A Crosswalk Between

The Quality Standards for Expanded Learning and Program Quality Assessment Tools

CONTENTS

INTRODUCTION 4

OVERVIEW 7

TOOLS FEATURED IN THE CROSSWALK 9

QUALITY STANDARDS ALIGNMENT 11

TOOL PROPERTIES 12

DETAILED DESCRIPTIONS 14

CONCLUSION 24

ADDITIONAL RESOURCES 25

APPENDIX 27

CAN
California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

FINAL RELEASE: SEPTEMBER 2014

Produced in collaboration between the California Department of Education After School Division, and the California AfterSchool Network

Acknowledgements

This guide was created with the generous support of the California Department of Education After School Division. Leaders from throughout California contributed to the creation of the Quality Standards, and associated Standards in Action. Such leaders also informed the development of the crosswalk of assessment tools related to the Standards, and Standards in Action. We extend particular thanks to:

CAN Quality Committee Co-Chairs and Quality Standards Work Group Co-Chairs (Phase I and II):

Diego Arancibia, ASAPconnect

Katie Brackenridge, Partnership for Children and Youth

Quality Standards Work Group Members:

Phase I (Developing Quality Standards)

Mark Atteberry, Hemet Unified School District

Kim Boyer, Central Valley Afterschool Foundation

Mary Jo Ginty, Los Angeles County Office of Education

Monroe Howard, Sacramento City Unified School District

Kathy B. Lewis, Center for Collaborative Solutions

Corey Newhouse, Public Profit

Sam Piha, Temescal Associates

Mike Snell, California Teaching Fellows Foundation

Don Taylor, California Department of Education

Nancy Taylor, San Diego Science Alliance

Bruno Marchesi, CAN staff support

Phase II (Developing Standards in Action)

Roger Adams, Ventura County Office of Education

Kim Boyer, Central Valley Afterschool Foundation

Joshua Brady, CDE After School Division

Tommy Brewer, II, LA's BEST

Frank Escobar, Visalia Unified School District

Mary Jo Ginty, Los Angeles County Office of Education

Keith Herron, Target Excellence

Melena Kaye, Ukiah Unified School District – Grace Hudson Elementary

Ian Keiller, A World Fit For Kids

Patrik Lundh, SRI Education

Bruno Marchesi, Healthy Behaviors Initiative

Sam Piha, Temescal Associates

Jenel Prenovost, THINK Together

Julie Sesser, Stanislaus County Office of Education

Harry Talbot, Beyond the Bell – LAUSD

Mike Snell, California Teaching Fellows Foundation

Femi Vance, Public Profit

Jeff Davis, CAN staff support

[public profit]

This crosswalk was prepared by Public Profit. Silvana Bialosiewicz was the primary author, assisted by Corey Newhouse. For more information, visit www.publicprofit.net.

Table of Contents

4 INTRODUCTION

6 RECOMMENDATIONS FOR USE: CONTINUOUS QUALITY IMPROVEMENT

7 OVERVIEW OF THE QUALITY STANDARDS CROSSWALK

9 TOOLS FEATURED IN THE CROSSWALK

10 CROSSWALK BETWEEN THE QUALITY STANDARDS AND ASSESSMENT TOOLS

11 QUALITY STANDARDS ALIGNMENT

12 TOOL PROPERTIES

14 DETAILED DESCRIPTIONS
- 14 California After-School Program Quality Self-Assessment Tool (CAN-QSA)
- 15 New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN-QSA)
- 16 California High School After School Program Quality Self-Assessment Rubric (CAN-QSAR)
- 18 Program Quality Assessment (PQA)
- 20 Assessment of Program Practices Tool (APT)
- 22 Out-of-School Time Program Observation Tool (OST)
- 23 Promising Practices Rating System (PPRS)

24 CONCLUSION

25 ADDITIONAL RESOURCES
- 25 Websites
- 25 Additional Tools to Assess Program Quality
- 26 Helpful Publications on Youth Program Quality & Quality Assessment

27 APPENDIX: CROSSWALK DEVELOPMENT

Introduction

The Quality Standards describe high levels of performance for Expanded Learning Programs.

In 2013 the California Department of Education's After School Division approved twelve Quality Standards for expanded learning programs recommended by the California Afterschool Network (CAN) Work Group on Quality Standards. The Standards describe high levels of performance at the point-of-service and in program management and are a guide for California's expanded learning programs.[1]

