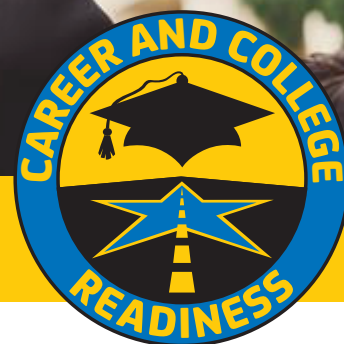indianaafterschool.org

Indiana Afterschool Standards and Specialty Standards

A Guide for High-Quality Programs Serving Youth in Out-of-School Time

Career and College Readiness

INDIANA Afterschool NETWORK

IN Afterschool Standards and Specialty Standards

PURPOSE

The purpose of the Indiana Afterschool Standards is to outline the path and steps that lead to high-quality youth programs that take place outside the school day. The afterschool standards are based on national research and best practices in the youth development and education fields.

The IN Afterschool Standards and Specialty Standards are voluntary statewide standards that may serve as:
- A framework of clear expectations for all stakeholders.
- A guide to inform statewide decision-making, for example, professional development focus areas, funding support, and advocacy.
- A guide for program providers to assess their own program site and organizations to help determine what they are doing well and what needs improvement.
- A guide for families and youth to identify quality programming.
- A guide for school principals and district superintendents to reinforce and advance educational priorities.

STRUCTURE

1. Category
- Priority areas that help organize all standards
- Answers: What topics are needed for assessing program quality?

2. Standards
- Broad researched-based best practices in quality out-of-school programs
- Answers: What do we need to do?

3. Indicators
- Specific and detailed descriptions of the standard or best practice in quality out-of-school programs
- Answers: How do we do that?

4. Standards-based Practices
- Evidence that can be observed in a high-quality out-of-school program
- Answers: What does it look, sound, and feel like?

INTRODUCTION TO THE
CAREER AND COLLEGE READINESS SPECIALTY STANDARDS

These specialty Career and College Readiness standards are an addition to the Indiana Afterschool Standards. They outlines best practices and recommendations specific to career and college readiness programming for K-12 youth in out-of-school time programs. Originally developed with guidance of a task force of Career and College experts, these standards were revised in 2022 to ensure inclusion of new emphasis in the State of Indiana on career development and employability for youth. These standards also reflect a growing understanding of the developmental process by which young people grow into readiness for futures that include both work and the education that prepares them both for jobs and life.

In the past, career and college readiness programs focused on youth in grades 9-12 in order to prepare them for the post-secondary education that followed high school. But the process by which young people prepare for life after high school and college begins early in their school careers, including stages where they become aware of and explore career possibilities; identify and aspire to meaningful careers and understand the education that prepares them for those careers. In Indiana, enrollment in 21st Century Scholars provides a readiness benchmark for all youth, and following the Scholar Success Plan in high school enables youth to prepare for, apply to, and ultimately matriculate to a post-secondary education.

Out-of-school time programs and educators play an important role in guiding youth through this developmental process. OST programs and youth workers collaborate closely with schools, teachers, and counselors, particularly at middle and high schools, to support academic success. School counselors are essential partners in the college application process. Community partners can also play important roles in providing work-based learning, mentoring, and supportive services to help students overcome barriers. Families are the essential partner in career and college readiness for youth, and the potential of OST to build working partnerships with families for this purpose represents an important asset that OST can bring to achieve successful transitions into post-secondary education and ultimately, careers.

Defining Career and College Readiness:

Career Readiness: The Association for Career and Technical Education (2018) notes: "Career readiness involves three major skill areas: core academic skills and the ability to apply those skills to concreate situations in order to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any skill area; an technical job specific skills related to a specific career pathway. These skills allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement." According to the Indiana Department of Workforce Development (2022), the Employability Skills identified by Indiana employers as essential for success in the workplace fall into four categories; Mindsets, Learning Strategies, Social & Emotional Skills, and Work Ethic.

