has monthly subcommittee meetings to support the CLC vision.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>D. Annual plans are developed with input from the SNAC.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>E. Site supervisor, principal and partners serve on and contribute to CLC action teams.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
</tbody>
</table>

### NEIGHBORHOOD BASED

All neighborhoods have unique strengths and needs. CLCs value the uniqueness of each neighborhood and adapt services and opportunities so that the neighborhood capacity is optimized.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CLC program / services are utilized by neighborhood residents.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>B. Community / neighborhood service is encouraged and is a part of regular program activity.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>C. Leadership opportunities are developed and utilized to support the “grass roots” leader.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>D. Neighborhood association and CLC work closely together on neighborhood support and strengthening activities.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SCHOOL COMMUNITY NETWORK  
SCHOOLS CAPACITY FOR COMMUNITY SCHOOL PARTNERSHIP

Name of CLC Site  
Name of Individual Completing Survey  
Phone Number / Email Address  
Date Completed

Direction: Rate each of the following statements by checking the number that best represents your opinion.

<table>
<thead>
<tr>
<th>Rating Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

COMMITMENT TO PHILOSOPHY AND FRAMEWORK

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Community School Framework fits with my school’s vision, mission, and strategic plan</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>1. Early Childhood Development – Our school is committed to early childhood development fostered through high-quality, comprehensive programs that nurture learning and development</td>
<td></td>
</tr>
<tr>
<td>2. Quality Education – Our school supports the academic achievement of students by removing all barriers to learning and to high standards with rigorous curriculum</td>
<td></td>
</tr>
<tr>
<td>3. Positive Youth Development – Our school provides opportunities for active learning in school and in community settings, during and beyond school hours; to build and strengthen developmental assets and competencies</td>
<td></td>
</tr>
<tr>
<td>4. Family Supports – Our school provides human services to meet basic needs as well as educational programs to support children and their families</td>
<td></td>
</tr>
<tr>
<td>5. Family and Community Engagement – Our school is committed to, and has a history of collaborating with local agencies serving low income families, and parents are authentically engaged</td>
<td></td>
</tr>
<tr>
<td>6. Safe Schools and Neighborhoods – Our community is authentically engaged with the school, and is a desirable place to live</td>
<td></td>
</tr>
</tbody>
</table>

LEADERSHIP AND MANAGEMENT

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our principal provides supportive and participating leadership</td>
<td>0 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2. Our community school director facilitates close communication between the principal, school staff, community partners, and parents</td>
<td></td>
</tr>
<tr>
<td>3. Our community school director is a valued and equal member of the community school's leadership team, and has dedicated space from which he/she works</td>
<td></td>
</tr>
<tr>
<td>4. The community school director is an active participant on the school leadership team</td>
<td></td>
</tr>
<tr>
<td>5. Key stakeholders have agreed upon a clear vision and guiding principles for our school</td>
<td></td>
</tr>
<tr>
<td>6. Teachers view the efforts of community partners as supporting their work</td>
<td></td>
</tr>
<tr>
<td>7. Trust is present among school administrators, teachers, parents, family members, and community partners</td>
<td></td>
</tr>
</tbody>
</table>
### RESULTS AND DATA

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Working with staff, families, and community partners, our school has</td>
<td></td>
</tr>
<tr>
<td>identified desired results</td>
<td></td>
</tr>
<tr>
<td>2. Our school has identified baseline indicators for measuring students,</td>
<td></td>
</tr>
<tr>
<td>family, and community progress</td>
<td></td>
</tr>
<tr>
<td>3. Our school uses data-based methods to determine its priorities and</td>
<td></td>
</tr>
<tr>
<td>assess progress regularly</td>
<td></td>
</tr>
<tr>
<td>4. Our school analyzes data and reviews the results to adjust implementation</td>
<td></td>
</tr>
<tr>
<td>strategies when appropriate</td>
<td></td>
</tr>
</tbody>
</table>

### RELATIONSHIPS WITH PARTNERS

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community partners see our school as an inviting and productive place</td>
<td></td>
</tr>
<tr>
<td>to provide programs and services</td>
<td></td>
</tr>
<tr>
<td>2. Effective communication mechanisms are in place between school staff</td>
<td></td>
</tr>
<tr>
<td>and community partners</td>
<td></td>
</tr>
<tr>
<td>3. Effective communication mechanisms are used regularly to inform</td>
<td></td>
</tr>
<tr>
<td>parents, families, and residents, as well as community leaders and the</td>
<td></td>
</tr>
<tr>
<td>public about the accomplishments and needs of our school</td>
<td></td>
</tr>
</tbody>
</table>

### PLANNING AND DECISION MAKING

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A plan is in place for aligning and coordinating supports and</td>
<td></td>
</tr>
<tr>
<td>opportunities from the school and the community in order to achieve</td>
<td></td>
</tr>
<tr>
<td>specific results</td>
<td></td>
</tr>
<tr>
<td>2. The plan demonstrates clear linkages between in-school and after-school</td>
<td></td>
</tr>
<tr>
<td>curriculum</td>
<td></td>
</tr>
<tr>
<td>3. A flexible, decision-making group guides the work of the community</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>4. The decision-making group’s members represent all key stakeholders,</td>
<td></td>
</tr>
<tr>
<td>including parents, family members, community residents, school staff,</td>
<td></td>
</tr>
<tr>
<td>and community partners</td>
<td></td>
</tr>
<tr>
<td>5. There is internal district support for a Community School among Board</td>
<td></td>
</tr>
<tr>
<td>members, management and staff</td>
<td></td>
</tr>
</tbody>
</table>

### PARENT AND COMMUNITY PARTICIPATION

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our school welcomes diversity</td>
<td></td>
</tr>
<tr>
<td>2. The leaders of our school facilitate honest conversations among</td>
<td></td>
</tr>
<tr>
<td>students, families, and residents from different ethnic, racial and</td>
<td></td>
</tr>
<tr>
<td>socioeconomic groups</td>
<td></td>
</tr>
<tr>
<td>3. Parents, family members, and community residents play active and</td>
<td></td>
</tr>
<tr>
<td>effective roles in our school</td>
<td></td>
</tr>
<tr>
<td>4. Community residents use the school as a focal point for addressing</td>
<td></td>
</tr>
<tr>
<td>community issues and challenges and for celebration</td>
<td></td>
</tr>
</tbody>
</table>
### Rating Legend

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No Opinion / Information</td>
</tr>
<tr>
<td>1</td>
<td>Neither Agree / Disagree</td>
</tr>
<tr>
<td>2</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Somewhat Disagree</td>
</tr>
<tr>
<td>6</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

### SUSTAINABILITY

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our school has developed a long-range plan for financial sustainability</td>
<td>0-7</td>
</tr>
<tr>
<td>2. Our school is in the early stages of implementing a long-range sustainability plan for partnerships</td>
<td>0-7</td>
</tr>
<tr>
<td>3. Our school has demonstrated the ability to leverage available resources (including financial and human) to support management, programs and services internally and externally to all audiences</td>
<td>0-7</td>
</tr>
<tr>
<td>4. Our school is committed to strong fiscal management</td>
<td>0-7</td>
</tr>
<tr>
<td>5. Our school has a history of collaborative partnerships that led to sustainability</td>
<td>0-7</td>
</tr>
</tbody>
</table>

### Are any of your school’s programs or services funded through the following grants?  

<table>
<thead>
<tr>
<th>Grant</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 21st Century Community Learning Centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Title I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Safe Schools / Healthy Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Could case block grant funds?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Does your community school provide any of the following support services?  

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Family Liaisons (SFL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Extended Day Specialist (EDS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. School-Based Behavioral Health (SBBH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. School Resource Officers (SROs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. CLC Site Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**To what extent do you see these supports as connected? Please explain.**
Section Three

- Annual Plan ................................................................. 3-1
- Continuous Improvement Process ................................ 3-13
- Program Walkthrough .................................................. 3-29
BEST PRACTICE AREA: CLC ANNUAL PLAN

Purpose:

The Lincoln Community Learning Centers utilize an annual planning process designed to engage a variety of stakeholders. The annual planning process is meant to inspire thoughtful discussions among School Neighborhood Advisory Committee (SNAC) members as they identify the outcomes important to their CLC. The annual planning process should be viewed as a “road map” to guide each CLC site in program planning and implementation.

Suggested Guidelines:

- Engaging all CLC stakeholders is critical to the process and ensures that the CLC will be grounded in the ideas, beliefs, and values of the school and neighborhood. Therefore, site supervisors should begin the planning process with the SNAC in December as annual plans are usually due in early April.

- CLC annual planning document utilizes the Logic model framework for program planning. A Logic model summarizes the key elements of the CLC and identifies the reasons behind the elements, articulates desired outcomes and how they will be measured, and shows the long term impact of outcomes being achieved. For more information on using the Logic model, see attached documents.

- The annual plan should be directed by data collected from a variety of stakeholders and sources. Some examples are listed below:

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Data collection method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SNAC/Neighborhood</td>
<td>a. Guide the SNAC group through the process of annual planning, possibly focusing on one goal per session until you have covered all three goals. The writing of the document should be a collaborative effort!</td>
</tr>
<tr>
<td></td>
<td>b. Attend a meeting or engage a representative from Neighborhood and/or Business Associations to solicit ideas for the annual plan.</td>
</tr>
<tr>
<td></td>
<td>c. Consult involved neighborhood business partners.</td>
</tr>
<tr>
<td>2. Lead Agency/Providers</td>
<td>a. Revisit the mission and goals of the lead agency.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>3. Parents/Families</th>
<th>b. Talk with the Lead Teachers of any child care providers involved with your site about their goals for the upcoming year.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Attend a parent group/PTA/PTO meeting and ask them for suggestions.</td>
</tr>
<tr>
<td></td>
<td>b. Administer a written survey or informal interview of parents during conferences or other family functions.</td>
</tr>
<tr>
<td></td>
<td>c. Look through the CLC parent satisfaction surveys from the preceding year.</td>
</tr>
<tr>
<td></td>
<td>d. If your school has a PIRC group, ask the members of that group for their opinions/ideas.</td>
</tr>
<tr>
<td>4. School</td>
<td>a. Join a PLC team to see what teachers are discussing about student learning.</td>
</tr>
<tr>
<td></td>
<td>b. Look through the School Improvement Goals to decide what kinds of clubs/student opportunities would best fit the schools goals for improvement.</td>
</tr>
<tr>
<td></td>
<td>c. Talk to the principal about what he/she thinks is important for student learning.</td>
</tr>
<tr>
<td></td>
<td>d. Sit in on an Instructional Leadership Team meeting to hear thoughts from the instructional leaders.</td>
</tr>
<tr>
<td>5. Students</td>
<td>a. Look through the CLC student surveys from the preceding year.</td>
</tr>
<tr>
<td></td>
<td>b. Sit down with a group of students to gather their ideas of what they would like to participate in.</td>
</tr>
<tr>
<td>6. CLC Initiative</td>
<td>a. Use the data collected in the CLC Annual Report.</td>
</tr>
<tr>
<td></td>
<td>b. Revisit the key outcomes and indicators for your site provided by the CLC Evaluation Action Team.</td>
</tr>
<tr>
<td></td>
<td>c. Each site also has access to <em>Moving Towards Success: Framework for AfterSchool Programs</em> to assist them in their annual planning.</td>
</tr>
<tr>
<td></td>
<td>d. Discuss new ideas and get feedback from other site supervisors.</td>
</tr>
</tbody>
</table>
• The annual plan also includes a site budget for all CLC activities, whether funded by 21st Century funds or other resources. This provides an overview of the total cost per CLC site. It also outlines contributions from all CLC partners.

