



INDIANA  
**Afterschool**  
NETWORK

# National Academy of Sciences Presentation

*June 4, 2014*

# Defining Out-of-School Time (OST)

**What:** Structured, wide range of learning and enrichment activities that promote academic, physical, emotional, and social development of youth. High quality programs prepare youth for success in school, work, college, life.

**Who:** Youth kindergarten through high school

**When:** Beyond school day hours, including before school, after school, intersessions, holidays, weekends, and summers.

**Where:** OST programs take place at schools, community organizations, faith-based organizations, universities, museums, etc.



# About Indiana Afterschool Network

- **National:** Part of Mott Foundation 47 Statewide Networks
- **Vision:** Indiana is a place where all K-12 youth have access to high quality learning opportunities beyond the school day that prepare them for success in school, college, careers and life.
- **Mission:** We are a nonprofit organization that champions afterschool and summer learning by inspiring, empowering and connecting youth workers, partners and advocates at the state and local levels.
- **IAN Four Priorities – all advanced by STEM:**
  1. Increase visibility and investment in out-of-school time (OST)
  2. Promote and strengthen quality programs and staff
  3. Increase youth access to OST programs
  4. Increase linkages between OST and workforce/education

# Indiana Afterschool STEM Initiative Started 2010

Vision: All Indiana K-12 youth have access to science, technology, engineering and math experiences in out-of-school time programs that inspire and prepare them for success in education and careers.



# First Who, Then What

## WHO

- State Education Department
- Businesses
- Universities
- Schools
- Youth Programs
- Policy Leaders

## WHAT



## Five Priorities

1. STEM System Leadership
2. Partner & Resource Development
3. Communication & Policy
4. Professional Development
5. Data Collection & Evaluation

# Partnerships & Resources: \$2,200,000

- NASA Summer of Innovation
- Indiana Education Roundtable
- Indiana Department of Education
- Noyce Foundation
- Duke Energy
- Harvard University / DOS Project
- Indiana Space Grant Consortium
- Pending: Works Council
- Pending: \$7M Legislative Request for STEM Education

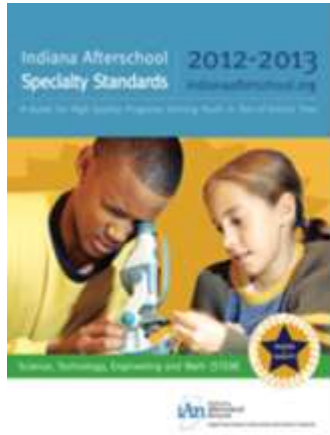
# Professional Development

- Different models
  - Train youth workers in person and webinars
  - Train pre-service teachers and STEM majors
  - Train teachers/formal educators
  - Engage expert volunteers and mentors
  - Conference workshops
  - Regional initiatives
- 1,000 hours of training for 500+ formal and informal educators
- Indiana Department of Education STEM School Certification



# Pledge to Quality

## Indiana Afterschool Standards



# Indiana Quality Program Self-Assessment (IN-QPSA)

## SITE REPORT

Indiana Afterschool  
Specialty Standards

2012-2013  
indianaafterschool.org

Program Site:  
User Name:  
Organization:  
Organization Code: 07702  
Date: 06/18/2012



### Afterschool Standards & Program Quality Assessment

HOME | PROGRAM STANDARDS | PROGRAM ASSESSMENT | RESOURCES & SUPPORT

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

» Begin Your Assessment



Home | Program Standards | Program Assessment | Resources & Support | Administration & Reports | Logout

qualityprograms@indianaafterschool.org  
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3901 North Meridian Street  
Indianapolis, IN 46206

## 1. Category Scores

This section describes your program's overall score in each category. In general you will want to address areas where your program scored 3 or below.

[Review the scoring matrix here.](#)

Exceeds Standard = 4  
Meets Standard = 3  
Approaching Standard = 2  
Standard Not Met = 1

Category	Score	Description
Human Relationships	2	<b>Some Progress Made/Approaching Standard</b> Our program could use additional targeted support in this area.
Indoor & Outdoor Environments	1	<b>Must Address and Improve/Standard Not Met</b> Our program needs significant support in this area.
Programming and Activities	3	<b>Good/Meets Standards</b> Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Health, and Nutrition	4	<b>Excellent/Exceeds Standard</b> Our program is a true leader in this area. This is an area of quality practice where our program can serve as an example for others.
Administration	2	<b>Some Progress Made/Approaching Standard</b> Our program could use additional targeted support in this area.