College Readiness: The term "college" should be taken to include a variety of post-secondary educational experiences to include certifications, apprenticeships, and credentials, in addition to two and four-year degree granting programs. WestEd (2010) offers this definition: "Postsecondary readiness may refer broadly to preparing students for the transition from high school to multiple pathways after graduation (i.e., college or work), or more specifically to being ready for college. The demands of college can be further defined in terms of study skills and work habits, or particular content knowledge, leading some organizations to distinguish between academic preparedness for college entry and overall readiness for college success."

The Rating Scale

The Indiana Quality Program Self-Assessment Tool uses the following rating scale to help you and your team assess the degree to which each quality indicator is evident in the program. The definitions outlined below are to help guide the reviewers' understanding of the numeric ratings.

4 = Excellent/ Exceeds Standard

EXCEEDS STANDARD means that the program is exceptional or outstanding in this area because it implements nearly all or all of the Standards-Based Practices for this indicator.
The relevant Standards-Based Practices are demonstrated in clearly observable ways.

3 = Good/Meets Standards

MEETS STANDARD means that the program executes many of the Standards-Based Practices.
The rater can generate examples of how and when the program executes these specific practices.
This is an area the program executes well.

2 = Some Progress Made/Approaching Standard

APPROACHING STANDARD means that the program is working toward executing Standards-Based Practices, but is currently only implementing a few of them. The program may benefit from targeted assistance in order to implement more of the Standards-Based Practices.

1 = Must Address and Improve/Standard Not Met

STANDARD NOT MET means that the program is not currently implementing any of the Standards-Based Practices and requires significant support in this area. There is a need for significant support to get on track to address this indicator.

NA = Don't Know/Not Applicable

This rating indicates that the program is not familiar enough with this indicator to rate performance or is just not sure how to rate it at this time. This rating could also mean that the indicator simply does not apply to the site or program.

> *Note:*
> *Throughout these standards the terms "College" and "Post-Secondary" are used interchangeably to refer to education, training, and learning programs that prepare high school graduates for future career and life experiences. Post-Secondary Education includes two- or four-year programs, as well as programs of greater or lesser length and provide various types of employment and skill certifications and credentials, as well as different academic degrees (Associates or Bachelors, as well as Graduate and Professional).*

INDIANA QUALITY PROGRAM SELF-ASSESSMENT (IN-QPSA)

PURPOSE
Indiana Quality Program Self-Assessment (IN-QPSA) is an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards.

FUNCTION
- Choose which standards you want to assess.
- Rate how well your program meets each standard.
- Start the assessment and complete over time.
- Use online or print stakeholder surveys.
- Generate automated reports for organization and/or program site(s).
- Generate an automated action plan.
- Track your program results over time and compare progress.

BENEFITS
The IN-QPSA can help OST programs:
1. Identify and understand the factors that support or inhibit top performance.
2. Use data to drive decisions.
3. Take action and make positive changes.
4. Continue to grow, learn, and improve.
5. Maximize positive impact for staff, youth, families, and community partners.

INFRASTRUCTURE
Online System Functionality
- 2 Self-Assessments
  - Indiana Afterschool Standards
  - Specialty Standards
    - (College & Career Readiness
    - Healthy Eating and Physical Activity
    - STEM
    - Literacy
    - Summer Learning
    - Family Engagement
    - Diversity, Equity & Inclusion)
- 4 Stakeholder Surveys and more to come!
  - Family, Youth, Community Partner, and Staff
- Multiple Automated Reports
  - Program Site & Organization Aggregate
  - Comparison Reports
- Program Quality Improvement Action Plan

TO GET STARTED: https://myian.indianaafterschool.org

RECOGNITION OF PLEDGE TO QUALITY

Each program site and/or organization that successfully completes the Indiana Quality Program Self-Assessment (IN-QPSA) will receive:

1. Indiana Afterschool Quality Leader Digital Badge
2. Specialty Standards Badges, as applicable, which serve to recognize some learning or accomplishment. This is not a credential—it is a symbol of accomplishment that can be used for communicating or marketing quality efforts. These special badges communicate that your program/organization has aligned your practices and programs to the IN Afterschool Standards or Specialty Standards.
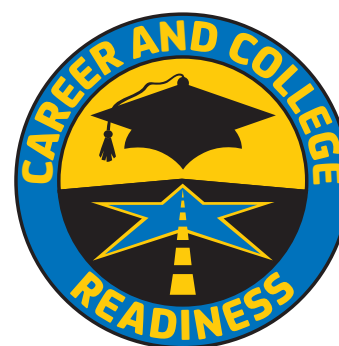
PLEDGE TO DIVERSITY, EQUITY, AND INCLUSION
At the core of quality programs is the ability to effectively serve diverse children and youth. As such, the Indiana Quality Program Self-Assessment (IN-QPSA) includes elements to assess and help programs reflect on their ability to create environments where all children/youth and families feel valued and welcomed. For a deeper dive into assessing diversity, equity, and inclusion efforts in your program, please refer to the Diversity, Equity, and Inclusion Specialty Standards.

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE & ENVIRONMENT STANDARD 1: The program creates a positive career and college-going culture for all youth

AVERAGE INDICATOR RATING	
	INDICATOR RATING

1a. The program applies youth development research and principles in its efforts to support youth in aspiring to and achieving career and college success. Program guides youth through the career and college journey with developmentally appropriate opportunities that:

- Provide Awareness & Exploration of the world of employment, including specific career options and the post-secondary paths to those careers
- Support Identification by youth of careers that match their interests and talents
- Nurture confidence in youth so that they believe in their ability and aspire to their chosen career and post-secondary pathways
- Ensure that youth achieve academic progress and also develop the social and emotional skills necessary for employability
- Provide youth with access to information about the specific steps to take and goals to achieve as they aim towards their envisioned career and college future
- Guide youth as they prepare and organize for career and college, helping them to identify opportunities and remove barriers
- Include families as essential partners to youth success and also connect to partners in the community and beyond who provide information and resources that students need to work towards the futures they envision.

1b. The program helps youth envision their future, a future that includes employment and a career. The program then guides youth as they plan for their chosen career, including post-secondary education that enables them to achieve their career and life goals.

- Staff exposes youth to an array of post-secondary options to support goal setting. Post-secondary options may include certifications, apprenticeships, and trade education, as well as two-year associates and four-year bachelor's degrees.
- Staff guide conversations with youth from elementary school age and beyond that encourage them to think about their futures using probing and open-ended questions, as well as reflection opportunities.

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE & ENVIRONMENT STANDARD 1: continued

	INDICATOR RATING
AVERAGE INDICATOR RATING	

	INDICATOR RATING
• Staff share their own thoughts or dreams about career and college when they were the same age as the youth they are working with • Activities related to careers or jobs include information related to the required training/ education for the specific careers	
1c. The program incorporates the unique interests, aspirations and needs of participants into daily programming: • Staff gain awareness of youth's interests through assessments and surveys (such as those available on the Learn More Indiana website) or by talking to and individually interviewing youth • Staff utilize information from surveys and/or interviews of youth to develop program activities • While planning program activities, staff include youth interests in each activity • Staff introduce students to career options that complement the interests of those students	
1d. Program utilizes the setting and environment to communicate and emphasize future, career, & post-secondary readiness • Staff utilize the program space to support future career and post-secondary readiness by incorporating a variety of materials/resources into activities that feature future possibilities, including visual depictions of work and post-secondary life; diverse adults in a variety of settings; college posters; and information about future readiness resources (such as Indiana Career Explorer). • Program references post-secondary and career awareness with tactics such as utilizing university team names as names for groups of youth, or naming rooms and facilities for post-secondary programs or professional groups. • Posters and pictures of various post-secondary opportunities, including four-year colleges and universities and community colleges are on display throughout the program area	

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon- strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE & ENVIRONMENT STANDARD 1: continued

AVERAGE INDICATOR RATING	
	INDICATOR RATING

- Staff share evidence of their career and college experiences by displaying certifications, diplomas, and photos of their work or educational experiences at the program site
- A variety of different careers are highlighted throughout the year through the display of posters and distribution of informational materials
- Staff make references to the above displays and incorporate them into program activities