• Annual plans are viewed as a working document and may be revised if deemed necessary and appropriate by the SNAC. Any revisions must be communicated to the CLC office so approval can be obtained from funding sources if needed.
Community Learning Center
Annual Plan

SITE DEMOGRAPHIC INFORMATION:
School Enrollment #’s:_____
Free/Reduced %:_____
Lead Agency:_____
Projected # of CLC Students Served:_____
Projected # Adults Served:_____

A. Briefly describe the process used to complete annual plan:

B. ASSESSMENT INFORMATION:
Needs/Asset Assessment Completed By:
(check all that apply)

☐ Staff Survey
☐ Parent Survey
☐ Student Survey
☐ School Improvement Plan
☐ Asset Map
☐ Other Data

C. SCHOOL NEIGHBORHOOD ADVISORY COMMITTEE PRIORITIES:
(check all that apply)

☐ Academic Achievement
☐ After School Activities
☐ Child Care
☐ Clubs (Homework, mentor, art, math)
☐ Recreation
☐ Enrichment
☐ Attendance (school)
☐ Classroom Behaviors
☐ Adult Education Opportunities
☐ Parent Involvement
☐ Business Partners
☐ Human Service
☐ Family Support
☐ Behavior Health
☐ Drug/Alcohol
☐ Health Services
D. **Address CLC Outcomes and Impact** (use logic model to outline impacts in the three CLC goal areas):
   1. Improved student learning and youth development
   2. Strengthen and support families
   3. Strengthen and engage neighborhoods

<table>
<thead>
<tr>
<th>Resource/Inputs</th>
<th>Program Activities</th>
<th>Outputs (Direct Product of Activities)</th>
<th>Outcomes (Benefits to Participants)</th>
<th>Program Indicators (Measurable)</th>
<th>Method for Data Collection</th>
<th>Impact (Long Term Impact 3-5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E. Projected hours CLC will be open per week?  Student _____ Adult _____
Projected days CLC will be open per week?  Student _____ Adult _____
Will you offer summer program? _____
Will you offer weeks off program? _____

F. Please identify the frequency of program activity for each category.
H=High (4-5 days/week) M=Medium (2-3 days/week) L=Low (1 day/week) N=None

☐ Academic Enrichment  ☐ Career Job Training  ☐ Recreation
☐ Academic/Remediation  ☐ Service Learning  ☐ Ell Support
☐ Mentoring  ☐ Youth Leadership  ☐ Tutoring/Homework Help
☐ Drug/Violence Prevention  ☐ Parental Involvement/Family Literacy  ☐ Expanded Library Hours
☐ Behavioral Health/Counseling  ☐ Social Skill Development
☐ Health
☐ Housing
☐ Other ________________________

G. What activities by subject area will your CLC provide?
H=High (4-5 times/week) M=Medium (2-3 times/week) L=Low (1 day/week) N=None

☐ Reading/Literacy – Language Arts  ☐ Cultural/Social Studies
☐ Science  ☐ Entrepreneurial Education
☐ Mathematics  ☐ Health/Nutrition
☐ Arts/Music  ☐ Telecommunications/Technology

H. Budget

<table>
<thead>
<tr>
<th>Program Activity</th>
<th>Projected Cost</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Logic Model

The Logic Model application provides a sequence of related events connecting the need for the planned program with the program’s desired results. Mapping a program helps visualize and understand how human and financial investments contribute to achieving the intended program goals.

<table>
<thead>
<tr>
<th>Resources/Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Your Planned Work

| Certain resources are needed to operate your program – protective resources include funding, collaborations and networks, staff and volunteers, time, facilities, equipment and supplies – risks or barriers include attitudes, lack of resources, policies, laws, regulations, and geography |

#### Your Intended Results

| If you have access to resources, then you can use them to accomplish your planned activities – the process, techniques, tools, events, technology, and actions of the planned program. Products may include promotional and educational materials, services of education and training, counseling or screening, infrastructure of relationships and capacity used to bring about the desired results | If you accomplish your planned activities, then you will be able to deliver the amount of product and/or service that you intended – the direct results of the program activities described in terms of size and/or scope of the services and products delivered or produced by the program – e.g. the number of classes taught, meetings held, materials produced, program participation rates and demography, hours of each type of service provided | If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways – specific changes in attitude, behavior, knowledge, skill, status or level of functioning expected to result from program activities and which are most often expressed at an individual level | If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur – organizational, community, and/or system-level changes expected to result from program activities – this may include improved conditions, increased capacity and/or changes in the policy arena |
# Logic Model Definitions

## Inputs/Resources
- Resources dedicated to or consumed by the program

**Examples:**
- Money
- Staff and staff time
- Volunteers and volunteer time
- Facilities
- Equipment
- Supplies

## Activities
- What the program "does" – the "intervention" used to bring about the intended program change or results

**Examples:**
- Planning
- Events
- Programming
- Training/Education
- Treatment
- Recruiting

## Outputs
- The expected amount of direct products of program activities

**Examples:**
- # of participants
- Amount of educational materials distributed
- # of trainings
- # of volunteers recruited
- # of presentations

## Outcomes
- Specific changes in program participants (short-term 1-3 years; long-term 4-6 years)

**Examples:**
- Increased knowledge and skills
- Decrease in negative behaviors
- Improved level of functioning
- Increased status of organization
- Improved attitude by clients

## Impact
- Fundamental intended change in organizations, communities or systems as a result of program activities (7-10 years)

**Examples:**
- Reduction of tobacco-related morbidity
- Decrease poverty
- Increase self-sufficiency of the aging
- Increase affordable housing

---

**Program Indicators:** How you are going to measure your outcomes
- 50% of CLC participants will show increase in their grades between 1st and 4th quarter
- CLC participants surveyed will report feeling safe in their CLC program
- Out of school suspensions will show a 20% decrease for CLC participants
- 80% of parents surveyed will report high satisfaction with the CLC program

**Methods for data collection:** Defines the tools to be used, time frames for collection
Program Outcome Model

INPUTS → ACTIVITIES → OUTPUTS → OUTCOMES

Resources
✔ money
✔ staff
✔ volunteers
✔ equipment & supplies

Constraints
✔ laws
✔ regulations

Services
✔ training
✔ education
✔ counseling
✔ mentoring
✔ internships

Products
✔ classes taught
✔ counseling sessions conducted
✔ educational materials distributed
✔ hours of service delivered
✔ participants served

Benefits for People
✔ new knowledge
✔ increased skills
✔ changed attitudes or values
✔ modified behavior
✔ improved condition
✔ altered status
Lincoln Community Learning Centers Framework for Results

Impact: CLC students learn and develop positively in school and life.

**Outcomes:**
1. CLC students succeed academically.
   - 1a. Students live and learn in stable environments and feel connected to school.
   - 1b. CLC students are actively involved in learning.
   - 1c. CLC students meet curriculum standards.
   - 1d. CLC students graduate from high school.
2. CLC students are healthy physically, socially, and emotionally.
   - 2a. CLC students use their time constructively.
   - 2b. CLC students accept and take personal responsibility.
   - 2c. CLC students resist negative or dangerous situations.
   - 2d. CLC students contribute to their school and neighborhood.

**Performance Measures:**
1. Student mobility/stability rates
   - 1a. Student self-report of connectedness
   - 1b. Number/percent who improve during year
   - 1c. Number/percent who meet standards by curriculum area
   - 1d. Drop out rates, On-time graduation rates
2. Number/percent who improve during year
   - 2a. Number/percent who improve during year
   - 2b. Number/percent who improve during year
   - 2c. Number/percent who improve during year
   - 2d. Contributions to school/neighborhood

**Data Sources:**
1. District mobility records, Student survey, Case studies
2. Teacher Survey, Case studies
3. CRT’s, Case studies
4. District records
5. CLC program staff survey, Case studies
6. CLC program staff survey, Case studies
7. Case studies, CLC staff survey
8. Quarterly progress report by site supervisors, Case studies

Impact: CLC families are resilient.

**Outcomes:**
1. CLC families are resourceful.
   - 1a. Adults in family provide experiences that build on child/youth’s strengths and interest.
   - 1b. Adults in family provide opportunities for child/youth to help others.
   - 1c. Adults in family access community resources.
2. CLC families are supportive.
   - 2a. The family actively involved in helping young person succeed in school.
   - 2b. Families involved in family model positive, responsible behavior.
   - 2c. Adults in the family encourage connections to other caring adults.
3. CLC families have high expectations.
   - 3a. Adults in the family expect their children/youth to succeed in school and in life.
   - 3b. Adults in the family are engaged in lifelong learning.

**Performance Measures:**
1. Experience provided
   - 1a. Parent Survey, Parent Focus Groups
   - 1b. Parent Focus Groups, Parent survey
   - 1c. Parent Focus Groups
2. Strategies parents use to help child/youth succeed in school
   - 2a. Parent Survey, Parent Focus Groups
   - 2b. Student survey, parent survey
   - 2c. Student survey, Parent Survey
3. Number/percent who expect youth to succeed
   - 3a. Student survey, Parent Survey
   - 3b. Parent Survey, Parent Focus Group

Impact: CLC neighborhoods are desirable places to live.

**Outcomes:**
1. Residents are healthy and safe in CLC neighborhoods.
   - 1a. CLC neighborhoods have organized efforts to keep children and youth safe.
   - 1b. CLC neighborhoods have accessibility to basic health and mental health services.
   - 1c. CLC residents feel safe in their neighborhoods.
2. Residents of CLC neighborhood are engaged in civic and social activities of the Community.
   - 2a. CLC neighborhood residents organize to address local issues.
   - 2b. CLC neighborhood residents vote in local and national elections.
   - 2c. CLC neighborhood residents initiate and participate in activities that promote and support family well-being.
3. CLC neighborhoods have economic vitality.
   - 3a. CLC neighborhoods have more owner-occupied than renter-occupied housing.
   - 3b. Residents in CLC neighborhoods are employed or pursuing higher education.
   - 3c. CLC neighborhoods have decent and affordable housing.

**Performance Measures:**
1. Organized safety efforts
   - 1a. Quarterly progress report by site supervisors
   - 1b. Neighborhood survey, Evaluation interviews
   - 1c. Neighborhood survey
2. Number/percent who feel safe in neighborhood
   - 2a. Quarterly progress report by site supervisors
   - 2b. Precinct voting records
   - 2c. Quarterly progress report by site supervisors
3. Ratio of owner occupied to renter occupied homes
   - 3a. UNG Center for Public Affairs Research (CPAR)
   - 3b. Neighborhood survey, CPAR
   - 3c. CPAR

---

Prepared: April 2007
B. Address CLC Outcomes and Impact (use logic model to outline impacts in the three CLC goal areas):
1. Improved student learning and youth development
2. Strengthen and support families
3. Strengthen and engage neighborhoods

