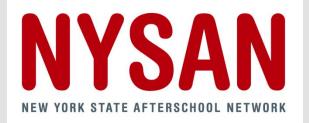# NYSAN

NEW YORK STATE AFTERSCHOOL NETWORK

NYSAN Program Quality Self-Assessment (QSA) Tool Survey Report

March 2010

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Overview, Purpose, and History of QSA Tool Survey

Overview and Purpose

The New York State Afterschool Network (NYSAN) designed and disseminated a web-based survey on use and impact of the NYSAN QSA Tool. The survey provided a means to collect information about how the QSA Tool is being used throughout New York State; to determine its effectiveness in supporting program quality; and to inform NYSAN's future quality assurance work. The survey was open from August – September 2009 in a web-based response collector. The survey requested one respondent per afterschool site. The survey announcement and general information, which were sent to school- and community-based program providers, public agency staff, evaluators, and other stakeholders via NYSAN's statewide electronic listserv, can be found in Appendix A. A response rate was not calculated because survey announcement recipients were encouraged to share the link to the survey with colleagues in order to generate as large a response as possible.

2006 QSA Tool Survey: A Brief History

In 2006, the New York State Center for School Safety (NYSCSS) randomly selected 5% of NYS 21st Century Community Learning Center grantees and collected data from 28 afterschool program sites from across the state. Below is a comparison of key results.

Table I: Comparison of Highlights from 2006 and 2009 QSA Tool Surveys

	Response in 2006 Survey	Response in 2009 Survey
Use of the QSA Tool and Changes in Program	57% of respondents indicated that the use of the QSA Tool resulted in programmatic changes.	75% of respondents reported a change in their program after using the QSA Tool.
Use of the QSA Tool for Program Planning	57% of respondents indicated that the QSA Tool was useful for planning and implementing programs.	92% of respondents indicated the QSA Tool is extremely or somewhat helpful in developing an action plan.

These changes may be the result of increased support in using the QSA Tool to understand program quality and to conduct an effective self-assessment. In 2006, many respondents indicated that the QSA Tool was difficult to use and needed additional directions. Since then, NYSAN has published the QSA Tool User's Guide, which includes information regarding planning and organizing a self-assessment, facilitating a self-assessment, and creating and implementing an action plan.

QSA Tool Survey Respondents

One hundred and six (106) afterschool program providers responded to the survey. Nearly 50% of the respondents are located in New York City. Approximately 75% of the respondents operate school-based programs, though program settings also include community centers (14%), religious institutions (3%), family child care and day care facilities (4%), and a nursing home. Almost all of the programs offer multiple, varied activities, with 1 arts-only program also responding.

Respondents represent large and small programs in rural (14%), suburban (16%), and urban (70%) communities. The survey respondents are from all regions of New York State, as represented in this chart.

Table II: Geographic Location of Respondents

Region	
Hudson Valley	6.6%
Central New York/Southern Tier	17%
Finger Lakes/Greater Rochester Area	4.7%
Long Island	3.8%
New York City	49.1%
Upper Hudson/Capital District	5.1%
Western New York	13.2%

The following describes the most commonly used funding sources by respondents.

Table III: Respondents' Programs' Funding Sources

Funding Sources	
Program Fees	32.1%
Public: 21st Community Learning Centers	27.4%
Public: Advantage After-School	24.5%
Public: Extended School Day/School Violence Prevention	9.4%
Public: NYC Out-of-School Time (OST) Initiative	27.4%
Public: Youth Development/Delinquency Prevention	9.4%
Private: Corporate	9.4%
Private: Individual donors/Fundraisers	17.0%
Private: Philanthropy/Foundation	10.4%

Other responses include: Safe and Drug Free Schools funding, social services funding, subsidies, United Way funding, Youth Bureau funding, Community Development Block Grant funding, service learning funding, Beacon Center funding, city council funding, cultural affairs funding, and TASC funding.

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Overview of Survey Results: Use of QSA Tool

40% of respondents have used the QSA Tool in its entirety, 37% have not, and the remainder were unsure. The majority (60%) of respondents' sites have used the QSA Tool 2 – 4 times, while 19% have used it 5 or more times, 5% have used it once, and 16% were unsure.

