

# California After-School Program Quality Self-Assessment Tool



**PROMOTING CONTINUOUS  
QUALITY IMPROVEMENT  
FOR AFTER-SCHOOL PROGRAMS**



# Welcome!



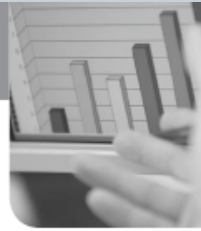
- **Introductions**
- **About the QSA Tool**
  - Online at [www.afterschoolnetwork.org/qsatool](http://www.afterschoolnetwork.org/qsatool)
  - Origins
  - Continuous quality improvement
  - You're in control of how to use it
- **Today's Agenda**
- **Questions/Bike Rack**

# About the QSA Tool



- Layout

CALIFORNIA AFTER-SCHOOL PROGRAM  
 QUALITY SELF-ASSESSMENT TOOL



**SECTION 1: PROGRAM DESIGN AND ACCOUNTABILITY**

Quality after-school programs are intentionally designed to include clearly defined and measurable goals and provide program activities and content strategically implemented to achieve its goals. Quality after-school programs conduct continuous improvement and outcome evaluations, using strong research-based designs, to determine the level of achievement of program goals and objectives and to determine overall program effectiveness.

Our Program:		Performance Level				
		Don't Know	1	2	3	4
<b>Vision and Planning</b>						
1	Has a clear vision and mission statement.					
2	Has a program plan that is aligned with vision and mission.					
<b>Enrollment</b>						
3	Reaches and maintains full enrollment.					
<b>Evaluation and Assessment</b>						
5	Defines measurable program goals that are linked to participant and community needs.					
6	Conducts assessments and evaluations using appropriate evaluation designs and methodologies.					
7	Uses assessment and evaluation data to continuously review and refine program design, including policies, content, and practices.					
8	Shares assessment and evaluation results with all stakeholders in a timely manner using appropriate, easy to understand language.					
9	Plans and makes decisions based on the review of multiple data sources and input from multiple stakeholders.					

Technical Assistance/Training Needed	Action Plan

# About the QSA Tool



- **Rating Scale**
- **Content Areas**
  - Program Design and Accountability
  - Program Environment/Climate
  - Program Administration, Leadership and Finance
  - Alignment and Linkages with the School Day
  - Youth Development
  - Family Involvement
  - Community Partnerships and Collaboration
  - Staff Development
  - Promoting Diversity, Access, Equity, and Inclusion

# The User's Guide



- **Steps for Implementing the QSA Tool**
- **Assessment Implementation Guides**
  - Survey-to-Discussion
  - Consensus-Based
- **Action Plan**
- **Assistance Request**
- **Follow-Up Guide**

# Scoring Sheets



- Excel-based spreadsheets available at [www.afterschoolnetwork.org/qsatool](http://www.afterschoolnetwork.org/qsatool)
- Single-Site Scoring Sheet
- Multi-Site Scoring Sheet

# Digging In



**Review the QSA Tool while noting:**

- **Which content areas or indicators seem most interesting, relevant or difficult to understand?**
- **How might you actually implement the QSA Tool at your program/site?**

# Share Your Thoughts



- **Survey**
  - Hard copy with your handouts to fax or mail back
  - [www.afterschoolnetwork.org/qsatool](http://www.afterschoolnetwork.org/qsatool)
- **Conference Calls**
  - Spring 2009, announced in Network's Newsletter
  - Sign up at [www.afterschoolnetwork.org](http://www.afterschoolnetwork.org)
- **Program Highlight**
  - Share how your program excels at a particular element
  - Email [info@afterschoolnetwork.org](mailto:info@afterschoolnetwork.org) for more information



# Wrapping Up



- **What are you going to do this month to improve quality?**
- **Bike rack check/Final Questions**

# Keep in Touch



[www.afterschoolnetwork.org](http://www.afterschoolnetwork.org)



CALIFORNIA

AFTER-SCHOOL PROGRAM

QUALITY  
SELF-ASSESSMENT  
TOOL USER'S GUIDE

Supporting Continuous Program Improvement  
for Quality After-School Programs

Developed August 2008

A collaborative project of:



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# QUALITY SELF-ASSESSMENT TOOL

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## I. ACKNOWLEDGMENTS

The California After-School Program Quality Self-Assessment (QSA) Tool was developed by The California Department of Education After School Programs Office (ASPO) and the Quality Committee of the California Afterschool Network (members are listed below), with contributions and input from SEDL. Development of the QSA Tool was made possible through generous funding support from the David and Lucile Packard Foundation.

