



# 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

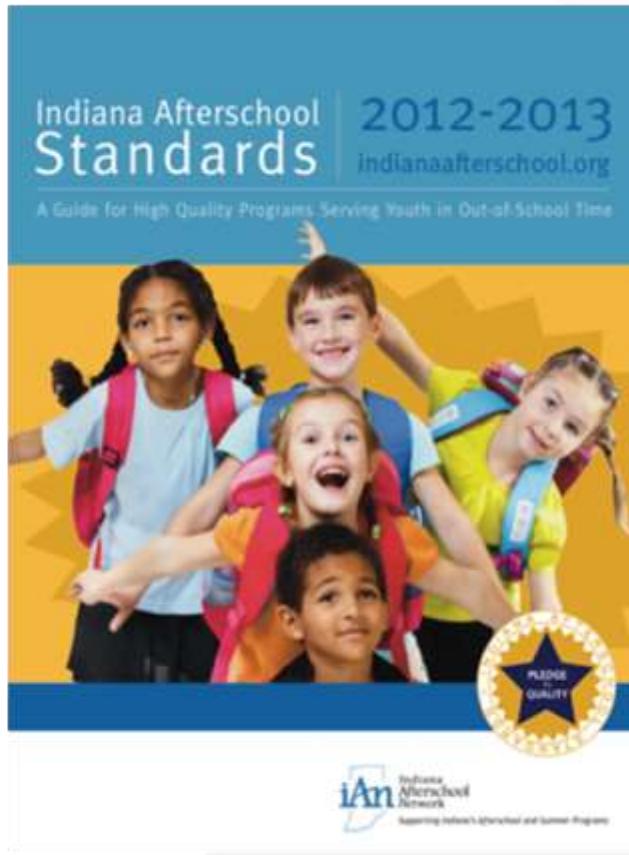
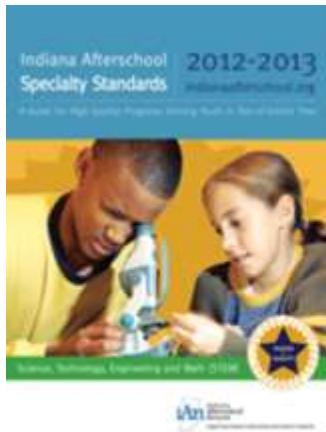
# Professional Development

