

Out-of-School Time Self-Assessment Survey Tracking Sheet



This tool can be used to track the indicators you select 'Yes' to in the Self-Assessment Survey, which documents you upload to support the indicator, and how many points the program could potentially earn during the validation process. The tracking sheet is set up in the same order as the Self-Assessment Survey and can be used as a companion document to support the submission of the Self-Assessment Survey for validation.

For example:

Family and Community Partnerships					
Indicator	Self-Assessment Point Value	Selected 'Yes'	Potential Points Earned	Document Title to Support Indicator	Uploaded
Program offers education opportunities for all families.	1	<input checked="" type="checkbox"/>	1	Parent Handbook	<input checked="" type="checkbox"/>
Provider engages in informal communication with families.	1	<input type="checkbox"/>	0	-	<input type="checkbox"/>
Program has partnerships that take basic steps to facilitate schoolagers' transitions before and after school, and between and among programs, agencies and schools.	1	<input checked="" type="checkbox"/>	1	Transition Policy	<input checked="" type="checkbox"/>

After completing the tracking sheet and uploading all documentation, the Potential Points Earned column can be filled out to see the program's self-assessment score and possible star rating. To calculate the possible star rating, make sure the program has earned the minimum number of points in each category for the corresponding star level. For example, a program has self-assessed at a 22/50 which falls in the 2 Star point range. This program would need to have also earned the minimum number of points in two of the five categories to receive a 2 Star rating.

Category	Total Points Per Section	Minimum Point Distribution			
		2 Star	3 Star	4 Star	5 Star
Family and Community Partnerships	8	4	4	6	6
Environment	8	2	4	6	6
Curriculum and Instruction	12	4	6	8	8
Administration and Management	6	2	4	4	4
Staff Qualifications and Professional Development	16	3	6	8	8
Additional points in any other category		1	2	6	10
Minimum Required Points for Rating	50	16 points total and <u>minimum points in 2 of 5 categories</u>	26 points total and <u>minimum points in 3 of 5 categories</u>	38 points total and <u>minimum points in 4 of 5 categories</u>	42 points total and <u>minimum points in 5 of 5 categories</u>
PQA Score		N/A	N/A	≥ 3.5	≥ 4.5

Family and Community Partnerships					
Indicator	Self-Assessment Point Value	Selected 'Yes'	Potential Points Earned	Document Title to Support Indicator	Uploaded
Program offers education opportunities for all families.	1	<input type="checkbox"/>			<input type="checkbox"/>
Provider engages in informal communication with families.	1	<input type="checkbox"/>			<input type="checkbox"/>
Program has partnerships that take basic steps to facilitate schoolagers' transitions before and after school, and between and among programs, agencies and schools.	1	<input type="checkbox"/>			<input type="checkbox"/>
Program delivers communication, education, informational materials and opportunities for families are delivered in a way that meets diverse needs (e.g. literacy level, language, cultural appropriateness).	1	<input type="checkbox"/>			<input type="checkbox"/>
Families and schoolagers have input into the design of the program.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program has a written policy to provide or connect families to appropriate comprehensive services.	1	<input type="checkbox"/>			<input type="checkbox"/>
Total Potential Points for Family and Community Partnerships _____					

Environment					
Indicator	Self-Assessment Point Value	Selected 'Yes'	Potential Points Earned	Document Title to support Indicator	Uploaded
Program demonstrates that it has lower adult: child ratios than required by licensing.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program dedicates 20 percent of daily program time to outdoor recreation, sports, or fitness activities, with appropriate indoor physical activities available when weather or other factors prohibit play.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program has a written policy to address and observe daily mental health and well-being of schoolagers.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program addresses the nutritional needs of schoolagers by providing nutrition food choices and nutritional education.	2	<input type="checkbox"/>			<input type="checkbox"/>
Total Potential Points for Environment _____					

Curriculum and Instruction					
Indicator	Self-Assessment Point Value	Selected 'Yes'	Potential Points Earned	Document Title to support Indicator	Uploaded
Program has a written statement of educational and developmental priorities for all schoolagers that is available to families.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program has a plan in place to ensure there is youth voice and engagement, including leadership opportunities for schoolagers during the program.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program has a written policy and plan in place to ensure that planned activities and academic experiences incorporate the diversity of the schoolagers and families within the program.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program has a written plan for serving schoolagers with special needs.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program has a written plan and process in place to ensure that planned activities and academic experience provide a variety of hands-on developmentally appropriate experiences.	2	<input type="checkbox"/>			<input type="checkbox"/>
Total Potential Points for Curriculum and Instruction _____					