Special thanks go out to the two Chairs of the CASN Quality Committee—Lindsay Callahan (Central Valley Afterschool Foundation) and Amy Sharf (California Tomorrow) – as well as to (in alphabetical order) Katie Brackenridge (Bay Area Partnership), Andrea Bustamante (San Francisco Unified School District, ExCEL After School Programs), Cheri Chord (Sacramento START), Amy Christianson (Butte County Office of Education), Sue Eldridge (Community Network for Youth Development), Kica Gazmuri (CalSAC), Gloria Halley (Butte County Office of Education), Marcella Klein-Williams (Ventura County Office of Education), Corey Newhouse (Children Now), Sam Piha (Temescal Associates), Cynthia V. Zarate (Alliance for a Better Community).

The QSA Tool is an evolving document that will continue to be informed by feedback from the after-school field including after-school programs; the Advisory Committee on Before and After School Programs; the California Afterschool Network; the implementation and development of the SEDL/CDE California After-school Demonstration Program; and after-school stakeholders statewide.

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## II. HOW THE QUALITY SELF-ASSESSMENT TOOL CAN IMPROVE PROGRAM QUALITY

Today in California, thousands of after-school programs offer students hands-on opportunities to explore their talents and interests, to succeed in school, and to give back to their communities. These programs provide hundreds of thousands of youth—from kindergarten through high school—with safe, enriching environments in the after-school hours.

To ensure that the young people we serve thrive and succeed, our after-school programs must be well-designed, properly equipped and maintained, and offer quality programming and services. The diversity of California’s student population also requires after-school programs that are proactively inclusive, accessible and culturally competent.

The California After-School Program Quality Self-Assessment (QSA) Tool provides after-school programs a clear, concise and easily accessible instrument—tailored to California’s unique needs—that can contribute to continuous program quality improvement. The QSA Tool facilitates program improvement and support through a staff-directed process, rather than through monitoring by external parties.

### RESEARCH SHOWS THAT QUALITY AFTER-SCHOOL PROGRAMS:

- ▶ Are intentionally designed.
- ▶ Have clearly defined and measurable goals.
- ▶ Have program activities and content specifically implemented to achieve program goals.
- ▶ Regularly conduct data-based program reviews and assessments of program progress.

The QSA Tool provides information to support the internal assessment of after-school programs. It supplements existing, ongoing efforts by programs to collect information about participant outcomes and stakeholder satisfaction by providing information about how well programs are providing high-quality services to children and youth.

### THE QSA TOOL CAN BE USED TO:

- ▶ Stimulate meaningful, in-depth conversation among program staff about program quality. *It is not a checklist of program requirements.*
- ▶ Encourage reflection about how staff at all levels of the program can promote quality. *The QSA Tool is not appropriate for staff performance reviews.*
- ▶ Provide an internal assessment and planning document that helps staff to identify the immediate, mid-range, and long-term professional development and technical support needed to enhance program quality. *Sites are not required to provide their results to anyone else, though they may choose to do so when seeking assistance with program improvement efforts. For example, self-assessment results can help Regional Leads link programs to the most appropriate training and technical assistance available.*



# III

## III. OVERVIEW OF THE QUALITY SELF-ASSESSMENT TOOL

Development of the QSA Tool was supported by the CDE, SEDL, and the California Afterschool Network Quality Committee, and drew on research regarding program quality and a review of multiple after-school program quality assessment tools. (Please see page 20 for a list of sources.) The program quality indicators contained in the QSA Tool link directly to the indicators found in the existing after-school literature as well as those reflected in the California After-School Demonstration Program (CASDP).