<table>
<thead>
<tr>
<th>Resource/Inputs</th>
<th>Program Activities</th>
<th>Outputs (Direct Product of Activities)</th>
<th>Outcomes (Benefits to Participants)</th>
<th>Program Indicators (Measurable)</th>
<th>Method for Data Collection</th>
<th>Impact (Long Term Impact 3-5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Full time Site Supervisor</em></td>
<td>Student Learning &amp; Development Goal</td>
<td>Academic Clubs (4x wk) *homework club *Knowing Math *Soar to Success *Writing</td>
<td>120 students will be served annually at CLC.</td>
<td>CLC students succeed academically</td>
<td>60%of CLC regular attenders will improve reading and math scores</td>
<td>CLC students learn and develop positively in school and life</td>
</tr>
<tr>
<td><em>Lead Teacher (25 hrs)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Teacher Assistants (2x10hrs)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Club Instructors</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Classroom Space</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Gym</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Multi-purpose room</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Computer Lab</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Media Center</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Play ground</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>KidzLit Curriculum</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>KidzMath Curriculum</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>games (Math...)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Snacks Daily</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td><strong>Outputs</strong></td>
<td><strong>Outcomes</strong></td>
<td><strong>Program Indicators</strong></td>
<td><strong>Method of Data Collection</strong></td>
<td><strong>Impact</strong></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>--------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td><strong>Strengthen and Support Families</strong></td>
<td><strong>Strengthen and Support Families</strong></td>
<td><strong>Strengthen and Support Families</strong></td>
<td><strong>Strengthen and Support Families</strong></td>
<td><strong>Strengthen and Support Families</strong></td>
<td><strong>Strengthen and Support Families</strong></td>
</tr>
<tr>
<td><em>Site Supervisor</em>&lt;br&gt;<em>Behavioral Health Therapist</em>&lt;br&gt;<em>Community Partners</em></td>
<td>Family Nights 1x per month&lt;br&gt;Strengthening Family Group. 14 weeks/2 hr session/ 2x per year</td>
<td>200 families will attend&lt;br&gt;20 families will graduate from program annually</td>
<td>CLC families are resourceful&lt;br&gt;CLC families are supportive</td>
<td>Conference attendance data&lt;br&gt;Attendance data</td>
<td>CLC families are resilient</td>
<td></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td>Family Therapy</td>
<td>15 families will receive therapy</td>
<td>70% of families will receive reduced fee</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Sliding Fee for families in core afterschool program&lt;br&gt;CLC conference time @ parents</td>
<td>CLC staff will provide afterschool conference time in Concert with LPS conference 2x per year</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Strengthen and Engage Neighborhood</strong></td>
<td><strong>Strengthen and Engage Neighborhood</strong></td>
<td><strong>Strengthen and Engage Neighborhood</strong></td>
<td><strong>Strengthen and Engage Neighborhood</strong></td>
<td><strong>Strengthen and Engage Neighborhood</strong></td>
<td><strong>Strengthen and Engage Neighborhood</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STAFF</strong>&lt;br&gt;Site Supervisor&lt;br&gt;Volunteers SNAC Members</td>
<td>Monthly SNAC Mtg</td>
<td>Engage at least 5 parents to participate</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>CLC neighborhoods are desirable places to live</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BEST PRACTICE AREA: CLC CONTINUOUS IMPROVEMENT PROCESS

Purpose:

The CLC Continuous Improvement process is designed to help the initiative and its partners evaluate the effectiveness of the services provided through each CLC. The CLCs recognize that evaluation is an important component of program design, implementation, and building support for quality programs. A well-designed evaluation provides a process of analyzing data to assess what works and what does not work in achieving outcomes. Meaningful evaluation provides the opportunity to create a cycle of continuous improvement for each CLC site and the initiative as a whole. The CLC Framework for Results guides the program delivery, decision making, and evaluation of all CLC sites.

The following guidelines outline the various aspects of required data collection through the CLC process designed to support continuous program improvement. These tools are required by Nebraska Department of Education 21st Century Grant and have been adopted for all Lincoln CLC sites.

Suggested Guidelines:

- The CLC Evaluation Action team is responsible to review and establish ongoing evaluation processes and guidelines. This team is comprised of key stakeholders including the external evaluator, CLC coordinators, site supervisors, principals, lead agency representatives, and school district and community representatives (see attached Framework for Results).

- Each CLC site completes an annual plan which outlines their key program activities and how they plan to evaluate progress by site (see Annual Plan Best Practice).

- Each site tracks daily attendance for all students participating in CLC activities (see Attendance Data Collection Best Practice).

- CLCs complete the following surveys and other evaluation tools on an annual basis to support the three goals of the initiative:

  Impact Area: Student Learning

  - Partner and School Collaboration Surveys (see attached): The partner collaboration survey is targeted toward key partners and other agencies the CLC program closely collaborates with to coordinate and deliver services to students and families. The school collaboration survey is used with principals and teachers in schools. These surveys are distributed through the CLC office in early March of each year.
- **Parent Survey** (see attached): This survey is for use with all parents (families) of all students served in the CLC before and after school program for at least 30 days or more. Site supervisors distribute the surveys to parents of 30 day students in mid-April of each year. Site supervisors are provided a list of 30 day students by the CLC office. The surveys are collected and returned to the CLC office for data entry. Summer programs survey parents at the end of the summer program.

- **Student Survey** (see attached): Students 3rd grade through 8th grade are surveyed to gather data related to student skills, beliefs, and attitudes toward learning. The surveys are distributed by site supervisors in May of each year. The surveys are collected and returned to the CLC office for data entry. Summer surveys are completed at the end of the summer program.

- **Classroom Teacher Survey** (see attached): This survey is used with classroom teachers of all CLC students served 30 days or more. The survey measures classroom teacher perception of each student’s progress in a number of academic areas. This survey is distributed to classroom teachers in mid-March of each year.

- **Parent / Teacher Conference Attendance**: Sites are required to report the attendance of CLC participants’ parents at parent / teacher conferences. Site supervisors collect this information in cooperation with the school office or classroom teachers. A conference participation form is utilized. All data is then returned to the CLC office for data entry.

- **Nebraska Standards for Quality School-Age Care**: The site observation (see attached) is completed by the evaluator and another individual. Sites receive feedback from the observation to help inform program practice and implementation. The observation tool looks at six key program areas and utilizes a five-point Likert scale. Site supervisors are encouraged to complete a self-assessment observation in the fall. The self-assessment should be utilized to identify strengths in the program. It will also serve as a tool to assist with program improvement.

- **Case Studies** (see Case Study Best Practice) are completed annually on two students per CLC site. The purpose of case studies is to collect qualitative and quantitative information about a sample of students who attend CLC before and after school programs regularly. The case study process begins in October of each year and concludes in May. An interim report is due in late November of each year. The local evaluator utilizes case studies to complete the Success Story requirements by Nebraska Department of Education.

- **WalkThroughs** (see Program WalkThrough Best Practice) are not intended for program evaluation, but rather are used as a means to provide feedback, reinforcement, encouragement and if necessary ideas for change.

**Impact Area: Families are Resilient**

- (Working with partners to develop measurement tools based on Results Framework.)
Impact Area: Neighborhoods are Desirable Places to Live

- **Operating Principles:** To ensure all sites and program partners are on the same page related to shared vision, mission, and outcomes, each site will conduct a self-assessment utilizing the Operating Principles Assessment (see attached). Periodically sites will be chosen randomly for an assessment to be completed by members of the evaluation action team.
Lincoln Community Learning Centers Framework for Results

### Impact: CLC students learn and develop positively in school and life.

**Outcome:**
1. CLC students succeed academically.
   - Students live and learn in stable environments and feel connected to school.
   - CLC students are actively involved in learning.
   - CLC students meet curriculum standards.
   - CLC students graduate from high school.
2. CLC students are healthy physically, socially, and emotionally.
   - CLC students use their time constructively.
   - CLC students accept and take personal responsibility.
   - CLC students resist negative or dangerous situations.
   - CLC students contribute to their school and neighborhood.

**Indicators:**
- 1a. Student mobility/stability rates
- 1b. Number/percent who improve during year
- 1c. Number/percent who meet standards by curriculum area
- 1d. Drop out rates, On-time graduation rates
- 2a. Number/percent who improve during year
- 2b. Number/percent who improve during year
- 3a. Number/percent who improve during year
- 3b. Contributions to neighborhood

**Performance Measures:**
1a. District mobility records, Student survey, Case studies
1b. Teacher Survey, Case studies
1c. CRT’s, Case studies
1d. District records
2a. CLC program staff survey, Case studies
2b. CLC program staff survey, Case studies
2c. Case studies, CLC staff survey
2d. Quarterly progress report by site supervisors, Case studies

### Impact: CLC families are resilient.

**Outcome:**
1. CLC families are resourceful.
   - Adults in family provide opportunities for children/youth to help others.
   - Adults in family access community resources.
   - Adults in family encourage connections to other caring adults.

2. CLC families are supportive.
   - Adults in family support and encourage children/youth to succeed in school and in life.

3. CLC families have high expectations.
   - Adults in family expect children/youth to succeed in school and in life.

**Indicators:**
- 1a. Experience provided
- 1b. Opportunities provided
- 1c. Community resources accessed
- 2a. Struggle to help children/youth succeed in school
- 2b. Number/percent who model positive behavior
- 3a. Number/percent who expect youth to succeed
- 3b. Lifelong learning examples

**Performance Measures:**
1a. Parent Survey, Parents Focus Groups
1b. Parent Focus Groups, Parent survey
1c. Parent Focus Groups
2a. Parent Survey, Parent Focus Groups
2b. Student survey, parent survey
2c. Student survey, Parent Survey
3a. Student survey, Parent survey
3b. Parent Survey, Parent Focus Group

### Impact: CLC neighborhoods are desirable places to live.

**Outcome:**
1. CLC neighborhoods have organized efforts to keep children and youth safe.
2. CLC neighborhoods have accessibility to basic health and mental health services.
3. CLC neighborhoods have more owner-occupied than renter-occupied housing.

**Indicators:**
- 1a. Organized safety efforts
- 1b. Number/percent who have services they can access
- 2a. Number of organized efforts to address local issues
- 2b. Number/percent who register and vote
- 3a. Ratio of owner occupied to renter occupied homes
- 3b. Number/percent of adults who are employed or attend school, Unemployment rate
- 3c. Number/percent of houses overcrowded, Number/percent of affordable houses

**Performance Measures:**
1a. Quarterly progress report by site supervisors
1b. Neighborhood survey, Evaluator interviews
1c. Neighborhood survey
2a. Quarterly progress report by site supervisor
2b. Prevote voting records
2c. Quarterly progress report by site supervisors
3a. UNO Center for Public Affairs Research (CPAR)
3b. Neighborhood survey, CPAR
3c. CPAR

Prepared: April 2007
2008-2009 Community Partner Collaboration Survey

Target: key partners and other agencies the program closely collaborates with to coordinate and deliver services to students and families

Lincoln Community Learning Centers

Agency: ________________ Position: ________________ Date: ________________

Indicate the degree to which you disagree or agree with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The CLC program provides an after school program that strengthens student academic achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The CLC program provides support for student social and behavior development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The CLC program helps to engage families and the community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The CLC program has sufficient resources to support students and families (physical space, materials, adequate budget, and at least are working toward a sustainability plan).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. We work together to connect after school programming to content offered during the school day, yet make sure the learning is offered differently in after school (hands-on more than paper and pencil tasks).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I view CLC as a collaborative effort of the school, the program, and our agency. We have regular meetings to share planning and to review outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Communication with CLC program staff is effective. I know when the program is being offered, who is attending, what's occurring, and am notified when there are changes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. We systematically share information to support student homework completion, and work together to offer a wide range of developmentally appropriate and interesting after school experiences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. We regularly share staff development offerings or training opportunities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Did your agency or organization provide services to the CLC program this year? If yes, please briefly summarize any that were not paid for with CLC funding.

Do you have any suggestions about how you would improve this program?
2008-2009 School Collaboration Survey
Target: principals and teachers in schools
Lincoln Community Learning Centers

School ________________________________ Position ________________________________ Date ______

Indicate the degree to which you disagree or agree with each of the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neutral</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The CLC program provides an after school program that strengthens student academic achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The CLC program provides support for student social and behavior development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The CLC program helps to engage families and the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The CLC program appropriately uses classroom spaces, gym or cafeteria spaces, media center, computer labs, and outdoor space.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I work with the CLC staff to connect programming to content offered during the school day (e.g., connects to standards, offers extension of an activity or concept taught earlier in the day, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I view the CLC as a part of our school, not a program offered by an outside agency or staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Communication with CLC program staff is effective. I know when the program is being offered, who is attending, what's occurring, and am notified when there are changes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>School staff and CLC program staff systematically share information to support student homework completion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>We regularly share staff development offerings or training opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This year have you shared strategies with program staff or leadership to meet the individual needs of students in the program?

Do you have any suggestions about how you would improve this program?
Parent Survey
Lincoln Community Learning Centers

Parents: Please complete this survey for each of your children participating in the CLC program.

