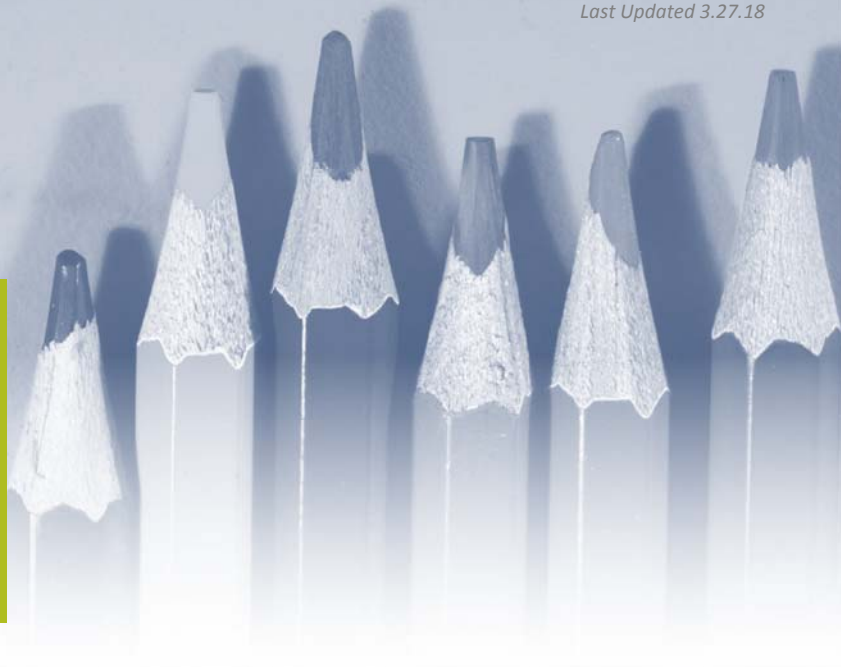


# NC 21<sup>st</sup> CCLC Out-of-School-Time Program Quality Self-Assessment



## 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 21<sup>st</sup> 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.