STAFF DEVELOPMENT AND EXPECTATIONS STANDARD 2:
Staff and volunteers receive support and training to deliver career and post-secondary readiness programming

2a. Staff and volunteers are trained in best practices in youth development for career and post-secondary education readiness programming

- Program administrators infuse elements of youth development and career and college readiness into the initial orientation and training provided to new staff and volunteers
- Staff training incorporates youth development research and principles that apply to career and post-secondary readiness.
- Staff and/or site director attend at least one professional development session per year on career and college readiness and share the information and implications for programming with fellow staff members
- Staff and site leadership utilize tools such as the Career and College Readiness Toolkit from Indiana Afterschool Network to train staff and identify resources that can be used in activities and curriculum for the program
- Staff are provided articles or information related to youth development and career and college readiness to be read and discussed at staff meetings
- Staff share their own experiences in career exploration and planning, as well as post-secondary education with youth in their programs.

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon-strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS STANDARD 2: continued

AVERAGE INDICATOR RATING	
	INDICATOR RATING

2b. Staff and volunteers have the knowledge and skills to guide youth of all ages on their unique pathways to college and careers
- Staff are aware of and utilize age-appropriate instruments, such as interest inventories or surveys, to determine the interests and goals of youth
- Staff have collected information from youth regarding their future goals or interests
- Staff have attended training focused on skills and information to help guide youth toward their career and college goals
- Youth can express their goals and what will be required of them to meet those goals

2c. Staff and volunteers are well-informed about resources and opportunities in careers and colleges
- Staff are familiar with workforce information resources like Indiana Career Explorer and Indiana's Next Level Jobs from the Indiana Department of Workforce Development and use those resources to provide guidance to youth
- Staff meetings include speakers from local businesses, industries, institutions of higher education, state agencies, and public-school counselors, who inform staff of resources available to youth
- Flyers, posters, brochures, etc. that highlight external resources are on display in the program and available to youth
- Program activities incorporate the resources noted above (e.g., interest groups of youth explore the resources available to help them pursue career or college opportunities)

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon- strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM ACTIVITIES STANDARD 3: Activities and content of the program engage youth and enable them to envision and explore their futures, learn information, and develop skills necessary for career and post-secondary learning; and connect to the people, organizations and resources that can support their attainment of future goals

	INDICATOR RATING
AVERAGE INDICATOR RATING	

3a. The program engages youth in program planning and choice of activities
- Staff talk to youth on an individual basis to learn about their interests or future goals
- Youth are asked for ideas regarding potential, upcoming program activities
- Youth are provided with a variety of ways to participate in activities

3b. Staff act as facilitators and guide youth through career and post-secondary exploration
- Throughout the year, staff engage in conversations with youth that encourage them to think ahead, by using probing questions, open ended questions, etc.
- Staff share their own developmental experiences about career and college, including how they considered different post-secondary options, and what staff learned from those experiences
- Activities, such as collecting information about careers or college or picturing the future, require youth to look ahead to future choices

3c. Youth have opportunities to develop and practice career-building and college going skills
- Staff utilize small group discussion, journaling, creative activities, etc. to encourage youth to express ideas
- Staff instruct and guide youth regarding how and where to acquire new information when solving problems or when curious
- Staff utilize step by step processes with, when possible, visual organizers when beginning new activities
- Staff offer questions, suggestions, guidance for how youth might solve problems

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM ACTIVITIES STANDARD 3: continued

	INDICATOR RATING
AVERAGE INDICATOR RATING	

3d. Youth have opportunities to practice new skills and showcase their work to families, community members, and other visitors to the program
- Staff regularly schedule activities that enable youth to demonstrate newly learned skills or behaviors
- Youth are given the opportunity to choose a skill they want to practice or demonstrate
- Youth participate in a role play or activity and youth watch
- Community members are invited to observe or participate in activities that enable youth to demonstrate skills (e.g., job interview, resume review)