Student’s Name or identifier

Why did you have your child participate in the CLC program? ✓ your main reason or explain below if appropriate:
[ ] Extra help in school (reading or math help)
[ ] Supervision or child care after school
[ ] Activities (music, computers, art, etc.)
[ ] Recreation (sports, basketball, games)

Please ✓ the appropriate box for each question

<table>
<thead>
<tr>
<th>The CLC program is a great benefit to my child / youth</th>
<th>Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CLC staff are excellent (caring, reliable, skilled)</td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CLC staff communicate with me regularly about my child’s progress in the program</td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CLC program is a safe place, physically and emotionally</td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The activities offered are good and my child enjoys them</td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child learns more by participating in the CLC program</td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CLC program helps my child build and maintain friendships</td>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child’s behavior is handled well in the after school program and I am kept informed about strengths and challenges</td>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child’s behavior is handled well in the after school program and I am kept informed about strengths and challenges</td>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do you support your child’s learning? ( ✓ all that apply or explain)

[ ] Read newsletters from school

[ ] Talk to or exchange emails with school teacher or teachers at least monthly

[ ] Visit school during parent events (parent / teacher conference, back to school night, etc.)

[ ] Review homework every day, even if it is finished in the after school program

[ ] Volunteer (help teacher, field trip, school events, help with book fairs)

[ ] Support learning at home (extra learning activities, board games, family outings, computers, internet, reading)

[ ] Participate in advisory groups (PTA, school improvement committees, parent advisory groups, PIRC councils)

[ ] I share important information about my child with the CLC and / or school staff

How would you improve the program? Feel free to include additional comments below or on the back of this survey.

PLEASE TURN OVER FOR ADDITIONAL SURVEY QUESTIONS ➔ ➔
Parent Survey

Listed below are a few things that some adults do to help children/youth succeed. For each item, indicate to what extent you and/or another adult in the family provide this experience or behave in this way.

Please answer for your child/youth who attends CLC at this school. Respond by circling one number on the scale printed below each item.

1. I (we) provide experiences in the home, the neighborhood, and/or the Lincoln community related to the child/youth’s interests or strengths.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. I (we) provide opportunities for the child/youth to help other people.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3. I (we) behave in positive, responsible ways so the child/youth will have good examples to follow.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

4. I (we) encourage the child/youth to spend some time with adults outside the immediate family who care about her/him.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

5. Right now I (we) expect the child/youth to succeed in school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

6. Right now I (we) expect the child/youth will succeed in life.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

THANK YOU!
Elementary Student Survey (3rd grade and older)
Lincoln Community Learning Centers

Student’s Name or identifier

Thanks for participating in the after school program!! Please fill out all parts of this survey so we find out what you think about it.

Please check the box that best fits you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>No</th>
<th>Sometimes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting good grades in school is important to me</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel accepted by other kids in the CLC program</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel accepted by other kids in school</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe in the CLC program</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get my homework done in the CLC program</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I talk to my family about my homework or what I’m learning in school</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m getting good grades in reading (or language arts) at school</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m getting good grades in mathematics at school</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow the rules at school</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow the rules in the CLC program</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get along well with the other students in the CLC program</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get along well with the other students in school</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the activities in the CLC program</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like how we learn things in the CLC program</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The adults in the CLC program care about me</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a safe way to get home from the CLC program</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE TURN OVER FOR ADDITIONAL SURVEY QUESTIONS
Elementary Student Survey (3rd grade and older)

Read the statements below. For each item, indicate how often adult(s) in your family do this for you. Does this happen often, sometimes, or not at all? Mark one line for each question.

1. Adult(s) in my family give me experiences at home, in our neighborhood, or in Lincoln related to my interests or strengths.
   ___ Often
   ___ Sometimes
   ___ Not at All

2. Adult(s) in my family provide opportunities for me to help other people.
   ___ Often
   ___ Sometimes
   ___ Not at All

3. Adults in my family behave in positive and responsible ways so that I will have good role models to follow.
   ___ Often
   ___ Sometimes
   ___ Not at All

4. My family encourages me to have friendships with adults outside the immediate family who care about me.
   ___ Often
   ___ Sometimes
   ___ Not at All

5. I think adults in my family expect me to succeed in school and life.
   ___ Yes
   ___ Sometimes
   ___ No

6. Some kids feel connected to school. By “connected” we mean they know what’s going on and they feel like they are a part of the school. Other kids do not feel this way. Do you feel connected to school?
   ___ Yes
   ___ Sometimes
   ___ No

7. Some kids feel connected to CLC. By “connected” we mean they know what’s going on and they feel like they are a part of CLC. Other kids do not feel this way. Do you feel connected to CLC?
   ___ Yes
   ___ Sometimes
   ___ No

THANK YOU!
Middle School Student Survey
Lincoln Community Learning Centers

Student's Name or Identifier

Thanks for participating in the after school program!! Please fill out all parts of this survey so we find out what you think about it.

Please check the box that best fits you.

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Sometimes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting good grades in school is important to me</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel accepted by others in the CLC program</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel accepted by others in school</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe in the CLC program</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get my homework done in the CLC program</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I talk to my family about my homework or what I’m learning in school</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m getting good grades in reading (or English) at school</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm getting good grades in mathematics at school</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow the rules at school</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow the rules in the CLC program</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends encourage me to make good choices</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get along well with the other students in the CLC program</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I get along well with the other students in school</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the activities in the CLC program</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like how we learn things in the CLC program</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The adults in the CLC program care about me</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a safe way to get home from the CLC program</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to go to college some day</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am involved in community service or other activities to help others</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are ways I can make my community a better place</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you think are your contributions to selecting and planning activities in the CLC program?

PLEASE TURN OVER FOR ADDITIONAL SURVEY QUESTIONS⇒⇒
Middle School Student Survey

Read the statements below. For each item, indicate how often adult(s) in your family do this for you. Does this happen often, sometimes, or not at all? Mark one line for each question.

1. Adult(s) in my family give me experiences at home, in our neighborhood, or in Lincoln related to my interests or strengths.
   ___ Often
   ___ Sometimes
   ___ Not at All

2. Adult(s) in my family provide opportunities for me to help other people.
   ___ Often
   ___ Sometimes
   ___ Not at All

3. Adults in my family behave in positive and responsible ways so that I will have good role models to follow.
   ___ Often
   ___ Sometimes
   ___ Not at All

4. My family encourages me to have friendships with adults outside the immediate family who care about me.
   ___ Often
   ___ Sometimes
   ___ Not at All

5. I think adults in my family expect me to succeed in school and life.
   ___ Yes
   ___ Sometimes
   ___ No

6. Some kids feel connected to school. By "connected" we mean they know what's going on and they feel like they are a part of the school. Other kids do not feel this way. Do you feel connected to school?
   ___ Yes
   ___ Sometimes
   ___ No

7. Some kids feel connected to CLC. By "connected" we mean they know what's going on and they feel like they are a part of CLC. Other kids do not feel this way. Do you feel connected to CLC?
   ___ Yes
   ___ Sometimes
   ___ No

THANK YOU!
Teacher Survey
Lincoln Community Learning Centers

Student's Name or Identifier

Rate the student's performance on district standards based on student assessment data

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>Reading (reading, speaking, listening)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate the following student behaviors: √ their level of change (if any) from fall to spring this year

<table>
<thead>
<tr>
<th>To what extent has this student changed his or her behavior in terms of:</th>
<th>Improvement</th>
<th>Decline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant</td>
<td>Moderate</td>
</tr>
<tr>
<td>Turning in homework on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completing homework to your satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteering (e.g., extra credit or more responsibilities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending class regularly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being attentive in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaving well in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coming to school motivated to learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along well with other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extent the family has changed their behavior to support this student's learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Change in Behavior

Significant Moderate Slight

Please write any comments concerning the impact of the Lincoln Community Learning Center program on this student.

OVER FOR ADDITIONAL INFORMATION ON RATING SYSTEM ➔ ➔
Teacher Survey

The teacher survey is a required survey for students regularly attending the Lincoln Community Learning Centers program. Responses are confidential. Please rate the student using your professional judgment.

For the items related to reading, writing, and mathematics, a sample set of performance levels is provided below.

Standards Not Met
- **Beginning**: Limited mastery of essential knowledge and skills; may require assistance or extended time in applying knowledge and skills.
- **Progressing**: Partial mastery of essential knowledge and skills; partial success in tasks using this knowledge or skill.

Standards Met
- **Proficient**: Solid academic performance, demonstrates competency of subject matter knowledge, applies such knowledge to real-world situations.
- **Advanced**: Superior performance, in-depth understanding, application of knowledge and skills to develop new understanding and solutions.

THANK YOU!
**LINCOLN COMMUNITY LEARNING CENTERS**  
**OPERATING PRINCIPLES**

Name of CLC Site  
Name of Individual Completing Survey  
Phone Number / Email Address  
Date Completed  

<table>
<thead>
<tr>
<th>Rating Legend</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence principle is met</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little evidence principle is met</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More evidence the principle is operational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistent evidence the principle is fully operational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COLLABORATION** – Partnerships are the best way to maximize resources and create synergy. Partners will work for and with families, neighborhoods, and one another to ensure local strengths and needs are considered. Partnership involves a commitment to mutual relationships and goals.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The CLC has a process for identifying and selecting partners to deliver program services.</td>
<td>0</td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>B. Partners have a clear understanding of their role and / or responsibility in the CLC through the use of a memorandum of understanding (MOU). MOU’s are in place that outline partner roles and responsibilities.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>C. Partners have open and frequent communication to share progress and problem solve.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>D. Partners bring in-kind contributions and resources to the CLC.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
</tbody>
</table>

**INTEGRATION** – CLC services will be connected and purposefully coordinated with school and community to assure an efficient and respected use of partners’ expertise and resources.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Service activities tie into the CLC annual plan and support the three CLC goals.</td>
<td>0</td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>B. Services provided through the CLC are linked to the LPS curriculum and are a part of the school improvement plan.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>C. Systems have changed policy and practice to facilitate the provision of CLC activities.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>D. Cross-training of staff occurs to promote awareness of CLCs and out-of-school programs.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
</tbody>
</table>

**LIFELONG LEARNING CULTURE** – People learn and grow differently. Through professionally developed staff CLCs will account for these different learning styles and will promote learning opportunities for all children, youth, families, and neighborhood residents.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The CLC has a range of opportunities available for children and youth.</td>
<td>0</td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>B. The CLC has a range of service opportunities available for adults.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>C. The CLC has a variety of service opportunities available for families.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>D. Staff is trained in the CLC initiative and receives ongoing professional growth opportunities.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
<tr>
<td>E. Staff receives continuous supervision and support from lead agency, principals, CLC coordinators, and peer group through formal and informal processes.</td>
<td></td>
</tr>
<tr>
<td>Evidence:</td>
<td></td>
</tr>
</tbody>
</table>
### OUTCOME FOCUSED
CLCs have greater impact when providing services which are aligned with CLC initiative goals. Service effectiveness will be measured by improvements in student learning and development, stronger families and healthier neighborhoods.

<table>
<thead>
<tr>
<th>Rating Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Annual plan progress reports are completed quarterly by site supervisor and are reviewed with all stakeholders. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>B. Reports show progress in the meeting of planned goals and objectives. Site team uses data to inform program practices and for continuous improvement efforts. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>C. Site supervisors plan CLC activities based on outcomes, school improvement goals and needs of the neighborhood. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>D. Annual plan is developed with all stakeholders based on needs of neighborhood children, adults, and families. Site teams utilize a variety of data sources to establish site plans. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

### COMMUNITY LEADERSHIP
Leadership and accountability are shared among all stakeholders. Parents and neighborhood residents have multiple opportunities to partner in decision making and to determine service opportunities most beneficial to them.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CLC has a School Neighborhood Advisory Committee (SNAC) that meets monthly and reviews the annual plan for site progress. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>B. Membership of the SNAC has parent representation and neighborhood resident representation. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>C. Leadership council meets six times per year and has monthly subcommittee meetings to support the CLC vision. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>D. Annual plans are developed with input from the SNAC. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>E. Site supervisor, principal and partners serve on and contribute to CLC action teams. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

### NEIGHBORHOOD BASED
All neighborhoods have unique strengths and needs. CLCs value the uniqueness of each neighborhood and adapt services and opportunities so that the neighborhood capacity is optimized.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. CLC program / services are utilized by neighborhood residents. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>B. Community / neighborhood service is encouraged and is a part of regular program activity. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>C. Leadership opportunities are developed and utilized to support the &quot;grass roots&quot; leader. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
<tr>
<td>D. Neighborhood association and CLC work closely together on neighborhood support and strengthening activities. <strong>Evidence:</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

**COMMENTS:**

---

P:icuren/Best Practice/1.2.4 CLC Capacity Assessment

Page 6 of 9

Prepared: 09/15/08
BEST PRACTICE AREA: CLC STUDENT PROGRAM WALKTHROUGH

Purpose:

It is believed that by conducting frequent short observations of before and after school programs the CLC partners and CLC leaders will become familiar with the day-to-day program structure, staff interaction patterns, program content and the decisions staff are making on a daily basis. CLC WalkThroughs provide an informal opportunity for leaders to gauge the program climate and to establish themselves as partners, mentors, coaches and leaders in influencing program quality, learning and on-going program improvement.

