indianaafterschool.org

Indiana Afterschool Standards

Indiana's Top Ten Quality Standards for Out-of-School Learning

INDIANA AFTERSCHOOL STANDARDS
PLEDGE to QUALITY

INDIANA
Afterschool
NETWORK

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Introduction & Background

What is Afterschool?

The term "Afterschool" is often used interchangeably with "Out-of-school" time (OST). Out-of-school time refers to youth development programming that occurs beyond the traditional school day, including before school, after school, holidays, weekends and summers. Programs are structured and offer a wide range of learning and enrichment activities that promote the academic, physical, emotional and social development of all children and youth.

What is the Indiana Afterschool Network (IAN)?

IAN's vision is that all Indiana children and youth have access to high quality out-of-school time programs that prepare them for success in school, work, college and life. IAN brings together cross-sector partners to influence public policy, increase funding and resources and to strengthen quality programs. For more information about the IAN, visit www.indianaafterschool.org.

Indiana Afterschool Standards Taskforce

In 2009, Indiana convened a taskforce of youth development experts, educators, funders, policy leaders, and others to create the Indiana Afterschool Standards. The Indiana Afterschool Taskforce researched afterschool standards throughout the nation to develop best practice, research-based guidelines for the state of Indiana.

The Taskforce included representatives from the following organizations, among others:

1. Afterschool Coalition of Indianapolis
2. American Camp Association
3. AYS, Inc.
4. Boys and Girls Clubs
5. Cares, Inc. in Crawford County
6. Carmel Clay Parks and Recreation
7. Children's Coalition of Indiana
8. Decatur Township Public Schools
9. Indiana Afterschool Network
10. Indiana Association of United Ways
11. Indiana Department of Education
12. Indiana Family and Social Services Administration
13. Indianapolis Public Schools
14. Indiana Bureau of Child Care
15. Indiana University-Purdue University Indianapolis (IUPUI)
16. Indiana Youth Institute
17. Indiana YouthPRO Association
18. Indy Parks
19. Ivy Tech Community College
20. Lawrence Township Public Schools
21. Marion County Commission on Youth
22. NetLiteracy
23. Purdue University Indianapolis (IUPUI)
24. Success by Six
25. United Way of Central Indiana
26. YMCA
27. Washington Township Public Schools

Forward to Indiana Afterschool Standards

The Taskforce selected the National Afterschool Association standards as its primary framework, along with additions from the Council on Accreditation (COA).

Rationale for selecting NAA and COA is as follows:

1. National Afterschool Association (NAA) Standards

- Outcome-oriented
- Research-based
- Reflect best practices from national youth development experts and organizations
- Realistic and attainable for programs of varying missions, sizes, budgets, and locations.

For more information and support materials: www.naa.org.

2. Council on Accreditation (COA) standards

- Highest level of program recognition
- Comprehensive best practices
- Outcomes-oriented
- Effective in advancing quality
- Responsive to the unique needs and diversity of after school programs

For more information and support materials: www.coaafterschool.org.

3. Indiana Rules and Regulations

The Indiana rules and regulations for health and safety for school-age childcare are listed in Appendix A-1.

- Rule 4.6 – outlines the mandatory requirements for staffing, health, and safety for providers receiving state funding for school-age child care programs.
- Indiana Code 20-5-2-7 – outlines the mandatory requirements for criminal history background checks for school employees and contracted partner employees in school corporations.

Note: A standard is different from a regulation, and typically reflects a higher level of practice. A standard or best practice is a method, process, or activity that is widely accepted as being the effective way of accomplishing a desired outcome, based on repeatable procedures that have proven themselves over time for large number of people. A regulation is typically a minimum set of requirements, in this case to ensure basic health and safety for children and youth.

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. Standards revisions last occurred in 2021.

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 parents 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 helps 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?

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, and Diversity, Equity & Inclusion)
- 4 Stakeholder Surveys and more to come!
  - Parent, 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 Standard Badges as applicable

Badges serve to recognize some learning or accomplishment. This is not a credential—it is a symbol for an 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, 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.

