



13 Indicators for a Quality Afterschool Program

The National Partnership for Quality Afterschool Learning conducts research on best practices for afterschool programming. The research uses a multimethod approach to data collection and analysis, including staff and parent surveys, indepth interviews with program directors, site coordinators, principals, and instructors, and direct observation of classroom instruction. The National Center for Research on Evaluation, Standards, and Student Testing (CRESST), one of seven partners in the Partnership, found three broad themes from this research: goals and evaluation, curricular quality, and program environment, and 13 indicators for quality afterschool programs.

- Establishing clear goals for content-area practice
- Assigning research-based activities to achieve goals
- Aligning content materials with state standards
- Developing links between content and school day activities
- Using research-based curriculum and teaching strategies
- Providing a positive program environment
- Employing motivational strategies to engage students in learning
- Promoting student engagement (e.g., encouraging meaningful experiences)
- Providing effective program management, support, and resources (e.g., staff-student ratio, staff educational experience, ongoing evaluation)
- Providing opportunities for student practice
- Assessing program effectiveness periodically
- Reviewing student progress periodically
- Resetting goals according to assessment results

National Partnership for Quality Afterschool Learning (headquartered at SEDL)

Southwest Educational Development Laboratory (SEDL)

National Center for Research on Evaluation, Standards, and Student Testing (CRESST)

Mid-continent Research for Education and Learning (McREL)

Northwest Regional Education Laboratory (NWREL)

SERVE Center at the University of North Carolina at Greensboro

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