



Nebraska Quality Out-of-School-Time Program Self-Assessment Rating Tool NEQOST-PSART (K-12)



Adapted from the Observations for Quality After School Programming
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Medical Center, a University Center of Excellence on Developmental Disabilities, Education, Research and Services.

Adapted from Exemplary Practices in Afterschool Program Development, Best Practices and Indicators for Out-Of-School Time Programs, National Collaboration for Youth Competency Assessment Tool, 21st Century Skills, Observations for Quality School-Age Care & Programming, National School-Age Care Alliance: Standards for Quality School-Age Care and After-School Programs, School Age Care Environment Rating Scale, A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, & The K-8 Principal: Standards for Quality School-Age Child Care.

Participant Names and Roles (if not listed (and agency if not the school or site named below, if applicable))		Participant Signatures (all present for self- assessment must sign—use the back if more space needed)	
Participant 1	Project Director	Participant 1	
Participant 2	Principal	Participant 2	
Participant 3		Participant 3	
Participant 4		Participant 4	
Participant 5		Participant 5	
Participant 6		Participant 6	
Participant 7		Participant 7	

School or Site		School District or Agency	
Grade levels served		Date of Rating	
For the past two week period, what was the average daily student attendance?		For the past two week period, what was the average daily number of staff actively working with students?	

Instructions to Self-Assessment Team:

Note: The term “program” refers to the out-of-school time program

What to do first: All self-assessment team members must observe the program for at least 30 minutes on the same day or within a week before the self-assessment rating meeting. Collect at least two weeks of lesson plans, activity listings or calendars, vision or mission statement for the program, personnel files of staff working in the program, attendance records for most recent two weeks of the program. Together you will complete one rating form, which all participants will sign.

Who: The individuals that must be included on the self-assessment team in order to gather a meaningful self-assessment rating should include at a minimum:

- site supervisor for the program (sometimes referred to as director, site lead, etc.)
- building principal (of the school building in which the program is located or a building principal who works with the majority of students in the program (it is permissible to include more than one building principal)
- staff from the program
- community partner (it is permissible and even encouraged to include more than one)
- optional others you might include could be parents, older students, graduates of the program, those involved in the sustainability or funding of your program—anyone who actively knows your program and has an interest in contributing to meaningful responses to the items in order to promote continuous improvement
- if you have more individuals than there is space for Participant names, roles, and signatures, add on the back.

How: Plan for a two hour meeting. You may finish earlier, but it takes longer the first time. First, review how each of you would rate the individual item. For some items—such as in Administration—not everyone will have any knowledge about the item. It’s okay to rely on other team members in their areas of expertise. If there is variance, discuss why you would rate it the way you would and try to reach a consensus on the ratings. If that is not possible, check the average of the ratings among the team. ✓ the rating which best describes each item. All items should be scored. At the conclusion of the rating, total the scores for each sub-category and multiply by the value in that category. For example, if one ✓ is in the column Not Evident (1), then the total would be 1 point. If nothing is checked in a column, the total is 0. If three ✓’s are in the column Somewhat Evident (3), then the total would be 9. Add all of the totals together to make the total score for the sub-category. As noted in the example, the total would be 35 for Relationships.

Item	Relationships	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
R1	Staff interactions with students are characterized by warmth, respect, and appreciation for their efforts.				x	
R2	Staff use positive behavior management strategies.				x	
R3	Staff use intentional strategies to foster peer-to-peer relationships.			x		
R4	Staff are actively engaged with students.			x		
R5	Staff interactions with each other relate to the goals of the program, and are characterized by warmth, respect, and reflect appropriate modeling for students.			x		
R6	Staff-to-student ratios permit staff to meet the individual needs of students.			x		
R7	Staff encourage students to make choices.				x	
R8	Staff reflect the language and community of the students in the program.					x
R9	Students interact positively with each other.			x		
R10	Students interact positively with staff.			x		
	Totals	0	0	18	12	5

Total for Relationships 35

Individual results from the Self-Assessment ratings are not shared with NDE. Group outcomes (aggregate) are reported in the Statewide Evaluation Report.