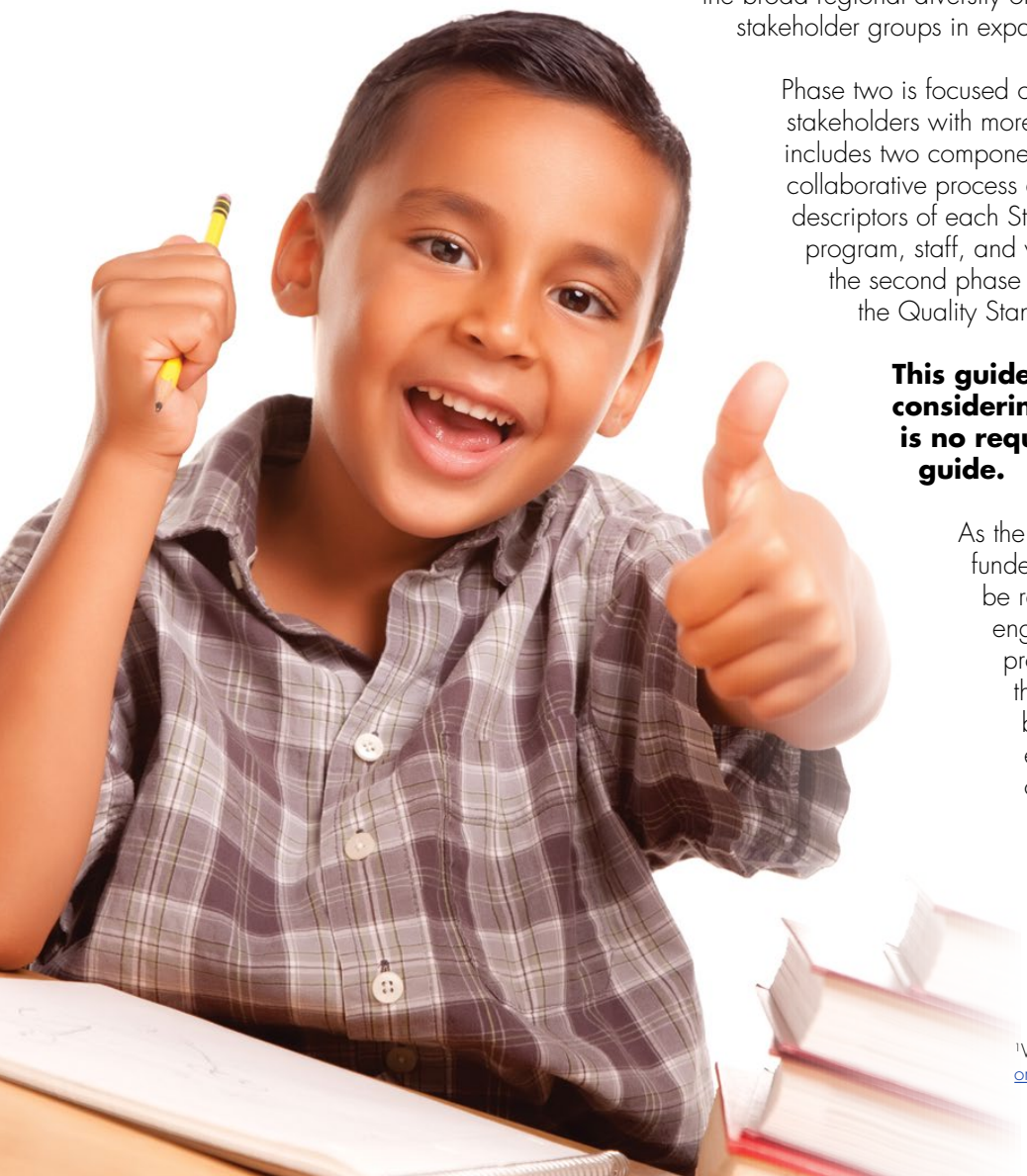
The twelve Quality Standards represent the first phase of the Work Group's role in supporting the After School Division's (ASD) strategic initiative to improve their results and impact. This phase allowed the ASD to define the elements of program quality within its strategic initiative area of improving Systems of Support.

The Standards were developed through a collaborative process, reflecting the broad regional diversity of the state of California as well as various stakeholder groups in expanded learning.

Phase two is focused on providing expanded learning program stakeholders with more context for the Standards. This phase includes two components; first the Work Group utilized the same collaborative process as phase one to develop more in depth descriptors of each Standard including indicators of quality at the program, staff, and youth participant levels. This report, part of the second phase of the Quality Standards project, crosswalks the Quality Standards with existing quality assessment tools.

This guide is a resource for programs considering different assessment tools; there is no requirement to use the tools in this guide.

As the ASD implements its strategic plan, CDE-funded expanded learning programs may be required to show evidence that they are engaged in a continuous quality improvement process. Each community will decide what that process looks like and what tools will be used. Grantees will be responsible for engaging in the process, not the score on one assessment tool or another.



[1]View the to Quality Standards report: http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-programs

Quality Standards for Expanded Learning Programs

What should the Quality Standards for expanded learning programs in California include?
The standards should be considered in the context of the five Learning in After School and Summer principles which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

Safe and supportive environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

Active and engaged learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

Youth voice and leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

Healthy choices and behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style.

Diversity, access and equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Programmatic Quality Standards

Quality staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

Clear vision, mission and purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

Collaborative partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

Continuous quality improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

Program management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

Sustainability

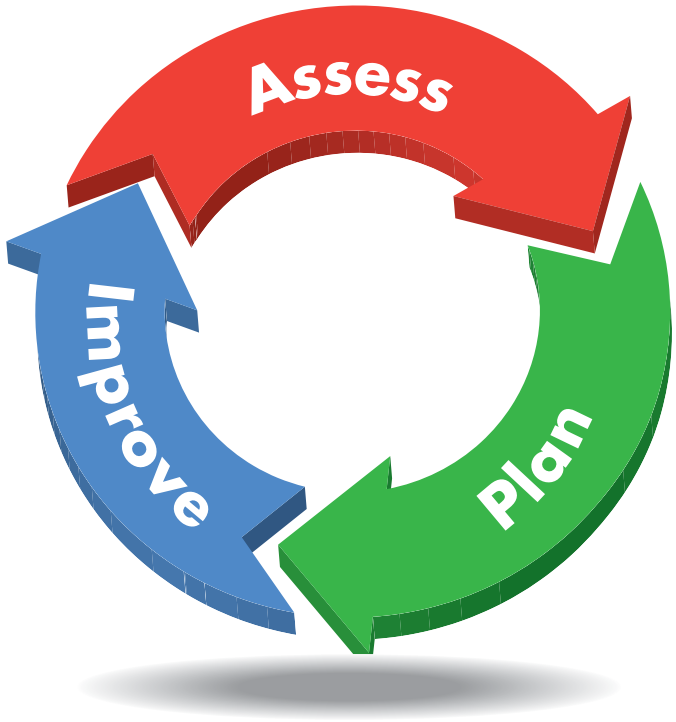
The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

Recommendations for Use: Continuous Quality Improvement

When young people attend high quality expanded learning programs, they are more likely to benefit. Programs grow stronger when they engage in continuous quality improvement.

Using the tools featured in this guide can save time and money, since they are well aligned to the Quality Standards and have undergone a rigorous development process. Many of the tools in this guide have supporting training for users, improving the quality of the data collected. On the other hand, expanded learning programs can also choose to use locally developed tools to guide their quality improvement process. The Appendix lists some factors to consider when deciding between an off-the-shelf tool and a locally developed one.

No one tool will meet all of a program's information needs. Programs should use multiple strategies, including self-assessment and observation of program activities.



Continuous Quality Improvement Cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

Overview of the Quality Standards Crosswalk

This report includes a review of seven tools that assess program quality in the field at both the **point-of-service** level and the **programmatic management** level.[2] This report centers around a matrix indicating the degree to which each tool supports assessment of the Quality Standards.

Through this comparison, we hope to provide program staff and other expanded learning stakeholders with guidance for both internal and external assessment to support continuous quality improvement efforts.

Each tool summary includes:[3]

- A general description of the tool and its components
- The type of program and program setting for which the tool can be used
- Level of research and support for technical properties
- Feasibility of use (e.g., accessibility, cost, required training, etc.)

