



Harvard Family Research Project
Harvard Graduate School of Education

After School Program Quality Assessment Breakdown

Ages	Assessment Tool	Tool Developer	Standards Categories	Notes	Context	Format
Middle and High School (ages 13–18)	<i>Chicago Youth Program Standards</i>	Chicago Youth Program and MOST	Relationships, Environments, Programming, Administration	Developed through community forum. http://egov.cityofchicago.org/webportal/COCWebPortal/COC_EDITORIAL/StandardsREV4_v2.pdf	Local	Categories and standards
Middle and High School (ages 13–18)	<i>Program and Activity Assessment Tool (PAAT)</i>	Sheperd Zeldin at University of Wisconsin-Madison	Opportunities, Supports, Organization	For adolescent leadership programs. http://www.actforyouth.net/documents/ESSENTIAL%20EXPERIENCES%20Issue%20Brief.pdf	Youth Development	Topics, competencies, and standards (1–5 scale)
Middle and High School (ages 12–25)	<i>Community-Based and Alternative Education Program Self-Assessment</i>	National Youth Employment Coalition (NYEC)	Management of Quality, Programmatic Approach, Youth Development Competencies, Focus on Youth Results	Used PEPNet framework to develop research and field-based practices. http://nyec.modernsignal.net/page.cfm?pageID=116	Program or Foundation	Categories, standards, and indicators
Middle and High School Age (age unspecified)	<i>Teen Standards for Kansas City Youth</i>	YouthNet of Kansas City	What Youth Do, What Staff Do, What the Agency Does	http://www.kcyouthnet.org/standards_teen.asp	Local	Categories, standards, and indicators
Middle and High School (age unspecified)	<i>Youth Program Quality Assessment (YPQA)</i>	High/Scope Educational Research Foundations	Safe Environment, Supportive Environment, Interaction, Engagement, Youth-Centered Policies and Practices, High Expectations, Access	Ecological model for adolescents. Interrater reliability and validity 4-year study. Buy online at: http://www.highscope.org/productDetail.asp?intproductID=2243	Youth Development	Components and standards

Elementary and Middle School (grades K–8)	<i>Standards for Quality School Age Child Care</i>	National Association of Elementary School Principals: After School Programs and the K–8 Principal (NAESP)	Enriched Learning Opportunities, Community Involvement and Support, Policies and Procedures, Safety and Security, Financial and Material Resources, Professional Development, Transportation, School and After School, Community-Based Programs	Revised in 1999, Completed with NIOST, NSACA, and U.S. Dept. of Education. Buy online at: http://www.sedl.org/pubs/fam95/122.html	National	Standards and indicators
Elementary and Middle School (ages 7–14)	<i>NSACA Standards for Quality School-Age Care</i>	National School-Age Care Association (NSACA)	Human Relationships, Indoor Environment, Outdoor Environment, Activities, Safety/Health/Nutrition, Administration	Revised in 1997, based on ASQ and tested at 75 pilot sites. Buy online at: http://www.naaweb.org/pdf/PublicationsOrderForm_Dec2005.pdf	National	Categories, keys, standards, and examples
Elementary and Middle School (ages 8–14)	<i>Promising Practices Rating System (PPRS)</i>	Study of Promising After-School Practices at the Wisconsin Center for After-School Research	Supportive Relationships with Adults, Supportive Relationships with Peers, Student Engagement in Program Activities, Appropriate Structure, Cognitive Growth Opportunities, Mastery Orientation, No Staff Over-Control (Autonomy), No Program Chaos	Study based on youth development research. No indicators beyond these standards. http://www.wcer.wisc.edu/childcare/pdf/pp/brief_descriptive_report_September2003.pdf	Program or Foundation	Topics
Elementary and Middle School (ages 9–13)	<i>Programs for Preteens: Benchmarks of Success</i>	Lucile Packard Foundation for Children's Health	Exposure, Variety, Cultural Competence, Staff Retention, Staff Training, Evaluation and Assessment, Supportive Relationships	P/PV study on community-based programs. No indicators beyond these standards. http://www.lpfch.org/grantmaking/ppvevalhighlights.pdf	Program or Foundation	Benchmarks
Elementary and Middle School (ages 5–12)	<i>School-Age Care Environmental Rating Scale (SACERS)</i>	Frank Porter Graham Child Development Center at UNC	Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, Staff Development, Special Needs Supplementary Items	Designed to assess group-care programs. Interrater reliability and validity. http://www.fpg.unc.edu/~ecers/	Youth Development	Subscales and items (inadequate, minimal, good, excellent)