- 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

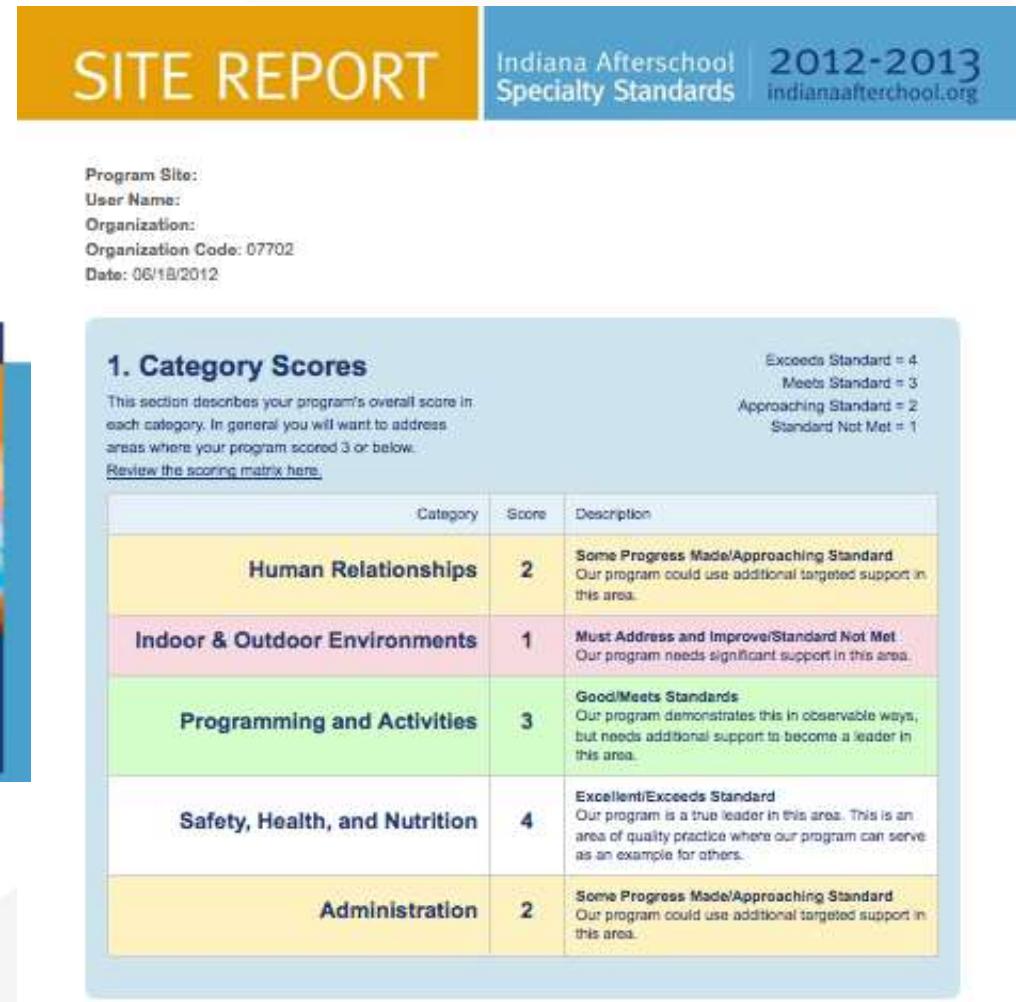
# Pledge to Quality Indiana Afterschool Standards



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



The screenshot shows the Indiana Afterschool Network website. The header features the iAN logo and the text "Indiana Afterschool Network Supporting Indiana's Afterschool and Summer Programs". Below the header, a yellow banner reads "Afterschool Standards & Program Quality Assessment". The main content area has a dark blue header with "HOME", "PROGRAM STANDARDS", "PROGRAM ASSESSMENT", and "RESOURCES & SUPPORT". A large image of two children looking at a globe is the central visual. To the left, text reads "A Guide for High Quality Programs Serving Youth in Out of School Time" and "» Begin Your Assessment". The footer contains links for "Home", "Program Standards", "Program Assessment", "Resources & Support", "Administration & Reports", and "Logout". It also includes an email address "qualityprograms@indianafterschool.org", a phone number "Tel: 317.800.6181 (office)", and an address "Address: Indiana Afterschool Network 3901 North Meridian Street Indianapolis, IN 46208".



The image shows a "SITE REPORT" for the Indiana Afterschool Specialty Standards. The report is dated 06/18/2012. It includes a legend for scores: Exceeds Standard = 4, Meets Standard = 3, Approaching Standard = 2, Standard Not Met = 1. The report lists the following category scores:

Category	Score	Description
Human Relationships	2	Some Progress Made/Approaching Standard Our program could use additional targeted support in this area.
Indoor & Outdoor Environments	1	Must Address and Improve/Standard Not Met Our program needs significant support in this area.
Programming and Activities	3	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Health, and Nutrition	4	Excellent/Exceeds Standard 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	Some Progress Made/Approaching Standard 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)

