

Full-Service Community School (FSCS) Framework

Lincoln Community Learning Centers | Session I



**LINCOLN
COMMUNITY
LEARNING CENTERS**

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Guiding Principles:

Community Schools Guiding Principles – Institute for Educational Leadership and Coalition for Community Schools

1. Pursue Equity
2. Invest in a Whole-Child Approach to Education
3. Build on Community Strengths to Ensure Conditions
4. Use Data and Community Wisdom to Guide Partnerships, Programs, and Progress
5. Commit to Interdependence and Shared Accountability
6. Invest in Building Trusting Relationships
7. Foster a Learning Environment

****** For more information and details see:***

<http://www.communityschools.org/assets/1/Page/Community-School-Standards-2017.pdf>

Lincoln Community Learning Centers' Guiding Principles

1. Collaboration
2. Lifelong Learning
3. Integration
4. Outcome Focused
5. Neighborhood Based
6. Community Leadership

****** For more information and details visit: <https://clc.lps.org/about/>***

Components of FSCS:

Below are a few graphics from community schools across the country outlining the various components Full-Service Community Schools should include.

Center for Community School Strategies



Prince George's County Public Schools (Maryland)

WHAT IS A COMMUNITY SCHOOL?



United Way of Salt Lake

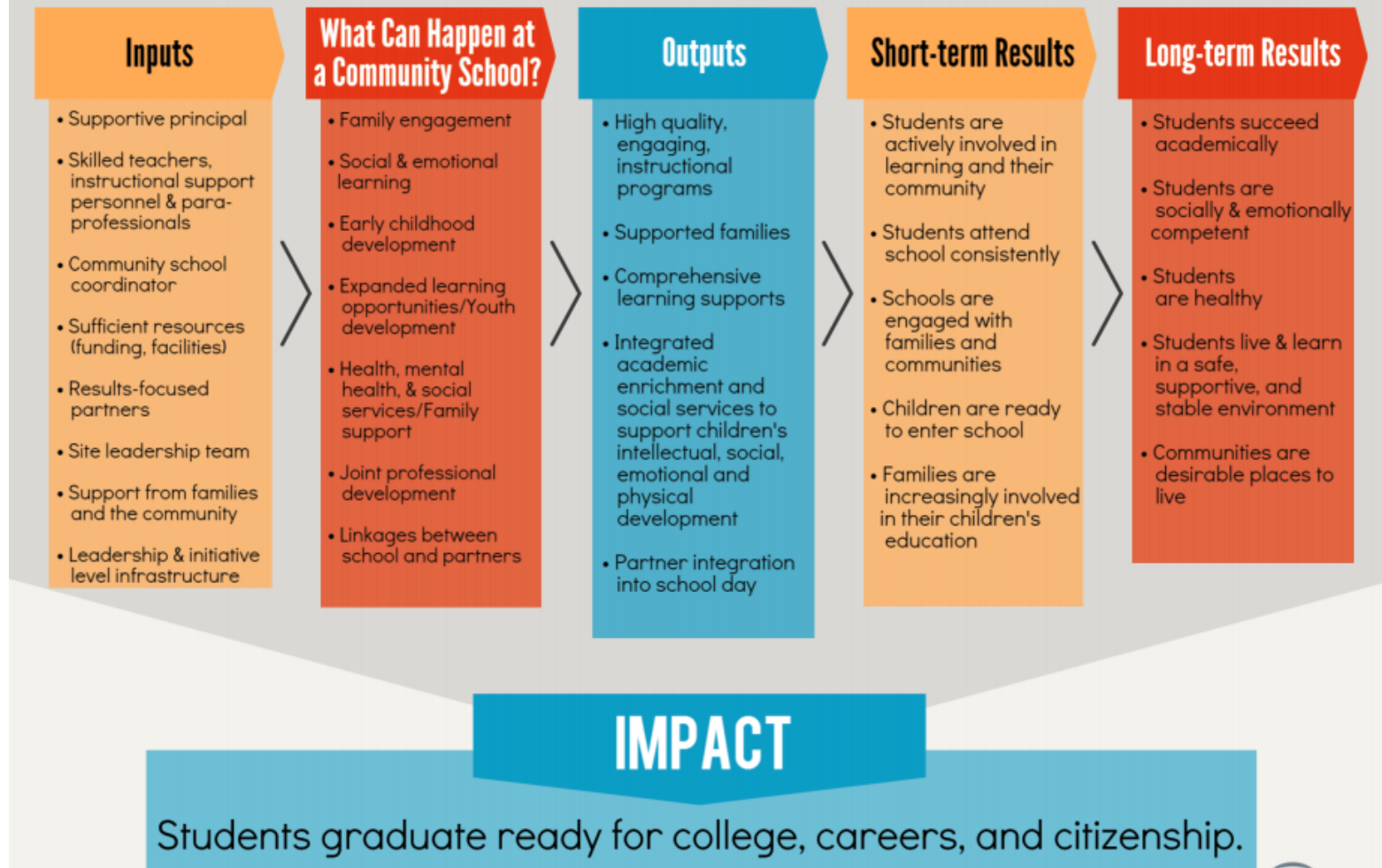


United Way of South-Central Idaho



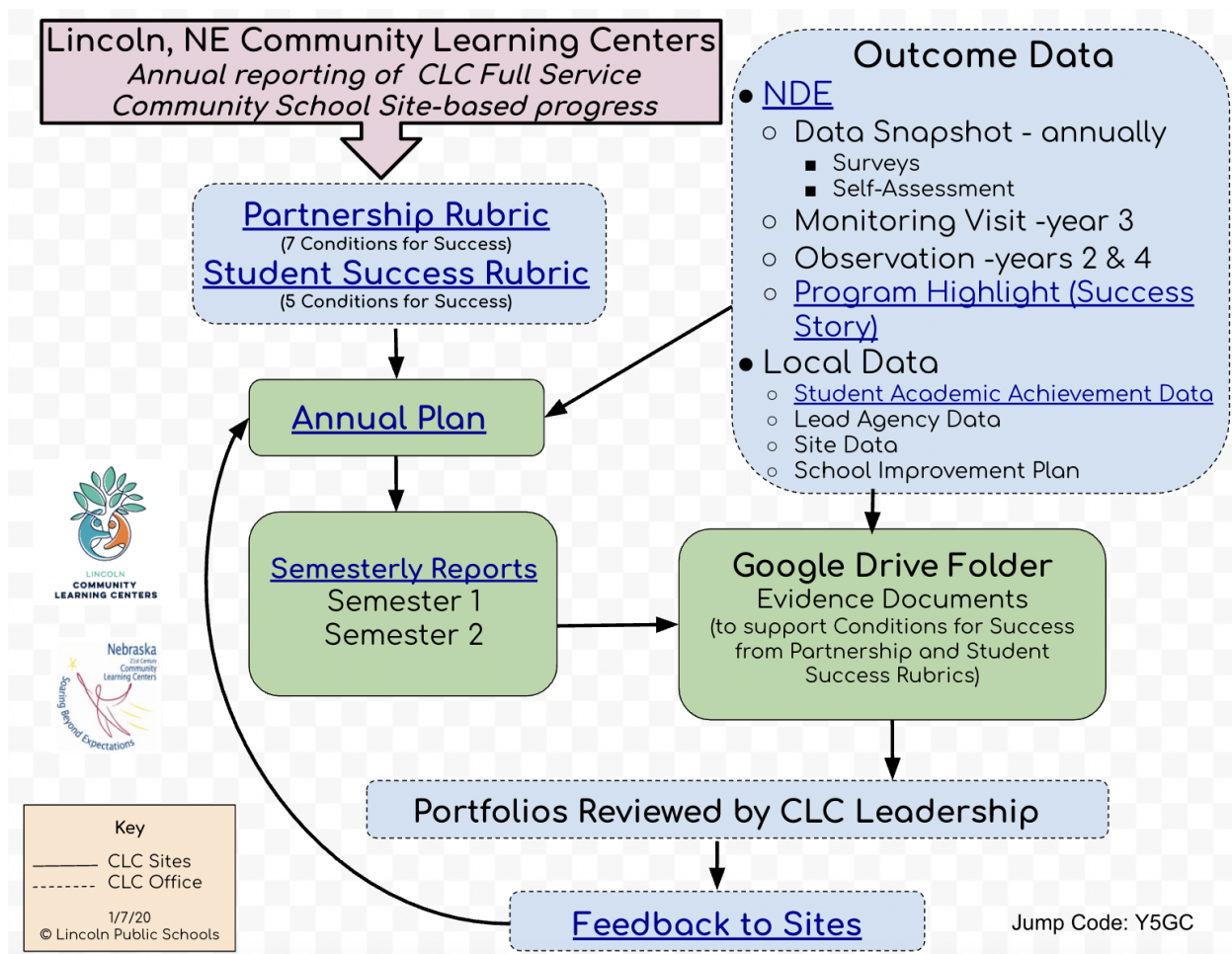
Community Schools – Logic Model:

COMMUNITY SCHOOLS LOGIC MODEL



Lincoln CLC Annual Reporting Plan

This is the annual reporting evaluation process the Lincoln CLCs use.



Lincoln CLC Partnership Rubric:



FULL SERVICE COMMUNITY SCHOOL PARTNERSHIPS

	Conditions for Success	EMERGING Cooperation	MATURING Coordination	EXCELLING Collaboration
1	Leadership Infrastructure	<ul style="list-style-type: none"> CLC school-based team has been identified Lead agency partners visit the CLC school 1 time per year Leaders attend approximately 50% of quarterly CLC Stakeholder meetings CLC school-based team works autonomously (no sense of alignment and connection to shared vision and mission) 	<ul style="list-style-type: none"> CLC school-based team can articulate the vision and mission of a community school Lead agency rep is in CLC school 2-4x per year Attend Quarterly Stakeholder Meetings at least 75% of time Alignment between Lead Agency mission and CLC school mission Partners carry out the responsibilities stated in the MOU School Community Coordinator serves on school leadership teams CLC school has a functioning SNAC or advisory group 	<ul style="list-style-type: none"> CLC partnerships and program activities reflect the CLC vision and mission Leaders attend CLC Stakeholder meetings 100% of time Lead agency rep, principal and SCC meet at least monthly to meet the needs of students and families, build relationships and enhance communication among partners CLC lead agency is an engaged partner and actively contributes to student, family, and community needs CLC school-based team makes decisions that support the needs of the CLC school SNAC/advisory group is facilitated by parents and neighborhood leaders
2	Responsiveness to Need	<ul style="list-style-type: none"> CLC school-based program provides before and after school opportunities Family and neighborhood needs are addressed by community-based organizations independent of CLC school Uses existing localized and school neighborhood data 	<ul style="list-style-type: none"> CLC programming reflects an understanding and awareness of diverse student, family and neighborhood needs CLC school-based team provides an array of services that may or may not be connected to identified needs CLC school-based team conducts school and neighborhood needs and assets assessments to address data gaps 	<ul style="list-style-type: none"> The CLC school-based team provides an integrated system of services aligned to the CLC vision and mission Cross-sector partnerships lead to efficient and effective use of resources CLC school-based team ensures all identified needs (from needs assessment(s)) are met A richness in opportunities exists that extends beyond before and after school care (e.g. behavioral health, job skills)