The following chart outlines what motivated the respondents' sites to use the QSA Tool the first time it was used and the most recent time it was used. The majority of respondents use the QSA Tool because they are mandated to do so by a public funding agency (presumably, the N.Y. State Education Department). Over 22% of respondents used the QSA Tool again because previous self-assessments yielded improvements.

Table IV: Motivation to Use QSA Tool

	Initial Use	Most Recent Use
A public funding agency mandated the program to use the QSA Tool.	32.4%	36.2%
A public funding agency encouraged the program to use the QSA Tool.	27%	5.6%
A private foundation mandated the program to use the QSA Tool.	5.4%	2.8%
A private foundation encouraged the program to use the QSA Tool.	2.7%	2.8%
A technical assistance specialist or consultant encouraged the program to use the QSA Tool.	10.8%	2.8%
An evaluator encouraged the program to use the QSA Tool.	18.9%	22.2%
The Site Director or Coordinator learned about the QSA Tool and implemented it at the site.	29.7%	16.7%
Program's agency mandated use of the QSA Tool.	10.8%	8.2%
Executive Director mandated use of the QSA Tool.	2.7%	N/A
Previous use of the QSA Tool yielded quality improvements and the program staff and stakeholders wish to use the QSA Tool again.	N/A	22.20%
The QSA Tool was used again in advance of a new program year.	0%	2.8%
N/A (site has only used the QSA Tool once)	0%	2.8%

Overview of Survey Results: Self-Assessment Logistics

Participants: When asked who typically participates in using the QSA Tool, respondents provided the following answers. Other participants included community members and agency administrative staff (e.g. finance and operations staff).

Table V: Participants

Youth participants	29.7%
Site Coordinator or Site Director	89.2%
Front-line staff member(s)	62.2%
Parent(s) or Family member(s)	35.1%
School Administrators	29.7%
School Teachers	32.4%
Principal or Assistant Principal	29.7%
Executive Director	8.1%
Evaluator	21.6%
Other	18.9%

Facilitator: 92% of respondents indicated that the Site Coordinator or Site Director facilitates use of the QSA Tool. Other facilitators include evaluators (2 respondents), front-line staff (1 respondent), and Director of Operations (1 respondent).

Timeline: The majority of respondents use the QSA Tool once (46%) or twice (43%) per academic year. When asked about QSA Tool usage during the academic year, responses varied greatly, though none of the respondents use the QSA Tool over the summer. Of the programs that use the QSA Tool in an ongoing manner, most use it once in the beginning or middle of the year and once again at the end of the year, or one element is reviewed each month.

40.5% of respondents indicated that self-assessment requires 1 – 6 days, and 43.2% indicated that it requires 1 – 3 weeks. 13.5% indicated that the process it required 4 – 7 weeks, and 2.7% of respondents indicated that they use the QSA Tool in an ongoing way.

Tool Access: 78% of respondents use a hard copy of the QSA Tool User's Guide, 27% use an electronic PDF, and 32% use the web-based version (several respondents indicated that a combination of these versions are used). 97% of respondents fill out the QSA Tool via hard copy, and 3% fill out the web-based QSA Tool.

Overview of Survey Results: Action Planning

When asked how findings from the self-assessment are provided to program staff and stakeholders, respondents had a wide range of responses that fell into two categories:

- Formal methods:
    - Staff meetings and professional development events
    - Self-assessment team meetings (including a range of stakeholders)
    - Parent advisory committee meetings
    - Meetings with school administration
    - Newsletter announcements and reports
    - Memos and action plans
    - Report to board of directors and other agency leaders
    - Distribution of minutes and notes from self-assessment meetings

- Informal methods:
    - Small group discussions
    - One-on-one, ad hoc quality improvement discussions and planning

When asked how useful the QSA Tool is in developing an action plan, 37.8% of respondents noted it is extremely helpful, and 54.1% said it is somewhat helpful. Additional comments included the following:

- Agency used the QSA Tool and generated a SMART action plan and, because of a focus on results-based accountability this year, decided to add data collection to our tools for quality improvement based on the self-assessment results
- It might be more effective to write an action plan as a follow-up instead of immediately following the self-assessment to achieve a higher level of detail

When asked how self-assessment action plans are used, respondents had a wide range of responses that fell into two categories:

- Action Plan Implementation
    - Staff meetings
    - Self-assessment team meetings
    - Incorporate action items into staff work plans
    - Designation of a person (often, the Site Coordinator) responsible for implementation, with some action items delegated to other staff members
    - Setting and meeting deadlines
    - Assistance from evaluator

- Action Plan Follow-up
    - Regular observation of staff
    - Increased staff development
    - Analysis of formal and informal feedback from staff, participants, and parents
    - Operations oversight
    - Providing mentoring to staff

Overview of Survey Results: Changes in Programs

75% of respondents reported a change in their program after using the QSA Tool. 10% of respondents reported no change in the program (15% were unsure).