This guide illuminates the overlap between currently available assessment tools and the twelve Quality Standards, as well as identifies gaps in alignment. It concludes with a list of helpful resources that provide additional information on expanded learning program quality.

Point-of-Service Quality Standards focus on the experiences that youth and staff have during program time. They describe features of the program environment, program staff, and the activities offered to youth.

Programmatic Quality Standards describe programs' structure, policies, organizational practices and partnerships. They are the "behind the scenes" supports for point-of-service quality.

[2]Each of the tools in the *Crosswalk* is described in greater depth beginning on page 14.
[3]For additional information about the tools, consult *Measuring Youth Program Quality: A Guide to Assessment Tools, 2nd Ed.* (Forum for Youth Investment, 2009) and the tool developers' websites.

Tools featured in the Crosswalk

The tools contained in this guide were chosen after an extensive review.[4] They were chosen because of their broad coverage across multiple quality domains and their demonstrated effectiveness in capturing important elements of program quality.[5] We have included tools designed for self-assessment and observation-based tools that can be used by trained internal or external assessors.

A Note on Observational versus Self-Assessment Tools

Self-assessment tools tend to provide a better understanding of the "behind the scenes" components of quality related to program administration and staff training and competencies. Although self-assessment tools incorporate ratings of activities, they tend to use perceptions of point-of-service quality rather than structured observation.

Observational tools can be particularly helpful in moving quality at the point-of-service as they provide more detailed and specific feedback that site coordinators and front-line staff can take action to improve. Rather than relying on raters' perception or memory, observational tools are based on staff members' actual practice.

Featured Assessment Tools:

Tools for Self-Assessment:

- The California After School Program Quality Self-Assessment Tool (CAN-QSA; California Afterschool Network)
- The Program Quality Self-Assessment Tool (NYSAN-QSA; New York State Afterschool Network)
- The California High School Program Quality Self Assessment Rubric (CAN-QSAR; California Afterschool Network)

Observation-Based Assessments, used by staff or external observers:

- The Program Quality Assessment (PQA; David P. Weikart Center for Youth Program Quality)
- The Assessment of Program Practices Tool (APT; National Institute on Out-of-School Time)

Tools for External Observation-Based Assessment:

- The Out-Of-School Time Observation Instrument (OST; Policy Studies Associates, Inc.)
- The Promising Practices Rating System (PPRS; UC Irvine; Wisconsin Center for Education Research & Policy Studies Associates, Inc.).

[4]Please see the appendix for more detail on the development of this report.
[5]The second criteria for inclusion, field-tested for quality assurance, refers only to the observations tools designed for use in external evaluation.

Crosswalk between the Quality Standards and Assessment Tools

The key below defines the levels of alignment we describe in the tables on pages 11 and 13. These ratings are based on the number of items that correspond to each Quality Standard, the extent to which the tool covers all the dimensions of the Standard, and how well the tool's indicators align with the Standard.

- **Strong Alignment:** Tool has multiple measures that strongly correspond to the Quality Standard. Using this tool will provide a robust sense of the program's alignment with the Quality Standard.
- **Moderate Alignment:** Tool has several measures that correspond to the Quality Standard, though some elements are not covered. Programs may need more information about their activities to fully assess their alignment with the Quality Standard.
- **Minimal Alignment:** Tool has few measures that correspond to the Quality Standard; using this tool will offer minimal information about the program's alignment to the Quality Standard.
- **Not Addressed:** Tool has no measures that correspond to the Quality Standard; using this tool will not provide information about the program's alignment to the Quality Standard.

Quality Standards Alignment

	Quality Standard	CA After School Program Quality Self-Assessment Tool (CAN-QSA)	NY Program Quality Self-Assessment Tool (NYSAN-QSA)	California High School After School Program Quality Self Assessment Rubric (CAN-QSAR)	Youth Program Quality Assessment (PQA)[6]	Assessment of Program Practices Tool (APT)	Out-Of-School Time Observation Instrument (OST)	Promising Practices Rating System (PPRS)
Point-of-service Quality Standards	Safe & Supportive Environment	Strong	Strong	Minimal	Strong	Strong	Moderate	Strong
	Active & Engaged Learning	Moderate	Moderate	Strong	Strong	Strong	Moderate	Moderate
	Skill Building	Moderate	Strong	Strong	Strong	Strong	Strong	Moderate
	Youth Voice & Leadership	Moderate	Strong	Moderate	Strong	Strong	Moderate	Moderate
	Healthy Choices & Behaviors	Strong	Minimal	Minimal	Moderate	Minimal	Not Addressed	Not Addressed
	Quality Staff	Strong	Strong	Strong	Strong	Moderate	Minimal	Strong
Programmatic Quality Standards	Diversity, Access, & Equity	Strong	Strong	Strong	Minimal	Moderate	Minimal	Not Addressed
	Clear Vision, Mission, & Purpose	Moderate	Strong	Moderate	Minimal	Moderate	Minimal	Not Addressed
	Collaborative Partnerships	Strong	Strong	Strong	Moderate	Moderate	Not Addressed	Strong
	Continuous Quality Improvement	Strong	Strong	Moderate	Moderate	Minimal	Not Addressed	Not Addressed
	Program Management	Strong	Strong	Moderate	Minimal	Not Addressed	Not Addressed	Not Addressed
	Sustainability	Strong	Strong	Moderate	Not Addressed	Not Addressed	Not Addressed	Minimal

■ = Strong Alignment ■ = Moderate alignment □ = Minimal Alignment □ = Not Addressed

[6]The Center for Youth Program Quality is currently testing a supplemental measure that may address the Diversity, Access, & Equity Quality Standard more fully.

