

## **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 Afterschool 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.*

## 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.



## *Worksheet*

Goal #    Element:

<u>Strategies</u>	<u>Timeline</u>
<u>Responsibilities</u>	<u>Resources</u>
<u>Assistance Needed</u>	

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Goal #    Element:

<u>Strategies</u>	<u>Timeline</u>
<u>Responsibilities</u>	<u>Resources</u>
<u>Assistance Needed</u>	

# 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.

CHECK 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)					

CHECK THE APPROPRIATE BOX

<b>A quality program has the following elements:</b>	<b>Not Addressed</b>	<b>In Development</b>	<b>In Place</b>	<b>In Place and Under Review</b>	<b>Helps Program Reach Goal</b>
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 (Position) _____
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## Outcomes: Goal 1

Short-term participant measures:	Measure Identified	Goal Set	Progress Documented	Goal Achieved
Example: Number of injuries occurring in the program	(state measure used)	(identify goal: <i>e.g.</i> , 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 Documented	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.				

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**■ Goal2: Qualified and Diverse Staff**

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

CHECK THE APPROPRIATE BOX

<b>A quality program has the following elements:</b>	<b>Not Addressed</b>	<b>In Development</b>	<b>In Place</b>	<b>In Place and Under Review</b>	<b>Helps Program Reach Goal</b>
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 (Position) _____
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# *Worksheet*

*Goal:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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## 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:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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**■ Goal 3: Opportunities to Learn in Diverse Environments**

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

CHECK THE APPROPRIATE BOX

<b>A quality program has the following elements:</b>	<b>Not Addressed</b>	<b>In Development</b>	<b>In Place</b>	<b>In Place and Under Review</b>	<b>Helps Program Reach Goal</b>
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 (Position) \_\_\_\_\_

### Outcomes: Goal 3

Short-term participant measures:	Measure Identified	Goal Established	Progress Documented	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 Documented	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:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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## ***Goals for Program Linkages***

### ▲ **Goal4: Consistent Participant Attendance**

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

CHECK 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 (Position) _____
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## Outcomes: Goal 4

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

**▲ Goal5: Positive Participant and Staff Interactions**

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

CHECK 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 (Position) \_\_\_\_\_



## Outcomes: Goal 5

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

# *Worksheet*

*Goal:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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**▲ 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.

CHECK THE APPROPRIATE BOX

A quality program has the following elements:		In Development	In Place	In Place and Under Review	Helps Program Reach Goal
1. Has a parent/community advisory committee that meets regularly	a. parents				
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 (Position) \_\_\_\_\_

# *Worksheet*

*Goal:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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## Outcomes: Goal 6

Short-term parent and community measures:	Measure Identified	Goal Established	Progress Documented	Goal Achieved
Example: Parent satisfaction				
1.				
2.				
3.				
4.				
5.				
Long-term participant measures:	Measure Identified	Goal Established	Progress Documented	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:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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## ***Goals for Program Participants***

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**• Goal7: Greater Personal Responsibility**  
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A high-quality afterschool program promotes personal responsibility by providing an environment that actively engages students in structuring their academic and personal growth.

CHECK THE APPROPRIATE BOX

<b>A quality program has the following elements:</b>	<b>Not Addressed</b>	<b>In Development</b>	<b>In Place</b>	<b>In Place and Under Review</b>	<b>Helps Program Reach Goal</b>
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 (Position) _____
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## Outcomes: Goal 7

Short-term participant measures:	Measure Identified	Goal Established	Progress Documented	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 Documented	Goal Achieved
Example: Sense of responsibility for own behaviors				
1.				
2.				

*Goal:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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• **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

CHECK 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 (Position) \_\_\_\_\_

## *Worksheet*

*Goal:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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## Outcomes: Goal 8

Short-term participant measures:	Measure Identified	Goal Established	Progress Documented	Goal Achieved
Example: Computer skills				
Example: Homework completion				
1.				
2.				
3.				
Long-term participant measures:	Measure Identified	Goal Established	Progress Documented	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:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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• **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.