3e. Staff reach out to engage families in dialogue and activities related to career and college awareness
- Part of the regular communication system between home and program includes information or suggestions related to college and career awareness
- Families are invited to observe and, as appropriate, participate in activities for youth that focus on career and college awareness
- Family events provide a focus on career and college awareness with presenters or personnel from college and business available to interact with family members
- A family advisory group provides suggestions to program administration regarding how to best engage parents in dialogue

3f. Staff and volunteers help youth identify supportive adults in their lives that can guide them in preparing for careers and college
- Staff talk to youth about who they looked to for support when they were younger and question youth about who they feel comfortable talking with

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	"We are a leader in this."	"We demon-strate this in observable ways."	"We could use some support here."	"We need significant support in this."	"We're not sure." or "This doesn't pertain to our program."

PROGRAM ACTIVITIES STANDARD 3: continued

AVERAGE INDICATOR RATING	
	INDICATOR RATING

- When guest speakers visit the program, they are asked to stress the importance of youth having supportive adults to help them and suggesting who some of those adults might be
- Youth can name appropriate adults who could or will be supportive of them in their future pursuits related to career and/or college

PROGRAM FOCUS STANDARD 4: The program supports academic preparation and success as necessary to provide a foundation for the future readiness of students

4a. The program provides and/or connects youth with academic support resources in the school and community as needed
- Youth are provided academic support by program staff on a daily basis (with the exception of Fridays and field trips)
- Program staff are aware of school and community resources (e.g., school tutoring programs, tutoring provided by community agencies) where youth can receive academic support
- Information regarding school and community resources is posted in the program area and printed information is shared with youth and their families

4b. The program supports youth with completing or reviewing the mandated Indiana Graduation Pathways
- Staff are familiar with Indiana's graduation pathways requirements, beginning with the sixth grade
- Staff talk with youth about the Learn More Indiana website to determine their awareness of the site and its contents, including graduation plan requirements
- Graduation plans for youth are on file in program records
- Staff review graduation plans with high school youth once each semester

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	"We are a leader in this."	"We demon-strate this in observable ways."	"We could use some support here."	"We need significant support in this."	"We're not sure." or "This doesn't pertain to our program."

PROGRAM FOCUS STANDARD 4: continued

AVERAGE INDICATOR RATING	
	INDICATOR RATING

4c. The program supports students in increasing digital literacy skills
- Activities model and facilitate opportunities for youth to research and evaluate content on the Internet.
- Participants have the opportunity to create and share content using the Internet
- The program provides access to technology devices and internet access
- Staff provide guidelines for safe and responsible use of the Internet

4d. The program offers STEM programming linked to career and post-secondary opportunities
- Developmentally appropriate STEM activities are offered in the program
- Within STEM programming, staff make clear linkages to career and job opportunities
- Program invites guest speakers in STEM careers who represent the demographic diversities of students
- Program provides opportunities to explore STEM careers in different ways (e.g., guest speakers, field trips, shadowing, internships, etc.)

CAREER READINESS STANDARD 5: The program provides opportunities for youth to learn about different kinds of careers and career paths

5a. The program incorporates activities and skills that reference and highlight different types of careers and career fields.
- Staff communicate with appropriate school personnel and are aware of upcoming opportunities, such as college and/or career fairs, and share the information with youth.
- Youth are provided field trip opportunities to tour and learn about local employers, including businesses, public sector, nonprofit and community-based organizations.
- Field trips, job shadowing opportunities, etc. are planned based on youth input and graduation plans.
- Staff regularly refer to information from the Indiana Department of Workforce Development, as well as regional and local workforce agencies (such as Workforce Investment Boards) so that they can share the latest information about the types of careers and jobs that are in demand by employers in the communities where the youth live.