Item	Administration and Sustainability	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
A1	The program is delivered in a manner that is consistent with its mission or vision (compare mission or vision statement to the list of activities or lesson plans reviewed for the self-assessment).					
A2	The program utilizes a management team (also referred to as leadership team) and includes at a minimum: site supervisor, school principal, community partner. Meet about monthly (for a 5, must have all three individuals and meet monthly; for a 4, school principal and site supervisor and meet monthly; ratings decrease from there to not evident-1-if only meet a couple of times a year).					
A3	Program policies and procedures are responsive to the needs of students and families in the community (discuss 1-2 recent examples, such as adjusted hours based on needs assessment, used student or parent survey results to improve program or policies, used a parent suggestion for change to procedure).					
A4	Program policies and procedures are in place and are practiced as appropriate to support the safety of the students (it is clear who is in charge of building after school hours, fire drills, etc., should be practiced in the program, not just in the school day program, should be practiced or have a clear schedule for practice in summer).					
A5	Program policies and procedures are in place to protect and enhance the health and wellness of all students (use school day policies and procedures such as send sick children home, how medication is dispensed, emergency procedures are delineated).					
A6	Program policies encourage student attendance and retaining students (enrollment info or parent handbook or other notification identifies how students are recruited, expectation of retention or continued attendance is communicated, follow up with students who are absent, not drop in).					
A7	Program practices and policies ensure staff to student ratios not to exceed 1:15 and very few whole group activities (kindergarten 1:8-10; grades 1-12 should be 1:12-15, use substitutes or other qualified staff to maintain ratios, generally use a small group model).					
A8	Staff and volunteer/community partners are provided an orientation and training prior to beginning to work with students.					

Item	Administration and Sustainability (Continued)	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
A9	Staff development and training are on ongoing process. They include workshops, training, mentoring, coaching, and professional learning communities that result in measurable professional growth (ongoing evaluation of staff might be done directly or through partners).					
A10	Staff reflect and promote the racial, ethnic, linguistic, gender and other diversities of our student population. The program activities and behaviors of staff demonstrate that they value diversity, access, inclusion and equity.					
A11	Staff are provided the necessary support to make their work experience positive (staff meetings, annual evaluation, competitive wages, opportunity to problem solve as issues arise).					
A12	Staff are professionally qualified to work with students [Retains staff which meet NAA guidelines for directors and teachers-Directors: Bachelor or associates degree in related field, 3 credits child-youth development, 3 credits administration; OR two years of experience, Bachelor degree in related field and 12 credit hours (child/youth development, administration, and school age care programming); Staff who teach: Bachelor degree and 3 credits child-youth development; OR 6 months experience, Associates degree or 2 years of college, and 3 credits child-youth development; OR 18 months experience, high school or GED, and 6 credits child-youth development and school age care programming; At a minimum, must meet all Nebraska licensure standards).					
A13	Sustainability of our program is evidenced in that we have secured ongoing, diversified funding streams resulting in financial sustainability. One source of funding (e.g., 21 st CCLC) represents no more than 50% of our funding.					
A14	The program’s sustainability plan is developed and implemented by our management team. It is reviewed at least twice annually.					
A15	The program uses evaluation as a tool for continuous growth and improvement (shares information with funders and other stakeholders including students, parents, and community partners and actively engages them in action planning for improvement, and shares evaluation information publicly).					
	Totals					

Total for Administration _____

Item	Relationships	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
R1	Staff interactions with students are characterized by warmth, respect, and appreciation for their efforts.					
R2	Staff use positive behavior management strategies.					
R3	Staff are actively engaged with students (during activities are all staff actively engaged? (Especially consider during snacks or lunch, recreational play, other activities).					
R4	Staff interactions with each other relate to the goals of the program, and are characterized by warmth, respect, and reflect appropriate modeling for students.					
R5	Staff-to-student ratios permit staff to meet the individual needs of students (how staff are placed/what they do and 1:8-10 for kinder; First-12 th 1:12-15, throughout all).					
R6	Staff encourage students to make choices (gathers input from students regarding activities that interest them, ensures students have a selection of activities available, uses lesson and activity planning formats with spaces for optional activities).					
R7	Students interact positively with each other.					
R8	Students interact positively with staff.					
R9	Staff know the primary caregivers (parents etc.) of the students and regularly talk with them about student successes and areas in need of improvement (regularly means at least monthly for a 5; if a couple of times a year=3; if never=1) .					
R10	The program provides one-on-one opportunities for students at least monthly (mentoring, peer support, volunteers) through internal or external sources (e.g., college students, volunteers, older students).					
R11	Activities are student-centered (students demonstrate autonomy and leadership, activities are meaningfully connected to students' lives and experiences, staff are facilitators of student learning rather than presenting information in a one way delivery format).					
	Totals					