3	Management and Staffing	<ul style="list-style-type: none"> School Community Coordinator position is part-time Roles and responsibilities of all partners are defined within the lead agency and separate from CLC school structure 	<ul style="list-style-type: none"> School Community Coordinator is full-time and visibly engaged at CLC school (20-32 hours per week) Roles and expectations of all partners are clearly defined Lead agency has infrastructure to support program quality: highly trained staff, hiring and retention of staff, evaluation and coaching of staff 	<ul style="list-style-type: none"> School Community Coordinator is visibly engaged in CLC school (more than 32 hours per week) School Community Coordinator is evaluated annually in partnership with principal, CLC Director, and lead agency CLC school-based team works collaboratively to recruit and retain staff
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4	Sustainability	<ul style="list-style-type: none"> Annual Plan has been completed, but lacks connection to vision and mission of CLCs, collaborative planning, and is not data driven Programs are dependent on 21st century funds 	<ul style="list-style-type: none"> CLC services, supports, and opportunities are embedded into the SIP process Shared and collective integration of resources for program delivery with 2-4 partners CLC school-based team articulates sustainability through the CLC/CIP planning process CLC leadership advocates for policy change when opportunities arise CLC leadership advocates for funding when opportunities arise CLC leadership is aware of and understands the mission of the National Coalition for Community Schools Network 	<ul style="list-style-type: none"> Rich array of resources shared without duplication Integrated CIP includes addendum for neighborhood goals CLC leadership provides braided funding from four or more partners CLC leadership actively seeks out advocacy for policy change and for committed funding at local and state levels CLC leadership utilizes connections through the National Coalition for Community Schools Network to stay informed of current and best practices
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5	Communication	<ul style="list-style-type: none"> • A system is not yet in place that finds a fit for volunteers or partners offering their services • Responses to partners or potential partners is not timely and results in missed opportunities • Communication is sporadic and inconsistent and leads to ineffective relationships 	<ul style="list-style-type: none"> • An intentional and formalized communication process exists between members of CLC school-based team • An intentional and formalized communication process exists between CLC leadership and CLC school-based team • Communication to an array of partners beyond the site team exists in order to efficiently and effectively involve additional providers • CLC school-based teams contribute to organizational marketing • CLC school-based teams share stories of success through data 	<ul style="list-style-type: none"> • Communication practices effectively link all stakeholders and engage them in planning and implementation • Robust partnerships lead to increased opportunities for students, families, and neighborhood • Site-based successes are being used to market CLC effectiveness to promote sustainability
6	Professional Development	<ul style="list-style-type: none"> • SCC receives training in the Full Service Community School model • Required professional development meets Nebraska State Child Care licensing standards • Professional development is offered by CLC partners or stakeholders 	<ul style="list-style-type: none"> • SCC and other school-based team members receive orientation and training in the Full Service Community School model • Professional development is aligned with CLC Annual Plan and Continuous Improvement priorities • CLC school-based staff participate in professional development opportunities outside of their required intra-agency training • CLC leadership and school-based team members are attending local, state, or national conferences • CLC school-based staff and teachers share professional development to enhance connections between services provided 	<ul style="list-style-type: none"> • Diverse array of training topics exists • A plan exists to follow up and coach or mentor participants on implementation of best practices gained from professional development • A formal system exists for shared professional development opportunities among all partners or stakeholders • CLC leadership or school-based team members present at local, state, or national conferences

7	<p>Evaluation</p>	<ul style="list-style-type: none"> • Data collection and evaluation meet minimum requirements for 21st Century CLC grant • Lead agency collects data for own purposes, disconnected from Full Service Community School outcomes • CIP/Annual Plan is developed with limited stakeholder involvement • Needs of the neighborhood are not reflected in the CIP/Annual Plan 	<ul style="list-style-type: none"> • CLC Leadership implements results-based planning to influence program design, practice, and policy • CLC results/data are shared with stakeholders (e.g. site team, SNAC, community at large) • Systems are in place for data collection related to successful students, thriving families and engaged neighborhoods • A continuous improvement process is applied that informs and improves program practice • CIP/Annual Plan is developed in partnership with key stakeholders using recent data • CIP/Annual Plan reflects results of needs assessment(s) and data driven areas of improvement • Quarterly reports reflect evaluation of CLC school plan, goals and objectives • CLC evaluator takes leadership role in documenting results, analyzing and helping to interpret data • CLC Leadership uses outcome data to create a culture of accountability 	<ul style="list-style-type: none"> • All partners review data results and collaboratively develop strategies (to be implemented by each partner) that address data-driven needs • CLC partners engage in challenging and productive conversations, based on evaluation findings, that result in policy and practice change • CLC school-based teams infuse CLC evaluation as an integral part of program improvement as evidenced by the CIP/Annual Plan
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Lincoln CLC Student Success Rubric:



FULL SERVICE COMMUNITY SCHOOLS for STUDENT SUCCESS (Services, Supports, and Opportunities)

Conditions for Success		EMERGING	MATURING	EXCELLING
1	Quality Programming <ul style="list-style-type: none"> Expanded Learning Opportunities (ELOs) 	<ul style="list-style-type: none"> Partners delivering ELOs meet basic state licensing standard for school-age care Partners delivering ELOs do not yet meet state benchmark for quality based on site observation tool Programming is determined by availability of service providers 	<ul style="list-style-type: none"> Partners meet benchmarks for quality based on ELO site observation tool ELOs reflect current and best practices for school-aged programming (NE School-Age and Youth Development Core Competencies, 2015) Program, services, and supports are determined by needs assessment(s) and evidence-based data ELO programming is balanced across academics, enrichment, and recreation and aligned with school curriculum CLC site fosters new partnerships that provide diverse opportunities 	<ul style="list-style-type: none"> Partners delivering services understand CLC goals and align goals to implementation of service or program Partners delivering ELOs exceed benchmarks for quality based on ELO site observation tool Partners delivering ELOs consistently select interventions based on evidence-based strategies Partners and school day staff collaborate to ensure alignment and deepening of student learning
2	Integration of Services <ul style="list-style-type: none"> Mental Health Early Childhood Adult Learning 	<ul style="list-style-type: none"> CLC site works independently of school and partner services Services may be available but are not being utilized by families and the community (lack of awareness of services) Ineffective partnerships result in duplication or absence of services 	<ul style="list-style-type: none"> Partnerships help families overcome barriers to services through awareness and accessibility CLC site team works with school, partners, and community members to meet students' and families' basic physical, emotional, social, and economic needs 	<ul style="list-style-type: none"> Participating families promote services to peers Program, services, and supports reflect the changing needs of students, families, and neighborhood CLC site meets the needs of the community efficiently and effectively (no duplication of services, collaboration to address needs quickly, responsive)
3	Skilled Management and Staff	<ul style="list-style-type: none"> Staff turnover affects site's ability to provide services needed Staff-student ratio (1-15) is met 100% of the time CLC Site Team provides on-site supervision 1 time per year 	<ul style="list-style-type: none"> CLC site has a pattern of longevity for key positions (principal, lead agency, SCC) Program quality is enhanced by the retention of direct-line staff Partners clearly understand roles and expectations 	<ul style="list-style-type: none"> Program partners are motivated and excited to teach and engage with students CLC site has a full-time lead teacher to support after school programs CLC site team provides regular, on-site supervision resulting in meaningful feedback