The QSA Tool is organized into nine program content areas:

- SECTION 1: Program Design and Accountability
- SECTION 2: Program Environment/Climate
- SECTION 3: Program Administration, Leadership and Finance
- SECTION 4: Alignment and Linkages with the School Day
- SECTION 5: Youth Development
- SECTION 6: Family Involvement
- SECTION 7: Community Partnerships and Collaboration
- SECTION 8: Staff Development
- SECTION 9: Promoting Diversity, Access, Equity, and Inclusion

Staff members using the QSA Tool will use the following rating system to assess the degree to which each quality element is evident in their program.

- ▶ LEVEL 1: Our program is just beginning to work in this area and has an urgent need to address this practice.
- ▶ LEVEL 2: Our program has done some work in this area but will need targeted support to move to the next level.
- ▶ LEVEL 3: Our program has achieved a high level of proficiency in this area and needs only a little additional work to be proficient.
- ▶ LEVEL 4: Our program is clearly proficient in this practice and can demonstrate this in observable ways.
- ▶ DON'T KNOW: I am not familiar enough with this aspect of the program to rate performance on this indicator or am just not sure how to rate it at this time.

At minimum, after-school programs using the QSA Tool should aim to meet Level 3 or 4

for each indicator in the program content areas. Assistance and support should be sought for areas scoring at Level 1 or Level 2.

The QSA Tool allows programs to prioritize improvements and to establish timeframes for achieving them. After rating all indicators in a given program content area, place each indicator in an action category based on the rating it received, using the section at the bottom of each program area page. This categorization will later serve as the basis of an Action Plan.

- ▶ For indicators rated at Performance Level 1, action is needed **RIGHT NOW**—within three months.
- ▶ For indicators at Performance Level 2, action is needed **THIS YEAR**—within current school/fiscal year.
- ▶ For indicators at Performance Level 3, action in this area should be addressed **NEXT YEAR**—as part of the routine planning and program improvement process.
- ▶ For indicators at Performance Level 4, practices should be **SUSTAINED**—no corrective action is needed at this time.

High quality state-funded after-school programs cannot overlook grant compliance requirements. For more information, visit the California Department of Education After School Programs Office web site at [www.cde.ca.gov/ls/ba](http://www.cde.ca.gov/ls/ba)

# IV

## IV. USING THE QUALITY SELF-ASSESSMENT TOOL IN YOUR PROGRAM

There are a variety of ways in which the QSA Tool can be incorporated into continuous quality improvement efforts of after-school programs; each program is encouraged to use the QSA Tool in a way that best aligns with existing staff development practice. In Step 1, we offer two suggested implementation strategies for using the QSA Tool—*Survey-to-Discussion* and *Consensus-Based Scoring*.

### STEP 1: SELECT AN IMPLEMENTATION STRATEGY

- 1) The *Survey-to-Discussion* method is most effective for large after-school programs or multi-site projects with many staff members and limited group discussion time.

With this strategy, each staff member completes the QSA Tool individually and the responses are entered into an electronic scoring sheet, which automatically summarizes the results for each program. Staff members meet to discuss the summarized QSA Tool results.

- 2) The *Consensus-Based Scoring* method is most effective for small after-school programs or programs with regularly scheduled, lengthy staff meetings.

With this strategy, staff members review the QSA tool individually, and then come together to discuss each of the quality indicators, reaching verbal consensus on how each indicator should be rated. Staff members with experience in consensus-based decision making will be a valuable asset to this approach.

### STEP 2: DECIDE WHEN AND HOW TO IMPLEMENT THE QSA TOOL

Ideally the QSA Tool should be implemented around the start of each academic year. However, depending on the implementation strategy selected and the time available to meet, programs may:

- choose to address the entire QSA Tool at one time,
- discuss a few program content areas at a time, or
- review content areas one at a time in a series of meetings.

It will take 30–45 minutes to discuss each program content area.

Some programs may choose to incorporate additional information into their self-assessment process, such as survey results (e.g. the California Healthy Kids Survey for After-School and parent, teacher, and principal surveys), focus group input, and information about programs' attendance performance. Reviewing these data as part of a program self-assessment will help to assure that multiple points of view are taken into account.