Changes from using the QSA Tool include:

- Programmatic changes
    - Cross-sharing among program sites led to higher-quality activities
    - Improved academic enrichment activities, including additional tutoring offerings and homework help, adding certified teachers to staff, and tailoring activities differently to boost participants' performance in math and English
    - Addition of new activities, such as sports and arts
    - Increased youth voice in selection of activities

- Management changes
    - Staffing changes, including increased time for staff development, recruiting staff that reflect the population served, and increasing staff involvement with decision-making
    - More parent involvement, including creating parental advisory groups and expanding offerings for parents
    - Improved assessment/planning process
    - Increased safety due to structural changes
    - Better alignment with broader goals, such as state learning benchmarks and funders' goals
    - Updated method for targeting students
    - Created a method, using parental consent, to work closer with schools on individual students' academic and behavioral information
    - Created closer working relationships with schools

Case Study: Academic and Parental Involvement Changes

In describing a change that occurred during self-assessment, Tony Williams, Director of Operations of the Northwest Buffalo Community Center noted that their afterschool program recognized a need to update their academic and parental involvement program components. The program began encouraging parents and guardians to contact their children's schools to allow the program permission to access academic information. This allowed Northwest Buffalo Community Center to work collaboratively with schools while receiving critical academic and behavior records. This information is used to target services and better serve individual program participants' needs. They used a strategy that required personal communication with parents and guardians, thus developing stronger relationships with them.

Overview of Survey Results: Impact on Program Quality

55% of respondents reported improved program quality after using the QSA Tool, 15% responded that program quality did not improve, and 30% were unsure.

When asked how changes in program quality were recognized, respondents noted:
- Higher rates of participation
- Better academic outcomes in schools grades and assessments attributable to changes in activities
- Increased participant engagement
- Increased number of referrals to the program from family members
- Increased ability to work with Spanish-speaking populations attributable to new bilingual staff
- Better results on parent surveys
- More team-centered atmosphere that broke down barriers between administration and front line staff
- Fewer incidents because staff has a higher awareness of safety measures

Case Study: Self-Assessment and Academic Supports

As reported by Mr. Steve Kessler, Site Coordinator for the Staten Island JCC's 21st CCLC site at I.S. 49, the program recently decided to expand a program that provides tutoring services from students at the College of Staten Island. Tutors offer support in a wide range of academic areas including, but not limited to, reading and math; the program found that tutoring in other subjects is not as readily available during the school day. When discussing links with the school day, the self-assessment team decided to make working with tutors a required part of the program. This has improved grades and test scores of students, regardless of whether they were previously performing at or below grade level.

Case Study: Self-Assessment and Linking to School Partners

Jack Saffer, On-Site Supervisor of the Central Islip High School 21st Century Community Learning Center in Long Island, offered the following on how self-assessment supported participants' academic development:

As a result of using the NYSAN QSA Tool, we made sure that there were links to the curriculum taught in the students' classes during the day and the activities in the 21st CCLC program after school. We have the advantage of having teachers from the high school as the teachers in the 21st CCLC program. These teachers are familiar with the New York State curriculum and were instrumental in helping to infuse our activities with content that would reinforce what the students learned during the day.

Overview of Survey Results: Benefits and Unanticipated Outcomes

Additional Benefits to Program: 82.5% reported reaping benefits from using the QSA Tool, while 5% did not see benefits from completing the self-assessment (12.5% were unsure).

Additional benefits identified by respondents include:
- Including part-time staff members in program planning
- Secured funding
- Staff and stakeholders gained clear understanding of program quality
- Raised awareness about the need to disseminate information
- Created an opportunity to evaluate curriculum and activity delivery
- Met external program officer's expectations
- Gained a clear understanding of schools' needs related to the program

Case Study: Increased Funding as an Additional Benefit of Self-Assessment
Theodore Phillips, Center Director of the Police Athletic League Edward Byrne Center in Queens, reported that use of the QSA Tool helped to identify potential funding sources for the program by allowing stakeholders to think critically about the sustainability of their program and assess their existing assets. Specifically, the self-assessment team recognized the opportunity to rent out facilities to generate income to fund the program. New income has been used to secure staff and purchase supplies and equipment.

