

San Francisco Afterschool for All Program Quality Self Assessment Report

This *Program Quality Self Assessment Report* is intended to provide a template for afterschool providers to share their success, efforts to improve, and accomplishments with other stakeholders, such as parents, school principals, school staff, and community members. This *Program Quality Self Assessment Report* is designed around the 11 elements of program quality and can be used as a way for afterschool providers to summarize the successes and challenges they are addressing using more detailed assessment and evaluation tools.

How was this *Program Quality Self Assessment Report* created?

The San Francisco Afterschool for All effort – co-led by SFUSD and DCYF – aims to create a citywide afterschool system that addresses challenges and fosters collaboration so that all elementary and middle school children have access to quality afterschool programs. Guiding the Afterschool for All Initiative is the Afterschool for All Advisory Council, composed of representatives of the school district, city departments, community-based organizations, faith-based organizations, funders and parents. (For more information about the SF Afterschool for All effort, go to <http://sfafterschoolforall.blogspot.com>.)

In June 2008, the San Francisco Afterschool for All Advisory Council adopted the 11 elements of program quality in the *California After-school Program Quality Self-Assessment (QSA) Tool* as the citywide definition of high quality afterschool programs. Since then, the San Francisco Afterschool for All effort has worked to create tools that can be used by afterschool providers to assess the quality of their programs in these 11 elements.

How can this *Program Quality Self Assessment Report* be used?

Any afterschool provider can complete this report in a number of ways, from asking all staff to contribute to the report during a staff retreat focused on assessing strengths and areas of improvement to tasking the program's site coordinator to assess the program from his/her perspective. Once the afterschool provider has completed the report, the idea is to then share it with key stakeholders. Some ways afterschool providers could share this report include:

- Schedule a meeting with leaders from the schools your participants attend to discuss the report
- Share it with your funders, partners, and other stakeholders and discuss ways to improve
- Send a copy home to each family served by the program
- Post a copy at the front door of the program so caregivers and community members can read it when they stop by
- Post it on the program's (or school's) website

What other resources are available that I can use in addition to this report?

The San Francisco Afterschool for All effort and its partners have created several tools to help foster the quality of afterschool programs. Below is a list of some of those tools:

- AFA Self Assessment Tool for afterschool programs located at community sites:
(<http://sfafterschoolforall.blogspot.com/p/sf-afterschool-for-all-quality-self.html>)
- AFA Core Competencies for Afterschool Supervisors and Line Staff and accompanying Toolkit:
(<http://sfafterschoolforall.blogspot.com/p/download-competencies.html>)
- SFUSD ExCEL's *How To Create A Successful After School Program: A Resource Guide*:
<http://www.healthiersf.org/ExCELAfterschool/Resources/Technical-Assistance/resourceGuide.html>