CLC WalkThroughs are not intended for program evaluation, but rather are used as a means to provide feedback, reinforcement, encouragement and if necessary ideas for change. WalkThroughs are designed to build a collaborative culture among all program partners. CLC Walkthroughs will provide program partners with feedback which may 1) inform program quality, 2) create a community of learners and 3) inform professional growth opportunities.

Suggested Guidelines:

- CLC WalkThroughs will be completed at minimum every other month. WalkThroughs may be conducted by CLC site supervisors, CLC curriculum consultant, CLC coordinator and / or program partner designee.

- A WalkThrough Observation form will be completed and shared with program staff and the CLC leadership.

- Observation forms are most effective when they are completed and reviewed with staff within 48 hours of the WalkThrough. This can occur via email or direct conversation with the site supervisor.

- Follow-up and reflection on the observation is important to the continuous improvement process at each CLC site. Site supervisor and program staff should respond with their reflections within 48 hours.

- Information from the WalkThroughs conducted will be reviewed regularly by CLC leadership to assist program partners and to inform professional development planning.
LINCOLN COMMUNITY LEARNING CENTERS
WALKTHROUGH OBSERVATION

CLC SITE ________________________________  DATE OF WALKTHROUGH __________

PROGRAM PARTNER _____________________  TIME ________________________________

OBSERVER NAME ___________________________________________________________________

RELATIONSHIPS

☐ Warm, respectful, positive staff interaction
☐ Positive behavior management
☐ Strategies for peer-to-peer learning
☐ Ratios to support positive student learning and development
☐ Cultural sensitivity
☐ Students interacting positively with staff and one another
☐ Students participating and have element of choice
☐ Parents greeted

PROGRAMMING

☐ Homework / academic time
☐ Program schedule that offers academic, enrichment, recreation balance
☐ Language / literacy activities embedded and explicit
☐ Math skills opportunities
☐ Science activities that support systematic inquiry
☐ Fine arts, creative and / or dramatic enrichment
☐ Opportunities for student choice
☐ Safe environment
☐ Structure and activities that support diverse needs of students
☐ Leadership development
☐ Varied instructional strategies

The activities I observed at the site included:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Observer comments:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Things you may want to ponder:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Program staff reflection and comments:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Observer Signature _________________________________________________
Program Staff _________________________________________________
Signature(s) _________________________________________________

When reviewed and completed with comments and signed, mail white copy to the CLC office, give pink copy to CLC site supervisor and yellow copy is kept on file by the CLC program staff.
Section Four

- Student Case Studies. ............................. 4-1
**SUCCESS STORIES**  
Lincoln Public Schools  
**Community Learning Centers**  
2007-2008

**Story #1 – Alexander**

Alexander, a fourth grader, is a student in the 4th-5th grade Montessori classroom at Everett Elementary School. He is the son of divorced parents; his father has re-married; his mother is a single parent raising Alexander as an only child. He has been a regular participant in the Community Learning Center (CLC) core program for three years.

In the fall, staff established four objectives for Alexander that would be addressed in CLC during 2007-2008. The objectives were to (1) improve achievement in reading, (2) improve writing skills, (3) improve math achievement, and (4) improve social development.

Alexander participated in the CLC ‘core’ after school program supervised by a lead teacher, five teacher assistants, and a number of America Reads tutors and volunteers. The ‘core’ CLC program consists of a daily routine involving a short nutritious snack, a couple of choice recreation periods, a 30-minute Homework Zone, and two 40-minute enrichment centers.

Specific CLC interventions for Alexander included Literacy & Beyond, Quick Reads, America Reads tutoring, and Math Club. Literacy & Beyond is a program designed to help students improve reading fluency and comprehension. In addition, Alexander attended Homework Zone and after-school Enrichment Activities.

Multiple assessments were used to track Alexander’s progress during the year. Results from these assessments are summarized below.

**Judgment of Classroom Teacher and CLC Staff**

The Montessori classroom teacher completed the CLC Teacher Survey, rating changes she had seen in Alexander during the school year. ‘Slight Improvement’ was noted in the extent his family supports Alexander’s learning. ‘Moderate Improvements’ were seen in turning in homework on time and volunteering. ‘Significant Improvements’ were noticeable in completing homework to the teacher’s satisfaction; participating in class; being attentive in class; behaving well in class; academic performance; coming to school motivated to learn; and getting along well with other students. The teacher rated his performance ‘Progressing’ in writing and ‘Proficient” in both mathematics and reading.
The classroom teacher gave CLC a rating of ‘3’ (out of a possible 5) on how well CLC activities support the student’s learning and development by complementing the school’s curriculum and district objectives. In addition, she wrote on the survey, “there are other issues that have made things better for Alexander since second quarter.”

This year Alexander was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and medication was prescribed. The classroom teacher reported that the addition of medication has allowed Alexander to focus and really take advantage of learning opportunities in the classroom and after school. Alexander doesn’t have to be reminded as often about classroom rules and proper etiquette and manners. His ‘blunting out’ of responses, questions, or answers in the classroom has nearly become non-existent. His social development has improved a great deal, even from the beginning of the year.

CLC staff also noticed several positive changes in Alexander’s behavior and social development over the course of the year. First and foremost, CLC staff has seen a major improvement in Alexander following behavioral norms for his age and gender. For example, the whining that was prevalent during past years has nearly ceased. Alexander made substantial improvement in getting along with other students, both younger and older. Now he is helpful without expecting rewards for good behavior. Alexander has really taken to the idea of reading to younger students, which undoubtedly has contributed to an improvement in his reading level. Alexander remarks about how much he enjoys playing his bass in orchestra. CLC staff also noted that Alexander continues to act apprehensive about math and logic activities.

Progress in the LPS Curriculum

At this time, Alexander is ‘on grade level’ in reading (Level QRS). His reading fluency is 116 words per minute on fourth grade passages. His comprehension is also on grade level.

Lincoln uses a standards-based report card. Teacher-assigned report card grades were examined for the first three quarters of the current year. In reading, most of Alexander’s grades were ‘3’ (meets district standards). On most writing standards, Alexander improved from a ‘2’ to a ‘3’ between first and third quarters. In speaking and listening, his grades also improved from a ‘2’ to a ‘3’ during the year.

On most math standards, Alexander earned a ‘3’ (meets district standards) consistently throughout the year. However, improvement was found on two math process standards, ‘develops conceptual understanding’ (from 3 to 4) and ‘work/study habits’ (from 3 to 4).
Alexander also showed improvement in age-appropriate behavior, coping skills, self-confidence, and interacting appropriately with others.

**Performance on Standardized Tests**

Results of Criterion-Referenced Tests taken by fourth graders are not available at this writing. However, Alexander took the Metropolitan Achievement Test in Grade 3. His scores were in the “average” range in all content areas, as listed below.

<table>
<thead>
<tr>
<th>Content</th>
<th>NCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Reading</td>
<td>53</td>
</tr>
<tr>
<td>Total Math</td>
<td>57</td>
</tr>
<tr>
<td>Language</td>
<td>57</td>
</tr>
<tr>
<td>Spelling</td>
<td>55</td>
</tr>
</tbody>
</table>

**Conclusions and Recommendations**

CLC staff concluded that one reason the CLC interventions worked well for Alexander was due to additional levels of collaboration among CLC staff, tutors, the classroom teacher, and Alexander’s mother. Her willingness to take her son to a physician (who prescribed medication) was important.

The staffs have seen dramatic improvement in how Alexander has learned to control his behavior this year. His behavior and social development are now typical for a child of his age and gender. Alexander has made substantial improvement in getting along with other students regardless of their age, while being helpful without the expectation that he will be rewarded.

Alexander would benefit from remaining enrolled in a literacy program like Quick Reads where he will receive immediate feedback regarding improvement and successes as he progresses through the school year. For continued success with his academic and behavior goals, Alexander should continue to take part in reading to younger students during CLC peer mentoring times; this extra reading reinforces Alexander’s basic skills.
Story #2 – James

James, a fifth grader, has attended Lakeview Elementary School for six years. He is a Hispanic student who has been a regular participant with the CLC for the past five years. James has a history of school attendance problems. He has been diagnosed with ADHD and has struggled academically since kindergarten. For reading, James received literacy support during first and second grades.

James has two brothers, one of whom is a third grader at Lakeview. His older brother has been in the juvenile detention center several times. The family home was destroyed by fire in 2005. There have been a number of custodial issues surrounding this broken family. Two years ago (3/31/06), James and his younger brother became wards of the state.

Child Protective Services (CPS) visited Lakeview several times last year to meet with James. His mother and all three sons are involved in counseling and family therapy to assist mom with parenting skills related to consistency in discipline at home; managing growing boys; handling the times when James is picking on his younger brother; setting limits and following through when those limits are not respected.

The staff decided to address four objectives through CLC: (1) improve school attendance; (2) improve social development; (3) improve academic achievement in math and reading; and (4) improve writing skills. The CLC interventions used to address these objectives are Homework Zone, America Reads, and CLC after school enrichment centers and activities.

James participated in the CLC core before and after school programs supervised by a lead teacher, 3-4 teacher assistants, and a number of America Reads tutors and volunteers. The before school program consists of small group centers that are rotated every 20-minutes, a 30-minute enrichment center, and some choice time where students can complete homework if necessary. The after school program consists of a structured recreational period, Homework Zone for 30 minutes, another 30-minute enrichment center, and some choice time. James received additional attention several days a week from 1-on-1 work with America Reads/Counts tutors where he could complete his homework and do additional work prepared by his teacher and other school staff.

CLC staff has recognized that James’s attendance in both the before and after school core program has been inconsistent, making it hard to have a positive impact on his learning and development. James’ behavior issues of the past have continued when he does attend, which could be due to a lack of self-confidence and a feeling of always having to “prove himself” as a leader of younger students.
Issues that arise at home seem to carry-over into the CLC program and school day. For example, recently James’ dad got in an argument with his girlfriend while James and his younger brother were present. Consequently, their mother believes that James and his younger brother shouldn’t be spending much time with their father. This event has weighed heavily on James, causing him to act out or be depressed during the day.

The classroom teacher completed the CLC Teacher Survey in April. She gave CLC a rating of ‘4’ (on a 5-point scale) for how well CLC supported this student’s learning and development by complementing the school’s curriculum and district objectives. She rated James’ performance as “Proficient” on district standards in the subjects of reading, writing, and mathematics.

No changes in behavior were seen during the year in some of the areas that were rated. However, there was ‘Significant Improvement’ in class participation. She noticed ‘Moderate Improvement’ for turning in homework on time; behaving well in class; and overall academic performance. ‘Slight Improvement’ was seen in completion of homework to the teacher’s satisfaction and being attentive in class. On the downside, there was a ‘Slight Decline’ in the extent to which his family improved their behavior to support James’ learning.

Multiple assessments were used to track progress on the specific objectives during the year. Results from these assessments are summarized below.