Indiana Afterschool Standards

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

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."*

HUMAN RELATIONSHIPS

STANDARD 1: Staff relate to all youth in positive ways

AVERAGE INDICATOR RATING

INDICATOR RATING

1a. Staff treat youth with respect and listen to what they say:

- Youth comments are taken seriously
- Staff use encouraging, affirming and supportive language (e.g., "I understand…"; "I hear…")
- Staff do not interrupt when youth are speaking
- Staff make eye contact with and pay attention to youth when listening to them and show interest by extending the conversation

1b. Staff create a welcoming and comfortable environment for youth:

- Staff use a friendly tone of voice and greet all youth by name at beginning of session
- Staff smile often
- Staff handle challenging situations in a calm manner (e.g. maintain neutral facial expressions and avoid yelling)
- Staff use positive language, avoiding threats or sarcasm
- Youth initiate positive social interactions with each other and appear to enjoy one another

1c. Staff respond to youth with acceptance and appreciation:

- All youth are encouraged and invited to participate in activities
- Staff do not appear to favor certain youth or small groups of youth
- Staff language focuses on positive, rather than negative, elements
- Staff are kind to youth, even in situations where the youth may be struggling to keep pace with others
- Staff are affirming of youth's diverse identities

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."*

HUMAN RELATIONSHIPS: STANDARD 1 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

1d. Staff are engaged with all youth:

- Staff attend to youth throughout the session, rather than to cellphones or other distractions
- When appropriate, staff participate in activities with youth in order to model behavior/skills and/or engage youth
- Staff appear to enjoy being with the youth
- Staff show a personal interest in youth — ask about interests and discuss life outside school in informal conversations, and seek to make connections with all youth.

STANDARD 4: Staff interact with all youth to help them learn

4a. Staff ask questions that encourage youth to think for themselves:

- Staff begin new activities or discussions with "why," "what if," "how can we," "how might this affect" or similar, open--ended questions
- When providing academic assistance, staff ask questions to help guide the youth towards the correct answer, without directly providing the answer.
- Staff utilize wait time after questions to allow youth the time to think before answering
- Staff utilize small group discussion, journaling, creative activities, etc. to encourage youth to express ideas

4b. Staff share skills and resources to help youth gain information and solve problems:

- 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 encourage youth to use a similar step by step process to solve complex problems
- 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."*

HUMAN RELATIONSHIPS: STANDARD 4 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

4c. Staff vary the approaches they use to help youth learn:

- Staff utilize a variety of strategies (direct instruction, modeling, visual aids) when introducing and teaching a new activity
- Staff provide youth with the goals, purposes, and expectations for each new activity
- Staff modify or adapt activities in order to enable all youth to participate
- Activities are developmentally appropriate
- Activities respect diverse needs, abilities, and cultural backgrounds
- Staff frequently check for comprehension by asking youth to share back instructions

4d. Staff help youth use language skills through frequent conversations:

- Staff use developmentally appropriate language when speaking to youth and youth appear to understand
- Staff are active listeners when youth are speaking – look at the youth, do not interrupt, allow time for youth to complete thoughts
- Staff use a variety of strategies to communicate with youth who are non-verbal, English Language Learners, or may have communication deficits
- Staff use questions and prompts to support conversations between themselves and youth, avoiding taking over the conversation
- Staff use a variety of strategies to encourage and support conversations among 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 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."*

HUMAN RELATIONSHIPS:
STANDARD 5: Staff use positive techniques to guide the behavior of youth

AVERAGE INDICATOR RATING

INDICATOR RATING

5a. Staff encourage youth to cooperate, share, care for materials, or join in activities

- Staff use encouraging, supporting language in all settings or activities
- Praise is sincere and appropriately provided, rather than a constant overdose of praise and flowery language
- Staff refrain from making threats
- Procedures for the care of materials and the environment by staff and youth are in place and utilized
- Activities include opportunities for cooperation and sharing among youth
- Cooperation and sharing skills are taught in a variety of ways (discussion, within activities, role-playing, etc.)