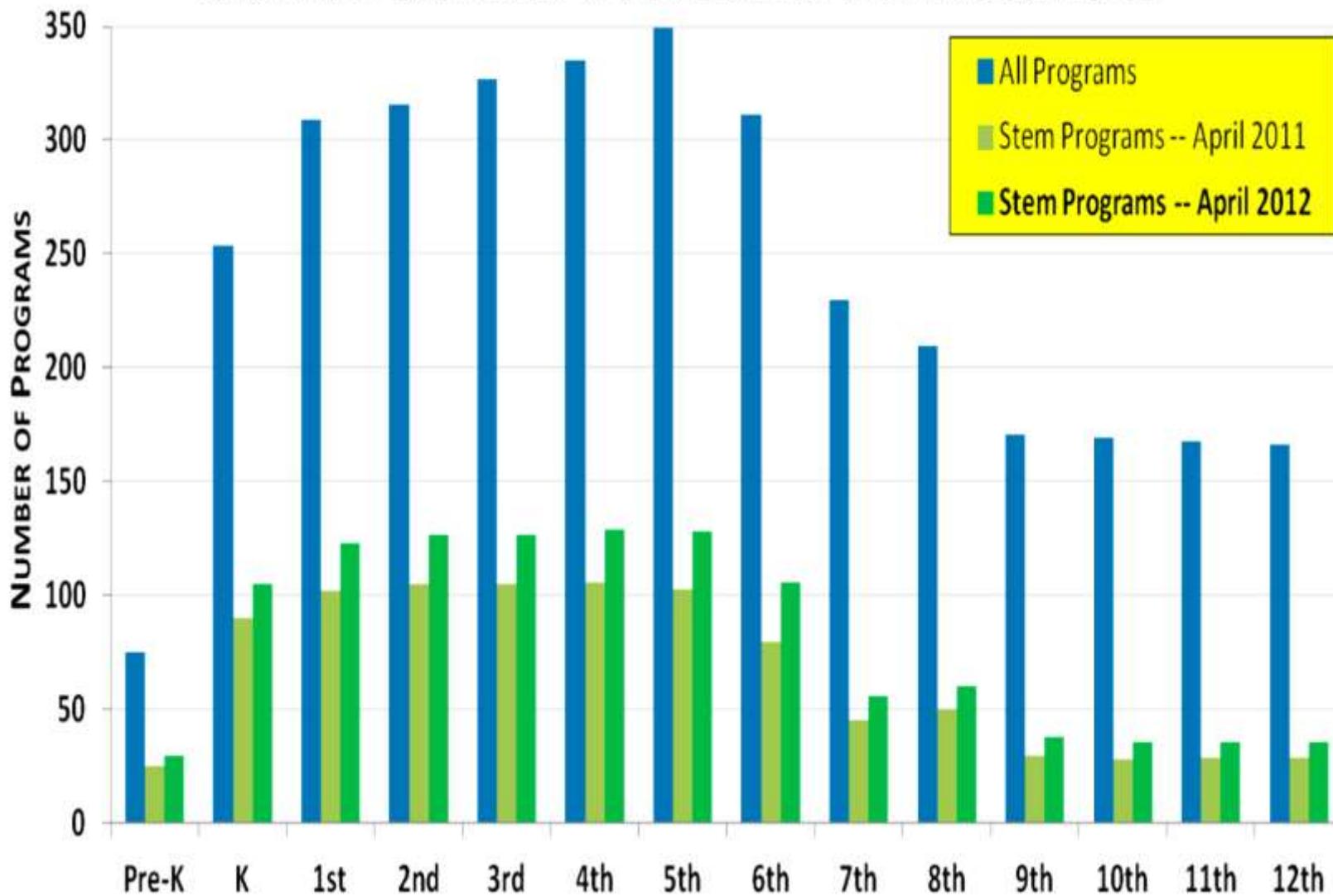
## Indiana Afterschool Network Mapping Database 430 PROGRAMS



### 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



# Indiana Afterschool Network (IAN)

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

**Roles**

- Catalyst – initiate community dialogue using Institute 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

- Debbie Zipes, President
- 445 N Pennsylvania St, Indianapolis, IN
- Cell Phone: 317-809-8810
- [dzipes@indianafterschool.org](mailto:dzipes@indianafterschool.org)
- [www.indianafterschool.org](http://www.indianafterschool.org)

Indiana Afterschool Network