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

Career Readiness STANDARD 5: continued

	INDICATOR RATING
AVERAGE INDICATOR RATING	

	INDICATOR RATING
• In their career planning activities, staff include a wide variety of career options, to include employment in private, public, and nonprofit organizations; entrepreneurship; and public service, including military and AmeriCorps.	
5b. The program introduces youth to career awareness and exploration tools, online resources, and exploration games • Staff introduce youth to online resources such as Indiana Career Explorer and Indiana's Next Level Jobs from the Indiana Department of Workforce Development and guides them in their self-exploration of current and future employment trends and opportunities • Youth have set up an account on the "Indiana Career Explorer" website • Age-appropriate games and activities related to career education are regularly scheduled in the program's activities • Activities or games that can be completed at home are provided to youth	
5c. The program helps youth learn about career ladders and pathways, including high growth industries and entrepreneurship • Materials (e.g., posters, brochures) that highlight high-need and high-growth industries are on display in the program area • Guest speakers from such industries explain to youth the entry requirements for their employees and how their employees advance in the industry • Entrepreneurs from the community serve as guest speakers and mentors to communicate about entrepreneurship as a career opportunity	
5d. The program helps youth identify career pathways, as well as academic and post-secondary resources, that fit their interests and goals • Youth are presented with opportunities to complete aptitude or interest inventories such as those on websites such as "Learn More Indiana" or "Indiana Career Explorer" • Staff review and discuss results of surveys and inventories with youth • Survey and inventory results are kept on file for each youth • Staff receive training to prepare them to talk to youth about matching their interests and strengths with their future plans	

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon-strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

Career Readiness STANDARD 5: continued

	INDICATOR RATING
AVERAGE INDICATOR RATING	

5e. The program invites speakers to come to the program to share about their careers and career paths
- Partnerships with employers, workforce development, entrepreneurs and community businesses are established and provide opportunities for youth to meet and learn about a wide range of jobs and careers.
- Speakers reflect demographic diversity.
- Speakers represent a diverse range of careers.

STANDARD 6:
The program provides exposure to entrepreneurship as a viable career path

6a. Staff are trained about the basics of entrepreneurship
- Staff are trained to foster entrepreneurial mindset through program activities (e.g., critical thinking, adaptability, creativity, innovation, self-reliance, comfort with risk, and opportunity recognition)
- Staff offer activities that help participants put entrepreneurial mindset into practice

6b. The program invites local entrepreneurs in the community to share about their experiences in becoming entrepreneurs.
- There are partnerships in place with local business and small business associations that can provide access to local entrepreneurs
- Entrepreneurs who are invited to speak represent conventional and unconventional entrepreneurial journeys
- Entrepreneurs invited to speak reflect diverse demographic backgrounds

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STANDARD 7:
The program provides activities that develop skills in seeking employment and employability skills

AVERAGE INDICATOR RATING	
	INDICATOR RATING

7a. Youth have opportunities to develop and practice job-seeking skills (e.g., interviewing, resume writing, presentations, online research, and business etiquette)
- Staff training includes information regarding online resources such as Indiana Career Explorer and the Employability Skills Toolkit from the Indiana Afterschool Network
- Activities require youth to access and use websites such as those above
- Activities include all elements of job seeking, from application/resume to hiring decisions
- Employers from the community participate in development and practice of job-seeking skills, in ways such as conducting mock job interviews with youth
- Youth receive feedback during each stage of the process

7b. The program incorporates activities that help youth develop and practice the employability skills necessary for successful performance in the workplace, education, and other community settings. Indiana's Department of Workforce Development has defined employability skills, with more information found on their website at DWD Employability Skills .
The Indiana Department of Education provides Standards and Competencies for Employability Skills along the K-12 Continuum which can be referred at IDOE Employability Skills resources.
- Program provides skill development in four key areas for Indiana's Employment Skills: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).
- Program utilizes educational resources like the Employability Skills Toolkit from the Indiana Afterschool Network and JobReady Indy from Employ Indy.
- Program provides leadership opportunities to all youth where they learn and demonstrate Employability Skills
- Staff model and teach the Employability Skills

7c. The program supports students in meeting their Indiana Graduation Plan Requirement 2 for demonstrating employability skills by providing or supporting student experiences in afterschool, in-school, or work-based settings:
- Project-based Learning
- Service-based Learning
- Work-Based Learning

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

COLLEGE AND POST-SECONDARY EDUCATION EXPLORATION AND READINESS STANDARD 8: The program engages youth in college and post-secondary exploration that support their career and life plans

