

AFTER-SCHOOL ENVIRONMENT SCALE

Elementary & Middle Student Report

The *After-School Environment Scale* (ASES; Rosenthal & Vandell, 1996) is a measure of the psychosocial climate in after-school programs. It contains 36 items on three subscales: Emotional Support (19 items), Autonomy/Privacy (6 items), and Peer Affiliation (6 items).

In the Study of Promising After-School Programs, students completed a 25-item version of the ASES that omitted five Emotional Support items, one Peer Affiliation item, and five additional items. The measure was completed with reference to both the after-school program and other structured activities.

Citation

Rosenthal, R., & Vandell, D. L. (1996). Quality of care at school-aged child care programs: Regulatable features, observed experiences, child perspectives, and parent perspectives. *Child Development*, 67, 2434-2445.

Administration

Spring 2004

Spring 2005

Items

1. At my after-school program, I get to know other kids really well
2. I trust staff at my after-school program
3. I wish I didn't have to go to my after-school program
4. At my after-school program, I can tell the staff about my problems if I need to
5. I can really trust the other kids at my after-school program
6. There are too many rules at my after-school program
7. When I want to be alone at my after-school program, the staff bother me
8. At my after-school program, I have to do what's planned, no matter what
9. I have lots of friends at my after-school program
10. The staff at my after-school program really listen to me when I have something important to say
11. I'm usually bored at my after-school program
12. I get to choose what I want to do at my after-school program
13. The staff are very strict at my after-school program
14. It seems like the staff never leave us alone at my after-school program
15. I really like going to my after-school program
16. At my after-school program, we get into trouble for talking when we aren't supposed to
17. The staff at my after-school program are more like friends than teachers
18. I like the other kids at my after-school program
19. I get to do what I want to do at my after-school program
20. The staff go out of their way to help kids at my after-school program
21. I like the activities at my after-school program
22. The staff at my after-school program are always telling me what to do
23. At my after-school program, I can be by myself whenever I want to
24. I have a good time playing with other kids at my after-school program
25. The staff let me decide what to do at my after-school program

Response scale

- 1 = never
 2 = sometimes
 3 = most of the time
 4 = always

Scoring

Mean item scores

Emotional Support = 14 items: 2, 3-reversed, 4, 6-reversed, 7-reversed, 10, 11-reversed, 13-reversed, 14-reversed, 15, 17, 20, 21, 22-reversed

Autonomy/Privacy = 4 items: 12, 19, 23, 25

Peer Affiliation = 5 items: 1, 5, 9, 18, 24

Overall ASES score = 23 items; 8 & 16 omitted due to low alpha

Psychometrics

| | <i>N</i> | <i>M</i> | <i>SD</i> | Range | Alpha |
|-------------------------|----------|----------|-----------|--------|-------|
| Elementary: Spring 2004 | | | | | |
| Emotional support | 481 | 3.00 | 0.53 | 1-4 | .72 |
| Autonomy/privacy | 482 | 2.02 | 0.85 | 1-4 | .73 |
| Peer affiliation | 480 | 2.89 | 0.76 | 1-4 | .72 |
| Overall ASES score | 482 | 2.81 | 0.48 | 1.14-4 | .80 |
| Middle: Spring 2004 | | | | | |
| Emotional support | 308 | 3.01 | 0.58 | 1-4 | .87 |
| Autonomy/privacy | 310 | 2.22 | 0.76 | 1-4 | .71 |
| Peer affiliation | 308 | 2.88 | 0.68 | 1-4 | .77 |
| Overall ASES score | 308 | 2.84 | 0.52 | 1-3.90 | .89 |

| | <i>N</i> | <i>M</i> | <i>SD</i> | Range | Alpha |
|-------------------------|----------|----------|-----------|-----------|-------|
| Elementary: Spring 2005 | | | | | |
| Emotional support | 410 | 3.00 | 0.55 | 1.36-4 | .81 |
| Autonomy/privacy | 410 | 2.10 | 0.82 | 1-4 | .77 |
| Peer affiliation | 410 | 2.93 | 0.74 | 1-4 | .79 |
| Overall ASES score | 410 | 2.83 | 0.51 | 1.22-3.96 | .86 |
| Middle: Spring 2005 | | | | | |
| Emotional support | 259 | 3.03 | 0.57 | 1-4 | .88 |
| Autonomy/privacy | 261 | 2.23 | 0.75 | 1-4 | .77 |
| Peer affiliation | 260 | 2.99 | 0.70 | 1-4 | .83 |
| Overall ASES score | 260 | 2.88 | 0.52 | 1-3.96 | .90 |

Validity

Rosenthal & Vandell (1996) reported that the overall ASES and Emotional Support scores were negatively associated with larger program enrollments and more frequent negative staff-child interactions, and positively associated with a greater variety of program activities.

Autonomy/Privacy was negatively associated with larger enrollments. Peer Affiliation was not associated with program characteristics. Additionally, the overall ASES was positively associated with parental perceptions of the programs.