Unanticipated Outcomes of use of Tool: 12.5% of respondents reported unanticipated outcomes of using the QSA Tool. Responses included:
- Recognition of need to share information more widely
- Better understanding of program quality
- Use of the QSA Tool was a team-building exercise, which resulted in improved team dynamics
- Recognition of certain student populations who were not fully benefiting from the program

The QSA Tool and Program Quality: 35.1% of respondents said using the QSA Tool is extremely useful in gaining a better understanding of program quality, and 59.5% said it is somewhat useful.

37.8% of respondents said using the QSA Tool to engage stakeholders in conversations about the program is extremely useful, and 48.6% said it is somewhat useful in this way. Respondents noted the following:
- Because the instrument is so long, the focus can shift to finishing rather than sparking dialogue
- The QSA Tool is useful as a specific reference on the effectiveness of the program
- Bringing site coordinators together creates interesting interactions and conversations
- The QSA Tool provides a starting point and standard for quality

Overview of Survey Results: Support in Using the QSA Tool

Of the 37 respondents who have attended a workshop on the QSA Tool:

- 62% reported that the workshop was helpful in participating and/or facilitating the self-assessment, while 19% said it did not help them and 19% were unsure
- 30% attended workshops at statewide conferences, 30% at The After-School Corporation, 27% at the Partnership for After School Education, 14% at regional afterschool network event, and 11% in other venues including The Children's Aid Society and other in-house agency-based presentations
- Respondents noted that workshops were informative and provided helpful tips, and workshop facilitators make the value of the QSA Tool clear.

Respondents noted that the following supports would help them to have more effective self-assessments:

- Additional training for staff and stakeholders
- Strategies for building a multi-stakeholder team
- Assistance with creating an effective and realistic action plan
- Strategies for eliminating barriers to having teacher involvement
- Clarity of language in QSA Tool for youth and other stakeholders

Overview of Survey Results: Non-Users of the QSA Tool

37% of respondents have never used the QSA Tool in its entirety, though 8% had partially used the QSA Tool in some way.

- 40% do not use the QSA Tool and use another self-assessment tool.
- 52.7% of these respondents had not heard of the QSA Tool prior to taking the survey.

40% of these respondents use a different tool or framework for internal assessment, including the following:

- School-Age Environmental Rating Scale (SACERS)
- National AfterSchool Association framework
- Council on Accreditation framework
- YMCA program quality framework
- Salvation Army internal framework
- NYS School-Age Child Care regulations
- Cornell University assessment protocol
- Surveys, unspecified

When asked what barriers exist to using the QSA Tool, responses included the following:

- 40% reported lack of understanding of the QSA Tool as a barrier to using it.
- 25.5% reported a lack of time for self-assessment
- 34.5% reported that they use a different self-assessment tool
- 5.5% reported a lack of interest among program management
- 7.3% reported a lack of interest among front-line staff
- 3.6% reported a lack of interest among other program stakeholders
- Other responses included lack of knowledge of QSA Tool and where to access it

Respondents who have never used the QSA Tool reported that an increased understanding of the tool and its value and training in how to use the tool would support their programs' use of the QSA Tool.

Results from Other QSA Tool Surveys: TASC 2009 Survey

Each year, The After-School Corporation (TASC) requests a year-end report from all TASC-affiliated sites (all of which are located in New York City). Below is a summary of the responses to questions regarding the QSA Tool in the TASC 2009 year-end reports.

Table VI: TASC Survey, 2009: Assessment of After-School Program Quality (N = 59)

Question	Yes	No	N/A
Are you familiar with the NYSAN Program Quality Self-Assessment Tool?	57	1	1
Have you/your supervisor and/or your staff been trained on how to use the QSA Tool?	49	10	0
Is this an area in which you would like additional training?	29	29	1
Have you used the QSA tool in the past 12 months?	38	18	3

The vast majority of responses identified Parent/Family/Community Involvement as a key focus area based on the self-assessment results, with a number of responses also citing Linkages Between Day- and After-School and Staffing/Professional Development as well. Many respondents cited specific ideas that were developed during the self-assessment, including providing volunteer opportunities, sponsoring parenting workshops, increasing the number of family literacy events, and creating a parent advisory board. Several responses showed that programs intended to focus on specific indicators, such as becoming a part of the school leadership team, providing more age-appropriate programming, and developing an outcome measurement system.

