



Indiana Afterschool Standards

Advancing Quality Programs



PREPARED BY:
Indiana Afterschool Network and Indiana Afterschool Taskforce

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Purpose of Afterschool Standards

The research is clear that children and youth participating in afterschool programs experience positive outcomes in all areas of development, and decreases in high risk behaviors. However, programs must be high quality in order for children and youth to benefit from them.

The purpose of the Indiana Afterschool Standards is to outline the path and specific steps that lead to quality programs, based on research and best practices in the education and youth development field. The Indiana standards are recommended, voluntary guidelines for:

- Afterschool providers – for self-assessment, measurement, accountability, and quality improvement; and to provide a shared framework for collaboration with others
- Funders and Policy Leaders –to link funding and accountability to research-based, measurable outcomes
- Parents and Families – to understand essential elements of high quality programs and to be able to advocate on behalf of their children and youth

Definition of Afterschool

Afterschool is an inclusive term for youth development programming that occurs beyond the traditional school day, including before school, after school, holidays, weekends and summers. Afterschool programs are structured and offer a wide range of learning and enrichment activities that promote the physical, emotional, cognitive, and social development of all children and youth.

Indiana Afterschool Standards Taskforce

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. AYS, Inc.
3. Boys and Girls Clubs
4. Cares, Inc. in Crawford County
5. Children's Bureau, Child Care Answers
6. Children's Coalition of Indiana
7. Decatur Township Public Schools
8. Indiana Afterschool Network
9. Indiana Association of United Ways
10. Indiana Department of Education
11. Indiana Family and Social Services Administration
12. Indianapolis Public Schools
13. Indiana Youth Institute
14. Indiana YouthPRO Associaton
15. Indy Parks
16. Ivy Tech Community College
17. LaPorte County Coalition of Youth-Serving Agencies
18. Lawrence Township Public Schools
18. Marion County Commission on Youth
19. Success by Six
20. United Way of Central Indiana
21. YMCA
22. 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), along with references regarding children with special needs. The Indiana rules and regulations for health and safety for school-age childcare are listed in Appendix A-1.

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.

See Appendix B for more information.

3. Indiana Rules and Regulations
 - 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.

The Indiana Afterschool Standards document recommends that afterschool providers abide by these rules in order to ensure the safety of all children and youth in their programs whether or not they are receiving state funding (Rule 4.6) or providing programs in a school (Code 20-5-2-7). See Appendix A for more information.

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 (see #3 above).



Licensing and Accreditation for Afterschool Programs

The Indiana Afterschool Standards are voluntary best practice guidelines for quality improvement. Although there is a licensing body for Indiana child care centers, there is no state accreditation or licensing specifically for afterschool programs at this time. However, there are national accrediting organizations for summer and afterschool providers, and state funding available to cover expenses. See Appendix D for more information.

Note: Licensing typically requires meeting minimum health and safety requirements, while accreditation requires meeting higher levels of best practices.

Credentialing for Afterschool Professionals

Credentialing offers professional youth workers opportunities to learn and receive recognition for their knowledge, skills and ability, based on a set of core competencies. Indiana's Youth Development Credential is administered by Indiana YouthPRO Association. Visit www.indianayouthpro.org for more information and scholarship availability.

Indiana Afterschool Standards Checklist

Human Relationships (#1-9)