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				<ul style="list-style-type: none"> collaborative, and supportive work environment for all partners Staff are hired who have the skills and knowledge necessary to meet ELO expectations Mutual respect and trust between partners results in open conversations that improve site quality and address needs Professional development is planned and provided to partners that addresses evaluation feedback Staff attend professional development CLC stakeholders actively carry out their role and function as defined in the MOU 	<ul style="list-style-type: none"> CLC site team implements Nebraska School-Age and Youth Development Core Competencies Staff regularly attend professional development
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4	Engaged Families	<ul style="list-style-type: none"> CLC site-based SNAC members (parents/caregivers) have been identified Families express lack of communication when providing feedback Activities for drop-in involvement are offered to families (spaghetti feed, family craft night, movie night) 	<ul style="list-style-type: none"> CLC site-based SNAC members (parents/caregivers) meet monthly Families have knowledge of and utilize CLC services to build capacity and open doors to new opportunities Family engagement is connected to student learning Families are engaged in making decisions as part of a site-based team Systematic mechanism in place for interactive communication between parent/caregiver and program staff Families' basic needs are being addressed 	<ul style="list-style-type: none"> CLC site-based SNAC actively engages a wide-range of parents/caregivers CLC site-based SNAC is actively engaged in responding to an identified need Parents/caregivers have an active role in CLC site decision making Cohesiveness between school and community partners seamlessly addresses the voices of parents/caregivers
5	Engaged Neighborhood and Community	<ul style="list-style-type: none"> Community SNAC members have been identified Community lacks awareness of the CLC as a place that addresses their needs 	<ul style="list-style-type: none"> CLC site-based SNAC members meet monthly and include at least one community member Data from needs assessment is used to inform program services Schools are open to community involvement Community partnerships are developed to meet identified needs Neighborhood residents use services offered at CLC site Success and results from evaluations are distributed to community members 	<ul style="list-style-type: none"> Parents/caregivers, neighborhood residents, and CLC site team meet regularly and share a common vision and mission CLC site team and SNAC partner with neighborhood and business (individual and associations) to meet the needs of neighborhood and families Neighborhood residents use the CLC school as a focal point for addressing neighborhood issues and challenges, and for celebration

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Lincoln CLC Annual Plan Template:

**Community Learning Center
2020 - 2021 Annual Plan
Site Name**

SITE DEMOGRAPHIC INFORMATION

Total School Enrollment _____

School Free/Reduced Lunch - Percent of student body participating? _____

Total CLC Student Hours Open Per Week _____

Total Adult Hours Open Per Week _____

Timeframe of Services	30+ Day CLC Student Attendance Goal	2020 Start Date	2021 Ending Date	Program Start Time (Hour of Day)	Program End Time (Hour of Day)	Days of the Week (e.g., M-F)
After-School Only		08/__/20	05/__/21	_____PM	_____PM	
Before / After School		08/__/20	05/__/21	_____A M _____PM	_____A M _____PM	
Students on Days Off	Yes or No			_____A M	_____PM	
Students during Summer	Yes or No			_____A M	_____PM	

A. Describe the process used to complete this annual plan.

- *How were interventions/activities determined? What data informed the choices?*
- *Who was involved? Have all stakeholders sign at the end of form.*
- *What are your site-based goals?*

B. Based on planned activities, how will professional development be provided on site? How can the CLC office support your professional development efforts?

C. What will be your strategies for getting 50% return rate for Parent Surveys and 90% for Student Surveys?

ANNUAL PLAN 2020 - 2021

Student Success Conditions for Success (List the condition for success that is being addressed.)	What activities or interventions are planned? (List intervention or activity that data indicates is a site-based need.)	Indicators of Success or Data Sources (How will you know you met your goal?)	Resources (Who and what do you need to implement this intervention or activity?)

Add or delete rows as needed.

Partnerships Conditions for Success (List the condition for success that is being addressed.)	What activities or interventions are planned? (List intervention or activity that data indicates is a site-based need.)	Indicators of Success or Data Sources (How will you know you met your goal?)	Resources (Who and what do you need to implement this intervention or activity?)

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Add or delete rows as needed.

BUDGET: (include Annual Plan budget spreadsheet)

Total 21st Century funds being requested _____

What Interlocal Funds will support your Annual Plan?

Plan developed, reviewed, and approved by key stakeholders.