5b. Staff set appropriate limits for youth:

- Rules and procedures are cooperatively developed by staff with youth
- Rules and procedures have been taught to youth and reviewed as needed, based on behavior
- Where appropriate, rules or procedures in place during the school day are used in the program
- Rules and procedures are posted and frequently referenced
- Staff are proactive and intervene to redirect youth engaging in inappropriate behavior
- Staff are able to readily adjust the rules and procedures when necessary (e.g., the schedule changes; fewer staff members are present)

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."*

HUMAN RELATIONSHIPS: STANDARD 5 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

5c. Staff use positive behavior management methods:

- Staff utilize such strategies as: proximity, redirection, ignoring, re-teaching, directly stating what to do, restating the expectation, or asking youth to restate the expectation, when dealing with inappropriate behaviors
- Whenever possible, staff address a youth's inappropriate behavior in private rather than in a group setting
- Consequences for inappropriate behaviors are consistent with the behavior (e.g. youth misuses scissors or equipment, etc., then scissors or equipment are off limits for a number of days)
- Staff remain calm when intervening
- Staff are vigilant and aware of what is going on around them at all times, in order to be proactive

5d. Staff encourage youth to resolve their own conflicts whenever possible

- If possible, staff utilize conflict resolution strategies used during the school day
- Staff teach various skills (e.g. "I" messages, expressing feelings) to youth for use in resolving conflicts
- Steps for youth to use to resolve their conflicts are posted for youth to see
- Staff observe conflict and encourage collaborative resolution without imposing their own solution

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."*

HUMAN RELATIONSHIPS STANDARD 8: Staff support families' involvement in the program

AVERAGE INDICATOR RATING

INDICATOR RATING

8a. There is a policy that allows family members to visit:

- Family have been informed of the policy through multiple strategies
- Staff members know the policy exists and what it says
- Log is kept to record number of family member visits

8b. Staff offer orientation sessions for new families:

- A file is maintained at each site for orientation sessions. File includes such things as: agendas-- including dates and times of meetings, notes of meetings – including list of attendees, methods of invitation
- Staff debrief after each session to determine need for changes, follow up, and additional sessions
- "Veteran family members" are a part of the orientation sessions – as planners and, ideally, as presenters

8c. Staff keep families informed about the program:

- Staff use a variety methods for communicating with family members
- Family members provide information regarding the best means for communicating with them
- Youth presentations or events are scheduled during times that meet the needs of families and the program and are open to family members

8d. Staff encourage families to give input and to get involved in program events:

- A family advisory committee meets with the site coordinator on a regular basis (preferably twice a year)
- Family members are surveyed on an annual basis for feedback on program
- Family members are contacted on a personal basis to invite them to activities or programs, or to share information with youth as part of an activity

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."*

SAFETY, HEALTH AND NUTRITION

STANDARD 19: The safety and security of all youth are protected

AVERAGE INDICATOR RATING

INDICATOR RATING

19a. There are no observable safety hazards in the program space:

- Indiana Rule 4.6 –"School Age Child Care Program" has been reviewed with all staff and a copy is on site and readily accessible
- "Appendix A" of the "Indiana Afterschool Standards 2012-2013" has been reviewed with all staff and is posted in the program's indoor spaces
- A checklist, based on "Appendix A" has been utilized at the beginning of each semester to serve as an assessment of the safety of the program and is kept on file
- A written procedure, in compliance with school or community procedures or regulations, is in place for reporting any safety hazards
- Staff provide appropriate supervision for youth in all settings

19b. Systems are in place to protect the youth from harm, especially when they move from one place to another or use the restroom:

- Written procedures have been developed, taught to youth and posted throughout the program for the following routines/situations:
  - o Arrival
  - o Dismissal
  - o Restroom visits
  - o Transitions
- Youth follow procedures
- Staff reteach and/or adjust procedures if youth are not following them or if procedures are hindering rather than helping
- A protocol/procedure is developed and reviewed with all staff for how to handle visitors to the program

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."*

SAFETY, HEALTH AND NUTRITION: STANDARD 19 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

19c. Equipment for active play is safe:

- Large equipment is secured, bolted, and stable
- Playground equipment is on safe, appropriate surfaces (e.g. basketball goal on hard surface), jungle gym on softer surface (sand, wood chips)
- Equipment is visually inspected once a semester and the results are kept on file
- Staff know the procedure to follow to report unsafe equipment