CHECK 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 <i>demonstrate</i> creativity and self-expression, for example:					
a. fine arts ( <i>e.g.</i> , painting, drawing, sculpture)					
b. performing arts ( <i>e.g.</i> , 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 (Position) \_\_\_\_\_



# *Worksheet*

*Goal:*

*Strategies*

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*Responsibilities*

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*Timeline*

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*Resources*

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*Assistance Needed*

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## Outcomes: Goal 9

Short-term participant measures:	Measure Identified	Goal Established	Progress Documented	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.				
6.				
Long-term participant measures:	Measure Identified	Goal Established	Progress Documented	Goal Achieved
1. Weight/body mass index				
2. Incidence of smoking, drinking, and drug use				
3.				

## **Questionnaires for Parents, Teachers, Students, and Staff**

This document contains questionnaires that can be used for an afterschool program's self-assessment. The questionnaires map on to NC Cap's Self-Assessment and Planning for Quality.

The questionnaires for students are divided into early elementary (K-3), upper elementary (4-5), and middle & high school (6-12). The questionnaires are largely the same across the three forms. There are three areas that differ:

- Early elementary students are not asked about their substance abuse history at all. Upper elementary students are asked only if they have ever tried alcohol. Middle and high school students are asked several questions that get at the nature and extent of alcohol, tobacco, and drug use.
- Middle and high school students are asked more detailed questions about their educational aspirations than are elementary students.
- Middle and high school students are asked about their volunteer involvement in the community, whereas elementary students are not.

Parents should complete a separate survey for each of their children who participate. Teachers should complete a survey for each of their students in the program.

A cover sheet can be added to include the number of surveys distributed and the number returned. (A less than 30% return will seriously compromise the validity of the findings.) You may wish to create an administrator's form for use in tallying scores and recording average results

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Parents/Guardians**

Please answer the questions below as honestly as you can. Your responses will help us improve our program for all children.  
Please complete one questionnaire for each of your children who attend the program.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
1. My child likes coming to the program.	1	2	3	4
2. The program is helping my child to get homework done.	1	2	3	4
3. The program is helping my child to do better in school.	1	2	3	4
4. My child is safer because of the program.	1	2	3	4

What is your child's weight? \_\_\_\_\_ pounds

What is your child's height? \_\_\_\_\_ feet \_\_\_\_\_ inches

How old is your child? \_\_\_\_\_

Thank you for your participation!

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Teachers**

Dear Teacher,

The staff of the \_\_\_\_\_ program are monitoring the homework completion of our students. Your student \_\_\_\_\_ attends our program.

In your estimation, what percentage of assigned homework assignments does s/he complete?

\_\_\_\_\_%

Thank you very much for your cooperation!

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Younger Students (K-3)**

Please answer the following questions about your afterschool program. Circle the response that best describes how you feel.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
1. I feel safe and comfortable with the teachers in this program.	1	2	3	4
2. Overall, I like this program.	1	2	3	4
3. The teachers let me decide what to do here.	1	2	3	4
4. Teachers and students treat each other with respect in this program.	1	2	3	4
5. The teachers here treat me with respect.	1	2	3	4
6. The other students here treat me with respect.	1	2	3	4
7. The afterschool program has helped me to use computers to do research, school projects, or homework.	1	2	3	4
8. The afterschool program has helped me to finish my homework.	1	2	3	4
9. Has this program helped you to ... [insert relevant life skills, such as balance checkbook, behave in public, ask questions]	Not at all	A little	A lot	

Please answer the following questions about you, as honestly as possible. Circle the response that best describes how you feel.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
1. I am happy with the way I can do most things.	1	2	3	4
2. I am happy with myself as a person.	1	2	3	4
3. I often feel ashamed of myself.	1	2	3	4
4. I wish I had more to be proud of.	1	2	3	4
5. The teachers in this program really care about me.	1	2	3	4
6. I follow program rules and directions.	1	2	3	4
7. I get grades that are good enough for me.	1	2	3	4
8. I turn all of my assignments in on time.	1	2	3	4
9. I do my fair share of household chores.	1	2	3	4
10. When I borrow something, I often fail to return it.	1	2	3	4
11. I am as good a student as I would like to be.	1	2	3	4
12. I am doing as well on school work as I would like to.	1	2	3	4

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
13. I am good enough at math.	1	2	3	4
14. I am as good at reading and writing as I want to be.	1	2	3	4
15. I am sure are you that I will graduate from high school.	1	2	3	4
16. I am sure I will get more education after high school.	1	2	3	4
17. I am able to get along with friends.	1	2	3	4
18. I try to treat other students with respect.	1	2	3	4
19. I try to solve problems in a positive manner.	1	2	3	4
20. There are other children who like me.	1	2	3	4
21. I try to control my anger.	1	2	3	4
22. I am _____ years old.				

