



NC 21st CCLC Out-of-School-Time Program Quality Self-Assessment

BACKGROUND

Based on the thinking and experience of out-of-school-time providers, researchers, and other professionals, in North Carolina and across the country, the North Carolina Center for Afterschool Programs (NC CAP) set forth to determine what high quality out-of-school-time programs have in common. Thus, NC CAP developed and made available a set of quality standards for these programs. In 2017, SERVE Center at the University of North Carolina at Greensboro, in collaboration with the Federal Program Monitoring and Support Division at NCDPI, used the NC CAP self-assessment tool as a starting point to revise and develop a more streamlined and accessible approach for 21st Century Community Learning Centers (CCLC) programs to use in internal reviews of their program quality.

This self-assessment format is intended to facilitate the work of program directors in their organizational reviews and planning around the continuous improvement of program quality. That is, the program self-assessment format is designed to engage program leaders in thoughtful discussions with stakeholders, including internal staff, about how to identify areas of strength and improve other areas that may need attention. It includes questions under eight broad-based quality standards, reflecting features of a high quality out-of-school-time program.

The Program Self-Assessment format is designed to engage program leaders in thoughtful discussions about how to identify areas of strength and improve other areas that may need attention.

The instrument is not meant to be used for external judging of a program as “good” or “bad” but rather, is intended for program leaders’ use in identifying programmatic practices and processes that could be improved.

INSTRUCTIONS

The self-assessment questions are organized under eight Quality Standards, which are:

1. Provide students with a safe environment.
2. Recruit, hire, train, and retain a qualified and diverse staff.
3. Help students learn in different environments.
4. Develop and maintain student attendance processes that are clear and effective.
5. Develop and maintain positive relationships and interactions between students and staff.
6. Establish and maintain strong partnerships with families, businesses, and communities.
7. Provide students with activities and opportunities that support their academic development.
8. Provide students with enrichment activities and opportunities that support academic and personal growth.



This tool is not meant to be used for external judging of a program as “good” or “bad.”

We hope that completing this self-assessment will help your program identify priority areas for improvement, which can then inform the annual organizational goal-setting process.

Under each of the eight quality standards, there are questions about program aspects, processes, or procedures that reflect quality out-of-school-time programming. By answering these questions, we hope that completing this self-assessment will help your program identify priority areas for improvement, which can then inform the annual organizational goal-setting process.

In terms of the self-assessment process, this instrument can be completed by: (a) individual staff and then aggregated; (b) a leadership team or other stakeholder group; (c) key staff or stakeholders who complete different components and then discuss their responses; or (d) a Program Director, who then discusses results, priority areas needing attention, and strategies for improving focus priorities with program staff and stakeholders. There is no one right way to use this tool. Feel free to engage in the self-assessment process in whatever way best fits one’s organization.

Once all questions under the eight quality standards are answered, there is an opportunity at the end of the document to reflect on patterns of responses and identify any areas believed to be most in need of attention going forward.

Out-of-School-Time Program Quality Self-Assessment Tool



Quality Standard #1: Provide Students with a Safe Environment

Does the out-of-school-time program...	Yes	In Progress	No
1) have an environment that is free of safety hazards, clean, and conducive to the learning activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) have written and approved safety policies and procedures that are shared with students and their parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) train all staff on written and approved safety policy and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) comply with state-required emergency and evacuation procedures including safety and fire drills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) maintain all requisite documents pertaining to facility safety inspections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) maintain accurate and readily available registration documents and emergency information for all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) maintain a regular schedule that has been clearly communicated to staff, parents, and students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) have effective procedures for arrival, dismissal, and other important student transitions (e.g., way to record students' arrival, departure)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) ensure safe transportation to and from the program and program-sponsored field trips (as needed)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) serve at least one nutritious snack and/or meal per day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) have written guidance for parents and staff on working with students with disabilities as per the Americans with Disabilities Act (ADA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked "Yes", "In Progress", and "No"

Use the space below to add any notes regarding Quality Standard #1

Quality Standard #2: Recruit, Hire, and Retain a Qualified Staff

Does the out-of-school-time program...	Yes	In Progress	No
1) have a safe and effective staff-student ratio?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) conduct background checks on all staff, including volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) consider the educational qualifications of staff during the hiring process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) employ program staff who are representative of the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) maintain an employee handbook that describes program policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) hold regular staff meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) have a staff compensation structure that is reasonable and necessary to the scope of the grant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) assess the development needs of staff and support relevant staff training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) offer staff training opportunities around fostering mutual respect and positive relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked "Yes", "In Progress", and "No"

Use the space below to add any notes regarding Quality Standard #2

Quality Standard #3: Help Students Learn in Different Environments

Does the out-of-school-time program...	Yes	In Progress	No
1) offer opportunities for active or independent learning (e.g., project-based learning)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) offer opportunities for group-based activities, peer mentoring, or other peer-to-peer activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) offer learning activities off the program site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) offer service activities, community-based projects, or internships (for older students)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) offer activities that stimulate interest in the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked "Yes", "In Progress", and "No"