19d. A system is in place to keep unauthorized people from taking youth from the program:

- Staff speak with family to attain names of persons authorized to take a youth from the program
- A list of authorized persons is maintained in a secure, easily accessible location in the program
- Procedures are in place that insure that youth will be taken from the program by authorized persons only
- The procedures detail staff action when an unauthorized person attempts to take a youth from the program

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."*

ADMINISTRATION

STANDARD 27: The program develops and implements a system for promoting continuous quality improvement

AVERAGE INDICATOR RATING

INDICATOR RATING

27a. The program creates a culture that promotes excellence and continual improvement, and focuses on promoting satisfaction and positive outcomes:

- Staff roles and responsibilities are detailed in the program manual
- Staff write annual goals based on their roles and responsibilities and program goals and discuss them with program director
- Professional development opportunities are made available to staff to help them meet their goals
- Staff meetings are collaborative, with ideas and suggestions related to program improvement shared openly
- Items related to program culture are included in a staff survey

27b. The program sets forth desired goals and outcomes that are aligned with its mission and merit ongoing monitoring:

- Annual action plan, describing program goals for the year, is designed in collaboration with staff, board, parents, and youth
- Timelines for accomplishments are a part of the plan, as well as the means for evaluating progress toward accomplishment
- There is a diversity, equity, and inclusion plan/strategy that includes goals for various areas of the program (i.e. program activities, staff and participant recruitment, evaluation, etc.)
- Evaluation of goals and outcomes is part of an end-of-year program evaluation and report, which is shared with stakeholders

27c. The program works with key stakeholders, including personnel, youth and families, and the community, to collect and analyze data relevant to desired goals and outcomes:

- Stakeholders complete a survey based on program goals and outcomes
- Staff has established a Quality Program Assessment team comprised of key stakeholders (e.g., family, youth, new and experienced staff, etc.)
- A system for routinely collecting data in an efficient manner (e.g., IN-QPSA, YPQA) is in place and understood by staff

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."*

ADMINISTRATION: STANDARD 27 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

- Data is maintained by staff and administrators throughout the year – data includes such things as attendance, school performance of youth, etc.
- Data are compiled, analyzed, and utilized by an outside evaluator to complete a final evaluation report

27d. The program communicates findings and recommendations to key audiences and stakeholders, and makes any needed improvements:

- Results of the evaluation are shared with stakeholders
- Program administrators meet with stakeholders to action plan for year ahead, using the evaluation report to help guide planning

STANDARD 28: Program policies and procedures are in place to protect the safety of all youth

28a. Staff and youth know what to do in case of general emergency:

- Emergency procedures for exiting the building in a fire are posted in each room occupied by youth from the program
- Emergency procedures for seeking shelter in a tornado or earthquake are posted in each room occupied by youth from the program
- Emergency procedures have been reviewed with staff and taught to and practiced by youth
- Dates when procedures were reviewed, taught and practiced are kept on record
- A staff member who has been annually trained in CPR is on site at all times
- Fire extinguishers are visible and accessible and staff have been trained in their use

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."*

ADMINISTRATION: STANDARD 28 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

28b. The program has established procedures to prevent accidents and manage emergencies:

- Procedures are in place and taught to staff for emergency situations such as burns, poisonings, and injuries
- All staff have received basic first aid training within the first three months of employment and a minimum of every three years thereafter
- Procedures are in place for reporting hazardous situations that cannot be remediated by staff (i.e. broken window, rusty equipment or equipment with sharp edges or protrusions

28c. The program has established policies to transport youth safely: it complies with all legal requirements for vehicles and drivers:

- Procedures are in place and taught to staff regarding legal and program requirements and expectations for transporting youth
- Each driver has a current driver's license
- Written parental permission to transport a youth is kept on file
- The vehicle is enclosed
- The vehicle has locking doors
- The vehicle's seats are attached to the floor
- The vehicle is regularly maintained, in good condition, and meets the safety standards of the Indiana Bureau of Motor Vehicles