1. Staff relate to all children and youth in positive ways.
 - Staff treat children with respect and listen to what they say.
 - Staff create a welcoming and comfortable environment for children.
 - Staff respond to children with acceptance and appreciation.
 - Staff make allowances for a special needs child's style of interacting and learning (see Appendix C-2).
 - Staff are engaged with all children.
2. Staff respond appropriately to the individual needs of all children and youth.
 - Staff know that each child has special interests and talents.
 - Staff recognize the range of children's abilities.
 - Staff can relate to a child's culture and home language (see Appendix C-3).
 - Staff respond to the range of children's feelings and temperaments.
3. Staff encourage all children and youth to make choices and to become more responsible.
 - Staff offer assistance in a way that supports a child's initiative.
 - Staff assist children without taking control, and they encourage children to take leadership roles.
 - Staff give children many chances to choose what they will do, how they will do it, and with whom.
 - Staff help children make informed and responsible choices.
4. Staff interact with all children and youth to help them learn.
 - Staff ask questions that encourage children to think for themselves.
 - Staff share skills and resources to help children gain information and solve problems.
 - Staff vary the approaches they use to help children learn.
 - Staff help children use language skills through frequent conversations.
5. Staff use positive techniques to guide the behavior of all children and youth.
 - Staff encourage children to cooperate, share, care for materials, or join in activities.
 - Staff set appropriate limits for children.
 - Staff use no harsh discipline methods.
 - Staff will utilize a "quiet" space to help any child that needs to de-escalate and process emotional situations.
 - Staff encourage children to resolve their own conflicts whenever possible.
6. Children and youth generally interact with one another in positive ways.
 - Children appear relaxed and involved with each other.
 - Children show respect for each other.
 - Children usually cooperate and work well together.
 - When problems occur, children often try to discuss their differences and work out a solution.
7. Staff work well together to meet the needs of all children and youth.
 - Staff communicate with each other while the program is in session to ensure that the program flows smoothly.
 - Staff are cooperative with each other.
 - Staff are respectful of each other.
 - Staff serve as role models for positive adult relationships.
8. Staff support families' involvement in the program.
 - There is a policy that allows family members to visit any time throughout the day.
 - Staff offer orientation sessions for new families.
 - Staff keep families informed about the program.
 - Staff encourage families to give input and to get involved in program events.
9. Staff and families interact with each other in positive ways.
 - Staff create a welcoming and comfortable environment for families.
 - Staff and families treat each other with respect.
 - Staff share the languages and cultures of the families they serve, and the communities they live in (see Appendix C-3).
 - Staff and families work together to make arrivals and departures to and from the afterschool program go smoothly.

Indoor Environment (#10-11)

10. The program's indoor space meets the needs of all children, youth and staff.
- The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.
 - The space is arranged so that various activities take place at the same time with minimal disruption.
 - There is adequate and convenient storage space for equipment, materials, and personal possessions of children and staff.
 - The space is accessible to children, youth, and families with disabilities.
 - There is a quiet area for children who it.
 - Written guidelines are in place regarding the use and maintenance of the program facility.
 - The space meets or exceeds Indiana health and safety codes (See Appendix A-1).
11. The indoor space allows all children and youth to take initiative and explore their interests.
- There is enough room for all program activities.
 - Children can get appropriate materials out and put them away by themselves with ease.
 - Children can arrange materials and equipment to suit their activities.
 - The indoor space reflects the work and interests of the children.
 - Some areas have soft, comfortable furniture on which children can relax.

Outdoor Environment (#12)

12. The outdoor play area meets the needs of all children and youth, and the equipment allows them to be independent and creative.
- The outdoor space is suitable for a wide variety of activities.
 - Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program, weather permitting.
 - Children can use a variety of outdoor equipment and games for both active and quiet play.
 - Permanent playground equipment is suitable for the sizes and abilities of all children.
 - The space meets or exceeds Indiana health and safety codes (See Appendix A-1.); there is a policy in place for regularly checking the safety and maintenance of the outdoor play space.
 - The space is accessible to children, youth, and families with disabilities.

Programming and Activities (#13-18)

13. Programs are intentional about supporting and accelerating student learning:
- Programs have scheduled times and quiet places for academic support and homework completion.
 - Programs establish connections with schools and parents about individual student academic needs and learning goals.
 - Programs provide tools and resources for parents to reinforce and/or expand on the learning opportunities provided at the program.
 - Connections between learning activities and real life applications are made relevant and clear to children/youth, parents and staff.
 - Programs help inspire and prepare children and youth for success in school, higher education, careers, and life.
 - Programs consider Indiana Academic Standards when planning program activities
14. Activities and the curriculum reflect the mission of the program and promote the development of all children and youth in the program.
- Activities and the curriculum are in line with the styles, abilities, and interests of the individuals in the program.
 - Activities and the curriculum are well suited to the age range of children in the program.
 - Activities and the curriculum reflect the languages and cultures of the families served. (See Appendix C-3).
 - Activities and the curriculum reflect best practices in the field of youth development and afterschool programs.
15. Staff, children, youth and families work together to plan and implement suitable activities, which are consistent with the program's philosophy.
- Staff ask children to share their ideas for planning and engage them in the program planning process, when age appropriate, so that activities will reflect children's interests.
 - Staff request feedback and participation from families regarding program planning.
 - The program's daily activities are in line with its mission and philosophy.
 - Staff keep on file their records of activity planning.