Results from Other QSA Tool Surveys: *2009 New York State 21st CCLC Mid-Year Report*

Starting in 2009, the New York State Education Department (NYSED) is requesting that 21st CCLC grantees complete a mid-year report to provide information to the agency. Below is a summary of the responses to questions regarding the QSA Tool.

Table VII, A - E: NYSED Survey, 2009: Assessment of After-School Program Quality (N = 175)

	Yes	No	N/A
A. Has your program used the NYSAN Program Quality Self-Assessment Tool this year?	138	34	3

B. Which stakeholders were involved in using the Tool to assess your program? (Check all that apply)	Percent	Response Count
Program administrators	86.7%	130
Program staff	88.7%	133
School administrators	53.3%	80
School staff	42.0%	63
Students	37.3%	56
Parents	38.0%	57
Partnering Agencies	38.0%	57
Volunteers	7.3%	11
Community members	15.3%	23
No response		25

C. How/when has your program utilized the Tool? (Check all that apply)	Percent	Response Count
At staff meetings	59.3%	86
At advisory committee meetings	51.7%	75
Gave to individuals to fill out on their own	36.6%	53
Filled out the whole Tool at once	22.1%	32
Focused on one Element at a time	45.5%	66
Other	18.6%	27
No response		30

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Results from Other QSA Tool Surveys: 2009 New York State 21st CCLC Mid-Year Report

D. Which Elements of the Tool has the program used to assess its level of competency thus far? (Check all that apply)	Percent	Response Count
Environment/Climate	71.4%	100
Administration/Organization	62.9%	88
Relationships	63.6%	89
Staffing/Professional Development	61.4%	86
Programming/Activities	70.7%	99
Linkages Between Day and After School	65.7%	92
Youth Participation/Engagement	69.3%	97
Parent/Family/Community Partnerships	56.4%	79
Program Sustainability/Growth	35.0%	49
Measuring Outcomes/Evaluation	40.7%	57
No response		35

	Yes	No	N/A
E. Does your program need further assistance in learning how to use the Tool more effectively?	41	131	13

Overall, these results are similar to those found in the NYSAN and TASC surveys. In a narrative section, many programs indicated that the QSA Tool supported quality improvements in parent and family engagement, academic supports offered to participants, and youth engagement strategies. Notably, programs had a wide array of answers when asked how or when they have used the QSA Tool, with a majority of programs using staff and advisory council meetings to conduct their self-assessment, with a smaller percentage of programs allowing individuals to work on the QSA Tool on their own. Over 45% of programs elected to focus on one element of quality at a time, and 22.2% of programs use the QSA Tool in its entirety. It is evident that many programs use the QSA Tool in order from start to finish, as over 70% of programs have used the Environment/Climate section, yet only 40.7% have used the Measuring Outcomes/Evaluation section.

Findings and Implications of Survey Results

- Analysis of the survey results revealed several trends about use (or non-use) of the QSA Tool: Over 75% of responses indicate that the use of the QSA Tool provided benefits and created changes in their program. These results suggest that the QSA Tool is successfully fulfilling its purpose of supporting schools and organizations in making positive management and programmatic improvements to their afterschool sites. Although a public funding agency mandate remains the motivation to use the QSA Tool for approximately one-third of respondents, over 22% indicated that previous use of the QSA Tool yielded quality improvements and they chose to use the QSA Tool again because of it.

- Slightly more than half of respondents reported improved program quality after completing their self-assessment; not surprisingly, given the inherent challenges of measuring program quality, 30% were unsure as to whether quality had changed. This finding may illustrate the need for a follow-up study that tracks program quality in programs before and after using the QSA Tool.

- Use of the QSA Tool is very useful in strengthening relationships with family and community members. The results have also showed that the process of using the QSA Tool for self-assessment is particularly beneficial in efforts to align afterschool programming with school day activities and to facilitate relationships between program providers and schools. This seems to occur both in the process of bringing together a self-assessment team, and in taking time to reflect on specific activities offered and ensuring that they are of high-quality and relevant to participants' academic growth, where applicable.