28d. A system is in place to prevent unauthorized people from taking youth from the program:

- Staff communicate with family to attain names of persons authorized to take a youth from the program
- A list of authorized persons is maintained in a secure, easily accessible location in the program
- A procedure is in place that insures that youth will be taken from the program by authorized persons only
- The procedure details staff action when an unauthorized person attempts to take a youth from the program
- Staff can describe procedures to follow in the case of an unauthorized person trying to take a youth from the program

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."*

ADMINISTRATION:
STANDARD 30: Staff are professionally qualified to work with all youth

AVERAGE INDICATOR RATING

INDICATOR RATING

30a. Staff meet the state requirements for working with school-age youth in recreational settings:

- A checklist of items described in Appendix A of the "Indiana Afterschool Standards" manual is utilized by administrators during the hiring process
- The three sections of the checklist are: "Health Requirements," "Staffing Requirements," "Education, Training, Skill and Experience"
- All staff members meet all the requirements listed for their position

30b. Staff have the appropriate education and experience to work with school age youth:

- A written job description for each position is on file and is utilized in the hiring process for all staff positions
- Site director has at least two years of successful experience working with youth in a youths' program, or has a two year associate's degree in a child care related field

30c. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise youth:

- There is a recruitment and hiring process that ensures multiple modes of recruitment in order to attract diverse staffing that is reflective of participants and society.
- A written job description, including roles and responsibilities, for a site director is on file and is utilized in the hiring process
- Site director has at least two years of successful experience working with youth in a youths' program, or has a two year associate's degree in a child care related field
- The director has designated a staff member(s) who is knowledgeable of emergency procedures and day to day operating procedures to be in charge when the director is absent
- A list of qualified substitutes is created and used to locate substitutes when staff are absent

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."*

ADMINISTRATION: STANDARD 30 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

30d. All staff and volunteers have passed the criminal background checks:

- The program utilizes the policy of the school corporation in regards to a limited criminal history background check for all employees and volunteers
- A certified copy of the limited criminal history check is reviewed before anyone is officially hired
- The report is kept on file
- All provisions of Indiana Code 20--5--2--7 are followed by the program

STANDARD 31: Staff (paid, volunteer, and substitute) are given an orientation to the job before working with youth

31a. A written job description that outlines responsibilities to youth, families, and the program is reviewed with each staff member:

- A job description that outlines such things as: expectations for program set up, activity planning, supervision, behavior management, communication with school and family, is provided to each new staff member upon hiring
- An initial meeting is held with all new site employees by the Program Director to review the job description.
- Staff can state what their job responsibilities are

31b. Written personnel policies are reviewed with staff:

- A policy manual is updated regularly by administration and a copy is available at each site
- New policies and selected policies are reviewed with each new staff member at the time of hiring
- New policies and selected policies are reviewed with all staff members at the beginning of each program year
- Staff can state such things as: their work hours, planning time, reporting of hours, and notification of absence

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."*

ADMINISTRATION: STANDARD 31 continued

AVERAGE INDICATOR RATING

INDICATOR RATING

31c. Written program policies and procedures including emergency procedures and confidentiality policies, are reviewed with staff:

- Program Director reviews emergency procedures and confidentiality policies with all staff at the beginning of the program year
- Staff can describe emergency procedures to be used for the program
- Staff can describe confidentiality policies and the importance of confidentiality in regards to information regarding youth, families, and fellow staff members

31d. New staff are given a comprehensive orientation to the program philosophy, routines, and practices. They are personally introduced to the people with whom they will be working:

- Site director provides an orientation session for each new staff member before they begin working with youth
- A packet of information or handbook comprised of such things as: job responsibilities, emergency procedures, daily operations and procedures, program philosophy, confidentiality, is provided at the orientation and reviewed during the session
- Orientation includes a tour of the building and introductions to fellow staff members and to as many school personnel as possible (i.e. building principal, teachers, and custodian), if program is located in a school
- Part of the orientation session includes a question and answer period for new staff get questions answered and for site director to have a chance to check for understanding on the part of new staff members

Rating	44	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."*

ADMINISTRATION: STANDARD 32: The training needs of the staff are assessed, and training is relevant to the responsibilities