Thank you very much!

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Late Elementary Students (4-5)**

Please answer the following questions about your afterschool program. Circle the response that best describes how you feel.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
1. I feel safe and comfortable with the teachers in this program.	1	2	3	4
2. Overall, I like this program.	1	2	3	4
3. The teachers let me decide what to do here.	1	2	3	4
4. Teachers and students treat each other with respect in this program.	1	2	3	4
5. The teachers here treat me with respect.	1	2	3	4
6. The other students here treat me with respect.	1	2	3	4
7. The afterschool program has helped me to use computers to do research, school projects, or homework.	1	2	3	4
8. The afterschool program has helped me to finish my homework.	1	2	3	4
9. Has this program helped you to ... [insert relevant life skills, such as balance checkbook, behave in public, ask questions]	Not at all	A little	A lot	

Please answer the following questions about you, as honestly as possible. Circle the response that best describes how you feel.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
1. I am happy with the way I can do most things.	1	2	3	4
2. I am happy with myself as a person.	1	2	3	4
3. I often feel ashamed of myself.	1	2	3	4
4. I wish I had more to be proud of.	1	2	3	4
5. The teachers in this program really care about me.	1	2	3	4
6. I respect my group leader.	1	2	3	4
7. I get grades that are good enough for me.	1	2	3	4
8. I turn all of my assignments in on time.	1	2	3	4
9. I do my fair share of household chores.	1	2	3	4
10. When I borrow something, I often fail to return it.	1	2	3	4
11. I am as good a student as I would like to be.	1	2	3	4
12. I am doing as well on school work as I would like to.	1	2	3	4

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
13. I am good enough at math.	1	2	3	4
14. I am as good at reading and writing as I want to be.	1	2	3	4
15. I am sure I will graduate from high school.	1	2	3	4
16. I am sure I will get more education after high school.	1	2	3	4
17. I am able to get along with friends.	1	2	3	4
18. I try to treat other students with respect.	1	2	3	4
19. I try to solve problems in a positive manner.	1	2	3	4
20. There are other students who like me.	1	2	3	4
21. I try to control my anger.	1	2	3	4
22. Have you even had an alcoholic drink (liquor, beer, or wine)?	No		Yes	

How tall are you? \_\_\_\_\_ feet \_\_\_\_\_ inches

How old are you? \_\_\_\_\_ years old

How much do you weigh? \_\_\_\_\_ pounds

Thank you very much!



**NC CAP Self-Assessment and Planning for Quality  
Assessment for Middle & High School Students**

Please answer the following questions about your afterschool program. Circle the response that best describes how you feel.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
1. I feel safe and comfortable with the teachers in this program.	1	2	3	4
2. Overall, I like this program.	1	2	3	4
3. The teachers let me decide what to do here.	1	2	3	4
4. Teachers and students treat each other with respect in this program.	1	2	3	4
5. The teachers here treat me with respect.	1	2	3	4
6. The other students here treat me with respect.	1	2	3	4
7. The afterschool program has helped me to use computers to do research, school projects, or homework.	1	2	3	4
8. The afterschool program has helped me to finish my homework.	1	2	3	4
9. Has this program helped you to ... [insert relevant life skills, such as balance checkbook, behave in public, ask questions]	Not at all	A little	A lot	

Please answer the following questions about you, as honestly as possible. Circle the response that best describes how you feel.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
1. I am happy with the way I can do most things.	1	2	3	4
2. I am happy with myself as a person.	1	2	3	4
3. I often feel ashamed of myself.	1	2	3	4
4. I wish I had more to be proud of.	1	2	3	4
5. The teachers in this program really care about me.	1	2	3	4
6. I respect my group leader.	1	2	3	4
7. I get grades that are good enough for me.	1	2	3	4
8. I turn all of my assignments in on time.	1	2	3	4
9. I do my fair share of household chores.	1	2	3	4