### STEP 3: PREPARE TO USE THE QSA TOOL

Prior to completing the QSA Tool, the program assessment lead should:

- 1) Identify which staff should participate.
- 2) Organize the required materials.
- 3) Inform the staff on how to prepare for and complete the QSA Tool.

Details on each of these steps are included in the Implementation Guides.

#### STEP 4: COMPLETE THE QSA TOOL

Each staff member will have a chance to review each of the indicators individually and discuss the results together as a group. The detailed *Survey-to-Discussion Guide* and *Consensus-Based Scoring Guide*, beginning on page 9, will guide your program through each of these two strategies.

#### STEP 5: CREATE AN ACTION PLAN AND SEEK ASSISTANCE IN CARRYING IT OUT

Based on the team's assessment findings, program staff members will develop an Action Plan to improve practice quality where needed and to sustain their strengths. Please see the *Action Plan Guide* on page 13 for more details on this step.

To carry out its Action Plan, a program may require technical assistance and other supportive resources. The *After-School Program Self-Assessment Summary and Assistance Request* form on page 17 is one way to reach out to Regional Leads and others to request this type of assistance. This form briefly summarizes the results of your self-assessment—highlighting your program's strengths and areas for future improvement, and specifying what type of assistance and resources you request to carry out the Action Plan.

#### STEP 6: FOLLOW-UP TO IMPLEMENTATION OF THE QSA TOOL

Reflecting on the steps that your program has taken to improve will deepen program staff's experience as professionals and promote a healthy sense of joint responsibility for program quality. At the conclusion of the school year – or at least three months after the implementation of the Action Plan – program staff should spend about an hour sharing the activities they have undertaken to address quality, what's worked and what hasn't, and what remains to be done in the future. This step is detailed in the *Action Plan Follow-Up Guide* on page 19.

#### STEP 7: OFFER FEEDBACK ON THE FUTURE DEVELOPMENT OF THE QSA TOOL

Because the QSA Tool and this User's Guide are new instruments, the developers will continue to test and improve them throughout the coming year. Your feedback on the QSA Tool and User's Guide—in terms of how relevant and user-friendly they are—can be of great assistance in this effort.

To provide feedback on the QSA Tool, please visit the California Afterschool Network web site at [www.afterschoolnetwork.org/qsasurvey](http://www.afterschoolnetwork.org/qsasurvey) to complete an online survey. A copy of the feedback survey is included at the end of this Guide for programs without Internet access.

## SURVEY-TO-DISCUSSION GUIDE

The *Survey-to-Discussion* method is most effective for large after-school programs or multi-site projects with many staff members and limited group discussion time.

### PROGRAM SELF-ASSESSMENT PREPARATION

- 1) Identify Participating Staff – A variety of staff positions within the program should be represented in the self-assessment process to assure that multiple perspectives are included. Most programs will simply include every staff member in the self-assessment process. Larger programs may ask a sample of staff to participate.
- 2) Prepare Necessary Materials – A copy of the Quality Self-Assessment (QSA) Tool for each staff member, electronic scoring sheet (visit [www.afterschoolnetwork.org/qsatool](http://www.afterschoolnetwork.org/qsatool) to download), summarized responses, chart paper and a note taker.
- 3) Conduct an Instructional Meeting – It is important that participating staff members meet in advance to review the contents of the QSA Tool, how to use both the Tool and the electronic scoring sheet, and how the results will be tabulated and used to facilitate quality improvement.

### COMPLETING THE PROGRAM SELF-ASSESSMENT TOOL

- 1) Each staff member will complete the QSA Tool on their own.
- 2) Individual responses should be combined through use of the electronic scoring sheet. The program assessment lead should decide if individual responses will be entered into the scoring sheet by staff members themselves or if a single staff person will enter the data on behalf of all staff members. The scoring sheet will then automatically calculate an average rating for each quality indicator, creating a summary of the results for each site.
- 3) Site-level results can be further aggregated to generate a district- or organization-level average using the multi-site scoring tool ([www.afterschoolnetwork.org/qsatool](http://www.afterschoolnetwork.org/qsatool)).

### REVIEWING THE RESULTS

1. Warming Up—Prior to reviewing any survey results, allow staff members a few minutes to discuss the program content areas (or specific indicators/practices) that they anticipate being the strongest or weakest, and the examples they use to support their conclusion.