STAKEHOLDER NAME:	STAKEHOLDER SIGNATURE:

Lincoln CLC Semesterly Report Template:

Semesterly CLC Activity Progress Report July 01, 2020 thru June 30, 2021

Site Name: _____

- August – December
 January – June

Based on your areas of focus on the Full Service Community School Conditions for Success, please complete the following:

Partnerships

Condition for Success	Emerging	Maturing	Excelling	List artifacts that support progress	Describe or comment on progress
Leadership Infrastructure Priority _____					
Responsiveness to Need Priority _____					

Management and Staffing Priority _____					
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Sustainability Priority _____					
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Communication Priority ____					
Evaluation Priority ____					
Professional Development Priority ____					



Student Success

Condition for Success	Emerging	Maturing	Excelling	List artifacts that support progress	Describe or comment on progress
Quality Programming Priority ____					
Integration of Services Priority ____					
Skilled Management and Staff Priority ____					
Engaged Families Priority ____	<input type="text"/>				



Engaged Neighborhood and Community					
Priority _____					

Program Operation Activities

Planned Activity	Emerging	Maturing	Excelling	List artifacts that support progress	Describe or comment on progress
Operating within budget					
Attendance at SCC and stakeholder meetings					
Staff development opportunities i.e. site-based, lead teacher workshops, CLC, LPS, and lead agency opportunities, outside partners and resources					
Partnerships promoted and developed. MOUs in place.					
Collaboration surveys completed and submitted on time					
Archibus (facility use) complete and approved by school					
Self-assessment and site observation					
Communication response to partner's email, phone calls, etc.					

Student Learning Requirements

Planned Activity	Emerging	Maturing	Excelling	List artifacts that support progress	Describe or comment on progress
SPARK curriculum implemented per plan					
Core and club attendance reports completed and submitted on time					
Attendance is meeting projected goals					



Engaged Neighborhood and Community					
Priority _____					

Program Operation Activities

Planned Activity	Emerging	Maturing	Excelling	List artifacts that support progress	Describe or comment on progress
Operating within budget					
Attendance at SCC and stakeholder meetings					
Staff development opportunities i.e. site-based, lead teacher workshops, CLC, LPS, and lead agency opportunities, outside partners and resources					
Partnerships promoted and developed. MOUs in place.					
Collaboration surveys completed and submitted on time					
Archibus (facility use) complete and approved by school					
Self-assessment and site observation					
Communication response to partner's email, phone calls, etc.					

Student Learning Requirements

Planned Activity	Emerging	Maturing	Excelling	List artifacts that support progress	Describe or comment on progress
SPARK curriculum implemented per plan					
Core and club attendance reports completed and submitted on time					
Attendance is meeting projected goals					



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2020-2021

06/01/2020

Program schedule updated quarterly, or as needed					
Demographic objectives met (FRL, ELL, Ethnicity)					
Student, parent, and teacher surveys completed					
Success story data documented and reported per best practice					
Student snack rosters submitted to Nutrition Services on time					

Lincoln CLC Program Highlights:

{Name of School} Community Learning Center Program Highlights 2020-2021 School Year

Introduction

This paragraph should be an introduction to your school. Share school demographics, interesting historical data, information about your CLC, etc.

Initial Assessment of Need

This paragraph should describe how you identified your program highlights plan or the need your plan is addressing. Often this is a reflection of your annual plan, so describe how the need was identified and what you did to address the need.

Intervention

Describe what your site did. What was the intervention implemented that attempted to address the need you identified? Describe it with enough detail so someone who is unfamiliar with your site will understand. Provide enough information for someone to replicate your process.

Impact

This is where you present your data or your findings. Please be sure to explain with enough detail so readers know what the data means and how to interpret it. You need to keep to the facts in this section. You can provide some of your own thoughts in the Final Comments section, but this section is just a report of the findings/results.

Unanticipated Impact

Sometimes unexpected outcomes occur, both positive and negative. If something unexpected happened, it's a good idea to share that.

Final Comments

You can name this last section something else if you'd like. In this section, provide some of your thoughts about the intervention. Would you do it again? If so, would you do it differently next time? Do you have any pro tips for those who want to give it a try at their site? What would you like parents, teachers, the community to know?