The 11 Elements of Program Quality

Elements of Program Quality	Description
1: Program Design & Assessment	Quality after school programs are intentionally designed to achieve clearly defined and measurable 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.
2: Program Administration & Finance	A quality program has an effective management and fiscal structure that develops and implements policies, procedures, and practices to ensure the successful operation of the after school program based on the program goals, vision, and design. Programs that receive state or federal funds should take care that they do not supplant any other sources of support.
3: Community Partnerships & Collaboration	A quality program develops, maintains, and strengthens school-community collaborations that engage diverse community members, school staff (where applicable), business leaders, and community-based organizations in the development, implementation, and support of after school programs. Strong collaborative groups are characterized by open, respectful relationships among partners who share a common vision for their shared work.
4: Alignment & Linkages with the School Day	A quality program supports, complements, and expands the school day through intentionally designed enrichment activities and student-centered academic assistance. School-based after school programs and programs with a purposeful focus on youth's academic development are especially likely to benefit from communication with the host school. Note: After school programs that receive CDE funding are required to collaborate and coordinate with the regular school day program.
5: Program Environment & Safety	A quality program provides a safe, healthy and nurturing environment for all youth. It ensures that young people are physically and emotionally secure, respected and accepted for who they are.
6: Youth Development <ul style="list-style-type: none"> • <i>Supportive Environment</i> • <i>Interaction</i> • <i>Engagement</i> 	<p>A quality program employs research-based youth development strategies that reflect a complementary, holistic approach that is built on youths' assets and promise rather than risk prevention and repairing deficits. Rather than a separate activity or strand of programming, youth development philosophy describes the manner in which programs do what they do – providing a set of guiding principles that can be incorporated into any kind of after school program or activity.</p> <p>This element is divided into three sub-sections:</p> <ul style="list-style-type: none"> • <i>Supportive Environment</i>: A quality program develops, nurtures and maintains positive relationships and interactions and supports young people as they try new things. • <i>Interaction</i>: A quality program is structured to encourage participation and ownership by youth. • <i>Engagement</i>: A quality program provides participants with an opportunity to play a meaningful, active role in their program, so that youth can have input into decision-making, opportunities to take responsibility and demonstrate leadership.
7: Staff Recruitment & Professional Development	The quality of after school programs is directly related to training, and ongoing professional development for staff and volunteers that enhances their qualifications and motivation. High quality after school programs thoroughly orient new staff members, and provide ongoing career development opportunities for veteran staff. Note: In programs that receive CDE funds, all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.
8: Family Involvement	Quality after school programs regularly provide families with opportunities to get involved with the program, link parents and caregivers with resources in the community, and communicate with families in a variety of formats and in multiple languages, if necessary. School-based after school programs share information about events in the host school, capitalizing on their in-person contact with parents and caregivers.
9: Nutrition & Physical Activity	Quality after school programs create and sustain environments that promote healthy choices among youth and staff. They may do this by providing a variety of developmentally appropriate, research-based nutrition and physical activity education experiences that engage students in active and meaningful learning to master new and life-long behaviors.
10: Promoting Diversity, Access, Equity, & Inclusion	Quality after school programs embrace and value diversity, and have a conscious commitment to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services. Quality programs understand, value, and respect the myriad backgrounds and experiences of youth and their families. This commitment is reflected in program vision and leadership, and is woven throughout the program.
11: Effectively Supporting English Learners	Quality after school programs embrace the significant and growing English Learner (EL) population in California and the nation. Quality programs understand the complexity and diversity of EL youth and work to be culturally responsive to them, while maintaining high expectations for all EL participants. They utilize current research-based effective strategies to both teach EL youth English and keep a connection with their home languages and cultures.

Excerpts from: *The California After School Program Quality Self-Assessment Tool* developed by the California Afterschool Network and the California Department of Education; <http://www.afterschoolnetwork.org/qsatool>.

Program Quality Self Assessment Report 2010-11

Afterschool Program Name: _____

Program Location: _____

What ages does your program serve? _____

How many children and youth does your program serve on a typical day? _____

How is your afterschool program currently funded? Check all that apply:

- SFUSD ExCEL grant
- SFUSD Child Development funding
- DCYF grant
- Private foundation grant or donations
- Parent or youth fees
- Child Care subsidies (via Children's Council or another source)
- Other: _____

What is your current youth to staff ratio? _____

How many full-time equivalent staff work to support your program but do not work directly with youth participants (such as administrative support, accounting, Executive Director, Program Manager, etc.) _____

What other afterschool programs does your organization operate, if any? List names of programs and locations:

Report Completed by (name and position): _____

1) Briefly describe the mission of your afterschool program. (Try to limit to 2 sentences.)	
2) Choose 3 of the 11 elements of program quality that your afterschool program has been successful in integrating into your program. Describe your successes.	a) Element Name: b) Element Name: c) Element Name:
3) Describe one of the 11 elements of program quality that your afterschool program plans to improve in the future. Describe your challenges and your plans for addressing those challenges.	
4) Describe anything else you would like to share with your stakeholders.	