Asking staff for their input will enhance their engagement in the discussion and will emphasize that survey results aren't the only valid source of information about program quality. These other ways of knowing are critical additional sources of information that will assist in understanding the survey results.

**FACILITATOR NOTE:** In some cases, it will be necessary to encourage staff to provide concrete and objective evidence, rather than opinions. So, for example, it is less helpful to predict that a program will score poorly on a particular element because “my supervisor is mean” than to identify the resource, training, and practice deficiencies that affect a particular element.

2. Discussing the Results—Within each program content area of the QSA Tool, explore the following questions:

- ▶ Which indicators are rated the highest? What does our program do to accomplish this?
- ▶ Which indicators are rated the lowest? What does our program currently do (or not do) that affects this practice? Facilitator note: changing these practices is the focus of the Action Plan, so focus the group primarily on what is happening right now, not on what needs to change.
- ▶ Are there any indicators whose ratings are much higher or lower than predicted? Why might that be?
- ▶ Are there any indicators for which many people said they didn't know the answer? Does that suggest that some staff need to learn more about the program?

Once the staff has reviewed the individual quality indicators, explore the following questions about the overall program results:

- ▶ Which program content areas (i.e. Program Design/Accountability, Youth Development) are strongest in this program? Why?
- ▶ Which program content areas received the lowest overall ratings? Why?

#### COMPLETING AN ACTION PLAN

Based on the team's assessment findings, program staff develop an Action Plan to improve quality practice where needed and to maintain those areas in which programs are strongest. Please see the *Action Plan Guide* on page 13 for further details. Programs are encouraged to assess their progress after implementing their Action Plan, see the Action Plan Follow Up Guide on page 19.

## CONSENSUS-BASED SCORING GUIDE

The *Consensus-Based Scoring* method is most effective for small after-school programs or programs with regularly scheduled, lengthy staff meetings.

### PROGRAM SELF-ASSESSMENT PREPARATION

- 1) Identify Participating Staff – A variety of staff positions within the program should be represented in the self-assessment process to assure that multiple perspectives are included. Most programs will simply include every staff member in the self-assessment process. Larger programs may ask a sample of staff to participate.
- 2) Prepare Necessary Materials – A copy of the Quality Self-Assessment (QSA) Tool for each staff member, chart paper with each content area listed at the top and individual indicators below, and a note taker.
- 3) Conduct an Instructional Meeting – It is important that participating staff members meet in advance to review the contents of the QSA Tool, how the team will come together to discuss the indicators and their ratings, and how the results will be tabulated and used to facilitate quality improvement.

### SELF-ASSESSMENT DISCUSSION

1. Warming Up—Prior to reviewing and rating the quality indicators as a group, lead staff members through a discussion of the *Consensus-Based Scoring* process.

Ask staff members to briefly discuss the quality indicators where they expect there to be more disagreement and why. Review with participants strategies for resolving disagreements on indicator ratings. The box below provides some examples for how to do this.

#### Resolving Differences of Opinion in Consensus-Based Scoring

##### ASK THE OTHER PERSON

- ▶ What would the “perfect practice” look like for you?
- ▶ How does our program measure up to your expectations, based on observable practices and policies?
- ▶ How does the rating you chose (e.g. 3) align with the examples you gave?

##### ASK YOURSELF

- ▶ Is my teammate using a different definition of the practice than I am?
- ▶ Does my teammate have additional information about our program?
- ▶ Do we have a similar understanding of the rating scale?
- ▶ How does this new input affect my opinion about the rating?

**2. Assessing the Program** – How the team will approach this process will depend on how many staff members are participating. If the team is small (fewer than eight), staff members can simply work their way through the QSA Tool, discussing with one another the rating that they would give to each quality indicator and why.

In most cases, the group will agree on a rating with minimal discussion. For some indicators, however, staff members may suggest widely different ratings. In this case, the team (or those who initially disagree on the rating) should explore their divergent views, with the goal of agreeing on a single rating. As the group determines the scores, they should take notes on the conversation held, particularly for those indicators for which there was initially disagreement. These indicators, in particular, may highlight areas in which a program needs to work to clarify expectations, enhance resources, and engage staff more regularly in discussion and planning.