# Indiana Summit on Out of School Learning: March 2015

- Host with Indiana Department of Education
- Location: JW Marriott Indianapolis
- Keynote speakers, 50+ workshops on best practices in OST, including STEM theme
- Audience: 600 afterschool/summer program providers, community partners, schools, universities, grant-makers, policy leaders



# Youth Development Certification & Degrees



- **Ivy Tech Community College** – Indiana Youth Development Credential, Technical Certificate, Associates Degree – existing or in progress at 13 locations.
- **Indiana University** – Bachelors Degree in Youth Development & Leadership
- **Indiana University-Purdue University at Indianapolis** – Bachelor's Certificate in Youth Physical Wellness Programming; potential for STEM Certificate
- **Harrison College** – Bachelor's Certificate and Degree in Youth Development and Attainment; working on high school dual credit with Indiana Department of Education
- **Purdue, Indiana State, Ball State University** – Aligning existing curriculum with Indiana Youth Development Credential and national certification – in progress

# Indiana Afterschool Online Mapping Database



- Users can search for programs by county, zip code, activities, age. Other information includes cost, transportation, number of participants, days/hours of operation.
- Merged with state child care database
- Online resource section
- Reports at state and local levels



# Indiana Out-of-School Time Landscape

332,642 (30%) of Indiana children, including many kindergarteners, are left unsupervised in the afternoons. (Afterschool Alliance, 2009)

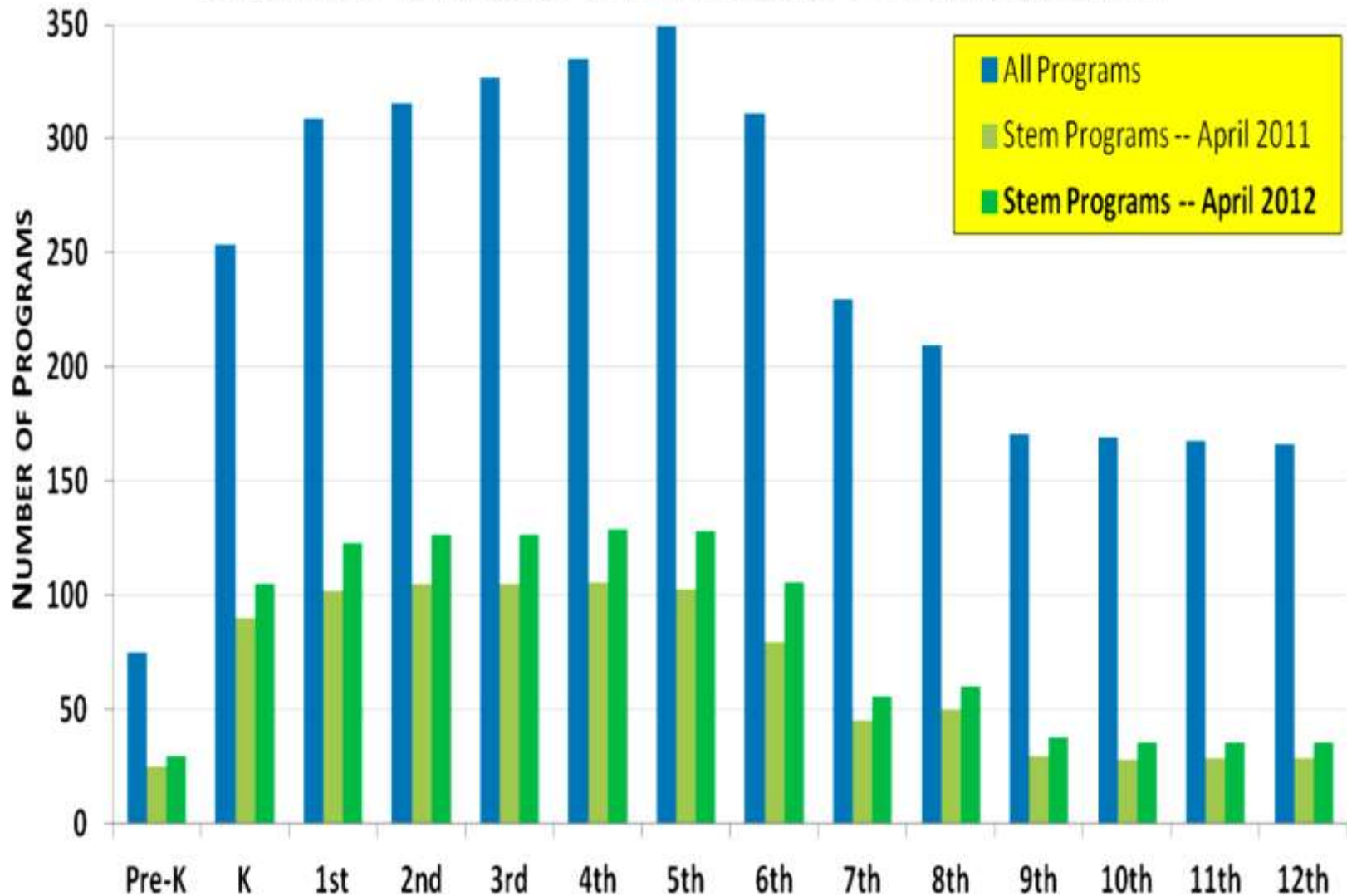
## Indiana Afterschool Network Mapping Database 430 PROGRAMS