Tool Properties

ASSESSMENT FEATURES	LEGEND
Intended Users *The individuals responsible for conducting the assessment (i.e., self-assessment by program staff and stakeholders or external assessors)*	External Observers Program Staff
Data Sources *The sources of data included in the assessment system.*	Observation of program activities Staff report (i.e., interview, questionnaire, reflective self-assessment) Document review (i.e., program procedures, newsletters, website, etc.)
Level of Analysis *The level(s) at which the assessment takes place (i.e., programmatic level, site level, & activity level)*	Activity Level Site Level Programmatic Level
Program Target Age *The program age range for which the tool is intended to be used.*	**K-12** Grade level will be listed
Technical Properties *The extent to which the assessment tool has been field-tested and psychometric quality established*[7]	**N/A** Assessment tool is meant for reflective self-assessment purposes only ✓ No evidence of technical properties available ✓✓ Moderate evidence of technical quality ✓✓✓ Strong evidence of technical quality
Training *The types of training available to support assessment tool use*	$ Fee associated with one or more trainings Online or video Live in-person training Guidebook

[7]Psychometric quality refers to the degree to which the tool has undergone testing to determine whether it is a valid source of data for the constructs of interest and whether it can be used reliably to generate consistent ratings of program quality. For additional information about the psychometric properties of the tools, consult *Measuring Youth Program Quality: A Guide to Assessment Tools, 2nd Ed.* (Forum for Youth Investment, 2009).

Tool Properties

	CA After School Program Quality Self-Assessment Tool (CAN-QSA)	Program Quality Self-Assessment Tool (NYSAN-QSA)	California High School After School Program Quality Self Assessment Rubric (CAN-QSAR)	Program Quality Assessment (PQA)	Assessment of Program Practices Tool (APT)[8]	Out-Of-School Time Observation Instrument (OST)	Promising Practices Rating System (PPRS)
Intended Users	❖	❖	❖	✪ ❖	✪ ❖	✪	✪
Data Sources	👥	🔍 👥 📖	👥	🔍 👥 📖	🔍 👥	🔍	🔍 👥
Level of Analysis	🏠 🏘	🏠 🏘	🏠 🏘	🚩 🏠 🏘	🚩 🏠 🏘	🚩	🚩 🏠
Program Target Age	**K-12**	**K-12**	**9-12**	**K-12**	**K-12**	**K-12**	**K-8**
Technical Properties	**N/A**	**N/A**	**N/A**	✓✓✓	✓✓[9]	✓✓	✓✓✓
Training (See tool summaries for information on training costs)	▮	🧍 💻 ▮	▮	$ 🧍 ▮ ⊥	$ 🧍 💻[10]	$ 🧍 ▮ 💻	

[8] Although the APT tool is free, programs must complete NOIST training for a fee before accessing the tool.
[9] Evidence of technical properties is limited to the observational tool (APT-O).
[10] The NOIST is currently developing an online training that will be available in 2015.

Detailed Descriptions

California After-School Program Quality Self-Assessment Tool (CAN-QSA)

Overview: The California After-School Program Quality Self-Assessment Tool (CAN-QSA) was developed by the California Afterschool Network and the California Department of Education with input from a broad range of afterschool program stakeholders. This tool can be used for self-assessment and program improvement purposes. It is not appropriate for use by external assessors or for formal program evaluation. The tool is designed for use in afterschool programs serving youth in grades K-12 in either school or community-based settings. It can be used to engage a range of program stakeholders (i.e., staff, school administrators, youth, families) in a reflective process regarding program quality and to generate a concrete action plan to enhance program quality. The tool can be used both at the site level and programmatic level. Guidance for using the tool is provided in a comprehensive user manual.

Developer's Website: http://www.afterschoolnetwork.org

Tool Description: The CAN-QSA examines a wide range of program quality indicators at both the point-of-service and programmatic levels. The reflective assessment tool can be completed as a survey by individuals or through a discussion-based reflection process. Programs can utilize the tools in different ways (i.e., to focus on single components or assess the program as a whole) depending on time available and the developmental stage of the program.

The CAN-QSA has eleven program quality domains. Each domain contains items that focus on specific elements of best practice. The CAN-QSA asks assessors to reflect on different indicators of program quality, ranging from very specific (i.e., program attendance) to broad (i.e., positive relationships).

I. Program Design & Assessment
   a. Vision & Planning
   b. Attendance
   c. Evaluation & Assessment
II. Program Administration & Finance
   a. Administration
   b. Finance
III. Community Partnerships & Collaboration
IV. Alignment and Linkages with the School Day
V. Program Environment & Safety
   a. Physical Environment
   b. Social Environment
VI. Youth Development
   a. Supportive Environment
   b. Interaction
   c. Engagement
VII. Staff Recruitment & Professional Development
   a. General
   b. Program Leadership
VIII. Family Involvement
IX. Nutrition & Physical Activity
   a. Food & Nutrition
   b. Physical Activity
X. Promoting Diversity, Access, Equity, & Inclusion
XI. Effectively Supporting English Learners

Summary of Alignment Ratings: The CAN-QSA will provide programs with information on each of the point-of-service Quality Standards. However, as the tool is designed for reflective assessment at the site or programmatic level, it will not provide a robust assessment of quality at the individual activity level. The CAN-QSA includes dimensions that provide broad coverage of the programmatic Quality Standards. The degree to which the tool will provide comprehensive assessment of a program's quality depends on assessors' familiarity with the program activities and structure. Additional tools may be necessary for programs to fully assess their alignment with point-of-service Quality Standards.

New York State Afterschool Network Program Quality Self-Assessment Tool (NYSAN-QSA)

NYSAN
NEW YORK STATE AFTERSCHOOL NETWORK

Overview: The Program Quality Self-Assessment Tool (NYSAN-QSA) was developed by the New York State Afterschool Network through a two-year collaborative process led by a quality assurance committee with input from a broad range of afterschool program stakeholders. This tool can be used for self-assessment and program improvement purposes only. Users are encouraged to use the tool in conjunction with external evaluation to provide more rigorous evaluation of program quality and youth outcomes. The tool is designed for use specifically in afterschool programs serving youth in grades K-12 in either school or community-based settings. The intended use of the tool is to promote program quality and engage staff, youth and other stakeholders in discussions about how to continuously improve their program. The tool can be used both at the individual site level and the programmatic level. Guidance for using the tool is provided in a comprehensive user manual and NYSAN offers an online webinar and in-person training on the quality dimensions reflected in the assessment.

Developer's Website: http://www.nysan.org

Tool Description: The NYSAN-QSA examines a wide range of program quality indicators at both the point-of-service and program management levels. The self-assessment is intended to be based on observation of program activities, review of program documents and materials, and input from a range of program stakeholders including program administrators, staff, and youth participants. Programs can utilize the tools in different ways (i.e., focus on single components or assess the program as a whole) depending on time available and the developmental stage of the program.