AVERAGE INDICATOR RATING

INDICATOR RATING

32a. Staff receive training appropriate to their position and responsibilities regarding working with families and relating to youth in ways that promote positive development:

- Staff annually complete a needs assessment designed by program administration to determine staff feedback on training needs
- Program administration uses results of needs assessment and knowledge of staff to design training to provide to staff
- Trainings are based on best practices and current research in child development and learning and provided by trained youth professionals using various learning tools and modalities to meet the learning styles of the staff
- Staff are made aware of outside training opportunities relevant to their responsibilities
- Records are kept of all trainings attended by staff to document a minimum of six hours of internal and six hours of external training
- Staff provide feedback regarding their experienced effectiveness of training

32b. Program directors and administrators receive training in program management and staff supervision:

- Directors and administrators attend a minimum of twelve hours of training each year. Training might address such areas as: cultural responsiveness, financial management, best practices in afterschool programming, personnel supervision.
- Directors communicate with directors in other buildings regarding such things as: skills or knowledge gained from a training experience; an article read; insight gained from a unique, on the job situation or experience
- Program directors observe other programs to gain knowledge in best practices and to give assistance to other programs
- There are clear leadership opportunities and opportunities for career advancement in place for staff

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."*

ADMINISTRATION: STANDARD 32: continued

AVERAGE INDICATOR RATING

INDICATOR RATING

32c. Staff receive training in arranging program space and designing activities to support program goals:

- Furniture is arranged in a manner that creates age appropriate areas of interest and work for youth
- If a youth with physical disabilities is in the program, space has been adjusted by staff to enable accessibility to space and activities
- Activities for youth are age appropriate
- Older youth are involved with clubs and activities that are of interest to them

32d. Staff receive training in the promotion of safety, health, and nutrition to youth:

- All staff are current (within the past three years) in having received basic first aid training
- Staff can describe policies and procedures related to safety, health, and nutrition (e.g. evacuation, hand washing, reporting suspected abuse)
- Relevant policies and procedures are reviewed by director with staff at meeting at beginning of the program year
- Adequate numbers of staff members are trained in CPR to enable the program to ensure that one CPR-trained person is on site at all times

Appendix A
Indiana Rules and Regulations

1) Indiana Rule 4.6 School-Age Child Care Programs – Staffing, Health, and Safety

1. Health requirements for all staff shall be as follows:

- No person shall be permitted to perform any services in the program until the person has furnished the program with a statement from a physician that the person is free of tuberculosis in an infectious state. Each such person is required to have a health examination within three (3) months prior to entering the service of the program. The examination shall include a chest x-ray or Mantoux tuberculin test and may include laboratory tests and immunizations as deemed necessary by the attending physician. If the tuberculin test is positive, the chest x-ray is mandatory.
- Annual Mantoux tuberculin testing is mandatory for all persons having direct contact with children.
- Volunteers, substitutes, student aides, and any other personnel having direct contact with the children or providing food service are also subject to this subdivision. Records shall be kept for all of these persons.

2. Staffing requirements include:

- The director, who shall be at least twenty-one (21) years of age, with at least two (2) years of experience working with children in a children's program, or a two (2) year associate's degree in a child care related field, shall be responsible for the operation of the program at all times.
- During any necessary absence of the director, a responsible person shall be designated to be in charge, who shall have sufficient knowledge of emergency procedures and day to day operating procedures as is necessary to carry on the normal operation of the facility.
- No program shall operate at any time without a responsible person eighteen (18) years of age or older present on the premises of the program.

3. Persons having direct contact with children shall be equipped by education, training, skill, or experience to provide for the child's proper training and development as follows:

- Each staff member providing direct care to children shall have twelve (12) hours per year of in-service training. Fifty percent (50%) of these hours must be training received from a source other than the facility staff.
- All employees providing direct care to children shall have training in basic first aid within three (3) months of employment and at least every three (3) years thereafter.
- At all times when children are being cared for, the program must have on duty, or on the premises, at least one (1) staff member who is annually certified in a program on cardiopulmonary resuscitation and airway obstruction.
- The program shall provide substitute staff to replace employees on sick leave, vacation, or absent for other reasons. A responsible adult eighteen (18) years of age or older shall always be readily available to substitute for a regularly assigned staff member in charge of a unit of children.
- Volunteers, excluding parents, shall meet all the requirements and qualifications of the position to which they are assigned when they are counted in the child-staff ratios.