16. Children and youth can choose from a wide variety of activities.
- There are regular opportunities for active, physical play.
 - There are regular opportunities for creative arts and dramatic play.
 - There are regular opportunities for quiet activities and socializing.
 - There are regular opportunities for academic enrichment activities that promote basic skills and higher-level thinking.
17. The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.
- The routine provides stability without being rigid.
 - Children meet their physical needs in a relaxed way.
 - Individual children move smoothly from one activity to another, usually at their own pace.
 - When it is necessary for children to move as a group, the transition is smooth.
18. There are sufficient materials to support program activities.
- Materials are complete and in good repair.
 - There are enough materials for the number of children in the program.
 - Materials are developmentally appropriate for the age range of the children in the program.
 - Materials promote the program's mission.

Safety, Health, & Nutrition (#19-24)

19. The safety and security of all children and youth are protected.
- There are no observable safety hazards in the program space.
 - Systems are in place to protect the children from harm, especially when they move from one place to another or use the rest room.
 - Equipment for active play is safe.
 - A system is in place to keep unauthorized people from taking children from the program.
20. Children and youth are carefully supervised to maintain safety.
- Staff note when children arrive, when they leave, and with whom they leave.
 - Staff have a system for know where the children are at all times.
 - Staff supervise children appropriately according to children's ages, abilities, and needs.

- Staff plan for different levels of supervision according to the level of risk involved in an activity.

21. The program provides an environment that protects and enhances the health of all children and youth.
- The indoor and outdoor facilities are clean.
 - There are no observable health hazards in the indoor or outdoor space.
 - There are adequate supplies and facilities for hand washing.
 - The heat, ventilation, noise level, and light in the indoor space are comfortable.
22. The staff work to protect and enhance the health of all children and youth.
- Staff are responsive to the individual health needs of the children.
 - Staff protect children from communicable disease by separating children who become ill during the program.
 - Staff protect children from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold.
 - Staff and children wash hands frequently, especially after using the toilet or before preparing food.
 - Food allergy information is posted to be readily available to staff along with action steps to address food allergy reactions.
23. The program serves foods and drinks that meet the needs of all children and youth.
- The programs serve healthy and nutritious foods.
 - Drinking water is readily available at all times.
 - The amount and type of food offered is appropriate for the ages and sizes of children.
 - Snacks and meals are timed appropriately for children.
 - All food is kept in sealed containers and stored in closed cabinets or storage closets.
24. The process of administering medication to children is clearly outlined and rigorously followed.
- Medication is secured in locked cabinets out of the reach of children.
 - Medication dispensement is recorded daily as to dose, time, and by whom administered.
 - Records are kept current and easily accessible to staff.
 - Directions for dispensing medication are current and on file.
 - Consent form is on file permitting staff to administer medications.

Administration (#25-38)