The NYSAN-QSA has ten program quality domains. Each domain contains items that focus on specific elements of best practices.

I. Environment & Climate
II. Administration/Organization
III. Relationships
IV. Staffing/Professional Development
V. Programming/Activities
VI. Linkages Between Day and After School
VII. Youth Participation/Engagement
VIII. Parent/Family/Community Partnerships
IX. Program Sustainability/Growth
X. Measuring Outcomes/Evaluation

Summary of Alignment Ratings: The NYSAN-QSA will provide programs with information on the majority of the point-of-service Quality Standards with minimal coverage of the Active & Engaged Learning and Healthy Choices & Behaviors Standards. The NYSAN-QSA includes dimensions that provide broad coverage of the programmatic Quality Standards. The degree to which the NYSAN-QSA will provide comprehensive assessment of a program's quality depends on assessors' familiarity with the program activities and structure. Additional tools may be necessary for programs to fully assess their alignment with point-of-service Quality Standards.

Detailed Descriptions (continued)

California High School After School Program Quality Self-Assessment Rubric (CAN-QSAR)

Overview: The California High School After School Program Quality Self-Assessment Rubric (CAN-QSAR) was developed by the California Afterschool Network and the After School Technical Assistance Unit of the Los Angeles County Office of Education. This tool can be used for self-assessment and program improvement purposes. It is designed for use specifically in afterschool programs serving youth in grades 9-12 in either school or community-based settings. It can be used to engage a range of program stakeholders (i.e., program staff, participants, and school administration) in a reflective process regarding program quality and to generate a concrete action plan to enhance program quality and guide professional development. This tool can be used both at the individual site and programmatic level. A user's manual is available for the CAN-QSAR.

Developer's Website: http://www.afterschoolnetwork.org

Tool Description: The CAN-QSAR examines a wide range of program quality indicators at both the point-of-service and program management levels. The tool developers suggest forming a self-assessment team to complete the assessment and form an action plan for program improvement based on assessment results. Programs can utilize the tools in different ways (i.e., focus on single components or assess the program as a whole) depending on time available and the developmental stage of the program.

The CAN-QSAR has nine program quality domains. Each domain contains items that focus on specific elements of best practice and allows programs to assess the degree to which these elements are present in their program. The CAN-QSAR asks assessors to reflect on different indicators of program quality, ranging from very specific (i.e., ASSEST grant requirements) to broad (i.e., participant engagement).

I. School Partnership
   a. School Administration Support
   b. School Staff Support
   c. Sharing of School Resources
   d. School Integration
   e. Academic Alignment with Instructional Day

II. Student Achievement
   a. Program Environment
   b. Academics & Supports
   c. English Learners Inclusion
   d. Students with Special Needs Inclusion

III. Youth Development & Partnering with Youth
   a. Youth Input & Decision Making
   b. Meaningful Youth Engagement
   c. Supportive Peer-to-Peer Relationships
   d. Youth Voice & Community Involvement

IV. Program Operations & Staffing
   a. Shared Vision
   b. Understanding Youth Development
   c. Understanding Older Youth Programming
   d. Youth & Adult Relationships
   e. Staff Recruitment, Hiring, & Training

V. Data Collection & Program Evaluation
   a. Data Collection
   b. Program Evaluation
   c. Data to Inform Practice
   d. Data Exchange

VI. Program Administration & Fiscal Management
   a. Understanding the Grant (ASSETs only)
   b. Formal Agreements & Documents
   c. Program Sustainability
   d. Program Monitoring

VII. Program Offerings
   a. Required Compliance Program Activities of 21st CCLC ASSETs Programs
   b. Cultural Awareness & Relevance
   c. Opportunities for Experiential Learning
   d. Challenge & Mastery
   e. 21st Century Knowledge and Skills Development
   f. College Preparedness
   g. Workforce Preparedness

VIII. Program Attendance
   a. Targeted Student Outreach
   b. Overall Attendance
   c. Frequency & Duration of Attending Participants

IX. Collaboration & Community Engagement
   a. After School & Community Partnerships

Summary of Alignment Ratings: The CAN-QSAR will provide programs with information on each of the point-of-service Quality Standards. The tool includes minimal coverage of the Safe & Support Environment Standard and the Healthy Choices & Behaviors Standard. As the tool is designed for reflective assessment at the site or program level, it will not provide a robust assessment of quality at the individual activity level. The CAN-QSAR provides moderate to high coverage of the majority of the programmatic Quality Standards with the exception of the Continuous Quality Improvement Standard. The degree to which the tool will provide comprehensive assessment of a program's quality will depend on the assessors' familiarity with the program activities and structure. Additional tools may be necessary for programs to fully assess their alignment with point-of-service Quality Standards.

Detailed Descriptions (continued)

Program Quality Assessment (PQA)

Overview: The Program Quality Assessment (PQA) was developed by the High/Scope Educational Research Foundation to assess the quality of structured youth programs, identify the training needs of staff, and guide program improvement efforts. There are versions for both elementary and secondary-aged youth. The tools are designed for use in a range of settings including schools, community organizations, and camps. PQA supplements are available for camps, health and wellness, STEM, academic, and arts programs.

The PQA was developed to be rigorous enough for external evaluation and accountability, while remaining user-friendly enough for internal self-assessment. The PQA is to be used within a larger continuous quality improvement system. The David P. Weikart Center for Youth Program Quality provides a range of training options and services to support this purpose, as well as customized assessment tools and online systems for data tracking and reporting.

Developer's Website: http://www.cypq.org

Tool Description: The primary focus of the PQA is evaluating the quality of youth experiences as they participate in program activities. This is accomplished through observation using either the Youth version (Y-PQA) for grades 4-12 or the School-Age version (SA-PQA) for grades K-6. The PQA also addresses programmatic indicators of quality (i.e., program resources and organization) using a separate tool that can be used as a guided interview or survey (PQA Form B). Training resources include self-paced webinars and in-person trainings. Costs for in-person trainings vary, but are usually in the range of $100-$250/person for groups of 20-40, exclusive of travel and food costs.

The PQA instruments have four major domains. Each domain contains multiple categories and items that focus on specific elements of best practice.