- Additional professional development is needed around what the QSA Tool is, how it is used, and how it can be beneficial to programs and youth. A number of respondents reported that they would be more compelled to use the QSA Tool if they felt better equipped to develop a self-assessment team and facilitate the process. Respondents also reported that they would benefit from assistance with following-up to the self-assessment and creating a feasible action plan and implementation timeline. Others noted they felt unprepared to launch a self-assessment because they are unequipped to explain why investing in this process would add value to their program.

- Based on the NYSED mid-year reports, it seems that programs use the QSA Tool sections in order. This may mean that programs do not spend as much time on the later sections of the QSA Tool, despite their importance to program quality. This may also mean that some programs do not address these elements, including sustainability and evaluation, until very late in the program year or even until several years after the program has begun using the QSA Tool. Additional guidance is needed about structuring self-assessment such that all of the elements of quality are addressed in a timely manner.

- Finally, greater clarity is needed about what the QSA Tool is and is not. For example, some respondents did not know that the QSA Tool is available electronically; in fact, the QSA Tool is available in a PDF format as well as in an interactive version of the QSA Tool User's Guide (www.nysan.org/usersguide). Additionally, several responses referred to the QSA Tool as being interchangeable with program accreditation tools and the NYS school-age child care regulations. To mitigate this confusion, NYSAN will provide clarifying information through additional communication and professional development in the field.

Appendix A: Statewide QSA Tool Survey Announcement

NYSAN invites all school-age and afterschool programs to complete the 2009 NYSAN QSA Tool survey. This survey should be completed by one Site Coordinators or Director per program site. *If you are not directly working in a program, please forward this message to your colleagues who are.*

Your responses will help NYSAN to support afterschool programs throughout New York. Please note that this survey is for any New York State-based afterschool or school-age program, whether you have used the QSA Tool or not. Each program site should complete one survey, and it should take approximately 10-20 minutes to complete. Please complete the survey by close of business on September 30, 2009.

All respondents to this survey may enter a raffle to win a FREE training for up to five members of your program's staff, who will each receive a certificate for three hours of school-age child care training. The training topic will be customized based on the winning program's needs. The survey response must be submitted by September 30, 2009 to be entered in the raffle.

Please read the Frequently Asked Questions section before beginning the survey. Thank you!

If you have trouble accessing the survey, please copy and paste the following URL into your web browser: http://www.surveymonkey.com/s.aspx?sm=8lhyoJabXR6usarHaTUPWw_3d_3d

Frequently Asked Questions
What is the QSA Tool?
The QSA Tool uses a ten-point framework for afterschool program quality and provides a structure for conversations among program staff, participants, and other stakeholders about program quality and improvement efforts. The QSA Tool is a resource for completing a program self-assessment, which includes addressing the ten program quality elements, having discussions with youth, staff, and stakeholders, creating an action plan, and implementing the plan.

Who should fill out this survey?
This survey is for managers of afterschool and other school-age programs (typically a Site Coordinator or Director). Only **one** staff member per site should fill out this survey, and he or she should answer the questions on behalf of the program (providing a program-wide perspective, not an individual perspective).

How will my program benefit from completing this survey?
NYSAN will use the information collected to better support program quality through trainings, conferences, and technical assistance. All respondents to this survey may enter a raffle to win a FREE training for up to five members of your program's staff. If your program is selected through the raffle, you will be contacted by NYSAN to make arrangements for the training. All participants at this training will receive a certificate for three hours of school-age child care training.

Why is NYSAN conducting this survey? What will you do with the results?
NYSAN is conducting this survey to learn more about how program providers are using the QSA Tool and what assistance might be needed to help programs make quality improvements. NYSAN will use the survey results to offer expanded and enhanced training and other supports to afterschool programs throughout New York State. All program-specific information shared through this survey will be kept completely confidential. NYSAN will only share statistics and overall conclusions in a public report; your program's name and survey answers will never be shared. On the last page of the survey, you have the option of providing your contact information. Contact information will solely be used to enter you in a raffle to win a free training; it will not be used to track data shared through the survey.

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IMPORTANT: Please fill out only one survey per program site by September 30, 2009.