25. Program policies and procedures are responsive to the needs of all children, youth, and families in the community.
- A written mission statement sets forth the program's philosophy and goals.
 - The program makes itself affordable to all families by using all possible community resources and sources of subsidy.
 - The program's hours of operation are based on families' needs and agency's capacity.
 - It is the program's policy to enroll children with special needs.
26. The administration provides sound management of the program.
- The financial management of the program supports the program's goals.
 - The administration oversees the recruitment and retention of program staff.
 - The director involves staff, board, families, and children in both long-term planning and daily decision-making.
 - Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.
27. The program develops and implements a system for promoting continuous quality improvement.
- The program creates a culture that promotes excellence and continual improvement, and focuses on promoting satisfaction and positive outcomes.
 - The program sets forth desired goals and outcomes that are aligned with its mission and merit ongoing monitoring.
 - The program works with key stakeholders, including personnel, children and youth, families, and the community, to collect and analyze data relevant to desired goals and outcomes.
 - The program communicates findings and recommendations to key audiences and stakeholders, and makes any needed improvements.
28. Program policies and procedures are in place to protect the safety of all children and youth.
- Staff and children know what to do in case of general emergency.
 - The program has established procedures to prevent accidents and manage emergencies.
 - The program has established policies to transport children safely; it complies with all legal requirements for vehicles and drivers.
- A system is in place to prevent unauthorized people from taking children from the program.
29. Program policies exist to protect and enhance the health of all children and youth.
- There is current documentation showing that the program has met the state and/or local health and safety guidelines and/or regulations.
 - There are written policies and procedures to ensure the health and safety of children.
 - No smoking is allowed in the program.
 - The staff are always prepared to respond to accidents and emergencies.
 - There are written policies and procedures to address the health issues of sick children.
 - Written policies exist and regular drills are scheduled and implemented to prepare for potential accidents and emergencies.
30. Staff are professionally qualified to work with all children and youth.
- Staff meet the state requirements for working with school-age children in recreational settings (See Appendix A-1).
 - Staff have the appropriate education and experience to work with school-age children.
 - Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise children.
 - All staff and volunteers have passed the criminal background checks (See Appendix A-2).
31. Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.
- A written job description that outlines responsibilities to children, families, and the program is reviewed with each staff member.
 - Written personnel policies are reviewed with staff.
 - Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff.
 - 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.
32. The training needs of the staff are assessed, and training is relevant to the responsibilities of each job.
- Staff receive training appropriate to their position and responsibilities regarding working with families and relating to children in ways that promote positive development.

- Program directors and administrators receive training in program management and staff supervision.
 - Staff receive training in arranging program space and designing activities to support program goals.
 - Staff receive training in the promotion of safety, health, and nutrition to children.
33. Staff receive appropriate support to make their work experience positive.
- The program has a plan in place to offer the best possible wages and working conditions in an effort to retain quality staff.
 - Full-time staff receive benefits, including health insurance and paid leaves of absence. Staff are also given paid breaks and preparation time.
 - Staff are given ample time to discuss their concerns regarding the program with the appropriate supervisor(s).
 - Staff receive continuous supervision and feedback that promote personnel development and positive outcomes, including written performance reviews on a regular basis.
34. The program maintains personnel records of all staff.
- Personnel records are kept up to date and contain hiring documents, emergency contact information, job description, records of training and certification(s), performance evaluations, and health information, when applicable.
 - Access to personnel records is limited to authorized personnel on a need-to-know basis, and personnel records remain confidential.
 - Personnel may review, add, and correct information contained in their records, in accordance with applicable law.
 - Personnel files are maintained and disposed of in a manner that protects privacy and confidentiality.
35. Files of children and youth contain accurate and sufficient information and are properly maintained.
- The program maintains files for all children and youth by authorized personnel.
 - Files of children and youth comply with all legal requirements and contain essential information, including registration forms; emergency contact information; information about special needs, including medical needs, if applicable; copies of all signed permission or consent forms, including medication permission forms and authorizations for pick up, if applicable; and accident report forms, if application.
 - Files of children and youth are maintained and disposed of in a manner that protects privacy and confidentiality.
- Access to confidential files meets legal requirements.
36. Staff/child ratios and group sizes permit the staff to meet the needs of children and youth.
- Staff/child ratios vary according to the ages and abilities of children (See Appendix A-1).
 - There is a plan to provide adequate staff coverage in case of emergencies.
 - Substitute staff are used to maintain ratios when regular staff are absent.
37. Staff, families, and schools share important information to support the well-being of children and youth.
- Program policies require that staff and family members communicate about the child's well-being and share information about how to support the child's development.
 - Staff, families, and schools work together as a team to set goals for each child; they work with outside specialists when necessary.
 - Staff and families join together to communicate and work with the schools.
 - Staff follow policies regarding confidentiality and sharing appropriate information.
38. The program supports links to the community for children, youth and their families.
- Staff provide information about community resources to children and their families.
 - The program develops a list of community resources, and the staff draw from these resources to expand program offerings and community referrals.
 - The staff plan activities to enrich children's experiences and knowledge of the larger community.
 - The program design service-learning opportunities, especially with older children.

APPENDIX A: Indiana Rules & 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.