AVERAGE INDICATOR RATING	
	INDICATOR RATING

8a. Youth participate in college and career experiences such as college visits, career fairs, job shadowing, field trips, etc.
- Staff communicate with appropriate school personnel and are aware of upcoming opportunities, such as college and/or career fairs, and share the information with youth
- Youth are provided field trip opportunities to tour nearby campuses and/or businesses
- Partnerships with community businesses have established job shadowing opportunities that are available to youth
- Field trips, job shadowing opportunities, etc. are planned based on youth input and graduation plans

8b. The program introduces youth who are interested in attending a college to a variety of college options (e.g., community colleges, public universities, private universities, military options, etc.)
- Information and materials (e.g., brochures, course catalogs, posters, etc.) from a variety of colleges and universities are in a designated area of the program
- Staff discuss the differences between the various college options that are available to youth
- Youth make actual or virtual visits to various types of colleges

8c. The program encourages youth who are interested in attending college to take standardized exams and placement tests that fit the youths' aspirations (e.g., PLAN, PSAT, ACT, SAT, COMPASS, Accuplacer, etc.)
- Staff are aware of a variety of standardized assessments available and important for youth and are aware of such things as: the purposes of the tests, the appropriate time to take the assessments, etc.
- Information about the assessments is available for youth at a designated place in the program
- Staff consult with youth regarding their graduation plans and the assessments that might be appropriate based on the goals included in their plans.

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon-strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure."* or *"This doesn't pertain to our program."*

PARTNERSHIPS STANDARD 9: The program helps youth and families prepare financially for careers and college

	INDICATOR RATING
AVERAGE INDICATOR RATING	

	INDICATOR RATING

9a. The program promotes the importance of career planning for youth and families of all ages

- Information, posters, brochures, etc., about Indiana's High School Graduation Pathways are displayed and posted in the program area
- When planning activities, staff consider if links or connections to career planning can be made and highlighted for youth
- Staff review Graduation Plan with each student, emphasizing the importance of the plan, the sequence of activities, and the importance of all plan components
- Activities related to careers include discussions about what is required to successfully enter the career, with a variety of careers covered over the year

9b. The program informs youth and families about college financial aid, grants, 21st Century Scholars, and other scholarships

- Staff training includes information about access to opportunities for financial aid that is available for youth and their families, including key personnel in schools who can serve as resources for families and youth
- Written information regarding potential financial assistance option is available onsite
- Eligible middle school students and their families are guided through application for Indiana's 21st Century Scholars program. In high school, students who have qualified for 21st Century Scholars are monitored and supported in completing the annual requirements of the Scholar Success Program In order to maintain eligibility for the scholarship.
- Staff are familiar with and regularly check the "Learn More Indiana" website for information about scholarship and other sources of funding for college
- Activities for youth focus on financial assistance and persons (e.g., school counselors) who can help students pursue assistance
- Information regarding financial assistance is regularly included in communications between program and home and in activities or events involving families

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon-strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PARTNERSHIPS STANDARD 9: continued

AVERAGE INDICATOR RATING	
	INDICATOR RATING

9c. The program provides information about saving for college including Indiana's CollegeChoice 529 Plan
- Staff training includes information regarding college savings programs available to families
- Staff are familiar with and regularly check Indiana College Choice 529 Plan site for information regarding saving options
- Youth and families are made aware of the "Learn More Indiana" website for information about scholarship and other sources of funding for college
- Written materials regarding savings options are onsite and are reviewed with youth
- Beginning in elementary school programs, information regarding college savings plans, including CollegeChoice 529 Plan is shared with families

9d. The program helps youth and families understand basic financial literacy and fiscal responsibility in ways that are relevant to the community being served.
- Youth participate in activities that include role-playing situations based on reality in their community, such as emulating an adult household and developing family budgets based on income and expenses for families in their community.
- Materials used for activities are authentic and relevant (e.g., actual check books, bank statements, pay statements, taxes, etc.)
- Activities, such as collecting information about careers or college or picturing the future, require youth to look ahead to future choices
- Youth are encouraged to talk with adults in their family about family finances.

