



Indicators of High-Quality Afterschool Programs

Goal-oriented

- Clearly defined goals
- Predetermined, time-structured program
- Alignment of structure and content to goals

Leadership

- Strong leadership, empowered staff
- Effective program management, support, and resources

Experienced Staff

- Well-trained, experienced staff
- Positive staff-student relationships
- High social and academic expectations

Intentional

- Linkage with day school; strong connections with school, district, community
- Connection between curriculum and educational standards
- Predominantly “active learning” activities
- Use of research-based practices and motivational strategies
- Program offerings of three or more activities a day
 - Academic content:** homework/tutoring, enrichment, and social development
 - Literacy and math:** 3–5 times per week for 30–60 minutes
 - Arts and science:** 3–4 times per week for 45–120 minutes

Student-centered

- Positive program environment
- Student engagement through meaningful activities
- Available opportunities for student practice

Continuous Improvement

- Periodic evaluation to check program effectiveness
- Periodic assessment of student progress
- Resetting goals according to evaluation results

From *What Works? Common Practices in High Functioning Afterschool Programs: The National Partnership for Quality Afterschool Learning Final Report* by D. Huang, J. Cho, S. Mostafi, and H. Nam, 2008, Austin, TX: SEDL and Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation (CSE), Graduate School of Education & Information Studies, University of California, Los Angeles. Copyright ©2008 by SEDL. Retrieved from <http://www.sedl.org/afterschool/commonpractices.pdf>. Adapted by Marion Baldwin with permission from SEDL.

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