Administration and Management					
Indicator	Self-Assessment Point Value	Selected 'Yes'	Potential Points Earned	Document Title to support Indicator	Uploaded
Program has written personnel policies and procedures (staff handbook) that includes at a minimum a written plan for: staff orientation, retention, evaluation and individual professional development plans.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program has a formal advisory committee that meets regularly to coordinate programming, curriculum, goals, policies, and procedures.	1	<input type="checkbox"/>			<input type="checkbox"/>
Program has a flexible benefit plan that may include health insurance, tuition assistance, and other benefits for staff.	1	<input type="checkbox"/>			<input type="checkbox"/>
Program has paid leave time for full-time employees that may include holiday, vacation, education, or sick time.	1	<input type="checkbox"/>			<input type="checkbox"/>
Program has a documented, graduated salary scale that takes into account education and experience.	1	<input type="checkbox"/>			<input type="checkbox"/>
Total Potential Points for Administration and Management _____					

Staff Qualifications and Professional Development					
Administrator/Director/Site Supervisor Qualifications					
Indicator	Self-Assessment Point Value	Selected 'Yes'	Potential Points Earned	Document Title to support Indicator	Uploaded
N/A or None	0	--	--	--	--
Out-of-school time Program Director or Site Supervisor has <u>one</u> of the following: <ul style="list-style-type: none"> 60 semester hours with 12 semester hours in a child-related field <u>and</u> 1,200 hours of experience with schoolagers <u>OR</u> <ul style="list-style-type: none"> A valid Child Development Associate (CDA) or Montessori credential with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers 	1	<input type="checkbox"/>			<input type="checkbox"/>
Out-of-school time Program Director or Site Supervisor has a valid Michigan School Age Youth Development Credential with 12 semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers.	2	<input type="checkbox"/>			<input type="checkbox"/>
Out-of-school time Program Director or Site Supervisor has: <ul style="list-style-type: none"> An Associate's degree in a child-related field with 960 hours of experience with schoolagers <u>OR</u> <ul style="list-style-type: none"> 60 semester hours in a program leading to a Bachelor's degree in a child-related field with at least 24 of those semester hours in a child-related field <u>and</u> 960 hours of experience with schoolagers <u>OR</u> <ul style="list-style-type: none"> A Bachelor's degree or higher in a child-related field 	3	<input type="checkbox"/>			<input type="checkbox"/>
Out-of-school time Program Director or Site Supervisor has a Bachelor's degree or higher in a child-related field <u>AND</u> : <ul style="list-style-type: none"> A valid Michigan School Age Youth Development Credential <u>OR</u> <ul style="list-style-type: none"> 960 hours of experience with schoolagers 	4	<input type="checkbox"/>			<input type="checkbox"/>
Total Potential Points for Administrator Qualifications _____					

Schoolage Educator Qualifications					
N/A or None	0	--	--	--	--
At least one staff has, at a minimum, <ul style="list-style-type: none"> A valid Michigan School Age Youth Development Credential OR <ul style="list-style-type: none"> At least 25 percent of school age staff has a Michigan School Age Youth Development Certificate 	2	<input type="checkbox"/>			<input type="checkbox"/>
At least 25 percent of staff has, at a minimum, one of the following: <ul style="list-style-type: none"> A Michigan School Age Youth Development Credential OR <ul style="list-style-type: none"> At least an Associate's degree in a child-related field OR <ul style="list-style-type: none"> 60 semester hours or higher with 12 semester hours in a child-related field 	3	<input type="checkbox"/>			<input type="checkbox"/>
At least 50 percent of staff has, at a minimum, one of the following: <ul style="list-style-type: none"> A Michigan School Age Youth Development Credential OR <ul style="list-style-type: none"> At least an Associate's degree in a child-related field OR <ul style="list-style-type: none"> 60 semester hours or higher with 12 semester hours in a child-related field 	4	<input type="checkbox"/>			<input type="checkbox"/>
100 percent of staff has, at a minimum, one of the following: <ul style="list-style-type: none"> A Michigan School Age Youth Development Credential OR <ul style="list-style-type: none"> At least an Associate's degree in a child-related field OR <ul style="list-style-type: none"> 60 semester hours or higher with 12 semester hours in a child-related field 	5	<input type="checkbox"/>			<input type="checkbox"/>
Total Potential Points for Schoolage Educator Qualifications _____					

Professional Development and Other Staffing					
Director and all program staff complete at least 24 hours of professional development annually.	2	<input type="checkbox"/>			<input type="checkbox"/>
Annual professional development attended includes at least two hours focused on cultural competence or inclusive practices related to serving schoolagers with special needs or disabilities.	2	<input type="checkbox"/>			<input type="checkbox"/>
Annual professional development attended by staff has at least two hours focused specifically on family engagement.	2	<input type="checkbox"/>			<input type="checkbox"/>
Program develops quality improvement plan designed to improve quality in staff qualifications and progress is monitored by a quality improvement consultant.	1	<input type="checkbox"/>			<input type="checkbox"/>
Total Potential Points for Professional Development and Other Staffing _____					

To determine the Self-Assessment Score, add the total potential points for each category above. This will determine the programs Self-Assessment Score. Total score is based out of 50 points.

Potential points earned in:	Total Potential Points	Category Points
Family and Community Partnerships		8
Environment		8
Curriculum		12
Administration and Management		6
Administrator Qualifications		4
Schoolage Educator Qualifications		5
Professional Development and Other Staffing		7
Program Total		50