North Carolina Center for Afterschool Programs
Self-Assessment and Planning for Quality

One of the first steps for the North Carolina Center for Afterschool Programs (NC CAP) has been to examine how programs best support children and youth. Representing the diversity of North Carolina afterschool programs, the NC CAP advisory board has considered the thinking and experience of providers, researchers, and other professionals, in North Carolina and across the country, to determine what high quality programs have in common. In response, the center endorses nine quality indicators:

Goals for Program Management and Delivery
Safe, Healthy, and Orderly Environment
Qualified and Diverse Staff
Opportunities to Learn in Diverse Environments

Goals for Program Connections
Positive Participant and Staff Interactions
Active Family and Community Partnerships
Consistent Participant Attendance

Goals for Program Participants
Greater Personal Responsibility
Improved Academics Achievement
Greater Creativity and Well-Being

Understanding that improving quality is an on-going process that includes careful self-assessment, NC CAP hopes to offer a useful tool that can help programs chart their progress in each of these areas. Parallel ways for programs to gauge whether they meet quality goals, include:

1. National AfterSchool Association Standards for Quality School-Age Care Accreditation Guideline
2. N.C. Division of Child Development Licensure: 4- or 5-Star Levels
3. School-Age Care Environment Rating Scale Assessment

NC CAP wishes to thank the Duke University team of Jeff Valentine, Harris Cooper, Erika Patall, Jorgi Robinson, and Diana Tyson for their work in providing questionnaires that can be used to measure outcomes. The guidelines are designed to help programs, whether new or experienced, plan and appraise their progress toward providing the best programs possible for the children and families they serve. The Center is also grateful for the expertise and input of Kimberly Carmichael, Technical Assistance Manager of the South Carolina Aftershool Alliance, in working to make the tool easy to use. Your input is welcome for future revisions.

How to Use the Self-Assessment Tool

Following are some guides for completing each form in the Self-Assessment Tool. Hopefully, the instructions will provide clarification for any questions or uncertainties you may have while using the tool. The self-assessment should provide you with a comprehensive view of your program and can be used as a means for reflection on your program's progress and success. This document is fillable & printable.

Completing the Self-Assessment and Planning for Quality Form

The following clarifies what each category means:

- **Not Addressed** indicates the program has not developed a practice to approach this particular area;
- **In Development** indicates the program is developing a practice to address this particular area;
- **In Place** indicates a practice is currently being used to address this particular area;
- **In Place and Under Review** indicates the practice currently in place is being reviewed to see whether it is leading to goal achievement.
- **Helps Program Reach Goal** indicates the practice has been reviewed, and revised as necessary, and is helping the program reach its goals.

How to Use the Worksheet

The worksheet is intended for use in addressing an area that you have identified as not being attended to or needing strengthening. As you chart your continuous improvement effort, it may be most useful to first focus your attention on the areas you have identified as Not Addressed. You may use this form to draft a plan including: resources, strategies, and technical assistance needs that will help the program meet its goals. Extra worksheets are provided in an appendix. An implementation timeline can also be created and would include review of the tool with staff (as early in the program term as possible) and an assessment schedule (e.g., quarterly or mid- and end-point).

Completing the Short-Term and Long-Term Measures Form

The assessment tool can be used to look at the program's policies, procedures, and goals through elements associated with positive outcomes for children and teens. The tool allows a director and other staff to reflect on the program's progress. The form is intended to be an aid in taking a snapshot view of a program so that staff can see where the program fits along a continuum of helping children learn and grow.

When completing the form, it is helpful to know that **short-term goals** refer to those that happen within a year, and **long-term goals** usually take longer than a year, even several years, to achieve. As you identify measures, consider existing data or records that your program maintains on a regular basis, *e.g.* attendance records, discipline records, personnel records, weekly activity reports, *etc.* Some other measures may include parent or student surveys, staff training, community outreach projects, *etc.* For example, if the indicator is *satisfaction with program activities,* a customer satisfaction survey would be an appropriate measure to use. There are a variety of short-term and long-term measures provided for each goal. Add measures most suitable in reviewing your program's progress.

Goals for Program Management and Delivery

■ Goal1: Orderly, Safe, and Healthy Environment

A high-quality afterschool program provides participants with an environment conducive to growth and learning.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1.Program environment that is:					
a. free of safety hazards					
b. clean					
c. suitably equipped					
2. Written and approved safety policies and procedures that are shared with:					
a. staff					
b. parents					
c. participants					
3. State required:					
a. fire drills					
b. safety drills					
4. Safe transportation to and from the program and program - sponsored field trips					
5. Accurate registration documents for all participants					
6. All required documents pertaining to:					
a. health certificate					
b. insurance					
c. security					
7. Emergency information that is:					
a. accurate					
b. easily available (*e.g., posted)*					

Worksheet

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
8. Regular schedule that has been clearly communicated to:					
a. staff					
b. parents					
c. participants					
9. Effective procedures for:					
a. arrival					
b. dismissal					
c. transportation					
10. A way to record participants'					
a. arrival					
b. departure					
c. on-site location					
11. At least one nutritious snack and/or meal per day					
12. A way to record and inform staff regarding special physical and mental health needs of participants					
13. System that provides and communicates:					
a. rules for participant behavior					
b. consistent rewards and consequences for behavior					
14. Recommended staff/participant ratio					
15. Mechanism to:					
a. review budget monthly					
b. track expenses					
c. adjust approved budget as indicated					