Use the space below to add any notes regarding Quality Standard #3

Quality Standard #4: Develop and Maintain Student Attendance Processes that are Clear and Effective

Does the out-of-school-time program...	Yes	In Progress	No
1) have a way to record/monitor daily student attendance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) maintain a clear attendance policy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) clearly communicate attendance policies and goals to students and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) utilize appropriate staff, as needed, for family outreach to address any attendance-related issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) use attendance data to examine strengths and weaknesses of program delivery and adjust programming as needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked "Yes", "In Progress", and "No"

Use the space below to add any notes regarding Quality Standard #4

Quality Standard #5: Develop and Maintain Positive Relationships Between Students and Staff

Does the out-of-school-time program...	Yes	In Progress	No
1) have written guidance, with staff training, on student and staff expectations for respectful behaviors during out-of-school time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) support staff in developing positive student relationships (e.g., training, feedback, resources)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) foster collaboration between students and staff in setting clear expectations for program behavior (e.g., encourage mutual respect, listening and responsiveness between staff and students)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) systematically monitor and offer feedback on student behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) have staff that models expected behavior for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked "Yes", "In Progress", and "No"

Use the space below to add any notes regarding Quality Standard #5

Quality Standard #6: Establish and Maintain Effective Partnerships with Families, Businesses, and Communities

Does the out-of-school-time program...	Yes	In Progress	No
1) have a plan for family/parent involvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) maintain an effective process for regular communication with families, schools, businesses, and community-based programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) offer educational experiences for parents and families of enrolled children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) collect feedback (including suggestions for improvement) from key stakeholders (e.g., parents, community, schools)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) have established community and school collaborations that enhance program activities and sustainability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) offer parents an environment that is comfortable and inviting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) offer staff training, as appropriate, on parent participation, community and/or school collaboration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) have a parent/community advisory committee that meets regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked “Yes”, “In Progress”, and “No”

Use the space below to add any notes regarding Quality Standard #6

Quality Standard #7: Provide Students with Activities and Opportunities that Support their Academic Development

Does the out-of-school-time program...	Yes	In Progress	No
1) have an effective process to collaborate with regular school-day personnel (e.g., principals, classroom teachers)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) offer grade-level-aligned programming to reinforce regular school-day learning (e.g., tutoring, homework assistance)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) make available, academically-related resources (e.g., books, materials, computer hardware and software, or other resources)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) offer instructional activities that align with academic needs identified for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) offer instructional activities that align with the state standard courses of study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked "Yes", "In Progress", and "No"

Use the space below to add any notes regarding Quality Standard #7

Quality Standard #8: Provide Students with Enrichment Activities and Opportunities that Support Academic and Personal Growth

Does the out-of-school-time program...	Yes	In Progress	No
1) offer students academic skill-building activities to manage day-to-day responsibilities including homework, studying, note-taking, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) offer students youth development activities that foster responsible-decision making skills and coping strategies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) include activities related to life skill development (e.g., financial literacy, health and wellness)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) offer activities for students to engage in service learning, internships, or apprenticeships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) offer opportunities for students to make choices among activities based on student interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) offer opportunities to help students develop confidence in their abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Total #s Checked "Yes", "In Progress", and "No"

Use the space below to add any notes regarding Quality Standard #8

Self-Assessment Summary

In the table below, enter the total number of times “Yes”, “In Progress”, and “No”, were selected under each of the eight quality standards.

Quality Standard	Total # “Yes”	Total # “In Progress”	Total # “No”
Quality Standard #1: Provide students with a safe environment. (11 questions)			
Quality Standard #2: Recruit, hire, train, and retain a qualified staff. (9 questions)			
Quality Standard #3: Help students learn in different environments. (5 questions)			
Quality Standard #4: Develop and maintain student attendance processes that are clear and effective. (5 questions)			
Quality Standard #5: Develop and maintain positive relationships between students and staff. (5 questions)			
Quality Standard #6: Establish and maintain strong partnerships with families, businesses, and communities. (8 questions)			
Quality Standard #7: Provide students with activities and opportunities that support their academic development. (5 questions)			
Quality Standard #8: Provide students with enrichment activities and opportunities that support academic and personal growth. (6 questions)			

Looking at the totals where “In Progress” or “No” was checked for each quality standard, identify those top two or three standards believed to be most in need of attention going forward.

Self-Assessment Planning Worksheet

The following table may be useful in thinking through next steps regarding the top two or three priority standards believed to be most in need of attention going forward.

Name of Quality Standard	Areas Most in Need of Attention	Next Steps	Person Responsible	Timeline/ Milestones