If an assessment team is large, a two-step assessment process might be considered. In the first stage, smaller groups of three to five staff members will review the indicators in one program content area at a time. To make this a more dynamic process, each program content area (and its corresponding indicators) can be written up on chart paper and distributed throughout the room. Small groups of participants can then circulate around the room discussing the indicators in each program content area. In the second stage, the smaller groups will reconvene and together the indicator ratings will be compared, discussed and decided upon through consensus.

## REVIEWING THE RESULTS

Within each program content area of the QSA Tool, explore the following questions:

- ▶ Which indicators are rated the highest? What does our program do to accomplish this?
- ▶ Which indicators are rated the lowest? What does our program currently do (or not do) that affects this practice? Facilitator note: changing these practices is the focus of the Action Plan, so focus the group primarily on what is happening right now, not on what needs to change.
- ▶ Are there any indicators whose ratings are much higher or lower than predicted? Why might that be?
- ▶ Are there any indicators for which many people said they didn't know the answer? Does that suggest that some staff need to learn more about the program?

Once the staff has reviewed the individual quality indicators, explore the following questions about the overall program results:

- ▶ Which program content areas (i.e. Program Design/Accountability, Youth Development) are strongest in this program? Why?
- ▶ Which program content areas received the lowest overall ratings? Why?

## COMPLETING AN ACTION PLAN

Based on the team's assessment findings, program staff develop an Action Plan to improve quality practice where needed and to maintain those areas in which programs are strongest. Please see the *Action Plan Guide* on page 13 for further details. Programs are encouraged to assess their progress after implementing their Action Plan, see the Action Plan Follow Up Guide on page 19.



## ACTION PLAN GUIDE

Depending on local context, after-school programs may choose to develop an Action Plan for individual sites, for districts or organizations as a whole, or both. The methods outlined below are intended for use at either the site- or district/organization-level.

### MAPPING INDICATORS

The format of the QSA Tool allows programs to prioritize needed improvements and to establish timeframes for achieving those improvements. Use the rating assigned to each indicator to place it in the appropriate action category at the bottom of each program content area page:

- ▶ A Level 4 indicator suggests that the practice should be **SUSTAINED**.
- ▶ A Level 3 Indicator suggests that action in this area should be addressed **NEXT YEAR**—as part of the routine planning and program improvement process.
- ▶ A Level 2 indicator suggests that action is needed **THIS YEAR**—within the current operational cycle/year.
- ▶ A Level 1 indicator suggests that action is needed **RIGHT NOW**—within three months.

### IDENTIFYING NEXT STEPS

Once indicators have been sorted according to the level of focus they require, program leaders – in consultation with their staff – develop a concrete, actionable set of steps to address each quality element in the appropriate time frame. To facilitate program improvement efforts, summarize the ratings and the planned steps for each indicator using the Action Plan Chart on page 15.

Some questions to consider when crafting your program’s Action Plan include:

1. At what level is the issue occurring? Among a few people, at one site, in several sites, or throughout our district or organization?
2. Which staff members in our district or organization need to be involved in implementing the various steps of the Action Plan, and how much involvement do they need to have in the development of the Plan?
3. Should the issue be addressed through a change of resources, staff, training, procedure, through some other means, or through a combination?
4. What resources are available? Consider:
  - a. Other after-school programs within your district or organization
  - b. Other departments (e.g. instructional services departments of school districts)
  - c. Regional leads
  - d. Statewide training and TA providers
  - e. Local or national conferences on after-school programming, education, youth development, and other affiliated topics

The After-School Program Quality Self-Assessment Summary and Assistance Request form on page 17 is one way to reach out to Regional Leads and others for assistance in implementing your Action Plan. Use this form and the results of your self-assessment to highlight your program's strengths and areas for future improvement, as well as to specify what type of assistance and resources you need to carry out your Action Plan.

This form may be emailed, faxed, or mailed to the training and technical assistance providers of your choice, or may help to structure an in-person discussion of your program's quality improvement efforts.

The list of Training and Technical Assistance Resources on page 18 lists contact information for California organizations that that might be helpful in your efforts.