Youth PQA & School-Age PQA Observation Instruments:

I. Safe Environment
   a. Emotional Safety
   b. Healthy Environment
   c. Emergency Preparedness
   d. Accommodating Environment
   e. Nourishment

II. Supportive Environment
   a. Warm Welcome
   b. Session Flow
   c. Active Engagement
   d. Skill-Building
   e. Encouragement
   f. Reframing Conflict (Y-PQA only)
   g. Child-Centered Space (SA-PQA only)

III. Interaction
   a. Belonging
   b. Collaboration (Y-PQA only)
   c. Leadership
   d. Adult Interactions/Partners
   e. Managing Feelings (SA-PQA only)

IV. Engagement
   a. Planning
   b. Choice
   c. Reflection
   d. Responsibility (SA-PQA only)

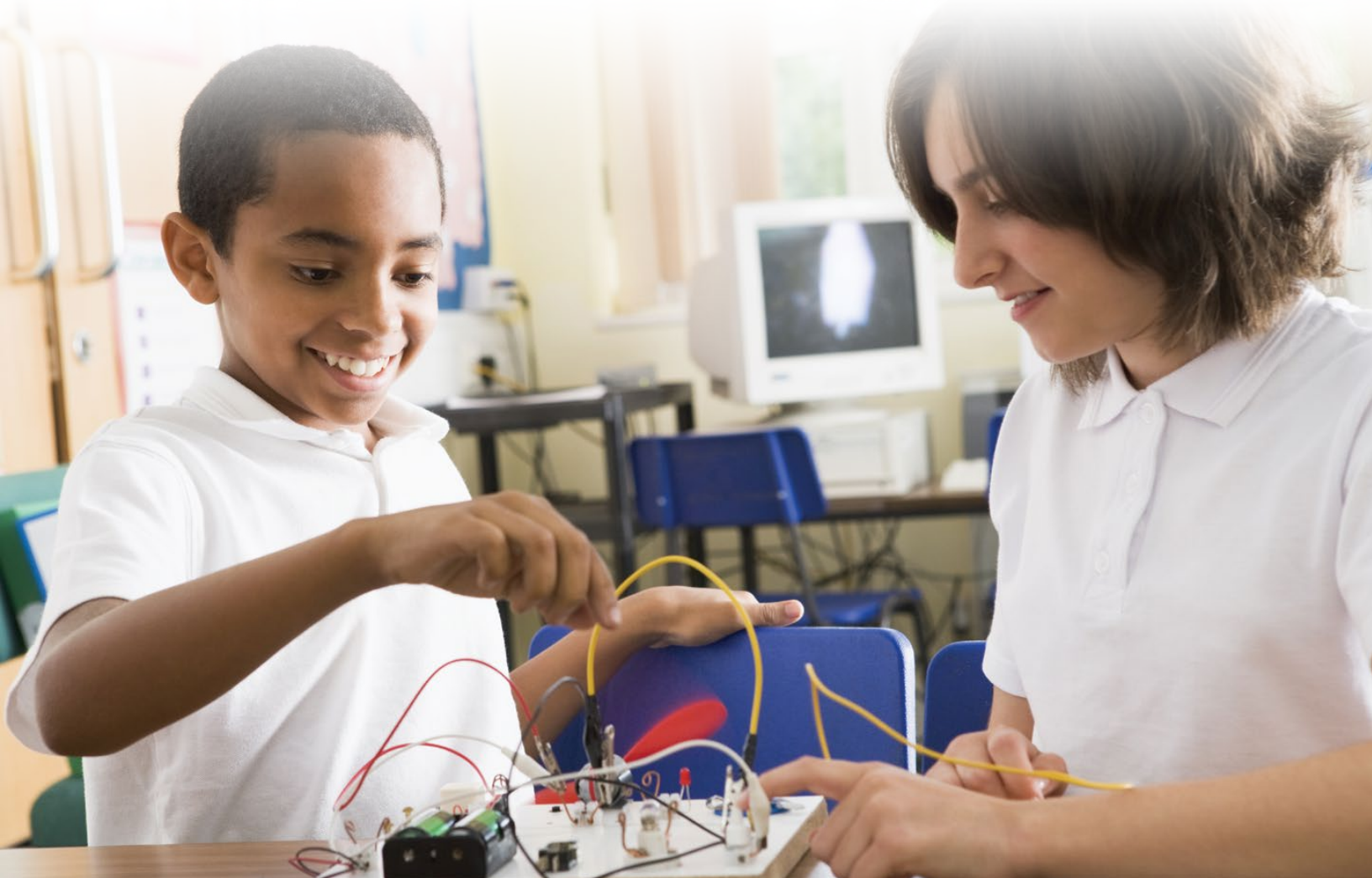
PQA Form B Interview/Survey Instrument:

I. Youth Centered Policies & Practices
   a. Staff qualifications
   b. Program offerings
   c. Youth influence on setting and activities
   d. Youth influence on structure and organizational policies

II. Access
   a. Staff availability and longevity
   b. Program schedules
   c. Participation policies
   d. Communication with families, schools, and community

III. High Expectations
   a. Staff development
   b. Supportive social norms
   c. Expectations for youth
   d. Program improvement

Summary of Alignment Ratings: TThe PQA observation tools will provide programs with a robust assessment of the majority of point-of-service Quality Standards with a few exceptions. The tool does not have an explicit focus on 21st century skill building and programs will need to use the Health and Wellness supplement to address the Healthy Choices & Behaviors Standard. The Center for Youth Program Quality offers a comprehensive program improvement process that addresses many of the programmatic Quality Standards, though they are not necessarily addressed in the PQA Form B itself.



Detailed Descriptions (continued)

Assessment of Afterschool Program Practices Tool (APT)

NIOST National Institute on Out-of-School Time at the Wellesley Centers for Women

Overview: The Assessment of Afterschool Program Practices tool (APT) was developed by the Massachusetts Department of Elementary and Secondary Education, the National Institute on Out-of-School Time (NIOST), and the Massachusetts After-school Research Study (MARS) to examine those program practices that research suggests contribute to positive youth outcomes. The tool can be used by program staff for self-assessment or by external observers for program improvement purposes. The tool can also be used by trained external observers for program evaluation and accountability. The APT can be used in both structured and unstructured youth programs in a range of settings that serve youth in grades K-12. The program quality assessment tools are one component of NIOST's program assessment system (APAS), a flexible system designed to help programs measure and link their program quality and youth outcomes. NIOST provides training services and tools to support use of their quality improvement system (the ASQ) and their APAS system.