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STANDARD 10:
The program builds and utilizes school, and community partnerships focused on career and post secondary readiness

	INDICATOR RATING
AVERAGE INDICATOR RATING	

10a. The program partners with local schools and their career and post-secondary readiness efforts
- Through regular communications with teachers, staff are aware of standards being taught in the classroom as they relate to college and career readiness
- When planning activities, staff work to reinforce skills and standards related to career and college awareness that are being addressed in school day classrooms
- School personnel share materials, such as posters, brochures, DVDs, that promote career and college readiness with program staff
- Staff encourage youth to participate in school programs (e.g., college/career fair) focused on college/career readiness

10b. The program partners with post-secondary education providers and engages them in program activities.
- Staff engage youth in activities that are intended to increase their awareness of local institutions of higher education
- Personnel and students from local institutions of higher education are utilized as speakers during related activities or as volunteers
- Staff and program administrators contact local institutions of higher education to solicit their support and/or participation as a partner of the program

10c. The program engages volunteers and mentors with diverse career and college backgrounds
- Policies and procedures are in place outlining volunteer and mentor recruitment
- Solicitations or advertisements for volunteers and mentors detail the need for diversity
- Program administrators develop and maintain a contact list for potential sources of volunteers (e.g., university personnel, human resources directors)
- Staff regularly review volunteers and mentors to determine breadth of diversity

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon-strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

DATA COLLECTION AND IMPACT STANDARD 11: The program utilizes a variety of data to measure the impact of its career and college readiness programming

AVERAGE INDICATOR RATING	
	INDICATOR RATING

11a. The program has a written plan with established goals
- A program action plan, describing yearly program goals and outcomes, is designed in collaboration with staff, board, families, and youth
- Program action plan includes goals and outcomes related to career and college readiness
- Timelines for accomplishment and the means for evaluation of progress toward accomplishment are a part of the plan
- Evaluation of goals and outcomes is part of an end-of-year program evaluation and report, which is shared with stakeholders

11b. The program collects data from staff, students, parents/caretakers, and community partners to demonstrate career and college readiness programming impact and outcomes
- The program's Quality Community Self-Assessment Team has developed a data collection system for determining program quality/effectiveness
- The program survey that is completed by stakeholders includes items related to career and college readiness
- The data collection system is understood by staff
- Data are maintained by staff and administrators throughout the year – data could include such things as resumes, interest surveys, and skills checklists

11c. The program measures youths' career and college aspirations, interests, needs and progress in the program
- A youth survey instrument is utilized that is consistent with the Indiana Quality Program Self-Assessment
- Staff are trained in the use of the survey instrument
- Youth complete surveys on an annual basis
- Staff review and discuss results with youth

Rating	4	3	2	1	NA
Scale Description	Exceeds Standards	Meets Standard	Approaching Standard	Standard Not Met	Don't Know/ Not Applicable
Program might say:	*"We are a leader in this."*	*"We demon-strate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

DATA COLLECTION AND IMPACT STANDARD 11: continued

AVERAGE INDICATOR RATING	
	INDICATOR RATING

11d. Programming is adjusted based on data findings
- Program administrators meet with stakeholders and board to review evaluation results and plan for the year ahead
- Evaluation results are used to guide this planning
- After staff review the youth survey results for interests and skills, new or different activities are designed to match survey results

11e. The program shares its progress and outcomes with key stakeholders
- The Quality Program Self-Assessment Team has developed a list of stakeholders who should be informed of the program's progress and outcomes
- The Quality Program Assessment has developed a means of communication with the stake- holders
- The annual evaluation plan and results of the evaluation are shared and discussed with the board
- The annual evaluation plan and results of the evaluation are shared with the family advisory group

11f. The program maintains confidentiality of all youth data and adheres to all federal, state and privacy laws
- There is a written policy and procedure describing the maintenance of youth files and data
- The policy and procedure are annually reviewed with all staff members
- Observable evidence for this indicator regarding maintenance and confidentiality of data on youth is essentially the same as that in Standard 35 of the Indiana Afterschool Standards