

Leading Indicators for 21st CCLC Program Quality

The goals of the Oregon Leading Indicators for program quality are to:

- (1) provide information about how well an individual center and the state as a whole are doing in implementing programming that is likely to achieve the goals and objectives specified for the program;
- (2) help establish a standard of quality that grantees should be striving toward in the implementation of their program;
- (3) influence grantee behavior by detailing service delivery expectations and their performance relative to these expectations; and
- (4) help inform state staff on what steps need to be taken from a training, technical assistance, and policy development front to support grantees in the achievement of program improvement goals.

The Leading Indicators were informed by relevant research and developed jointly by the Oregon Leading Indicators Advisory Group and by the staff at the American Institutes for Research. Broadly defined, the Oregon Leading Indicator Categories are: (1) Collaboration and Partnership; (2) Staff; (3) Intentionality in Student Program Offerings; and (4) Intentionality in Family Program Offerings. The Leading indicators are defined here:

Collaboration and Partnership

1. Partners associated with the center are actively involved in planning, decision making, evaluating, and supporting the operations of the afterschool program.
2. Staff from partner organizations is meaningfully involved in the provision of activities at the center.
3. Staff at the center will be engaged in intentional efforts to collaborate and communicate frequently about ways to improve program quality.
4. Steps are taken by the center to establish linkages to the school day and use data on student academic achievement to inform programming.



Staff

5. Staff at the center is provided with training and/or professional development.
6. Staff at the center completes one or more self-assessment during the programming period.
7. Staff at the center is periodically evaluated/assessed during the program period.

Intentionality in Student Program Offerings

8. There is evidence of alignment between (a) program objectives relative to supporting youth development, (b) student needs, and (c) program philosophy/model AND frequency/extent to which key opportunities and supports are provided to youth.
9. There is evidence of alignment between (a) program objectives relative to the academic development of students, (b) student needs, and (c) program philosophy/model AND activities being provided at the center.
10. Intentionality in activity and session design among staff responsible for the delivery of activities meant to support student growth and development in mathematics and reading/language arts.

Intentionality in Family Program Offerings

11. Steps are taken by the center to reach out and communicate with parents and adult family members of participating students.
12. There is evidence of alignment between (a) program objectives relative to supporting family literacy and related development, (b) family needs, and (c) program philosophy/ model AND activities being provided at the center.