Developer's Website: http://www.niost.org

Tool Description: The APT includes two tools: the APT Observation tool (APT-O or APT-O Teen for youth in grades 9-12), which focuses on program practices at the activity and site level, and the APT Program Questionnaire (APT-Q), a self-assessment tool that examines unobservable elements of program quality and site and program level components such as program planning and collaborative partnerships with families and schools. Although the APT tool is free for use, programs must first receive training to gain access to the tool. On-site NIOST training ranges from $4,600 to $10,000. NOIST expects to have an online training program available in 2015 that will cost $200 and will include one year of access to the tutorials.

APT Observation Tool: The APT-O is organized by time of day, including informal program times, homework, planned activities, and the overall program. It measures fifteen elements, each measured by multiple indicators, organized in four broad domains.

I. Supportive Social Environment
   a. Welcoming & Inclusive Environment
   b. Supportive Staff-Youth Relations
   c. Positive Peer Relationships
   d. Relationships with Families

II. Program Organization & Structure
   a. Space Conducive to Learning
   b. Positive Behavior Guidance
   c. High Program/Activity Organization
   d. Varied & Flexible Programming
   e. Program Promotes Youth Autonomy & Leadership

III. Opportunities for Engagement in Learning & Skill Building
   a. Quality of Activities
   b. Quality of Homework Support
   c. Youth Engagement/Participation
   d. Staff Practices That Promote Engagement & Thinking

IV. Targeted Academic Skill-Building in English Language Arts and Literacy, Mathematics, Science & Technology/Engineering, History & Social Studies, and Career/Vocational; Technical Educational Skill Building (Teen version only)[11]
   a. Staff promote and engage the skills
   b. Youth build and practice the skills

[11] This is a supplementary component that can be customized to a program's focus and activities.

APT Program Questionnaire:

I. Plan & Design of Program Offerings
II. Program Offerings
III. Promotion of Youth Responsibility, Autonomy & Leadership
IV. Welcoming & Inclusive Environment
V. Support for Youth as Individuals
VI. Connection with Families
VII. Partnerships with Schools
VIII. Support for Staff

Summary of Alignment Ratings: The APT-O will provide programs with a robust assessment of the majority of point-of-service Quality Standards with a few exceptions. Although the tool does not have an explicit focus on 21st century skill building, programs can customize the targeted academic skill-building section to fulfill this purpose. The tool does not provide comprehensive coverage of the Healthy Choices & Behaviors Standard. The APT-Q provides moderate to high coverage of a portion of the programmatic level Quality Standards and additional information may be required for programs for fully assess their alignment with these Standards.

Detailed Descriptions (continued)

Out-of-School Time Program Observation Tool (OST)

POLICY STUDIES ASSOCIATES, Inc.

Overview: The Out-of-School Time Program Observation Tool (OST) was developed by Policy Studies Associates Inc. through research projects on out-of-school time programming. The instrument's conceptual framework is grounded in the youth development literature, and, in particular, it assesses activities against the four SAFE features (sequenced, active, focused, and explicit) found by Durlak and Weissberg to contribute to positive outcomes for youth in out-of-school time programs. The tool should be used by trained observers to collect observational data to assess the quality of program activities. This data can be used to inform quality improvement efforts as well as for program monitoring and evaluation. The can be used in afterschool programs in school and community-based settir serve youth in grades K-12. The OST observation instrument can also be u conjunction with the organization's survey measures.[12] The downloadable is accompanied by guidelines and instructions for use; Policy Studies Asso researchers have also conducted training for other internal and external evaluators who use the instrument.

Developer's Website: http://www.policystudies.com

Tool Description: The OST focuses on the program quality at the activi level; documenting basic information on the activity being observed and tl quality of the activity on multiple dimensions. Ratings of individual activitie: can then be synthesized to produce site-level quality assessments.

The OST observation instrument has seven domains. Each domain contain individual items that focus on specific elements of best practice.

I. Activity-Basic Facts
II. Youth Relationship Building
III. Youth Participation
IV. Relationship Building Among Staff & Youth
V. Instructional Strategies
VI. Activity Content & Structu
VII. Environmental Context

There are also "plug-in" modules available that focus on specific content e

I. STEM Plug-In
II. Academic (Literacy and Mathematics) Plug-In
III. Technology Plug-In

Summary of Alignment Ratings: The OST observational tool poss moderate alignment to the point-of-service Quality Standards and will prov programs with information related to the majority of these Standards with t exception of Healthy Choices & Behaviors Standard. As the OST is focuse activity-level quality, it will not provide programs with an assessment of prc Quality Standards. Additional information will be required for programs tc their alignment with these Standards.

[12]Survey measures include youth surveys, site director surveys, staff surveys, parent surveys, and principal surveys.

Promising Practices Rating System (PPRS)

Early Child Care & After-School Care

Overview: The Promising Practices Rating System (PPRS) was developed by the University of California-Irvine, the Wisconsin Center for Education Research and Policy Studies Associates Inc. as part of a research project on the relationship between participation in afterschool programs and youth outcomes (Study of After-School Activities). The PPRS should be used by trained observers to collect observational data to assess the quality of program activities. This data can be used to inform quality improvement efforts as well as for program monitoring and evaluation. The PPRS can be used in afterschool programs in both school and community-based settings that serve youth in grades K-8. The PPRS observation instrument assesses point-of-service quality and is used in conjunction with the survey measures completed by program staff and youth participants, which provide information on both point-of-service quality and program management quality. Training in the PPRS is limited to individuals involved in research studies using the instrument. The downloadable tool includes basic instructions for its use.

Developer's Website: http://faculty.sites.uci.edu/childcare/research/study-of-promising-after-school-programs/

Tool Description: The PPRS observational tool focuses on the program quality at the activity level; documenting information on the context of activity being observed; and the quality of the activity on multiple dimensions. Ratings of individual activities can then be synthesized to produce site-level quality assessments.

The PPRS observation instrument has eight domains. Each domain contains individual items that focus on specific elements of best practice.