Date completed _____   By (Name,Position) _____

Outcomes: Goal 1

Short-term participant measures:	Measure Identified	Goal Set	Progress Documente	Goal Achieved
Example: Number of injuries occurring in the program	(state measure used)	(identify goal: *e.g.,* 0 injuries)	(include date measured)	(date measured)
Example: Number of disciplinary actions taken in the program				
1.				
2.				
3.				
4.				
5.				
Long-term participant measures:	**Measure Identified**	**Goal Set**	**Progress Documente**	**Goal Achieved**
Example: Feelings of safety in the program				
Example: Number of complaints regarding health and safety issue (including those by parents and others)				
1.				
2.				
3.				
4.				

Worksheet

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

■ Goal2: Qualified and Diverse Staff

A high-quality afterschool program recruits, hires, trains, and retains a qualified and diverse staff representative of the community.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. Background checks on all staff					
2. Educational qualifications for staff					
3. Program staff who are representative of the community					
4. Employee handbook that describes program policies and procedures					
5. Regular staff meetings					
6. Appropriate staff salary structure					
7. A way to:					
a. assess development needs of staff					
b. support relevant training					
8. Opportunities for staff					
a. career planning					
b. career advancement					
9. Staff training, when appropriate, to foster					
a. mutual respect					
b. positive relationships					

Date completed _____   By (Name,Position)

_____

Outcomes: Goal 2

Short-term staff measures:	Measure Identified	Goal Established	Progress Documented	Goal Achieved
Example: Knowledge of program policies and procedures				
Example: Participation in professional development activities				
1.				
2.				
3.				
4.				
5.				
Long-term staff measures:	Measure Identified	Goal Established	Progress Documented	Goal Achieved
Example: Employee turnover				
Example: Evidence of career development and advancement				
1.				
2.				
3.				
4.				

Worksheet

Goal #   Element:

Strategies	*Timeline*
Responsibilities	*Resources*
Assistance Needed	

Goal #   Element:

Strategies	*Timeline*
Responsibilities	*Resources*
Assistance Needed	

Goal #   Element:

Strategies	*Timeline*
Responsibilities	*Resources*
Assistance Needed	

■ Goal 3: Opportunities to Learn in Diverse Environments

A high-quality afterschool program helps students learn in different environments and under different activity structures.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. Opportunities to engage in independent learning					
2. Opportunities to engage in interactive, group-based activities					
3. Books, materials, or other resources that stimulate interest in the community					
4. Opportunities to engage in learning activities off the program site					
5. Opportunities to engage in:					
a. peer mentoring					
b. service activities					
c. community based projects					
d. internships (for older participants)					

Date completed _____   By (Name, Position) _____

Outcomes: Goal 3

Short-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Participation in program activities				
Example: Satisfaction with program activities				
Example: Perception of having choice in program activities				
Example: Knowledge about community organizations and agencies (for older participants)				
Example: Knowledge about available community resources				
Example: Number and types of community service activities engaged in by participants through the program				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Long-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Self-esteem and resilience				
Example: Life skills and competence				
Example: Engagement in community improvement and leadership				
Example: Pride in the community				
Example: Job attainment and retention				
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Worksheet

Goal #   Element:

Strategies		Timeline	
Responsibilities		*Resources*	
Assistance Needed			

Goal #   Element:

Strategies		Timeline	
Responsibilities		*Resources*	
Assistance Needed			

Goal #   Element:

Strategies		Timeline	
Responsibilities		*Resources*	
Assistance Needed			

Goals for Program Linkages

▲Goal4: Consistent Participant Attendance

Participants in a high-quality afterschool have regular and frequent attendance.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. A way to:					
a. record attendance					
b. monitor attendance					
2. Clear:					
a. attendance policy					
b. attendance goals					

Date completed _____   By (Name, Position)_____

Outcomes: Goal 4

Short-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Program attendance.				
1.				
2.				
Long-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: School attendance.				
1.				
2.				

Worksheet

Goal #   Element:

Strategies	Timeline
Responsibilities	Resources
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	Resources
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	Resources
Assistance Needed	

▲Goal5: Positive Participant and Staff Interactions

A high-quality afterschool program develops, and maintains positive relationships and interactions between participants and staff.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. A way for participants and staff to collaborate in setting clear expectations for program behavior (e.g., encourage mutual respect, listening and responsiveness between staff and participants)					
2. A way to guide positive interactions among participants					
3. A way to systematically monitor participant behavior					
4. A way for involving community members, including former participants, to serve as volunteers or staff					

Date completed _____ Completed by (Name, Position) _____

Outcomes: Goal 5

Short-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Respect for other participants and staff members				
Example: Demonstration of positive behaviors				
Example: Incidences of participants going to staff members for academic, social, or emotional guidance				
Example: Feelings of responsiveness and respect from staff				
1.				
2.				
3.				
4.				
5.				