Elementary and Middle School (age unspecified)	<i>School-Age Standards for Kansas City Youth</i>	YouthNet of Kansas City	Human Relationships, Indoor Environment, Outdoor Environment, Activities, Safety/Health/Nutrition, Administration	Based on NSACA . http://www.kcyouthnet.org/standards1.asp	Local	Categories, standards, and indicators
Elementary and Middle School (age unspecified)	<i>Model Standards for Out-of-School Time Programs in Michigan</i>	Michigan State Board of Education	Safety/Health/Nutrition, Human Relationships and Staffing, Indoor and Outdoor Environments, Program and Activities, Administration, Single-Purpose Programs	Developed by committee and vetted to public. http://www.michigan.gov/documents/OST_Standards_43292_7.pdf	State	Categories, standards, and indicators
Elementary and Middle School (age unspecified)	<i>Quality Review for the Beyond the Bell Partnerships</i>	Los Angeles Unified School District Beyond the Bell (LABYB)	Outcomes, Safety, Connection, Nutrition, Equity in Participation, Relationships, Participation in Planning, Skills, Agency Capacity, Sustainability, Continuous Improvement, Collaboration	http://www.lausd.k12.ca.us/lausd/offices/btb/BTB_quality_standards.pdf	Local	Categories and standards (exceeds, meets, does not meet)
Elementary, Middle, and High School (grades 4–9)	<i>Toolkit for Evaluating Positive Youth Development (Program Quality)</i>	The Colorado Trust	Supportive, Caring Climate (Positive Adult Relationships); Youth as Partners and Resources; Safety and Trusting Environment; Attractive and Meaningful Activities	Focused on Youth Development. http://www.coloradotrust.org/repository/publications/pdfs/ASIToolkitJun04.pdf	Program or Foundation	Topics and standards
Elementary, Middle, and High School (grades K–12)	<i>Established Standards of Excellence Self-Assessment Tool: K–12</i>	North Carolina Center for Afterschool Programs (NCCAP)	Active Engagement of Participants in Learning; Balance of Academics and Enrichment; Consistent Participant Attendance; Dynamic, Qualified, and Caring Staff; Participant and Staff Interactions; Orderly, Safe, and Healthy Environment; Active Family, Community, and School Partnerships	http://www.nccap.net/documents/NC%20CAP%20Updated%20Standards.pdf	State	Categories and standards (met or exceeded, progress, not addressed)

Elementary, Middle, and High School (age unspecified)	<i>Quality Assurance System (QAS)</i>	Foundations, Inc.	All: Program Planning and Improvement; Leadership; Facility and Program Space; Health and Safety; Staffing; Family and Community Connections; Social Climate; If Applicable: Academics; Recreation; Youth Development	Online tool for quality assessment Buy site license at: http://qas.foundationsinc.org	Program or Foundation	Building blocks and elements grid (1–4 quality scale)
Elementary, Middle, and High School (age unspecified)	<i>Assessing Afterschool Program Practices Tool Program Questionnaire (APT-Q)</i>	National Institute for Out of School Time and the Massachusetts Department of Education	Staff Planning Practices; Frequency and Nature of Activities and Offerings for Youth; Opportunities for Youth Responsibility, Autonomy, and Leadership; Needs and Interests of Individual Youth; Welcoming and Inclusive Environment; Connecting with Families; Partnering with Schools; Staff to Promote Quality	For Massachusetts 21st CCLC's. http://www.niost.org (tool not available online)	State	Aspects and standards w/ some examples (1–4 frequency scale)
Elementary, Middle, and High School (age unspecified)	<i>DC Standards for Out-of-School Time</i>	DC Children and Youth Investment Trust Corporation (CYITC)	Organizational Standards: Human Relationships, Indoor Environment, Outdoor Environment, Community Development, Safety/Health/Nutrition, Administration; Program Standards: Activities, Program Areas (Cognitive Development, Recreation, Workforce and Career Development, Entrepreneurship, Artistic Development, Civic Development, Open Time)	Based on NSACA and youth development research. Revised through focus groups and piloted. Includes glossary. http://www.cyitc.org/cyitc/standards/standardsguide.pdf	Local	Categories, standards, and indicators (1–5 scale)