APPENDIX B: Council on Accreditation Afterschool Standards

COA Afterschool Standards

The Council on Accreditation (COA) partners with human service organizations worldwide to improve service delivery outcomes by developing, applying, and promoting accreditation standards. COA partnered with the National AfterSchool Association (NAA) to develop a set of standards that are based on generally-accepted elements of best practice, outcomes-oriented, effective in advancing quality, and responsive to the unique needs and diversity of afterschool programs.

COA's After School Standards include three different sections of standards: Program Administration, Human Resources, and Programming and Services. The Administration Standards cover practices related to continuous quality improvement, financial management, risk prevention and management, and ethical practice. The Human Resources Standards address recruitment and selection, training and professional development, support, and supervision. The Programming and Services Standards set forth additional recommended practices for working with children and youth in out of school time. Taken together, these standards represent a set of practices that support high quality programming and promote positive outcomes for children and youth.

COA's standards are grounded in a long-standing, widely held belief that children, youth, and families benefit when a program enhances its capacity to achieve its mission and validate its impact. COA also embraces the idea that the positive effects of implementing national standards multiply when programs become part of a community that shares and supports this perspective. COA's standards are accessible on-line in an interactive format.

www.coaafterschool.org

APPENDIX C: Indiana Department of Education Resources

1) **Indiana Academic Standards**

The Indiana Department of Education has developed academic standards for language, math, science, social studies, business, career, dance, family/consumer sciences, health education, music/visual arts, physical education, and theatre for K-12. Afterschool programs can reference and include these academic standards in designing programs and activities.

www.doe.in.gov/standards

2) **Article 7: Indiana's Special Education Rules**

Indiana's Article 7 outlines the rules and regulations that govern special education law in Indiana. The law explains the process for assessing, identifying and referring students with special needs. There 13 eligibility criteria for determining special needs.

Article 7 is available in Spanish or English.

<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

3) **Global Literacy and Connections**

The Indiana Department of Education promotes the integration of global literacy activities into classroom and afterschool curriculum in order to prepare students to be productive citizens, workers, and leaders in the interconnected world of the 21st century.

Indiana Department of Education Global Literacy
Website: http://www.doe.in.gov/opd/languagearts/global_connections.html

The Asia Society provides additional resources on global literacy:

<http://asiasociety.org/education/pgl/goingglobal.htm>

APPENDIX D: Program Accreditation & Licensing

Program Accreditation & Licensing

- Council on Accreditation - **afterschool programs** seeking accreditation can look to COA. The three-step process includes registration, certification, and accreditation. COA also offers a comprehensive set of afterschool standards, based on NAA. www.coaafterschool.org
- American Camp Association - **summer programs** seeking accreditation can look to the American Camp Association. ACA "educates camp owners and directors in the administration of key aspects of camp operation, program quality, and the health and safety of campers and staff." ACA providers summer program standards. www.acacamps.org
- The Indiana Accreditation Project offers **financial and technical assistance** for child care and youth organizations pursuing accreditation in various areas. www.iaeyc.org
- Indiana **Child Care Center** Licensing - <http://www.in.gov/fssa/carefinder>





APPENDIX E: Information & Resources

National and Local Afterschool Organization and Resources

- Afterschool Alliance
www.afterschoolalliance.org
- Afterschool.org - <http://www.afterschool.org/home>
- American Camp Association - www.acacamps.org
- Council on Accreditation - www.coaafteerschool.org
- High Scope – Youth Program Quality Assessment (YPQA) - www.highscope.org
- Indiana Afterschool Network
www.indianaafterschool.org
- Indiana Department of Education –
21st Century Community Learning Centers
www.doe.in.gov/21stCCLC/
Academic Standards
www.doe.in.gov/standards
- Indiana Youth Institute - www.iyi.org
- Marion County Commission on Youth
www.mccooyouth.org
- National Afterschool Association - www.naa.org
- National Center for Summer Learning
www.summerlearning.org
- U.S. Department of Education Institute of
Education Sciences (What Works Clearinghouse)
[http://ies.ed.gov/ncee/wwc/publications/
practiceguides](http://ies.ed.gov/ncee/wwc/publications/practiceguides)