

Nebraska Afterschool Quality and Continuous Improvement System

Annual Self-Assessment

The NAQCIS self-assessment is intended for use as part of the quality continuous improvement system for the 21st CCLC sites in Nebraska. The self-assessment should be completed by the site-level management team. The self-assessment is divided into the components deemed necessary for a high-quality after school program and is designed to parallel, but not duplicate, both the external observation and the monitoring assessment. This instrument is available in digital and PDF format and is to be used by the site-level management team to self-assess each site annually between September 15 and December 31. At least two weeks prior to the self-assessment meeting, each member of the site-level management team should observe the program for at least two hours.

Required team members include the building principal, external/internal facilitator and site director. Other members include staff members, project director, community partner and parent. The PDF of self-assessment instrument should be completed individually by each member of the site-level management team.

Each item should be rated:

Emerging: There is little to no evidence of the process in the program. This practice rarely or never happens and/or happens with fewer than 50% of students and staff.

Emerging Plus: There is some evidence or the process happens sometimes or with some students. This practice occurs about 50-60% of the time and with at least 60% of students and or staff.

Maturing: Evidence and/or observations support that this practice occurs frequently and/or with most students. This practice happens at least 70% of the time and with at least 70% of students and staff.

Maturing Plus: Evidence and/or observations support that this practice occurs almost always and/or with almost all students. This practice happens at least 80% of the time and with at least 80% of students and staff.

Excelling: Evidence and/or observations support that this practice is a strength and exemplar for the program. This practice happens 90-100% of the time with students and/or staff. Your team feels like it has the expertise to train on this item/area.

When entering an Overall Rating for a category consider the ratings and evidence across all items and come to a consensus. The Overall Rating may reflect the category as a whole and does not need to be an average of the item ratings.

During discussion at the meeting, the management team is to reach consensus on all ratings, which should then be entered into the digital Self-Assessment form. The external facilitator will facilitate this process for year 1 grantees. The external/internal CIP facilitator will be responsible in all subsequent years.

Sources of Evidence to Consider

1. Management Team Meeting Notes
2. Calendars
3. Staff Handbook
4. Staff Orientation Materials
5. Professional Development calendars, materials, certificates of attendance
6. Parent communication (newsletters, social media, announcements)
7. Communication with school personnel (meetings, google docs)
8. Survey Data (Teacher, parent, student, staff and community partner)
9. Communication with students
10. Other information and reflections collected by the program

NAQCIS - Annual Self-Assessment

Cardinal Community Learning Centers - CCLC

[insert site program name] at Crete [insert building] School
 [insert month 20xx]

Rating Conversion				
E	E+	M	M+	EX
1	2	3	4	5

Administration with sound management and well-developed systems

Rating

1. Grantee is on all monthly grant management Zoom calls.
2. Budget is uploaded to GMS within the allotted timeframe.
3. Program files are stored and protected to ensure

Diverse, prepared staff including certificated educators

Rating

1. A staff handbook is readily available, reviewed annually and used to orient new staff.
2. A site-level management team meets at least four times per year.
3. Roles and responsibilities of staff members are defined.
4. The program has an onboarding process for new staff.
5. The project director and/or site coordinator has designated time outside of student contact time to complete other duties.
6. Staff leading clubs and activities have time to prepare materials and develop/review plans.
7. Staff to student ratio is 1:15 at all times.

Relationships and Interactions

Rating

1. The program is an inclusive, welcoming and respectful environment that embraces diversity.
2. Students interact respectfully with other students regardless of cultural background.
3. Students interact respectfully with staff.
4. Staff exhibit a positive attitude for students and activities.
5. Staff initiate interactions with students and interact a majority of the time.
6. Staff are respectful in their language with students (e.g., culturally sensitive, word choice, positive tone).
7. Staff are supportive and collaborative when working with each other.
8. Staff are respectful and friendly in interactions with family caregivers.

Professional Development

Rating

1. Professional development offerings are consistent with staff-identified training needs and required trainings.
2. At least some of the professional development is aligned to the annual improvement goal from the site level action plan.
3. Professional development offerings are coordinated with the school and other regional entities (i.e. ESUs, regional Beyond School Bells training).
4. Professional development attended by afterschool staff is tracked and recorded.
5. Project directors, site coordinators and some staff attend the annual Afterschool Conference.