Elementary, Middle, and High School (age unspecified)	<i>Standards for Baltimore After-School Opportunities in Youth Places</i>	Baltimore's Safe and Sound Campaign	Organizational Standards: Human Relationships, Indoor Environment, Outdoor Environment, Safety/Health/Nutrition, Administration; Program Standards: Activities, Program Areas (Cognitive Development, Recreation, Workforce Development, Artistic Development, Civic Development, Open Time)	Based on NSACA and youth development research. http://www.bbravo.org/pdf/workbook.pdf	Local	Components, topics, standards, and indicators (standard met, in process, not yet addressed)
Elementary, Middle, and High School (age unspecified)	<i>PlusTime NH Quality Instrument</i>	PlusTime New Hampshire	Youth, Staff, Program Development and Curriculum, Safety and Nutrition, Connections to Communities and Families, Program Administration and Infrastructure	Based on many national, state, and developmental QA tools. http://www.plustime.org/ (tool not available online)	State	Categories, standards, and indicators (1–5 scale)
Elementary, Middle, and High School (age unspecified)	<i>Program Quality Self-Assessment Tool</i>	New York State After-School Network (NYSAN) and The After-School Corporation (TASC)	Environment/Climate; Administration/Organization; Relationships; Staffing/Professional Development; Programming/Activities; Linkages Between Day and After School; Youth Participation/Engagement; Parent, Family, Community Partnerships; Program Sustainability/Growth; Measuring Outcomes/Evaluation	Based on many national, state, local, and developmental QA tools. Required for all NY 21st CCLC sites. http://www.tascorp.org/policy_resources/advocacy_partners/nysan/NYSAN_Self_Assessment_Tool.pdf	State	Categories and indicators (1–4 scale)
Elementary, Middle, and High School Age (unspecified)	<i>Standards for Quality School Age Care—Memphis</i>	Memphis City Schools	Safety/Health/Nutrition, Community Involvement, Training, Policies, Space, Activities, Staff, Staff–Child Relationships, Supervision, Parent Involvement	Based on NSACA . http://www.memphis-schools.k12.tn.us/admin/studentprogs/schoolage_care/standards_page.htm	Local	Categories and standards given

Elementary, Middle, and High School (age unspecified)	<i>Core Standards for Philadelphia's Youth</i>	Core Standards for Philadelphia's Youth (Roberta Newman and Diane Barber)	Human Relationships, Program Planning, Program Implementation, Activities, Program Administration, Indoor Environment, Outdoor Environment, Safety/Health/Nutrition	Based on many national, state, local, and developmental QA tools. http://www.pyninc.org/downloads/PDF/core_standards_10-01.pdf	Local	Categories, keys, and standards (levels 1–3)
Elementary, Middle, and High School (age unspecified)	<i>Achieve Boston's Competency Framework</i>	Achieve Boston	Activities/Curriculum, Building Caring Relationships/Behavior Guidance, Child and Youth Development, Safety/Health/Nutrition, Cultural Competence, Environment, Families and Schools, Professionalism, Program Management, Workers as Community Resources, Building Leadership and Advocacy	Also has a self-assessment tool that covers most of the competency framework. http://www.achievetoboston.org/competency.asp	Local	Framework of competencies and topics
Elementary, Middle, and High School (age unspecified)	<i>Youth Development Framework for Practice (Also Boys & Girls Club Program Assessment)</i>	Community Network for Youth Development (CNYD)	Safety, Supportive Relationships, Meaningful Youth Involvement, Skill Building, Community Involvement	Based on youth development research and practitioner input to identify relevant supports and opportunities. http://www.cnyd.org/framework/index.php	Youth Development	Framework of supports/opportunity categories and standards
Elementary, Middle, and High School (age unspecified)	<i>YMCA Guide to Quality Child Care</i>	YMCA	Human Relationships, Effective Administration, Environment, Safety and Security, Activities	http://www.ymca.net/downloads/quality_matters.pdf	Program or Foundation	Categories given and standards described
Elementary, Middle, and High School (age unspecified)	<i>Out of School Time (OST) Observation Instrument</i>	Policy Studies Associates, Inc. (PSA)	Youth-Directed Relationships, Youth Participation, Staff-Directed Relationships, Staff Instructional Strategies, Activity Content and Structure, Environment	Includes activity observation tool. http://www.policystudies.com (tool not available online)	Program or Foundation	Categories and standards w/ some examples (1–7 rating scale)

