Examples of Activities Suggested in Research for the Seven Programmatic Quality Indicators

Instructional Activities	• Sequenced skill-building activities with clear and intentional objectives (Birmingham et al., 2005; Durlak & Weissberg, 2007; Gardner, 1992; Little et al., 2007). • Important to offer a variety of structured activities and opportunities for students to build knowledge and skills (Fashola, 1998; Policy Studies Associates, Inc., 2006). • Activities should be sequenced, active, focused, and explicit. Activities should challenge and actively engage students (Granger, 2008; Jehl & Kirst, 1992). • Smaller group sizes and lower staff/child ratios during activities (Hall & Gruber, 2007; LeCroy, 2003). • Developmentally directed, not teacher directed. Activities give students opportunities for leadership & choice (Pechman & Fiester, 2002). • Integrating principles of positive youth development (Policy Study Associates, 2006).
Academic	• Offering homework help, specialized academic support (Birmingham et al., 2005; Davis & Farban, 2002; Fashola, 1998; Ferrin & Amick, 2002; Harvard Family Research Project, 2003, August; Hollister, 2003; Lauer et al., 2006). • Enrichment activities in literacy, math, science, etc. (Friedman & Bleiberg, 2002).
Social	• Opportunities to learn cognitive and non-cognitive skills essential for academic success and pro-social behaviors (activities that promote teamwork and prosocial behaviors) (Hollister, 2003; Reisner et al., 2007). • At higher grade levels offer training in job preparation, college preparation, and connections to community and business leaders; volunteer/paid work experience (Hall & Gruber, 2007; Harvard Family Research Project, 2004, July).

Recreational Activities	• Project-based activities culminating in authentic work; can be aligned with school day coursework and activities (in art, sports, technology, nutrition & health, etc.) (Birmingham et al., 2005; Harvard Family Research Project, 2002 & 2003; Fashola, 1998; Friedman & Bleiberg, 2002; Quinn, 1999; Redd, 2006; Reisner et al., 2007). • Cultural and community ~~service~~ activities (field trips, etc.) (Davis & Farbman, 2002; Quinn, 1999). • Varied opportunities for physical exercise (Policy Study Associates, Inc., 2006) • Activities that allow students to take initiative and explore their personal interests (New York State Afterschool Network: Program Quality Assessment Tool).

Health Awareness	• Offer enrichment activities in nutrition and health (Harvard Family Research Project, 2002, April). • Offer information/education/resources on drug and alcohol use, sexually transmitted diseases and birth control (Friedman & Bleiberg, 2002). • Varied opportunities for physical exercise and participation in team or individual sports (Policy Studies Associates, 2006). • Primary and preventative health services (on-site or by referral) for participants and their families (Levy & Shepardson, 1992).

Family Involvement	• Offer adult development activities (GED classes, ESL classes, job training, parenting classes, etc.) (Harvard Family Research Project, 2002, August, 2002, April; Davis & Farbman, 2002). • Offer family support services (health services, counseling, etc.) (Harvard Family Research Project, 2002, August). • Establish various forms of communication with family to discuss program events and student progress (newsletters, phone calls, conversations at drop off/pick up) (Harvard Family Research Project, 2004, July). • Parents have voice in program implementation and design (treated as collaborators), serving on program advisory committee (Friedman & Bleiberg, 2002; Pechman & Fiester, 2002). • Activities involve and encourage parental participation. Employ parent liaison to bolster parental participation (Harvard Family Research Project, 2002, August; Hollister, 2003; Kane, 2004; Little et al., 2007; Policy Study Associates, 2006; Quinn, 1999; Robinson & Fenwick, 2007).

Community Partnerships/ Mentorship	• Establish connections/partnerships with community and other organizations (social services, police, justice agencies, museums, parks & recreation). Providing several services under one roof in participant's community (Arbreton et al., 2005; Jehl & Kirst, 1992; Philliber et al., 2001). • Older youth have opportunities to interact with community and business leaders, program provides connection to job training and employment (Hall & Gruber, 2007). • Youth are introduced to world outside their local neighborhood (Hall et al., 2004). • Youth are partnered with local mentors (Hollister, 2003). • Reach out to community partners in youth development; enhance the role of youth as valuable community resources (Quinn, 1999). • Foster youth voice & leadership through service-learning/community service experiences (Harvard Family Research Project, 2003; Redd, 2006). • Create partnerships/mentorship with colleges or universities (Harvard Family Research Project, 2006, October).