Total for Relationships ____

Item	Family-Program Collaboration	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
F1	All parents ¹ and visitors are greeted and provided appropriate information when they visit the program.					
F2	Staff share relevant student information with parents (generally a balance of more positive than negative, share information in multiple ways about upcoming activities or schedules, don't share confidential information within hearing of other parents or students).					
F3	Parents share relevant information about their child with program staff (provides systematic prompts for intentional opportunities for parents to share as needed).					
F4	The program and/or school create a welcoming climate for parents (clear signage, accessible, regular greeting; if parents are kept outside and unable to enter program, score is a 1).					
F5	Staff encourage parental involvement in the program or school in a variety of meaningful ways (provides training to staff on meaningful involvement, posts or shares or prompts families with family engagement such as PTA 100 Ways to Help Your Child and School Succeed, invites families to attend or partner in the program).					
F6	Staff provide, or connect parents to, opportunities designed to engage parents in supporting student learning at home (scaffold parents' understanding regarding student work, displays student work and makes clear how to support at home, provides information about supporting learning at home).					
F7	A representative group of parents are included in shared decision making on key issues related to student learning.					
F8	All parents evaluate the program.					
F9	Families are provided information about community resources to meet the needs of students and families.					
F10	Staff members actively pursue information and understanding of the culture of students and families in the program.					
	Totals					

¹ The word parent means any adult care giver

**Total for Family-Program
Collaboration ____**

Item	School-Program Collaboration	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
S1	Program staff and school staff meet regularly to share information (systematic and ongoing meetings such as joining teacher plan meetings on a monthly basis, attending faculty meetings, meeting with all teachers of students in the program individually, etc.).					
S2	At least one program staff member regularly participates in teacher staff or planning meetings (regularly means on an ongoing and systematic basis—all meetings, every other meeting, monthly).					
S3	The site supervisor is provided space within the building in which the program is delivered for lesson planning, communications, and data management.					
S4	Program staff and school staff work together to ensure that summer or after school activities enhance and complement the school curriculum (could be met through school staff planning activities, aligning to state standards).					
S5	The school and program regularly share staff development offerings.					
S6	The program has reasonable access to all spaces in building in which it is located (cannot be limited to one large space such as a gym or cafeteria).					
S7	The school and program share in the process of recruiting and hiring staff.					
S8	At least one program staff member participates on the school or district improvement team.					
S9	The program works in collaboration with the school or district to utilize student achievement data in continuous program planning (might be at the student level, classroom level, school level, or district level, depending on the partnership between the site and the associated district).					
S10	The school and program staff share in the process of recruiting and retaining students.					
	Totals					

Total for School-Program Collaboration ____

Item	Community-Program Collaboration	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
CP1	The program shares planning and leadership of the program with community partner(s) (e.g., community partners serve on the management team of the program; if no community partner available for self-rating process, score is a 1).					
CP2	The program utilizes members of the community to enhance activity offerings, support learning, and to share information with students.					
CP3	The program actively works with community leaders (including the media, city council, county supervisors, school board members, local businesses, agencies) to ensure their public support of the program.					
CP4	The program brings volunteers into the program that are reflective of and knowledgeable about the community (a volunteer might be a community partner, but does not have to be, it might be a parent).					
CP5	Staff create awareness of resources and/or work with area professionals (guidance counselors, community partners) to support youth and families with needs in gaining access to help (e.g., support for those with depression, substance abuse, food insufficiencies).					
CP6	The program promotes strong connections between students and the surrounding neighborhood and community through service learning activities.					
CP7	The local community provides in-kind and financial support to the program (school district, community based organizations, civic organizations, faith based organizations, city, state or local supports, Chamber, business associations).					
	Totals					

Total for Community-Program Collaboration ____

Item	Environment, Safety & Wellness of Students	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
E1	Program space is arranged well for a range of activities (separate small groups, accommodates a variety of learning experiences, range of quiet to more active).					
E2	The program’s indoor space meets the needs of the students (adequate space, appropriate seating/tables, accommodates a range of activities, safe).					
E3	The program’s outdoor space meets needs of students. When outdoor space is not available (e.g., due to weather), alternative indoor recreation space is available to support activities.					
E4	Staff know where each student is during the program (know where students are at all times during the program, considering the developmental needs of the students—closer supervision for younger students and more autonomy for secondary students).					
E5	Staff know which students to expect to arrive in the program each day, dismiss appropriately to ensure safety, and inform parents of attendance or dismissal issues (again, with a developmental understanding the youth being served—less supervision required for mature students).					
E6	Students are supervised (line of sight required for elementary only, should be developmentally appropriate for age/grade level of students in the program).					
E7	The program provides an environment that protects the health and enhances the wellness of the students (follow typical school health/wellness policies, attention paid to hand washing for 20 seconds before ingesting foods).					
E8	Meals and snacks are nutritious and adequate in portion to meet the needs of the students (USDA guidelines).					
E9	Staff provide students skills to recognize and report personal safety issues, such as bullying, child abuse, or drug/alcohol abuse.					
E10	The program provides daily activities that promote wellness (such as exercise, healthy eating, lifestyle).					
	Totals					