Elementary, Middle, and High School (age unspecified)	<i>Exemplary Practices in Afterschool Program Development</i>	Center for Collaborative Solutions and Community Network for Youth Development (CA CCS)	Vision; Leadership, Mentorship, and Management; Staff Development; Youth Development; Academic Alignment; Diversity, Access, Inclusion, and Equity; Physical and Emotional Safety; Supportive Relationships; Challenging and Engaging Learning Experiences; Youth Participation; Neighborhood and Community Connections; Attendance; Measuring and Managing Outcomes; Sustainability	Used for California Region VII afterschool programs. http://www.tcoe.org/AfterSchool/Resources/Evaluation/Rubrics.pdf	Local	Practices and indicators (1–5 scale)
Elementary, Middle, and High School (age unspecified)	<i>Networks for Youth Development Assessment Manual</i>	Fund for the City of New York (FCNY)	Organizational Structure, Environmental Factors, Opportunities for Contribution, Caring and Trusting Relationships, High Expectations, Engaging Activities, Program Continuity	Developed by engaging nine community-based programs in competitive process to identify best practices in YD field. http://www.fcny.org/portal.php/syd/ydi/ (tool not available online)	Youth Development	Categories, key program components, and indicators
Elementary, Middle, and High School (age unspecified)	<i>Quality Standards for Non-school-hour Programs for the St. Louis Metropolitan Area</i>	St. Louis 4 Kids and St. Louis Metropolitan Agenda for Children and Youth	Staffing (self-assessment also has Staff–Youth Relations), Physical Facility;Space, Safety, and Sanitation; Developmental Program Offerings, Administration	Based on National Association of Elementary School Principals Standards for Quality School-Age Care. http://www.stlouis4kids.org/pdfs/quality%20standards.pdf	Local	Categories, standards given, indicators self-assessment.
Elementary, Middle, and High School (age unspecified)	<i>Desired Results for Children and Families Programmatic Standards</i>	California Department of Education	Involvement, Governance and Administration, Funding, Standards, Assessment and Accountability; Staffing and Professional Development; Opportunity and Equal Educational Access, Teaching and Learning	For categorical program monitoring. http://www.cde.ca.gov/ta/cr/cc/documents/childdev.doc	State	Categories and standards, evidence reviewed

Elementary, Middle, and High School (age unspecified)	<i>Assessing School-Age Quality (ASQ)</i>	National Institute on Out-of-School Time at Wellesley College (NIOST)	Positive Human Relationships; Effective Programming; Appropriate Environments; Strong Partnerships with Young People, Families, Schools, Communities; Effective Staff and Administration	Based on NSACA. Buy online at: http://www.niost.org/publications/cns_2.pdf	National	Quality measures and standards
Elementary, Middle, and High School (age unspecified)	<i>Continuous Improvement Process Quality Rubric for Afterschool Programs</i>	National Community Education Association (NCEA)	Programming, Management and Administration, Community and Family Involvement, Staffing and Training, Financing, Research and Evaluation, Policy and Advocacy	Buy site license at http://www.ncea.com/about_ncea/continuous_improvement.html	National	Categories, indicators, and documentation (basic, emerging, proficient, exemplary)
Elementary, Middle, and High School (age unspecified)	<i>Accreditation Standards for Camp Programs and Services</i>	American Camping Association (ACA)	Site and Food Service, Transportation, Health and Wellness, Operational Management, Human Resources, Program Design and Activities	For camp accreditation. http://www.acacamps.org/accreditation/stdsglance.php	National	Categories and standards
Elementary, Middle, and High School (age unspecified)	<i>Assessment of Afterschool Program Practices Tool</i>	Massachusetts Afterschool Research Study (MARS)	Arrival Time, Snack Time, Physical Environment, Supervision, Supportive Environment and Communication, Learning Facilitation, Behavior and Group Management, Staff-Staff Relations, Youth Behavior, Transition Times, Pick-Up Times, Overall Program Schedule and Offerings	Overall Ratings of Program Activities and Time Periods. Developed with INCRE and NIOST. http://www.wcwoonline.org/mars/MARSfull.pdf	State	Indicators and characteristics (quality 1–4 scale, quantity)
Elementary, Middle, and High School (age unspecified)	<i>Quality Standards</i>	Providence After School Alliance (PASA)	Health, Safety, and the Environment; Relationships; Programming and Activities; Staffing and Professional Development; Administration	Based on NSACA and local quality standards. Vetted with 100 stakeholders. http://pasa.basical.com/failid/TEPQuality_Guide_61.pdf	Local	Categories and standards