Active Participation	• Inclusion of youth in program design and planning; youth voices are listened to and incorporated in decision-making (Harvard Family Research Project, 2002, August; Hall & Gruber, 2007). • Youth centered policies and practices; involving youth in running organization (High/Scope Educational Research Foundation; 2008).

Program Development/Administration	
Program Environment	• Adult support and effective group management (Arbreton et al., 2005). • Establishing a supportive, welcoming, and warm environment where participants feel a sense of belonging, community, and safety (Harvard Family Research Project, 2002, August; Fashola, 1998; Hollister, 2003; High/Scope Educational Research Foundation, 2008). • Enabling participants to relate and build positive relationships comfortably to adults (Friedman & Bleiberg, 2002; New York State Afterschool Network). • An atmosphere where children from diverse cultures can learn about and respect their commonalities and differences (Friedman & Bleiberg, 2002). • Staff manages groups in ways that ensure youth feel respected by the adults and other youth (Grossman et al., 2007). • Staff relate to all children in positive ways and are responsive to the individual needs of participants. Staff work well together and model supportive/respectful relationships (Hall & Gruber, 2006; Pechman & Fiester, 2002). • Staff attentively listen to and encourage/reward youth (encourage to share ideas, opinions, concerns and take initiative). Youth listen to peers and staff (Pechman et al., 2008; Russell et al., 2003). • Establish strong positive social norms for behavior (Hollister, 2003). • Foster and model democratic ideals (Noam et al., 2002). • Staff views all participants as pure potential and hold high expectations of youth (Philliber et al., 2001; Robinson & Fenwick, 2007; Russell et al., 2003). • Program serves as vigorous advocate for and with youths (Quinn, 1999). • Staff takes pleasure in children and interactions with children are reciprocal. Staff utilizes positive behavior management techniques and praise cooperation, sharing, and teamwork. Program is flexible (not over controlled by staff) and allows children a sense of autonomy (Vandell & Pierce, 2006).
Professional Development/ Staff Characteristics	• Quality, diverse staffing with low turnover and adequate support/training (Arbreton et al., 2005; Dryfoos, 1999; Friedman & Bleiberg, 2002). • Employ highly educated and well compensated staff (Hall & Gruber, 2007; Little et al., 2007). • Staff participates in workshops, professional development, continuing education, local/national conferences, mentoring relationships with other programs. Staff are committed to continual program and professional improvement (Hall & Gruber, 2006; Harvard Family Research Project, 2004, August). • Collegiality among staff, administration, and leaders (Jehl & Kirst, 1992). • Administration/Director closely monitors program implementation (Lauer et al., 2006). • Utilize valuable program leaders who are well-connected with community, proactive regarding funding, inspirational to other stakeholders, and possess strong managerial skills (Pechman & Fiester, 2007).

Program Design	• Program plans and utilizes periodic evaluations for continuous improvement and program evaluation; program adheres to core elements/intentions. Program tracks student progress (Harvard Family Research Project, 2002, April; Friedman & Bleiberg, 2002; Hall & Gruber, 2007; Kansas State Department of Education, 2007). • Program design and implementation is intentional, thorough, and detailed (Gardner, 1992; Little et al., 2007). • Measurable program goals should be directed at student, family, and community outcomes (Gomby & Larson, 1992). • Establish clear attendance and participation expectations, maintains a system of collecting and monitoring participant attendance and engagement (New York State Afterschool Network; Walker & Arbreton, 2004; Yohalem et al., 2007). • Program utilizes targeted recruitment strategies to attract and retain underserved youth (Arbreton et al., 2005; Quinn, 1999). • Program is well paced, not rushed (Pathways to Success for Youth: What Counts in After School: Massachusetts After-School Research Study Report; 2005). • Establish communication with schools and develop formal mechanisms that allow schools to transfer information about students' academic and personal needs/progress (Harvard Family Research Project, 2006, October).

The "Examples of Activities Suggested in Research for the Seven Programmatic Quality Indicators" chart was developed in conjunction with a comprehensive literature review on elements of quality in after-school programs finalized in November 2008. A final report titled "Elements of Quality in After-School Programs" was developed by researchers at the *Nebraska Center for Research on Children, Youth, Families and Schools* in the College of Education and Human Sciences at the University of Nebraska-Lincoln. Funding for the development of the full report and supplemental documents (i.e., a power point presentation highlighting elements of quality and this chart of example activities) was provided by the Nebraska Department of Health and Human Services, the Nebraska Children and Families Foundation, and the Nebraska Community Learning Center Network.

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