Intentional Programming aligned with School Day & Engaged Learning

Rating

1. A schedule for the day/week is developed and readily available.
2. Activity plans are developed and used for clubs/activities.
3. At least one club per quarter is project based (taking more than one session to complete)
4. Clubs are based on grade/age and are developmentally appropriate.
5. Student input informs the types of programming and clubs.
6. Diverse activities are offered to students.
7. At least some activities/clubs offer opportunities for community engagement.
8. Academic support time is provided daily and in a variety of formats (homework assistance, application, practice, small groups, stations, extension).
9. Academic support time has a designated time and place with minimal distractions.
10. During homework time, an adult is available to provide assistance and/or tutoring support.
11. Space for the programming is adequate, appropriate and safe based on both the number of students and the activity being implemented.
12. A formal system exists for communication between afterschool and the school day for student academic/homework needs.
13. Opportunities for student leadership are frequent and across programming.
14. Staff make an effort to involve students who are not engaged.

Behavior Management

Rating

1. Afterschool staff receive training on the school day behavior management framework.
2. Afterschool staff implements the components of the behavior management system including signal for attention, common language/expectations, reinforcement/acknowledgement system, etc.).
3. At least one afterschool staff member (could be the site coordinator or project director) is part of the PBIS or behavior management team for the school.
4. Expectations for student behavior in the afterschool program are communicated with parents at least annually.
5. Students demonstrate awareness of program routines.
6. Students demonstrate expected behavior with few redirects from staff.
7. Staff address disrespectful behavior and/or cue expected behavior as needed.

Family Engagement

Rating

1. The program uses multiple methods to communicate with parents (newsletter, website, social media, parent board).
2. The program engages parents as stakeholders where they have opportunities to provide input, give feedback and be a part of the program.
3. The program offers at least one family event quarterly.
4. At least one parent is a member of the site-level management team.

Community-School Partnerships and resource sharing

Rating

1. The program has a variety of partners who help us meet the needs of the program (money, materials, volunteers, training, leading clubs).
2. At least one community partner is a member of the site-level management team.
3. The grantee seeks additional partners using a variety of methods in order to address unmet needs in expanding opportunities for students.
4. The grantee seeks to establish long-term partnerships for the purpose of sustainability.
5. The grantee has at least one long-term partnership.

Ongoing Assessment and Improvement

Rating

1. In the past year, the program met all deadlines, as outlined in the grantee assistance guide, for the evaluation requirements.
2. The program achieved high survey return rates across all surveys.
3. All online forms were completed as part of the Continuous Improvement Process meeting.
4. Program highlights and photos were submitted to the evaluation dropdown.
5. Evaluation data from stakeholders (teachers, parents, students, partners) is reviewed and considered when developing action plan goals.

Safety, Health and Wellness

Rating

1. Fire and safety procedures are outlined and drills are conducted annually.
2. There is a clear check in and check out procedure in place and followed by all staff.
3. Staff have a way of communicating about students.
4. Staff have a list of all students in case of emergency.
5. Safety procedures are aligned with school day safety procedures.

NAQCIS - Annual Self-Assessment

Cardinal Community Learning Centers - CCLC

[insert site program name] at Crete [insert building] School
 [insert month 20xx]

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Administration with sound management and well-developed systems

Rating

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Diverse, prepared staff including certificated educators

Rating

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Relationships and Interactions

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Cardinal Community Learning Centers - CCLC

[insert site program name] at Crete [insert building] School
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Cardinal Community Learning Centers - CCLC

[insert site program name] at Crete [insert building] School
 [insert month 20xx]

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Family Engagement

Rating

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Community-School Partnerships and resource sharing

Rating

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Ongoing Assessment and Improvement

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NAQCIS - Annual Self-Assessment

Cardinal Community Learning Centers - CCLC

[insert site program name] at Crete [insert building] School

[insert month 20xx]

Highest

Lowest

Rating Conversion

E	E+	M	M+	EX
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Administration with sound management and well-developed systems

Rating

#DIV/0!

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3. Staff have a way of communicating about students.
4. Staff have a list of all students in case of emergency.
5. Safety procedures are aligned with school day safety procedures.

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