Total for Environment, Safety & Wellness of Students _____

Item	Programming-Academic Focus	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
P1	Homework time or independent learning time is characterized by adequate adult support, timely and appropriate responses to student questions, and supply of necessary materials.					
P2	Language and literacy activities are both embedded throughout the program and explicitly offered (provides daily activities in reading, writing, speaking or listening, invites writing by placing engaging materials at centers—should be developmentally appropriate for age/grade level of students, creates a literacy-rich environment, including display of students work, plans activities to include interpreting, answering, retelling, identifying parts, using graphic organizers, or dictionaries, writer’s workshops).					
P3	Language and literacy focused activities are offered regularly to all participants and programming is embedded in other activities or directly offered a minimum of 20% of hours of programming.					
P4	Mathematics is developed in students through the use of engaging learning games and activities, projects meaningful to students, or through technology which appears interesting to students.					
P5	Science activities include in-depth, hands-on investigations where systematic inquiry is actively utilized (predictions, why questions, following up on hypotheses).					
P6	STEM (science, technology, engineering or mathematics) programming is embedded in other activities or directly offered a minimum of 20% of hours of programming.					
P7	A variety of instructional strategies are used to meet the needs of all students, including the needs of exceptional learners (special education to gifted).					
	Totals					

Total for Programming-Academic Focus _____

Item	Programming-Skills Focus	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
PS1	The program offers ongoing opportunities to learn diverse skills and explore new subjects and disciplines they might otherwise not experience (may be independent or in groups or “clubs,” might focus on learning another language, might focus on car repair, might focus on working in a political campaign or service learning, etc.).					
PS2	Participants have ongoing opportunities to establish personal goals, assess their progress over time, and are recognized by staff for their efforts and accomplishments.					
PS3	The program embeds learning opportunities into program activities that strengthen social and life skills to prepare students for a globally competitive information age by assisting students in gaining skills in adaptability and flexibility.					
PS4	The program assists students in gaining skills in initiative and self-direction (consider how much students are helping to decide what to focus on in the program vs. the proportion of staff directed activities, etc.).					
PS5	The program assists students in gaining skills in productivity and accountability.					
PS6	The program assists students in gaining skills in leadership and responsibility.					
PS7	The program offers project-based activities that include culminating experiences that promote a sense of accomplishment (independent project, group projects, service learning, etc.).					
PS8	The program includes opportunities to expand comprehension, build skill mastery, and increase students’ ability to analyze, synthesize and evaluate.					
PS9	The program provides opportunities for students’ to become competent and thoughtful speakers (staff model, opportunities to read and respond to each other’s work, oral discussions, debates, youth presentations).					
PS10	The program promotes critical thinking, analysis, and problem solving.					
PS11	The program provides opportunities for students’ to become competent, reflective, and thoughtful listeners (staff model, opportunities for students to listen to and respond to each other’s work, oral discussions, debates, youth presentations).					
PS12	The program promotes innovation and creativity.					
	Totals					

Total for Programming-Skills Focus _____

Item	Programming-Enrichment Focus	1 Not Evident	2 Slightly Evident	3 Moderately Evident	4 Mostly Evident	5 Consistently Evident
PE1	The program provides opportunities for students to make connections between their own lives and other people, places, events.					
PE2	The program provides opportunities for students to develop technology skills to explore, express ideas, exchange information, solve problems and to create.					
PE3	The program emphasizes the importance of art as a tool of self-expression and exploration (performing arts, fine arts, etc.).					
PE4	The program emphasizes the importance of art as an avenue for connecting communities, cultures and societies (again, consider all forms of art).					
PE5	The program offers individual, group and team sports/recreational activities that foster skill acquisition and development and promote full participation regardless of skill and experience.					
PE6	The program balances directed and self-directed activities.					
PE7	The program exposes students to a broad array of college/career possibilities using developmentally appropriate strategies.					
PE8	The program helps students to develop the basic planning and financial skills to prepare for life (simple concepts for younger students and more advanced concepts for older students).					
	Totals					

Total for Programming-Enrichment Focus _____

DOMAINS	SCORE	# OF ITEMS	AVG. (Score/# Items)
Total for Administration		15	
Total for Relationships		11	
Total for Family-Program Collaboration		10	
Total for School-Program Collaboration		10	
Total for Community-Program Collaboration		7	
Total for Environment, Safety & Wellness of Students		10	
Total for Programming-Academic Focus		7	
Total for Programming-Skills Focus		12	
Total for Programming-Enrichment Focus		8	
OVERALL		90	

What is an area of strength of the program at this site?

What is an area for continuous improvement?