4. Minimum staff to child ratios shall be as follows

- The maximum number of children to be supervised by one (1) staff person is fifteen (15) if there are children who are five (5) years of age in the group, and twenty (20) for groups containing only children who are six (6) years of age or older.
- All persons who are responsible for and directly engaged in supervising and implementing activities for children shall be counted in determining the child-staff ratios.

5. **Alcoholic beverages, weapons, and tobacco products shall not be permitted or used at the facility during the hours of operation in areas used for school age child care.**

6. **Emergency health care shall be as follows:**

- The service providers shall establish a written plan for the emergency admission of a child who becomes ill or injured and needs emergency care.
- An easily accessible telephone and the telephone numbers of the program's consulting physician, parents of the children enrolled in the program, and of the closest emergency facility shall be immediately available.
- First aid procedures and emergency evacuation procedures shall be posted in each room occupied by children in this program.
- The program shall establish written policies regarding first aid for the care of illness or injuries, including directions for the care of poisoning, seizures, hemorrhaging, artificial respiration, and choking.
- Programs shall provide and use a separate area to isolate from the group any child having or suspected of having a communicable disease or any illness. Toilet and lavatory facilities shall be located within or near the area.

7. **Additional health regulations:**

- The program shall have available to the staff a health record of each child enrolled in the program, including a record of allergies and chronic health conditions.
- Medication, poisons, and other harmful chemicals shall be securely locked in a cabinet or closet.
- No service provider shall administer any medication to a child except as permitted by state and local law and pursuant to express written authorization by the child's parent or guardian.

8. **Nutrition requirements shall be as follows:**

- All programs shall provide meals and snacks that meet the dietary needs of each child as based on the current National Research Council Recommended Daily Dietary Allowances (NRC/RDA) according to each child's age, the length of the child's daily program attendance, and meals served at home.
- Children shall be served meals and snacks according to their hours of attendance and the weekly menus shall be posted.
- Breakfast shall be offered to children who are in attendance a substantial amount of time before school begins.
- Meal and snack assembly shall be done on a sanitized surface which is not located in a rest room.
- Drinking water must be readily available to all children.

9. **The indoor and outdoor premises of the facility shall be clean, comfortable, and safe, as follows:**

- The facility shall be protected against rodents and insects.
- Pets, animals, and fowl shall be maintained in a safe and sanitary manner at all times.
- Garbage and trash shall be stored in covered containers out of reach of the children and removed often enough to avoid creating a health hazard or nuisance.

10. **Indoor facility requirements are as follows:**

- The indoor play area shall consist of not less than twenty (20) square feet of usable floor space per child enrolled.
- Open fireplaces shall not be used.
- All heating elements, including hot water pipes, shall be insulated or installed in a manner which makes them inaccessible to children.
- Furniture, equipment, and toys shall be sturdily constructed, without sharp edges, and present only minimal risks to children.
- Lead based paint shall not be used on surfaces accessible to children.

11. **Outdoor space requirements are as follows:**

- The outdoor space shall be fenced, have natural barriers, or have other protective conditions to deter children from getting into unsafe conditions.
- There shall be no open drainage ditches, wells, or holes into which children may fall.
- Drainage shall be adequate to prevent stagnant pools of water from accumulating.

12. **Each school age child care program shall provide program activities that are appropriate to the various age levels of the children to be served and that meet the developmental needs of each child.**

13. **When a school age child care program transports children, the program is responsible for the safety of those children. The school age child care program shall do the following:**

- Require a current operator's license as required by law for each vehicle driver.
- Secure written authorization from a parent or guardian to transport the child.
- Load and unload at the curb or on the side of the street on which the home, facility, or other destination is located.