**School Attendance**

Baseline in 2006-07: James attended school 92 percent of the days. This Year (2007-08): To date, James has attended school 91 percent of the days enrolled.

There was no improvement in school attendance between fourth and fifth grades. Consequently, the first objective was *not* met.

**Social Development**

The classroom teacher reported on the role CLC has played in this student’s social development. With the amazing amount of instability in James’ home, she believes CLC has played a crucial role in his success in school by being there, being a safe place, and being a predictable place where James knows he is cared about and held accountable. She reported that this year James has continued to improve his behavior; he has shown improvement in problem-solving when confronted with social interaction challenges. These social skills have been taught and modeled regularly in CLC. On the report card, the grades James earned improved from a ‘2’ to a ‘3’ (meets district standards) on ‘interacts with others appropriately.’ The second CLC objective was met.
Academic Performance - Reading

James is presently reading at grade level; he participates in a guided reading group in the classroom. He no longer needs to attend a small reading group with the resource teacher to work on reading fluency and comprehension.

Reading assessment results are as follows:

Curriculum Assessment: Level TUV (5th Grade)
Rate/Fluency 125+ wpm
Comprehension 100%

Metropolitan Achievement Test: Reading Comprehension – National Percentile Rank of 61 (high average).

Report Card Grades in Reading – Most grades are ‘3’ (meets district standards).

Academic Performance - Math

Math assessment results are as follows:

The classroom teacher reported that James is mastering most math objectives with either no re-teaching or just one additional teaching session. He continues to struggle with story problems, apparently confused about the vocabulary used in the problems. James does require some extra time because he struggles to quickly recall math facts.

Metropolitan Achievement Test: Total Math – National Percentile Rank of 18 (below average).

Report Card Grades in Math – Grades are ‘2’ and ‘3’.

The third CLC objective was partially met. James demonstrated good progress in reading, but not in math during the year.

Academic Performance - Writing

The classroom teacher reported that James has become a proficient writer who can express his ideas in an organized and fluent way. However, it is difficult for him to use correct conventions. James received a ‘2’ on the beginning of the year writing prompt and a ‘3’ on the mid-year prompt. The fourth CLC objective was met.
Conclusions and Recommendations

James has shown improvement in both reading and writing. His skills are “on grade level” in those curricular areas. In writing, teachers should continue to encourage James to use graphic organizers and writing checklists.

He has made some gains in math and now needs less support from teachers. However, James continues to struggle with recalling math facts and understanding vocabulary in story problems. Consequently, he requires extra time when working math problems.

Lakeview teachers and CLC staff think that sixth grade will be a challenge for James. His middle school teachers will need to continue to focus on math vocabulary and story problems, using teaching methods that are familiar to James. There will need to be strong communication between Lakeview and middle school staffs.

While James has made significant gains in behavior within the school setting, his behavior in out-of-school environments continues to be a concern. His lack of self-confidence and feeling that he has to “prove himself” are detrimental to his making appropriate choices.

There should be continued focus on the degree of structure James has both during the school day and after school. He is likely to need some continued academic support in middle school, especially in mathematics.
SUCCESS STORIES
Lincoln Public Schools
Community Learning Centers
2007-2008

Story #1 – Caleb

Caleb has been at Clinton Elementary School since the beginning of this school year (2007-2008). He began with CLC during the summer of 2007. He lives at home with both of his parents and has one older sister who is in 2nd grade and who also attends the core CLC program. His family’s income does not qualify them for the free or reduced price lunch program.

As a kindergartener, Caleb does very well academically. However, his behavior is inappropriate during the school day as well as during CLC. At the beginning of the year, he repeatedly hit students and staff when he became angry. He also used inappropriate language and called staff and students names. This behavior originally began during CLC and gradually leaked into the school day; he began to be referred to the office on numerous occasions each month.

Caleb is currently seeing a therapist at school. Due to his difficulties in school, his therapist recommended the parents seek a medical evaluation. Caleb has just recently started taking medication to help him manage his behavior.

Two CLC objectives were established for Caleb early in the school year, as follows: (1) decrease occurrence of hitting staff and students and (2) increase amount of time student is in CLC activities, by reducing the number and duration of “think times” (a specific time-out procedure used at Clinton.)

Caleb has been engaged in academic, art, and recreational activities with other students during Core CLC activities. The staff worked with him on going to “think time” anytime that he hit another person. Caleb recorded (on a calendar) how his day went. A green day meant that he either didn’t hit anyone else or he went straight to think time when he did. A red day meant that he had hit someone and not gone to think time. The site supervisor practiced this with Caleb for a week before starting to record his progress. After an introductory meeting with Caleb’s mom, records were kept starting the first week in October. As his progress was monitored, goals were modified when appropriate. Monthly meetings were scheduled with Caleb’s mother, the site supervisor, and his CLC teacher. The CLC staff also worked with the classroom teacher to ensure that they were supporting the behavior plan she used with Caleb.
Assessment Results

<table>
<thead>
<tr>
<th>Month</th>
<th>Total days</th>
<th>No. of Green days</th>
<th>No. of Red days</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>23 days</td>
<td>16 days</td>
<td>7 days</td>
</tr>
<tr>
<td>November</td>
<td>18 days</td>
<td>15 days</td>
<td>3 days</td>
</tr>
<tr>
<td>December</td>
<td>14 days</td>
<td>6 days</td>
<td>8 days</td>
</tr>
<tr>
<td>January</td>
<td>5 days</td>
<td>3 days</td>
<td>2 days</td>
</tr>
</tbody>
</table>

From the numbers, improvement is not evident. However, when staff reviewed how Caleb's behavior plan changed during first semester, they saw a clearer picture of what was happening.

Caleb’s behavior at the beginning of the year was severe; it included multiple assaults on other students and/or teachers that required long cooling down periods (15 or more minutes). During the first two weeks of October (10 school days total), Caleb had six red days and four green days. The next two weeks in October (13 school days), he only had one red day. The staff continued with the same behavior plan at the beginning of November (10 days) and he only had one red day in that time. Also, during that time, Caleb’s behavior went from hitting to less severe behaviors such as swearing or leaving an assigned area without permission (often when he was mad).

In mid-November, the CLC teacher, the site supervisor, and Caleb’s mother met to update his behavior plan. At that point, he was no longer assaulting other students and teachers everyday and we felt it was time to put a plan in place to help him verbalize his feelings. Each of the adults interacting with Caleb worked on having him verbalize when he didn’t like something. The group modified his plan, increasing the expectations (standards). Caleb had two red days the rest of November, seven red days the first two weeks in December, and only one red day the week prior to Winter Break.

By January, Caleb was no longer assaulting other students or staff. At that time, CLC staff started a new behavior plan for all students (Good Bead-havior) where they could earn 3 beads a day for their good behavior. They started Caleb on this program and he showed just as much success as other students. Therefore, the original behavior program was discontinued. This Good Bead-havior plan worked for Caleb until the end of April, when his behavior began to deteriorate.

Caleb currently is having behavior problems in his classroom and in CLC. Despite that, the staff has succeeded in reducing the frequency of hitting others. He continues to have problems controlling his anger, but it is more likely to be expressed by swearing or throwing an object (not directed at someone). Currently, another meeting with Caleb’s mother and his therapist has been
scheduled. They will work on creating a plan for Caleb during the remainder of the school year and during the summer.

Conclusions

CLC staff concluded that Caleb's behavior has improved significantly during the year, but there is still much to be done. CLC staff needs to continue to work closely with his parents and classroom teacher to ensure that he is being successful in all areas.

Because Caleb no longer assaults teachers and other children, staff can establish new goals for him, related to throwing objects and swearing. The method originally used (recording red days and green days on a calendar) worked well and seemed to help him develop some intrinsic motivation. However, there is a need to continue helping Caleb develop intrinsic motivation so that he will learn to self regulate. During the summer and next year staff will work with Caleb on these skills.

Story #2 – Rachel

Rachel is a fourth grader at Riley Elementary School. She was a regular participant in the CLC Before and After School Program during the 2007-2008 school year. She is generally dropped off at the beginning of the program in the morning, and is picked up near the time it closes. Therefore, she often spends more than four hours of her day in the program.

Rachel's parents are separated and share custody; her mother has been known to disappear for several days at a time, and not show up for her scheduled times with Rachel. She often expresses concern for the adults in her life, and makes excuses for them when they don't follow through with expectations.

Rachel is sometimes cared for by her grandparents, but they are not able to drive to pick her up. Her father works long, nontraditional hours. Therefore, having before and after-school care provided right at the school site makes things much easier for him to provide for his family. He also benefits from subsidized tuition for Rachel.

Rachel had a great deal of difficulty interacting with adults and peers at the beginning of the year. She reported to the school social worker that she doesn't have any friends. Typically, Rachel would not make eye contact or show emotion when answering questions from adults. When she did talk, she was usually negative about the things going on in her life, both at home and at school. Rachel would not initiate conversations with adults or peers. On occasion, when
few students were present, she would open up to adults. At these times, Rachel shared very detailed information about problems in her home life, but showed little emotion.

Riley staff identified two CLC objectives for Rachel, as follows: (1) increase frequency of positive social interactions with peers and (2) learn strategies for initiating and continuing friendly interactions and apply appropriate strategies in social settings.

Rachel has been involved in the before and after school program at Riley for several years. In that setting, she has many opportunities for interacting with children of different ages. This has been beneficial because she seems to feel comfortable initiating interactions with younger students, which has led to more comfort with her peers. During the before and after school program Rachel also has opportunities to participate in literacy, science, and arts activities in smaller group settings.

Rachel also has participated in after school clubs. Since Rachel is cared for by several different people, it is difficult for her to get help with her homework or have someone make sure she gets it done each evening. Therefore, she was enrolled in the Community Learning Center’s Study Club. This club meets Monday through Thursday afternoons for an hour each time.

During the second semester of the school year, Rachel participated in Drama Club. She did very well in this setting, and seemed to enjoy the opportunity to express emotions. Drama Club gave Rachel more chances to interact with her peers, practice initiating socially, and opportunities to express her emotions in healthy ways. She also learned important public speaking skills. Because of money and transportation issues she would probably not be able to participate in extra activities like Drama Club, if it did not occur during her after school care. The Drama Club began working on a play fourth quarter, and practices changed from Fridays to Thursdays. Unfortunately Rachel decided not to participate anymore since Thursdays are a Study Club night, and she if very concerned about getting her homework done.

Second semester Rachel was successfully matched with a Team Mates volunteer. This mentor spends an hour with Rachel each week during the after school time. They talk, play board games, and do crafts.

**Assessment Results**

An informal Social Interaction Assessment was administered twice. The school social worker, Rachel’s classroom teacher, the CLC teacher, and Study Club teacher all rated Rachel’s social behavior on several dimensions. Ratings were done two times, near the beginning of the school year and near the end of the
year. A five-point scale was used, ranging from a low of 1 (Poor) to a high of 5 (Excellent). Results are displayed in the table below. Item results are expressed as mean (average) ratings across the four staff members rating Rachel’s social behavior.

<table>
<thead>
<tr>
<th>Social Behavior</th>
<th>Beginning</th>
<th>End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates positive social interactions with peers.</td>
<td>1.8</td>
<td>3.3</td>
</tr>
<tr>
<td>Works appropriately with peers.</td>
<td>3.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Maintains eye contact and speaks clearly.</td>
<td>2.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Demonstrates skills for solving problems at school.</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Demonstrates skills for solving problems at home.</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Has a positive outlook on school.</td>
<td>2.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Has a positive outlook on home life.</td>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Expresses emotions appropriately.</td>
<td>1.8</td>
<td>2.8</td>
</tr>
<tr>
<td>Maintains healthy friendships.</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Communicates effectively with adults.</td>
<td>2.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Conclusions and Recommendations

Rachel showed considerable improvement in all the targeted areas for social interaction. By the end of the year her behavior was rated 3.0 (Average) or above in all categories except one. Rachel seemed to benefit from all the consistent adult attention she received in CLC activities. The less structured environment of CLC allowed Rachel to practice social interaction with children of multiple age levels in small group settings.