Lincoln CLC Feedback to Sites Template:

**Review of CLC Site Portfolio
2019-2020 School Year**

© Lincoln Community Learning Centers 2021

Site Name:

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- Note to Sites: Include the following...
 - description in the quarterly reports about efforts undertaken to support each condition for success.
 - documents that support the descriptions in the quarterly reports, including all required reporting documents (annual plan, quarterly reports, self-assessment, program highlights, etc.). Consider linking the documents within the quarterly report.
 - any additional documentation you would like to add that supports your self-rating on the quarterly reports.

Annual Plan:

<i>Was Annual Plan Developed?</i>	
<i>Were goals selected based on identified need (data driven)?</i>	

Quarterly Reports:

<i>Were reports completed for each quarter?</i>	
<i>What were the indicated site priorities?</i>	
<i>Were Quarterly Reports aligned with goals identified in the Annual Plan?</i>	
<i>Did Quarterly Reports indicate improvement on site priorities?</i>	
<i>Were documents provided in the portfolio that support the ratings in the Quarterly Reports?</i>	

Budget:

<i>Was a budget included?</i>	
<i>Was a summary of how site spent Interlocal funds included?</i>	

NDE Evaluation:

<i>Was the Program Highlights (Success Story) included?</i>	
<i>Was the self-assessment included?</i>	
<i>If applicable, was the monitoring checklist included?</i>	
<i>If applicable, was the external site observation included?</i>	

Partnerships Rubric:

Condition for Success	Q1	Q2	Q3	Q4	Score based on Evidence Provided*
<i>Leadership Infrastructure</i>					
<i>Responsiveness to Need</i>					
<i>Management and Staffing</i>					
<i>Sustainability</i>					
<i>Communication</i>					
<i>Professional Development</i>					
<i>Evaluation</i>					

*Descriptions in Quarterly Reports taken as partial evidence.

Student Success Rubric:

Condition for Success	Q1	Q2	Q3	Q4	Score based on Evidence Provided*

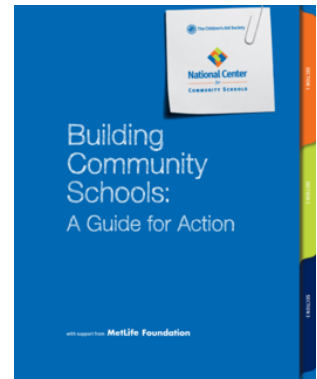
<i>Quality Programming</i>					
<i>Integration of Services</i>					
<i>Skilled Management and Staffing</i>					
<i>Engaged Families</i>					
<i>Engaged Neighborhood and Community</i>					

*Descriptions in Quarterly Reports taken as partial evidence.

Comments:

Book Study – FSCS Blue Book:

Lubell, E. (2011). *Building community schools: A guide for action*. The Children’s Aid Society, National Center for Community Schools.



https://www.nccs.org/sites/default/files/resource/NCCS_BuildingCommunitySchools.pdf

Potential Reading Schedule:

- Week #1 Foreword and Introduction (pgs. v – ix)
- Week #2 Transforming Public Education (pgs. 1 – 20)
- Week #3 The Children’s Aid Society (CAS) Community Schools (pgs. 21 – 32)
- Week #4 The Vision Becomes Reality (pgs. 33 – 42)
- Week #5 Building Systematic Community School Initiatives (pgs. 43 – 48)
- Week #6 Sustaining Community Schools (pgs. 49 – 57)
- Week #7 Building Capacity to Implement Community Schools (pgs. 58 – 61)
- Week #8 Conclusion, Tools, and Wrap-Up (pgs. 62 – 79)

Potential Discussion Questions:

1. What was an AHA! moment or idea you had while reading?
2. What was something you were surprised to learn?
3. Where do you see your role/the role of your team fitting in and/or supporting the vision of Full-Service Community Schools?
4. What are some small steps you can start taking towards a FSCS? How can you expand on things you already have going on in your community/school district/etc.?

5. When thinking about community input and engagement, who is missing from your decision-making table? While thinking through this question, try to focus on individuals in your community (i.e., parents, caretakers, residents, youth) opposed to community partnerships (i.e., non-profits, business leaders).