I. Activity Context
II. Supportive Relations with Adults
III. Supportive Relations with Peers
IV. Student Engagement
V. Development of Higher Level Thinking
VI. Skill Building (Mastery Orientation)
VII. Materials
VIII. Appropriate Structure

Study of After-School Activities Surveys (Supplements to the PPRS)

I. Director/Site Coordinator Survey
   a. Space & Materials
   b. Staff Planning & Preparation
   c. Partnerships with School
   d. Partnerships with Families and Community Members
   e. Background & Training of Director/Site Coordinator

II. Staff Survey
   a. Staff Planning & Preparation
   b. Job Satisfaction & Support
   c. Training & Technical Assistance
   d. Relationships with Partner School(s) & Community
   e. Staff Background & Experience

III. Environment Rating Survey (Youth)
   a. Emotional Support
   b. Autonomy/Privacy
   c. Peer Affiliation

Summary of Alignment Ratings: The PPRS observational tool possesses moderate alignment to the point-of-service quality standards and will provide programs with information related to the majority of these standards with the exception of Healthy Choices & Behaviors Standard. As the PPRS is focused on activity-level quality, it will not provide programs with an assessment of programmatic level Quality Standards. However, additional information related to the Quality Staff and Collaborative Partnership Standards can be collected through the supplemental surveys. Additional information will be required for programs for assess their alignment with the majority of the programmatic Quality Standards.

Conclusion

The featured tools provide good coverage across the majority of the Quality Standards, with a few exceptions. At the point-of-service level, the majority of tools provide minimal to no coverage of the Healthy Choices & Behaviors Standard. At the programmatic level, only a few tools provide broad coverage of the Continuous Quality Improvement Standard, the Program Management Standard, the Clear Vision, Mission, & Purpose Standard, or the Sustainability Standard. The field may benefit from a tailored tool to address these standards in greater depth.

The self-assessment tools will provide programs with more in depth information on their programmatic level quality, while the structured observation-based tools will provide more in depth information on point-of-service quality. We suggest programs utilize multiple strategies to gain a holistic understanding of the quality of their program.

Additional Resources

Websites

The websites below offer resources that can help improve expanded learning opportunity program quality.

California AfterSchool Network
www.afterschoolnetwork.org

National AfterSchool Association
http://naaweb.org

National Institute on Out-of-School Time
www.niost.org

Learning in Afterschool & Summer (Temescal Associates and the Partnership for Children and Youth)
www.learninginafterschool.org

David P. Weikart Center for Youth Program Quality
www.cypq.org

Additional Tools to Assess Program Quality

This guide highlights seven quality measurement tools. There are many more tools that programs can use to measure quality. Below is a partial list of additional tools programs can use.

1. **Exemplary Practices in Afterschool Program Development.** Developed by the Center for Collaborative Solutions and the Community Network for Youth Development.
2. **Comprehensive Assessment of Summer Programs.** Developed by The National Summer Learning Association.
3. **Quality Assurance System.** Developed by Foundations, Inc.
4. **School-Age Care Environment Rating Scale.** Developed by Frank Porter Graham Child Development Institute & Concordia University, Montreal.
5. **Expanding Horizons: Global Learning in Afterschool Self-Assessment Tool.** Developed by The Asia Society.
6. **Program Quality Observation.** Developed by Deborah Lowe Vandell and Kim Pierce.
7. **Core Knowledge and Competencies Self-Assessment Tool.** Developed by the National Afterschool Association.

Additional Resources (continued)

Helpful Publications on Youth Program Quality & Quality Assessment

A Crosswalk between Learning in Afterschool Learning Principles and Afterschool Quality Measurement Tools (2010)
Source: Temescal Associates
Website: www.temescalassociates.com

Raising the Bar: Quality Improvement Systems for Youth Programs (2009)
Source: Forum for Youth Investment
Website: www.forumfyi.org

Promoting Positive Youth Development as a Support to Academic Achievement (2002)
Source: Forum for Youth Investment
Website: www.forumfyi.org

Measuring Youth Program Quality: A Guide to Assessment Tools (2009)
Source: Forum for Youth Investment
Website: www.forumfyi.org

Program Implementation: What Do We Know? (2006)
Source: Child Trends
Website: www.childtrends.org

Process Evaluation: A Guide for Out-of-School Time Practitioners (2008)
Source: Child Trends
Website: www.childtrends.org

Afterschool Evaluation 101: How to Evaluate an Expanded Learning Program (2011)
Source: Harvard Family Research Project
Website: www.hfrp.org

After-School Toolkit: Tips, Techniques and Templates for Improving Program Quality (2008)
Source: Public/Private Ventures
Website: www.ppv.issuelab.org

Core Knowledge and Competencies for Afterschool and Youth Development Professionals (2011)
Source: National Afterschool Association
Website: www.naaweb.org

Appendix: Crosswalk Development

The tools in this guide were chosen after an extensive review, including asking for tool nominations from expanded learning opportunity experts, examining previous research on program quality assessment (i.e., Forum for Youth Investment, 2009), and conducting internet searches to identify a total of fourteen quality assessment tools for consideration.

We prioritized tools that:

- Apply to a broad range of age ranges, ideally grades K-12.
- Are rooted in positive youth development, the framework informing the Quality Standards.
- Cover most of the topics in the Quality Standards.
- Use rubric-based ratings, which promotes consistent use among users (i.e., tools that are designed with inter-rater reliability in mind).
- Have supporting manuals or trainings for users.

The featured tools were chosen because of their broad coverage across multiple quality domains and their demonstrated effectiveness in capturing important elements of program quality.[13]

To rate the featured tools, Public Profit examined the content of each tool in detail to determine (1) the *breadth* of coverage for each quality standard (i.e., the degree to which each element of the standard was covered) and (2) the *depth* of coverage for each quality standard (i.e., the degree to which the tool contained detailed and specific content for each element of the standard). Two raters assigned quality Standard alignment ratings independently, and discussed any areas where their ratings different. The information presented in the tool descriptions and tool property table is from tool manuals, developer websites, and previous reports on quality assessment tools.

The guide was circulated to the members of the California Afterschool Network Work Group on Quality Standards for feedback on the content and structure. The authors of each of the featured tools reviewed a draft of the guide, to assure accuracy and completeness of the tool profiles. Finally, the guide was reviewed and approved by the After School Division of the California Department of Education.

[13] The second criteria for inclusion, field-tested for quality assurance, refers only to the observations tools designed for use in external evaluation.

CAN

California AfterSchool Network

CONNECT. CONVENE. INSPIRE.

DEPARTMENT OF EDUCATION

STATE OF CALIFORNIA