Elementary, Middle, and High School (age unspecified)	<i>Program Quality Self Assessment for Continuous Improvement Planning</i>	District of Columbia 21st Century Community Learning Centers (DC 21st CCLC)	Effective Programming, Measuring Outcomes and Evaluation, Staffing and Professional Development, Appropriate Environments, Linkages Between School Day and After School, Strong Partnerships and Sustainability, Program Management and Governance	Based on NYSAN, Achieve Boston, and TASC tools and research. http://www.k12.dc.us/dcps/home.html (tool not available online)	Local	Categories and standards (beginning, developing, met, not rated)
Elementary, Middle, and High School (age unspecified)	<i>Vermont 21st CCLC Standards Site Improvement Process</i>	Vermont 21st Century Community Learning Centers	Program and Need, Management, Evaluation, Sustainability, Budget	http://www.state.vt.us/educ/new/pdfdoc/pgm_federal/21st_CCLC/site_improvement_process.pdf	State	Quality goals and standards, indicator grid (0–5 points)
Elementary, Middle, and High School (age unspecified)	<i>Standards of Excellence in After School</i>	South Carolina After School Alliance (SCASA)	Management/Administration, Physical Environment, Health and Safety, Relationships, Program Structure, Evaluation	Reviewed national and developmental quality standards tools. http://www.scafterschool.com/ (tool not available online)	State	Performance categories and indicators
Elementary, Middle, and High School (age unspecified)	<i>Task Force Standards</i>	The Illinois After-School Initiative (Illinois Center for Violence Prevention)	Ongoing Staff Training and Development, Safe and Appropriate Program Environment, Consistent and Defined Program Management, Sustainability, Transportation, Community Collaboration, Program Monitoring and Evaluation, Family Involvement, Academic Enrichment Opportunities, Social-Emotional and Life-Skills Building, Opportunities and Enrichment Activities, Cultural and Artistic Enrichment, Healthy Lifestyle Promotion, Opportunities to Develop Positive Relationships	Based on national and regional QA tools and standards. No indicators beyond these standards. http://www.isbe.state.il.us/pdf/afterschool.pdf	State	Categories and strategic next steps

Elementary, Middle, and High School (age unspecified)	<i>Beacons Activity Observation Tools</i>	Public/Private Ventures (P/PV)	Adult–Youth Relations, Peer Support, Presentation, Behavioral Management, Opportunities for Decision-Making and Leadership, Youth Engagement, Appropriateness of Space, Skill Development, Activity Characteristics	Developmentally appropriate activities (not programs). Conducted interrater reliability and validity tests. http://www.ppv.org/ppv/publications/publications_description.asp?search_id=20&publication_id=168 (tool not available online)	Program or Foundation	Categories and standards (1–5 scale)
Elementary, Middle, and High School (age unspecified)	<i>South Carolina County 4-H Program Standards and Quality Indicators</i>	4-H Youth Development Programs	Base County Program; Volunteers; Educational Activities and Events; 4-H Program Management, Support, and Internal Communications; Marketing and Promotion; Opportunities for Teens; Public Speaking Program; Recognition of Program Participants; Participation in Regional, State, and National Programs; Programming and Advisory Committees; Collaboration and Networking; Commitment to Professional Development and Professionalism	For county 4-H programs. http://www.clemson.edu/4H/Agents/SC4Hqualityindicators.pdf	Program or Foundation	Standards and indicators (Y/N)
Elementary, Middle, and High School (age unspecified)	<i>Accountability for After-School Care</i>	RAND (Beckett, Hawken, and Jackowitz)	Staff Management Practices, Program Management Practices, Community Contacts	Conducted meta-analysis grouped into 4 tiers of quality standards and tested for robustness of common standards. Buy online at http://www.rand.org/publications/MR/MR1411/	Program or Foundation	Categories and standards

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About Harvard Family Research Project (HFRP)

Founded in 1983 by Dr. Heather Weiss, HFRP conducts research about programs and policies that serve children and families throughout the United States. By publishing and disseminating its research widely, HFRP plays a vital role in examining and encouraging programs and policies that enable families and communities to help children reach their potential.