Long-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Demonstration of positive behaviors as modeled by staff				
Example: Respect for figures in authority				
1.				
2.				
3.				
4.				
5.				

Worksheet

Goal #   Element:

Strategies	*Timeline*
Responsibilities	*Resources*
Assistance Needed	

Goal #   Element:

Strategies	*Timeline*
Responsibilities	*Resources*
Assistance Needed	

Goal #   Element:

Strategies	*Timeline*
Responsibilities	*Resources*
Assistance Needed	

▲Goal6: Active Family and Community Partnerships

A high-quality afterschool program establishes and maintains strong partnerships with families, businesses and communities and promotes participant involvement in the community.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Measure Identified	In Developmen t	In Place	In Place and Under Review	Helps Program Reach Goal
1. Has a parent/community advisory committee that meets regularly					
2. Working system for regular communication with:					
a. families					
b. schools					
c. businesses					
d. community-based programs					
3. Collection of feedback from all stakeholders that is:					
a. informal					
b. formal					
4. Community collaborations that enhance:					
a. program activities					
b. sustainability					
5. Climate for parents that is:					
a. comfortable					
b. inviting					
6. Plan for parent involvement					
7. Educational experiences for families					
8. Staff sensitivity training, as appropriate, to enhance good relations with: a. parents b. the community					

Date completed _____   By (Name, Position) _____

Outcomes: Goal 6

Short-term parent and community measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Parent satisfaction				
1.				
2.				
3.				
4.				
5.				
Long-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Public support for the program				
Example: Donations of time and resources to the program by the public				
1.				
2.				
3.				
4.				

Worksheet

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goals for Program Participants

● **Goal7: Greater Personal Responsibility**

A high-quality afterschool program promotes personal responsibility by providing an environment that actively engages students in structuring their academic and personal growth.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. Opportunities to make choices among activities					
2. Opportunities to take part in development of program activities					
3. Opportunities to showcase participant work					
4.: Opportunities to engage in community service					
5. Opportunities to be a peer or cross-age mentor					

Date completed: _____   By (Name, Position)_____

Outcomes: Goal 7

Short-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Participation in responsibility-building activities				
Example: Satisfaction with responsibility-building activities				
Example: Perception of having choice in activities				
1.				
2.				
3.				
4.				
5.				
6.				
Long-term participant measures:	**Measure Identified**	**Goal Established**	**Progress Documente**	**Goal Achieved**
Example: Sense of responsibility for own behaviors				
1.				
2.				

Worksheet

Goal #   Element:

Strategies	Timeline
Responsibilities	Resources
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	Resources
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	Resources
Assistance Needed	

● Goal8: Improved Academic Achievement

Participants in a high-quality afterschool program are provided with activities and opportunities that support their academic and cognitive growth and development

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. Programming that supports school day activities:					
2. Working mechanism to collaborate with school-day personnel					
3. Time allotted for:					
a. tutoring					
b. homework assistance					
4. Academically-related books, materials, computer hardware and software, or other resources					

Date completed _____   By (Name, Position) _____

Outcomes: Goal 8

Short-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Computer skills				
Example: Homework completion				
1.				
2.				
3.				
Long-term participant measures:	**Measure Identified**	**Goal Established**	**Progress Documente**	**Goal Achieved**
Example: Sense of academic competence				
Example: Achievement test scores				
Example: School grades				
Example: Educational aspirations and levels of completion				
1.				
2.				
3.				
4.				

Worksheet

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

● Goal 9: Greater Creativity and Well-Being

Participants in a high-quality afterschool program are provided activities that support their emotional, social, and physical growth.

PLACE AN "X" THE APPROPRIATE BOX

A quality program has the following elements:	Not Addressed	In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. Opportunities to develop confidence in one's abilities					
2. Knowledge of essential life skills					
3. Opportunities to develop a sense of belonging with peers					
4. Activities designed for skill acquisition or enrichment in:					
a. the arts					
b. technology					
c. health and safety					
5. Opportunities to engage in activities that allow participants to *demonstrate* creativity and self-expression, for example:					
a. fine arts *(e.g.,* painting, drawing, sculpture)					
b. performing arts *(e.g.,* music, drama, dance)					
c. creative writing					
6. Books, materials, or other resources that teach and stimulate interest in:					
a. the arts					
b. good health and personal safety					

Date completed _____ By (Name, Position)_____

Outcomes: Goal 9

Short-term participant measures:	Measure Identified	Goal Established	Progress Documente	Goal Achieved
Example: Sense of social competence				
Example: Demonstration of creativity and self-expression				
Example: Awareness of different forms of artistic expression				
Example: Knowledge of nutrition				
Example: Knowledge of personal hygiene				
Example: Knowledge of basic first aid				
1.				
2.				
3.				
4.				
5.				
Long-term participant measures:	**Measure Identified**	**Goal Established**	**Progress Documente**	**Goal Achieved**
1. Weight/body mass index				
2. Incidence of smoking, drinking, and drug use				
3.				

Worksheet

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	

Goal #   Element:

Strategies	Timeline
Responsibilities	**Resources**
Assistance Needed	