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
10. When I borrow something, I often fail to return it.	1	2	3	4
11. I am as good a student as I would like to be.	1	2	3	4
12. I am doing as well on school work as I would like to.	1	2	3	4
13. I am good enough at math.	1	2	3	4
14. I am as good at reading and writing as I want to be.	1	2	3	4
15. How sure are you that you will graduate from high school?	1	2	3	4
16. How sure are you that you will get more education after high school?	1	2	3	4
17. I am able to get along with friends.	1	2	3	4
18. I try to treat other students with respect.	1	2	3	4
19. I try to solve problems in a positive manner.	1	2	3	4

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
20. There are other students who like me.	1	2	3	4
21. I try to control my anger.	1	2	3	4
22. If you could go as far as you wanted in school, how far would you like to go?	Become a doctor or lawyer or something like that	I'd like to graduate from college	I'd like to graduate from high school	I don't want to finish high school
23. How often do you volunteer to work in your community (for example, tutoring, working in a soup kitchen, working in a community garden, visiting the elderly, etc.)?	Never	Once or twice a year	About once a month	About once a week
24. The following list indicates things that might happen to kids, or things that kids might do. Please indicate whether you have done these things three or more times in the last year, only once or twice, or not at all...				
• Tried drugs such as marijuana, cocaine, or LSD	Not at all	Once or twice	3 or more	
• Had a little bit of beer, wine or wine coolers, one or two drinks	Not at all	Once or twice	3 or more	
• Smoked cigarettes	Not at all	Once or twice	3 or more	
• Had a lot of beer, wine or wine coolers, more than two drinks	Not at all	Once or twice	3 or more	
• Gone to class high on alcohol or drugs	Not at all	Once or twice	3 or more	
• Chewed or dipped tobacco	Not at all	Once or twice	3 or more	
• Sniffed glue or paint to get high	Not at all	Once or twice	3 or more	

How tall are you? \_\_\_\_\_ feet \_\_\_\_\_ inches

How much do you weigh? \_\_\_\_\_ pounds

How old are you? \_\_\_\_\_ years old.

Thank you very much!

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Program Staff**

Please help us improve our program by answering these questions as honestly and completely as you can. Please circle the answer that best describes your responses.

- |   |   |   |  |                 |
|---|---|---|--|-----------------|
| 1. Students have freedom in selecting activities.   | Disagree<br>a lot                             | Disagree<br>a little  | Agree<br>a little                                | Agree<br>a lot  |
| 2. Does the program meet your career development expectations?  | Not at all                                    | Somewhat  | Yes  |                 |
| 3. Do you participate in training or technical assistance?  | Yes   | No  |  |                 |
| 4. How fully does the training or technical assistance serve your purposes?   | N/A, I<br>don't<br>participate<br>in training | Not at all  | Somewhat   | A great<br>deal |
| 5. Are you paid for time spent in training outside of program hours?  | N/A, I<br>don't<br>participate<br>in training | No, I<br>participate<br>in training<br>but don't<br>get paid<br>for it. | Yes, I am<br>paid for<br>my<br>training<br>time. |                 |
| 6. To what extent have you and your colleagues implemented the ideas and strategies from the training and technical assistance?       | N/A, I<br>don't<br>participate<br>in training | Not at all  | Somewhat   | A lot           |
| 7. What are the primary obstacles preventing you from effectively implementing the strategies and techniques learned during training? |   |   |  |                 |
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8. What training topics are most relevant to you?

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9. Does our program have policies/procedures relating to ... [fill in relevant policy]? \_\_\_\_\_

9a. If yes, what is that policy?

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Thanks for your help!

## Map and Source Guide for Assessment Questions

This document serves two functions. First, it identifies how each assessment question corresponds to the goals on NC CAP's Self-Assessment and Planning for Quality. As an example, one question on the parent form reads: "My child likes coming to the program," which maps to goal 3.2 ("[Student] Satisfaction with program activities") and goal 6.1 ("Parent satisfaction").

This document also serves to identify the sources for the various questions. For example, the question "My child likes coming to the program" can be found on the parent version of the assessment survey used by The After School Corporation, question 8a. Knowing where a question came from helps to identify the foundations of the self-assessment tool. If a source column is blank, it means that a relevant question was not found in the current literature.