## Action Plan Chart

LEVEL 1 INDICATORS: ACTION IS REQUIRED RIGHT NOW	NEXT STEPS	LEAD STAFF AND DELIVERABLE DATE
<p><i>Staff are made aware of the special health and medical needs of participants.</i></p>	<p><i>Speak with District health office regarding accessing student health information. Schedule training for all staff on how to address health and medical needs of students.</i></p>	<p><i>Joanne to reach out to District health office regarding records and training this week. Site Coordinators to dedicate time at next PD session for health training.</i></p>
LEVEL 2 INDICATORS: ACTION IS NEEDED THIS PROGRAM YEAR	NEXT STEPS	LEAD STAFF AND DELIVERABLE DATE
<p><i>Provides participants with opportunities to identify and reflect on their learning, goals and accomplishments.</i></p>	<p><i>Contact Regional Lead to discuss training opportunities for staff. Include this element in Site Coordinators' activity observation checklist.</i></p>	<p><i>Carlo will call Regional Lead this week. Joanne will update checklist and share with Coordinators at next check in.</i></p>

LEVEL 3 INDICATORS: ACTION IS NEEDED BY NEXT YEAR	NEXT STEPS	LEAD STAFF AND DELIVERABLE DATE
<i>Has access to indoor and outdoor spaces to support program goals, such as classrooms, library, computer labs, sports facilities, gym, fields, kitchen, storage for program equipment and supplies.</i>	<i>District After-School Lead to speak at Principals' meeting. Include use-of-space agreement in year-end planning tool.</i>	<i>Carlo to get on next Principals' meeting agenda. Joanne will update planning tool.</i>

LEVEL 4 INDICATORS: PRACTICES SHOULD BE SUSTAINED	NEXT STEPS	LEAD STAFF AND DELIVERABLE DATE
<i>Consistently acknowledges and promotes positive participant behavior.</i>	<i>Continue "Sharing Our Success" time at Site Coordinator meetings with a focus on positive behavioral management strategies. Assure that all programs have enough "Cool Points" tickets and prizes.</i>	<i>Carlo to sustain agenda. Joanne to email Coordinators about supply of tickets and prizes.</i>

## AFTER-SCHOOL PROGRAM QUALITY SELF-ASSESSMENT SUMMARY AND ASSISTANCE REQUEST

District/Organization Name: \_\_\_\_\_

County: \_\_\_\_\_

Program Site(s) (if applicable): \_\_\_\_\_

Our after-school program has conducted a thorough review of quality policies and practices using the California After-School Program Quality Self-Assessment Tool. As part of this review, our district/organization has developed a comprehensive Action Plan that identifies the steps needed to improve quality in our after-school program(s). The Action Plan identifies resources internal and external to our district/organization that can contribute to our ongoing improvement efforts.

### SELF-ASSESSMENT SUMMARY

Our Program's Strengths Include:		Our Program's Areas of Growth Include:	
	Program Design and Accountability		Program Design and Accountability
	Program Environment/Climate		Program Environment/Climate
	Program Administration, Leadership and Finance		Program Administration, Leadership and Finance
	Alignment and Linkages with the School Day		Alignment and Linkages with the School Day
	Youth Development		Youth Development
	Family Involvement		Family Involvement
	Community Partnerships and Collaboration		Community Partnerships and Collaboration
	Staff Development		Staff Development
	Promoting Diversity, Access, Equity, and Inclusion		Promoting Diversity, Access, Equity, and Inclusion

### ASSISTANCE REQUEST

The services that would be most helpful to us are:			
	Information, referrals and program resources		Assistance with staff recruitment
	A workshop for program staff or leaders		Assistance with budgeting and fundraising
	One-on-one/small group coaching or technical assistance		Other:
	A professional learning community		Other:
	Assistance with program planning		Other:

Please respond to the program contact listed below at your earliest convenience to discuss ways in which we can work together to improve the quality of our after-school programs.