14. **Use only vehicles which meet the following requirements:**

- The vehicle shall be enclosed.
- The vehicle shall be provided with locking doors.
- The vehicle seats shall be attached to the floor.
- The vehicle shall be maintained in good condition and meet safety standards set by the Indiana bureau of motor vehicles.

2) Indiana Code 20-5-2-7 – Criminal History Background Checks

The Indiana code 20-5-2-7 rules are mandatory for employees in school corporations and their contracted partners. The Indiana Afterschool Standards recommends that afterschool providers abide by these rules when operating outside school facilities as well.

1. **A school corporation shall adopt a policy concerning criminal history information for individuals who:**

- Apply for non-certificated employment with the school corporation; or employment with an entity with which the school corporation contracts for services
- Seek to enter into a contract to provide services to the school corporation; if the individuals are likely to have direct, ongoing contact with children within the scope of the individuals' employment.

2. **A school corporation shall administer a policy adopted under this section uniformly for all individuals to whom the policy applies. A policy adopted under this section may require any of the following:**

- The school corporation may request limited criminal history information concerning each applicant for non-certificated employment from a local or state law enforcement agency before or not later than three (3) months after the applicant's employment by the school corporation .
- Each individual hired for non-certificated employment may be required at the time the individual is hired to submit a certified copy of the individual's limited criminal history to the school corporation and to:
  a) submit the individual's fingerprints to the Indiana central repository for criminal history information
  b) obtain a copy of the individual's limited criminal history; and
  c) submit to the school corporation the individual's limited criminal history and a document verifying a disposition that does not appear on the limited criminal history.

3. **Each applicant for non-certificated employment may be required at the time the individual applies to answer questions concerning the individual's limited criminal history. The failure to answer honestly questions asked under this subdivision is grounds for termination of the non-certificated employee's employment.**

- If an individual is required to obtain a limited criminal history under this section, the individual is responsible for all costs associated with obtaining the limited criminal history.

4. **This section applies to a school corporation and an entity with which the school corporation contracts for services; and that has employees who are likely to have direct, ongoing contact with children within the scope of the employees' employment. A school corporation or entity may use information obtained under section 7 of this chapter concerning an individual's conviction for one (1) of the following offenses as grounds to not employ or contract with the individual:**

- Murder
- Causing or assisting suicide
- Voluntary manslaughter
- Reckless homicide

- Battery, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- Aggravated battery
- Kidnapping
- Criminal confinement
- A sex offense
- Carjacking
- Arson, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- Incest
- Neglect of a dependent, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- Child selling
- Contributing to the delinquency of a minor, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense involving a weapon under, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense relating to controlled substances , unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense relating to material or a performance that is harmful to minors or obscene, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense relating to operating a motor vehicle while intoxicated, unless five (5) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
- An offense that is substantially equivalent to any of the offenses listed in this subsection in which the judgment of conviction was entered under the law of any other jurisdiction.

5. **An individual employed by a school corporation or an entity described above shall notify the governing body of the school corporation if during the course of the individual's employment the individual is convicted in Indiana or another jurisdiction of an offense described above.**

Information and Resources

National

Afterschool Alliance www.afterschoolalliance.org

Afterschool.org www.afterschool.org/home

American Camp Association www.acacamps.org

Council on Accreditation www.coaafterschool.org

High Scope – Youth Program Quality Assessment (YPQA) www.highscope.org

National Afterschool Association www.naa.org

National Center for Summer Learning www.summerlearning.org

You For Youth/U.S. Department of Education www.y4y.ed.gov

State

Indiana Afterschool Network www.indianaafterschool.org

Indiana Department of Education – Academic and Common Core Standards www.doe.in.gov/standards

Indiana Department of Education – Article 7 www.doe.in.gov/achievement/individualized-learning/laws-rules-and-interpretations

Indiana Department of Education –21st Century Community Learning Centers www.doe.in.gov/21stCCLC/

Indiana Youth Development Credential www.indianayouthpro.org

Indiana Youth Institute www.iyi.org

Marion County Commission on Youth www.mccoyouth.org

For more information about the Indiana Afterschool Standards, go to www.indianaafterschool.org

INDIANA Afterschool NETWORK

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