Separate tables are given for the questions posed to parents, teachers, students, site coordinators, and program staff, as well as for data that can be taken from administrative records. Some goals individual programs set will need curriculum specific assessment (*e.g.*, "Knowledge of basic first aid"), and others will need observational assessment (*e.g.*, "Students appear engaged, focused, and interested in their activities"). These are noted and treated separately as well.

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Parents**

Item	Goal	Source
My child likes coming to the program.	3.2, 6.1	TASC <sup>1</sup> -PS #8a
The program is helping my child to get homework done.	6.1	TASC-PS #8b
The program is helping my child to do better in school.	6.1	TASC-PS #8d
My child is safer because of the program.	6.1	TASC-PS #8f
What is your child's weight? Height? (Note: An alternative would be to take measurements in the program.)	9.7	

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Teachers**

Item	Goal	Source
What percentage of assigned homework assignments does this student complete?	8.2	

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<sup>1</sup> TASC is The After School Corporation. PS = Parent Survey, SC = Site Coordinator Survey, HS = High School Student Survey, MS = Middle School Student Survey, EL = Elementary School Student Survey

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Students**

Item	Goal	Source
I feel safe and comfortable with the teachers in this program.	1.3	TASC HS (19i), MS (20i), and EL (19g)
Overall, how do you like the afterschool program?	3.2	TASC HS (15), MS (15), and EL (15)
The teachers let me decide what to do here.	3.3, 7.3	TASC-EL #16k
How often do you volunteer to work in your community (for example, tutoring, working in a soup kitchen, working in a community garden, visiting the elderly, etc.)?	3.4	TASC-HS #14 & TASC-MS #14
I am happy with the way I can do most things.	3.5	DuBois et al. (1996) #6
I am happy with myself as a person.	3.5	DuBois et al. (1996) #18
I often feel ashamed of myself. [reverse scored]	3.5	DuBois et al. (1996) #29
I wish I had more to be proud of. [reverse scored]	3.5	DuBois et al. (1996) #42
Teachers and students treat each other with respect in this program.	5.1	TASC-HS #19 & TASC-EL #17
The teachers here treat me with respect.	5.1	
The other students here treat me with respect.	5.1	
The teachers in this program really care about me.	5.2	TASC-MS #20a
I respect my group leader.	5.3	
I get grades that are good enough for me.	8.3	DuBois et al. (1996) #26
I turn all of my assignments in on time.	7.3	Student Personal Responsibility Scale (Singg & Ader, 2001)
I do my fair share of household chores.	7.3	Student Personal Responsibility Scale (Singg & Ader, 2001)
When I borrow something, I often fail to return it.	7.3	Student Personal Responsibility Scale (Singg & Ader, 2001)
The afterschool program has helped me to use computers to do research, school projects, or homework.	8.1	TASC-HS #39
I am as good a student as I would like to be.	8.3	DuBois et al. (1996) #2
I am doing as well on school work as I would like to.	8.3	DuBois et al. (1996) #8
I am good enough at math.	8.3	DuBois et al. (1996) #14
I am as good at reading and writing as I want to be.	8.3	DuBois et al. (1996) #20
I am sure I will graduate from high school?	8.6	TASC-HS #21, MS # 22, EL # 23
I am sure I will get more education after high school?	8.6	TASC-HS #25, MS # 26, EL # 27
If you could go as far as you wanted in school, how far would you like to go?	8.6	TASC-HS #21, MS # 22, EL # 23
I am able to get along with friends.	9.1	Protective Factors Scale #3
I try to treat other students with respect.	9.1	Protective Factors Scale #3