### ACTIVITIES OFFERED BY AFTERSCHOOL PROGRAMS REGISTERED WITH IAN

- 78% offer Character Education
- 73% offer Academic Enrichment
- 68% offer Health & Wellness
- 61% offer Sports & Recreation
- 60% offer Tutoring & Homework
- 49% offer Cultural Enrichment
- 44% offer Civic Engagement
- 43% offer Visual & Performing Arts
- 40% offer Mentoring
- 36% offer Science & Technology
- 35% offer Family & Parent Activities
- 23% offer Career/Job Exploration
- 18% offer College Readiness
- 7% offer Adult Education

**GRADE LEVELS SERVED BY AFTERSCHOOL PROGRAMS REGISTERED WITH IAN:  
COMPARISON OF "ALL PROGRAMS" TO "STEM PROGRAMS" SUBSET FOR 2011 AND 2012**



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# Indiana Afterschool Network (IAN)

## Building city-wide systems for out-of-school time

### Roles

- Catalyst – initiate community dialogue usingInstitute for Coalition Building model
- Coordinator - convene and sustain the work (backbone organization)
  - Process Guide – facilitate the process and meetings
  - Content Expert - inform the work

#### Goal 1

Increase awareness, visibility, and investment in out-of-school time (OST)

#### Goal 2

Increase youth access to programs

#### Goal 3

Strengthen quality programs and staff

#### Goal 4

Increase OST connections with education and workforce

Bloomington

Columbus

Hamilton County

Lafayette

Martinsville

Terre Haute

### Out-of-School Providers

- Increase awareness, visibility, and communication about OST value and opportunities
- Increase quality programs and staff
- Increase coordination and alignment to create efficiencies
- Increase investment by working together
- Increase reach and impact on children, youth and families

### Public and Private Schools

- Increase alignment, connections and collaboration between in-school and OST
- Strengthen academic achievement

### Corporations and Small Businesses

- Increase value of OST – support working families
- Increase alignment of OST programs with workforce needs and preparing youth with college/career skills
- Increase corporate engagement and investment (time, talent and treasure)

### Government and Public Services

- Increase connections with childcare, education, social service systems and resources at local level
- Increase access to city resources to meet needs, i.e. transportation
- Streamline services to improve accessibility for children, youth and families

### Universities and Colleges

- Leverage university student resources including student volunteers and interns
- Leverage university staff resources including faculty experts, PD resources and research-based curriculum
- Inform academic pathways for youth workers

### Foundations

- Increase value of OST – connectedness to education and workforce development
- Increase investment to expand services
- Leverage community knowledge and expertise

### Community Resources

- Align numerous regional efforts/staff to ensure we are maximizing ROI
- Shift from information sharing to action – community improvement
- Leverage existing resources to meet community needs – don't duplicate efforts and waste resources



# IAN e-Newsletter

- Monthly Distribution: 3,500 statewide to youth programs, schools, universities, community organizations, funders, ;policy leaders
- Content: funding opportunities, policy issues and action alerts, research and best practices, training and networking opportunities, resources for college readiness, STEM, health, art, etc.

# Evaluation Project

## DOS Implementation Timeline:

- **Hired Contractor (June 2013):** to lead and coordinate this project. She worked with IAN President, 21<sup>st</sup> CCLC Director and Evaluators, STEM Taskforce and other partners to identify interested observers.
- **DOS Training (Aug 2013):** hosted 2-day in-person training with 30 observers. Observers included: youth programs, universities, businesses, professional evaluators, consultants and museums.
- **Calibration Visits (Dec 2013):** 27 observers completed calibration videos, Harvard reflection conference call and two calibration program observation visits.
- **DOS Evaluation Committee (Jan 2014-present):** researched lessons learned in other states; created supporting documents and resources to ensure quality and consistency across the state.
- **Supporting Documents (Jan-March 2014):** developed introductory emails to program sites; “tool kit” leave behind (includes Indiana Afterschool STEM Standards, STEM resources, DOS brochure); standardized feedback form for the observers to share program quality feedback with programs; pre and post survey for programs to share program info and their experience related to DOS.
- **Indiana Summit on Out of School Learning (March 2014):** two of the DOS evaluation committee members presented about STEM program quality and DOS to about 40 program staff and partners.
- **56 DOS Observations (Spring/Summer 2014):** Each observer will visit two program sites two times, over the spring, summer and fall.

# Collective Impact 2010-2013

- \$2,200,000 in additional funding
- 1,000 hours of training for 500+educators and professionals working in out-of-school time field
- 80 more youth programs doing STEM
- 5,445 more K-12 youth participating in STEM beyond the school day
- Developed Indiana Afterschool STEM Standards & Assessment
- 27 certified observers in Dimensions of Success – evaluating 58 program sites

# Contact Information

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