While homework completion was not a pre-specified CLC objective for Rachel, her participation in Study Club had several benefits. She was able to work on homework in a quiet atmosphere and receive individual academic support from a caring adult. The small-group setting of Study Club has given her opportunities to build relationships with peers in a safe, structured setting. Rachel enjoys the personal attention from the Study Club leaders. Because she has a learning disability, this help and support has been instrumental in her academic success, which in turn makes her feel more positive about school. Rachel has reported feeling satisfied and relieved when she is able to go home with her homework already complete. When she completes her homework in Study Club, Rachel also is more likely to interact with her peers later during the after-school program.
The Community Learning Center program has provided Rachel academic support and helped her improve her classroom performance. In addition, she has had many opportunities for positive interactions with adults and peers. She is initiating conversations more often with adults and peers. She is able to participate in enrichment activities like Drama, at no additional cost, where she can practice important social skills.

It was interesting to see how interested Rachel was in Drama Club, but only when it did not conflict with Study Club. While it is good that she wants to finish her homework, it shows that she is highly anxious about getting it done. In the future it would be good to offer more clubs on Fridays and/or in the mornings.

As the school social worker stated, Rachel has “blossomed” this year. However, this is because of lots of concerned adults giving her support in a variety of settings. Due to Rachel’s ongoing difficulties at home and with school work, she will continue to benefit from lots of positive input from adults and opportunities for positive interactions with peers.
SUCCESS STORIES
Lincoln Public Schools
Community Learning Centers
2007-2008

Story #1 – Emily

Emily is a white female fourth grader raised in a two-parent household. She has attended Arnold Elementary School since the second grade. Emily was referred to Brain Boosters Club by her classroom teacher in November 2007. This club assists students with homework completion and practicing math and reading skills. The teacher reported that Emily had the skills to complete the homework, but needed a place to concentrate and get the homework done. Emily is not enrolled in any special education program during the school day.

There were three objectives established for Emily and addressed during CLC time; (1) improve homework completion, (2) turn in homework on a regular basis as assigned, and (3) learn and use study skills and strategies for organizing homework.

The CLC Site Supervisor took the referral to the Brain Boosters Club teacher to consult about the days that would work for Emily to attend the club. The club teacher consulted with Emily’s classroom teacher about how homework was assigned and sent home, what skills Emily needed to work on in club, and the teacher’s expectations for sharing information with parents. It was difficult for CLC staff to reach Emily’s parents, so the communication took place through the classroom teacher.

At first, Emily enrolled in Brain Boosters Club only two days per week. By the fourth session, Emily increased her participation in Brain Boosters to four days per week. Emily regularly attended Brain Boosters Club each week with only one absence from November 2007 through the second week of May 2008. Success on the CLC objectives was measured by attendance at Brain Boosters Club and reports from both the classroom teacher and the CLC teacher.

Results of the Assessments

Emily attended Brain Boosters Club every day except one (in January). She appeared to enjoy the club. Consistent attendance was not a problem for her. On the Classroom Teacher Survey, the teacher rated CLC activities Excellent (5) in supporting Emily’s learning and development. She marked Significant Improvement under the areas of “Turning in homework on time” and “Completing homework to your satisfaction.” She also marked Moderate Improvement on
“Participating in class,” “Attending class regularly,” “Being attentive in class,” and “Academic performance.”

Emily’s teacher marked *Significant Improvement* on the item, “. . . to what extent has the family changed their behavior to support this child’s learning.” Although CLC staff did not see the active involvement of the parents in Emily’s club experience, there was clearly a connection made with parents through the classroom teacher.

Emily’s teacher wrote the following about her progress: “I believe that Brain Boosters was a definite plus for Emily. She has difficulty organizing, as well as working independently on and completing assignments. Emily frequently needs one-on-one help, which Brain Boosters offers. She enjoys going to the club and it has certainly increased her assignment completion.”

The lead teacher for the Brain Boosters Club reported the following about Emily’s participation in the club: “I feel that Emily worked hard to make sure she was able to complete as much of her homework as possible every time she was in Brain Boosters. Emily learned that one of the most important concepts of Brain Boosters was to make sure she was working on her assignments that she knew she would need some extra help with first. This way, if she didn’t understand any part of one of her assignments or if she needed help with her assignment, this was a good time to get her questions answered and have a better understanding of how to do this assignment. This way if she wasn’t quite finished with all of her homework she would only have a little bit of homework left to do at home.”

Emily always made sure, as she finished an assignment, to give it to a CLC staff member who would then sign her planner. This way the staff could make sure that Emily’s homework was in her teacher’s homework folder. The lead teacher made sure that the homework she worked on in Brain Boosters was turned into her teacher’s mailbox every night after the club met. I hope to see Emily in Brain Boosters again next year.

**Conclusions and Recommendations**

There was significant improvement in Emily’s homework completion and returning homework to her teacher. Emily also showed moderate improvement in several areas important to student success, including class participation, regular attendance, and academic performance.

In this case, Brain Boosters Club helped the student improve academic achievement and success. This student had the academic skills to complete the homework, but needed a supportive environment in which to work. This was provided through the after-school club four days per week.
The staff recommends follow-up with Emily’s teacher in fifth grade about referral to Brain Boosters during the next school year. It will be important for her continued success in the classroom. It will also be important to ensure that the connection with Emily’s parents is not lost as she moves into fifth grade. CLC staff can play a role in this connection through an early contact with Emily’s parents before school starts in August 2008.

**Story #2 – Nicole**

Nicole is a white female who attended McPhee Elementary School, K-2. She started third grade at an elementary school in Fort Worth, Texas, but returned to McPhee at the end of September. Nicole qualifies for free lunch and receives a CLC scholarship to attend the CLC before and after school program. There are many concerns with Nicole’s home environment; there has been both police and CPS involvement this year. Nicole sees a therapist at school once a week.

The objective addressed in CLC targeted her reading skills. The specific objective was to read grade-level text (O-P) independently with 94+ percent accuracy using expression, phrasing, and a rate of between 93 and 123 words per minute.

This year Nicole has participated in the McPhee CLC core before and after school program Monday-Friday for an average of 3.0 hours a day, beginning September 29th, 2007. She also has participated in the morning KidzLit rotation twice a week and has practiced fluency skills on the computer once a week. In the afternoon Nicole participates in Super Students, which allows for 10 minutes of reading time daily. Beginning second semester, she participated in Reader’s Theater three times a week.

Nicole has a Book Buddy from the Community who comes to read with her weekly for 30 minutes as well as a Teammate who spends time each week reading with her. In addition, Nicole has participated in the McPhee Star Sleeper Program; this program is designed to build awareness and incentives for good sleep habits. Also, Nicole has received a weekly food backpack to help with nutrition needs over weekends.

A variety of reading assessments were used to monitor Nicole’s progress during the year and to evaluate her reading at the end of Grade 3. Results of specific tests are listed below.
Classroom Leveled Reading Passages (LRP)  
Oral Reading Assessment (Fluency)  

Quarter 1: LRP Level J  
Comprehension: 50%  
Fluency: 39 wpm  
Accuracy: 96%  

Quarter 2: LRP Level KL  
Comprehension: 70%  
Fluency: 46 wpm  
Accuracy: 95%  

Quarter 4: LRP Level MN  
Comprehension: 90%  
Fluency: 102 wpm  
Accuracy: 99%  

Response to Intervention (Quick Reads)  
1st Quarter: Fluency: 41 wpm  
3rd Quarter: Fluency: 89 wpm  
4th Quarter: Fluency: 99 wpm  

Metropolitan Achievement Test Results  

Sounds and Print National Percentile Rank: 73 Stanine: 6  
Reading Vocabulary National Percentile Rank: 82 Stanine: 7  
Reading Comprehension National Percentile Rank: 76 Stanine: 6  
Total Reading National Percentile Rank: 79 Stanine: 7  

The CLC site supervisor compiled reports from several adults who had worked with Nicole on reading. Their evaluations of her progress in reading during the year are summarized below.  

Report from Classroom Teacher  

Nicole’s reading accuracy and comprehension is at grade level; she has made continuous progress throughout third grade. Nicole continues to read slowly, but her accuracy and comprehension have improved dramatically, as well as her self confidence when reading aloud.
Report from Book Buddy

Nicole has made significant progress in her reading this past year. During the year, she has started to choose chapter books to read together, instead of books such as “I Spy”. Nicole appears to have much more confidence in her reading ability.

Report from Teammate

I began working with Nicole last spring and have spent 15 minutes reading with her each week. Throughout the year, we have chosen Golden Sower books to read together; each time we decide how far we are going to read until we meet again the following week. Nicole has become more engaged in reading and seems to enjoy reading for pleasure.

Conclusions

By fourth quarter Nicole was reading at Level MN (third grade level), with 90 percent comprehension, 99 percent accuracy and a fluency rating of 102 words per minute. Even though Level MN is third grade (first rather than second semester), Nicole essentially met the CLC objective because of her comprehension, accuracy, and fluency. Other assessments show that her reading achievement is “high average” for a third grader.

The McPhee staff concluded that the extra support Nicole received through supplementary school-day literacy activities combined with the CLC interventions provided necessary extra time and focus to keep Nicole progressing on grade level targets.

It is recommended that Nicole continue to receive daily literacy support through CLC interventions throughout the summer and next school year.
Story #1 – Jake

Jake is a 10-year old boy who attends Prescott Elementary School and is in the fourth grade. He transferred to Prescott from another Title I school in Lincoln when he was in third grade.

Jake experiences difficulty with anger management; he was identified as a child with a behavior disorder in May 2006. He receives special education services for this disorder. Staff members who work with Jake have indicated that behavior, not academics, is the primary concern for him.

Jake is very enjoyable to be around much of the time. He is energetic and enjoys being a part of things at school. However, a number of his behaviors result in problems for Jake. His negative behaviors include refusal to follow school rules, disruption of the learning environment, and physical and verbal violence. When Jake is unable to manage his temper, he needs a place to calm down and get himself under control. Given this intervention strategy, Jake is usually able to correct his negative behaviors. Sometimes, however, he has been suspended from school.

Jake’s mother has a history of being very supportive of the school’s efforts to work with Jake. She is never too busy to be called and consulted about her son’s issues at school and she has actually left work on occasion to sit with him while he does his work at school. This sends a strong message to Jake that the school and home have a strong working relationship with open communication.

The Lead Teacher in the after school program at Prescott was asked to complete a rubric that indicated Jake’s present level of functioning on 37 indicators in four domains, Engagement, Social Relations, Mental and Physical Well-being, and Family Environment. Each indicator was rated either “Low Risk”, “Moderately Low Risk,” “Moderately High Risk”; or “High Risk” by the teacher. Of the 37 indicators, Jake received 1 Low Risk, 14 Moderately Low Risk, 19 Moderately High Risk, and 3 High Risk ratings. Staff focused on indicators that were rated either moderately high risk or high risk.
Based on the rubric, staff identified two areas of focus for Jake. Then they established objectives, strategies or activities to address the objective, and assessments. These are listed below.

1. Unable to set realistic learning goals.

   **Objective**: Given 10-day goal cycles, Jake will develop academic and/or behavior goals, and will meet those goals at least 80% of the time.

   **Strategies/Activities** that address this objective:

   A designated staff member will work with Jake to set realistic goals for himself.

   A goal recording sheet will be used daily. This sheet will require Jake and a staff member to evaluate and document progress toward meeting his goals.

   Questions that lead to intrinsic rewards will be asked by the designated staff person during the evaluation process.

   **Assessment**: 10-day goal sheets will be kept to document the percent of time goals were met successfully.

2. Does not demonstrate problem-solving skills.

   **Objective**: Given behavioral situations that require teacher intervention, Jake will utilize at least one method of problem-solving 80% of the time.

   Depending on the situation, this might include using an “escape card” to allow time to calm down; talking to a staff member about the situation; completing a problem-solving process; and other acceptable methods that are recommended and supported by the staff.