I try to solve problems in a positive manner.	9.1	Protective Factors Scale #3
There are other children who like me.	9.1	Protective Factors Scale #3
I try to control my anger.	9.1	Protective Factors Scale #3
Has this program helped you to ... [insert life skills you have addressed, such as balance checkbook, behave in public, ask questions]	9.5	
Have you even had an alcoholic drink (liquor, beer, or wine)?	9.7	TASC-HS #29, MS # 33, EL # 26
During the past 30 days, on how many days have you had at least one alcoholic drink?	9.7	TASC-HS # 30, MS # 34
The following list indicates things that might happen to kids, or things that kids might do. Please indicate whether you have done these things three or more times in the last year, only once or twice, or not at all... <ul style="list-style-type: none"> <li>• Tried drugs such as marijuana, cocaine, or LSD</li> <li>• Had a little bit of beer, wine or wine coolers, one or two drinks</li> <li>• Smoked cigarettes</li> <li>• Had a lot of beer, wine or wine coolers, more than two drinks</li> <li>• Gone to class high on alcohol or drugs</li> <li>• Chewed or dipped tobacco</li> <li>• Sniffed glue or paint to get high</li> </ul>	9.7	Individual Protective Factors Index # 14

DuBois, D.L., Felner, R. D., Brand, S., Phillips, R. S. C., & Lease, A. M. (1996). Early adolescent self-esteem: A developmental-ecological framework and assessment strategy. *Journal of Research on Adolescence*, 6, 541-578.

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Site Coordinators**

Item	Goal	Source
Have there been any incidents in your program that have raised concerns about safety? (If yes, explain)	1.1, 1.4	TASC-SC #33

**NC CAP Self-Assessment and Planning for Quality  
Assessment for Program Staff**

Item	Goal	Source
Does your program have policies/procedures relating to ... [fill in relevant policy]? If so, what are those policies?	2.1	
Do you participate in training or technical assistance?	2.2, 2.4	TASC-PS 26
Are you paid for time spent in training outside of program hours?	2.2, 2.4	TASC-PS 27
How fully does the training and technical assistance serve your purposes?	2.2, 2.4	TASC-PS 28
To what extent have you and your colleagues implemented the ideas and strategies from the training and technical assistance?	2.2, 2.4	TASC-PS 29
What are the primary obstacles preventing you from effectively implementing the strategies and techniques learned during training?	2.2, 2.4	TASC-PS 30
What training topics are most relevant to you?	2.2, 2.4	TASC-PS 31
Does the program meet your career development expectations?	2.4	

**NC CAP Self-Assessment and Planning for Quality  
Data from Administrative Records (if available)**

Item	Goal	
Number of reportable injuries	1.1	Be sure to record what constitutes a “reportable injury”, and also to capture the time frame (e.g., 1 month, 6 months)
Number of reportable disciplinary actions taken in the program	1.2	Be sure to record what constitutes a “reportable disciplinary action”, and also to capture the time frame (e.g., 1 month, 6 months)
Employee turnover	2.3	For a given time period, the ratio of employees who have been fired or who have quit to number of employees
Program attendance	4.1	Be sure to record the time period (e.g., last week vs. the school year)
School attendance	4.2	Be sure to record the time period (e.g., last week vs. the school year)
Achievement test scores	8.4	Be sure to note the specific test taken
School grades	8.5	

**NC CAP Self-Assessment and Planning for Quality  
Goals Requiring Curriculum-specific Measures**

Specific Goal	Goal #	
Satisfaction with responsibility-building activities	7.2	Will need to pose specific questions about the curriculum
Computer skills	8.1	Will need to pose specific questions about the skills students are expected to be able to demonstrate
Knowledge of nutrition	9.4	
Knowledge of personal hygiene	9.5	
Knowledge of basic first aid	9.6	

**NC CAP Self-Assessment and Planning for Quality  
Goals needing Observational Measures**

Observers Look for	Goal #	Source
Students appear engaged, focused, and interested in their activities.	3.1	Promising Practices Rating System (Vandell et al. 2004)
Staff respond to children in a warm, supportive manner.	3.1	Promising Practices Rating System (Vandell et al. 2004)
Activities require students to plan, synthesize, or use information to accomplish a goal or make a decision.	3.1	Promising Practices Rating System (Vandell et al. 2004)
Instructions for activities are clear and age-appropriate.	3.1	Promising Practices Rating System (Vandell et al. 2004)
Activities challenge students in developmentally appropriate ways without being so difficult that they discourage participation.	3.1	Promising Practices Rating System (Vandell et al. 2004)
Some activities are designed to encourage personal responsibility.	7.1	
Participants are given the opportunity to demonstrate creativity and self-expression.	9.2	