Program Contact: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

## TRAINING AND TECHNICAL ASSISTANCE RESOURCES

To access Training and Technical Assistance in the use of the Quality Assessment Tool:

CALIFORNIA AFTERSCHOOL NETWORK  
[www.afterschoolnetwork.org](http://www.afterschoolnetwork.org)

To Link to Training and Technical Assistance Opportunities for Program Staff:

THE CALIFORNIA AFTERSCHOOL RESOURCE CENTER (CASRC)  
[www.californiaafterschool.org](http://www.californiaafterschool.org)

THE CALIFORNIA SCHOOL AGE CONSORTIUM (CALSAC)  
[www.calsac.org](http://www.calsac.org)

CALIFORNIA AFTERSCHOOL NETWORK  
[www.afterschoolnetwork.org](http://www.afterschoolnetwork.org)

CASTA  
<http://ccsp.ucdavis.edu/casta>

To Access After-school Curriculum Materials Reviewed by Content Experts and After-School Staff:

THE CALIFORNIA AFTERSCHOOL RESOURCE CENTER (CASRC)  
[www.californiaafterschool.org](http://www.californiaafterschool.org)

To Reach CDE Consultants and Regional Leads:

CDE REGIONAL TECHNICAL ASSISTANCE CONTACTS  
[www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp](http://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp)

## ACTION PLAN FOLLOW-UP GUIDE

At the conclusion of the school year—or at least three months after the initial program self-assessment was completed—staff members can take the opportunity to assess their progress in implementing the Action Plan in order to identify which steps have been completed, which remain to be implemented, and where modifications to the Plan are needed.

Important elements to incorporate into the reflection session include:

### ASSESS PROGRESS IN IMPLEMENTING THE CURRENT ACTION PLAN

1. Rate the team's success in implementing the action steps required to address the quality indicators rated at Level 1 (i.e. those indicators requiring action **RIGHT NOW**).
2. Explore the extent to which actions steps targeted for Level 2 indicators (i.e. those indicators requiring action **THIS PROGRAM YEAR**) have been implemented or are in the process of being implemented.
3. Assure that upcoming annual planning activities will develop action steps for all Level 3 indicators (i.e. those indicators requiring action by **NEXT YEAR**).
4. Confirm that Level 4 indicators are being **SUSTAINED** at the level identified at the start of the program year.

### RE-VISIT ACTION STEPS

1. Based on the inventory conducted above, do any action steps need to be re-prioritized?
2. Were particular actions particularly effective, particularly ineffective?
3. Are additional steps needed to continue to improve program quality? Can any of the previously planned actions be dropped?

## SOURCE DOCUMENTS AND KEY RESOURCES

The following reports and assessment tools were used in the creation and revision of the California After-School Quality Assessment Tool:

1. The California Department of Education (CDE) [www.cde.ca.gov](http://www.cde.ca.gov)
2. SEDL [www.sedl.org/afterschool](http://www.sedl.org/afterschool)
3. *Program Quality Self-Assessment (QSA) Tool Planning for Ongoing Program Improvement* (2005) The New York State Afterschool Network (NYSAN).
4. *High Quality Program Assessment for Afterschool Cluster*. (2005) San Francisco Department of Children Youth and their Families (DCYF).
5. Fletcher, Piha, Rose. (2005) *A Guide to Developing Exemplary Practices in Afterschool Programs*. The Center for Collaborative Solutions, the Community Network for Youth Development, and the Foundation Consortium for California's Children and Youth.
6. *Shared Features of High Performing After-School Programs: A Follow-Up to the TASC Evaluation*. Birmingham, Pechman, Russell, Mielke (2005) Washington D.C: Policy Studies Associates Inc. (QSA).
7. *The Quality of School-Age Child Care in After-School Settings*. Little, Priscilla. (June 2007) Cambridge MA: Harvard Family Research Project (HFRP).
8. *Community Programs to Promote Youth Development*. The Committee on Community-Level Programs for Youth, Jacquelyne Eccles and Jennifer Appleton-Goodman Editors, The National Research Council, and The Institute of Medicine.
9. *Youth Program Quality Assessment (PQA)* High Scope Education Research Foundation.
10. Yohalem, Wilson-Ahlstrom, Fischer, Shinn. (March 2007) *Measuring Youth Program Quality: A Guide to Assessment Tools*. Washington D.C. Impact Strategies.