   **Strategies/Activities** that address this objective:

   An “escape-card” system will be designed for use by Jake in the after school program.

   A problem-solving process will be taught to Jake. He will be coached through the process a number of times, until he is eventually able to utilize the process independently.
Assessment: Information will be kept that documents behavioral incidents involving Jake. Record sheets will indicate whether or not an appropriate method of problem-solving was used in resolving the incidents.

A narrative summary of interventions used with Jake during the 2007-2008 school year follows.

- The CLC teacher worked with Jake on strategies to use when he becomes angry. Jake’s usual response when angry was to run away, yell, throw things, and generally become physically and verbally disruptive. These new strategies interested Jake, and he realized that they would help him cope with his anger in acceptable ways.

- An “Escape Card” was made for Jake, and placed on the teacher’s desk for Jake’s use whenever he became angry. Jake seemed to like this concept...we allowed him to do his usual response to anger (leaving the area), while doing so within certain parameters. The parameters were set by the teacher and Jake by defining the specific areas he could escape to for 5 minutes when he became angry.

- Jake utilized “talking” with the teacher as a strategy to diffuse his anger. He improved his skills in this area during the year.

- Jake’s mother was diagnosed with breast cancer during the year. This left her out of work for awhile during her treatments. When she became unable to pay for the after school program, she worked with the CLC teacher and Family Service to allow Jake to stay in the program during her period of hardship.

Results of the assessments are described here. The Lead Teacher in the after school program at Prescott completed a rubric that indicated Jake’s present level of functioning on 37 indicators in 4 domains. The spring results (on the same assessment) showed considerable improvement over the fall results. In the spring, Jake’s behaviors received the following rankings: 10 Low Risk, 5 Moderately Low Risk, 11 Moderately High Risk, and only 1 High Risk. Both of the behaviors targeted during the year improved from a rating of High Risk in the fall to Moderately Low Risk in the spring.

Objective 1 called for Jake to meet the goals established for 10-day goal cycles, at least 80 percent of the time. To date, documentation has been reported for 11 consecutive cycles. The percentage of goals met in each cycle ranged from a low of 80 percent to a high of 100 percent. During eight of the 11 cycles, all
goals (100 percent) were met. As Jake successfully met goals, more challenging ones were added for the next 10-day cycle. Objective 1 was met.

Objective 2 required that Jake utilize at least one method of problem-solving 80% of the time. Some of the strategies used by Jake were the Escape Card; Escape Card, coupled with drawing; talking about his feelings with a teacher; and putting himself in an isolated area to calm down. Data collected shows that Jake utilized acceptable problem-solving techniques approximately 56% of the opportunities to do so. While this was not quite up to the 80% criterion set, it reflects progress in this area.

Conclusions reached by the CLC staff are listed below.

1. Jake responded well to the concept of an escape card. He stayed within the parameters set, and he did not abuse the system. Once he knew the escape card was there for him to use, he didn’t seem to need to use it…just knowing that it was an option seemed to help him control his responses to anger.

2. Jake seems to WANT to do well in school and he wants to please the adults in his life. Therefore, he is very open to the idea of adults teaching him strategies for coping with anger.

3. Jake made considerable progress in the two indicators selected from the rubric. In addition, he increased the number of indicators that were rated Low Risk to Moderately Low Risk.

4. Jake continues to need teacher intervention to help with recognizing when he is becoming angry, and utilizing an acceptable problem-solving approach instead of one that causes problems for him or others.

Recommendations made by the CLC staff are listed below.

1. Establish a system for Jake at the beginning of each school year that makes accommodations for his struggles with anger control and also teaches acceptable coping skills for managing anger. Because we know that the escape card worked very well with Jake, this might be preferable to starting a new system each year.

2. Jake is a bright and talented young man who has potential to be a leader. Providing opportunities for Jake to take a leadership role, especially with younger children, may allow him to develop those leadership traits and practice his coping skills in a real-life setting.
3. Continue to nurture a positive relationship with Jake’s mother, which will communicate a strong partnership of cooperation and collaboration to Jake.

4. Utilize a CLC Report Card with Jake, based on the 40 Developmental Assets. This will help Jake and his mother learn to take a strength-based approach to Jake’s developmental progress.

**Story #2 – Edward**

Edward, a second grader, has attended Brownell Elementary School since kindergarten. He has been in foster care since coming to Brownell. He has been in two placements during this school year; at the last foster care placement, his younger brother was reunited with Edward and his younger sister. Edward is beginning to show more “brotherly” care and concern for his younger brother. This could be attributed to the fact that they now live together.

Edward had been making supervised visits to his mother until her incarceration. However, since her release, the visits are beginning again. The family receives on-going therapy support, both as a family and as individuals.

Edward is a very bright child. He meets or exceeds district criteria in most academic areas in second grade; however, he receives additional help with reading fluency. Edward has demonstrated solid critical thinking skills and enjoys helping his peers in their learning. Edward also likes helping out in class.

Edward’s classroom behavior is no different from that of his peers. He has had no office referrals, nor behavior issues that warrant the use of our Student Assistance Process.

Edward has been involved in the before and after school program at Brownell since it started in August through the Community Learning Center. He attends the program consistently, Monday through Friday.

The behavior issues that surfaced at the beginning of the school year were those of defiance. Edward had difficulty taking directions from the CLC staff. Edward felt the rules of the program did not apply to him. Edward would follow directions given by the Site Supervisor, but when she was not in direct care of him, he would choose to not follow the other CLC staff. Behavior included saying “no,” attempting to leave the program without an authorized pick-up person, hiding from the staff, and distracting other students.
Edward’s behavior became a disturbance to the before and after school program structure because he required one-on-one staffing which then took away from the overall quality of the program.

Edward’s attitude affected his behavior. He always felt that he did not have any friends that he could relate to. Edward felt that peers were always “making fun” of him. Because of those feelings, rather than making good choices to report incidents to CLC staff or to walk away, Edward would be physically aggressive toward those peers.

Because Edward’s “home” initially was very mobile, the most consistent communication was between the classroom teacher and the CLC Site Supervisor. Weekly communication was attempted between the Site Supervisor and Edward’s caseworker. However, communication with the caseworker stopped prior to the second quarter because the caseworker changed.

Three objectives were addressed in CLC, as follows; (1) improve attitude toward CLC personnel, (2) improve attitude toward peers, and (3) increase sense of belonging.

The Site Supervisor took on a more direct care role with the before and after school program, monitoring Edward’s behavior. When his attitude would flare or he would choose to not participate, the Site Supervisor and Edward would discuss what was happening at that time and what could be done to improve his behavior. Once Edward was comfortable with the relationship he had with the Site Supervisor, she challenged him to continue his good behavior with other CLC staff.

A positive behavior grid was used to track Edward’s behavior during the before and after school program. Everyday Edward could earn a sticker on the grid for his good behavior. If he made poor choices on any given day, he would not earn a sticker. CLC staff would have Edward write down on the grid why he did not earn one that day. At the end of the month, the grid was reviewed. If Edward had earned 16+ stickers on the grid that month, he was rewarded with a catered lunch with the Site Supervisor.

Positive behavior was displayed for three months. In November, Edward’s behavior faltered. He began acting out when he did not want to participate in any structured activity during the after school program. This behavior was attributed to the additional change in foster care placement.

A discussion between Edward, the Site Supervisor, and CLC staff found that Edward loved to draw and write. Edward was given a journal. When he felt that he was going to make a poor choice during the before and/or after school program, rather than acting on that choice, Edward was to talk to a CLC staff
person and then write in his journal. He really enjoyed sharing what he wrote or drew in his journal.

CLC staff reviewed Edward’s progress near the end of the school year. While, his attitude and behavior in the CLC before and after school program did not directly affect his academic status, his behavior was a real concern early in the year. It appeared that Edward’s behavior was a result of the inconsistency in his home life and his lack of self-esteem when relating socially to his peers. CLC staff has noted much improvement in his behavior during the year. Edward respects the CLC staff and follows their direction with limited complaint. The relationship between Edward and the Site Supervisor continues to be positive. They have an open door policy in which Edward knows he can talk to the Supervisor at any given time regarding anything.

Edward’s journal has become less of a crutch for him. He is making good choices regarding his peers and his behavior during the before and after school program. Since Edward’s home life became more stable with consistent foster care placement, his attitude has improved, resulting in more positive behavior. Communication between the foster mother and the CLC staff is on-going.

Edward still lacks the desire to participate in every group activity or to socially interact with his peers. He feels safer being by himself choosing to read rather than doing the group activity. However, this is improving.

Edward will be in the third grade next year. Maintaining the positive relationship between Edward, the Site Supervisor and the CLC staff will be crucial to his continued success. On-going communication with the foster mother and the classroom teacher also will be important. The staff recommends that Edward be encouraged to participate in after school clubs to increase his self-esteem and allow extra time to engage socially with his peers.
Section Five

- Parent Involvement/Communication..............5-1
- Parent Rights and Responsibilities..............5-2
- Resources to Families................................5-3
BEST PRACTICE AREA: PARENT INVOLVEMENT / COMMUNICATION

Purpose:

Community Learning Centers value the role parents play in their child’s life. To provide the highest quality services possible for children and families, ongoing communication between CLC program staff, school, and home is crucial. The CLCs and their partners respect the opinions, decisions, and needs of each family and work collaboratively with each family to establish and maintain regular, ongoing two-way communication to ensure that children / youth learning and social development needs are met. Parents shall be involved in all decisions affecting their child / youth from the time of enrollment to the end of service.

Parents are also encouraged to be involved in the CLC and school through a variety of parent involvement activities. This may include participation on the School Neighborhood Advisory Committee (SNAC), Parent / Teacher Organization (PTO), School Community Council (SCC), or by volunteering in CLC programs.

Suggested Guidelines:

- Each CLC site should provide parents with a Parent Handbook at the time of enrollment in CLC services. The handbook should include information about the specific CLC site and what the expectations are for all partners.

- Each CLC site should provide a parent information board that is located in a highly visible place to keep parents informed of daily, weekly, and monthly happenings. This is a great place to post daily routines, group assignments, lesson plans, snack menus, and basic information that helps parents stay informed about program practices.

- CLC sites may include parents in an after school parent / teacher conference to assist in developing an ongoing working relationship and to help the parent support their child’s success in school and after school programs.

- CLC program staff shall listen to parents to better understand their goals and aspirations for their child. Respect for all cultural and family preferences is an expectation for all CLC program services.

- CLC program staff shall greet all parents or guardians in a positive manner when they pick their child up. Staff are encouraged to engage the parents in discussion about their day, their child’s day, and to share what their child / youth has been engaged in while in after school programs.
BEST PRACTICE AREA: PARENT RIGHTS AND RESPONSIBILITIES

Purpose:

Families and individuals using the program services at various Community Learning Center sites have rights and responsibilities as outlined in the Rights and Responsibilities document. The CLCs and their lead agencies attempt to align rights and responsibilities with the LPS student handbook.

Suggested Guidelines:

- Participants will receive a copy of the CLC Program Participant Rights and Responsibilities at the time of enrollment. They also receive an LPS student handbook where CLC is highlighted.

- The Rights and Responsibilities will be highlighted during the registration / orientation process focusing on each area:
  - What to expect from CLC programming
  - Your rights as a family
  - Quality services
  - Confidentiality
  - Your responsibility as a participant
  - Participation

- Parents will be encouraged to read and review the document before their child begins the CLC program.

- See attached Rights and Responsibilities document.
BEST PRACTICE AREA: RESOURCES TO FAMILIES

Purpose:

The provision of a variety of materials and equipment is essential to the delivery of quality services. The CLCs are committed to providing resources that assist children, youth, and their parents in their growth and development.

Suggested Guidelines:

The CLC staff will serve as a resource by providing directly or securing support in the following areas:
- Parent education and support / behavioral health
- Support for English Language Learners
- Neighborhood awareness
- Computer technology
- Health information
- School / parent partnerships
- Housing information