



### How did you engage stakeholders in the process of creating statewide quality standards?

We began with the National AfterSchool Association standards as a framework for discussion and pulled together a task force of diverse partners with whom we discussed the purpose of the standards and why they should and could be necessary to our field and state.

We agreed to go forward with the project, and the team decided to embark on the next step, which was to establish a writing committee. The writing committee read each standard and indicator and discussed state relevance and need. We used a consensus model to expedite and gain ownership of the process. Once all committee members agreed on the standards, in order to get the largest, broadest data pool possible, the draft standards were rolled out to as many afterschool providers as were willing to use them.

We promoted the standards in our monthly e-newsletter and at our annual Summit on Out-of-School Learning. We shared with everyone that the standards were ready, and so was the field! The writing committee then created a survey to gather and track feedback and responses from the field—data were collected two times during the year. We analyzed the feedback and made additions and revisions to produce the final version of the standards.



### What advice do you have for other states before they start to develop or implement their own quality standards?

You do not need to have all of your ducks in a row, all of your funding, or all of your afterschool providers using the standards. Take risks because when you do, more funding appears, more people invest time and energy, and you see more partnerships and more strategic conversations internally!



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### What challenges did you encounter and how did you overcome them?

We encountered challenges in the development, rollout, and implementation of the standards. The first challenge was in deciding how many people to engage in the writing portion of the standards development. Many people wanted to participate, but we decided on 10, and that was probably three too many.

The challenge was encouraging engagement of those afterschool programs not funded by the state through 21st Century Community Learning Centers (21st CCLC) or School Age Child Care (SACC) funds to commit time and energies into quality standards. After the standards became a mandatory portion of the grantee process, it was much easier to market to these two populations.

*Please share your thoughts with us via e-mail at [SANSupport@air.org](mailto:SANSupport@air.org). We look forward to hearing from you.*

Throughout the process, one of the challenges quickly became how to make the standards pertinent to the field. This challenge ultimately led to the development of the Indiana Quality Program Self-Assessment (IN-QPSA).

Once the standards and self-assessment were in place, the next challenge was to take the results from the program and organization reports and translate these into action and implementation. This step led us to a discussion about professional development and where the Indiana Afterschool Network wanted to invest time and energy on the basis of the feedback that we were getting from the field. Data were collected and knowledge was gained that relevant and consistent professional development for all levels of employment (program directors, site coordinators, and frontline staff) was needed. This knowledge led to the development of the Indiana Academy for Out-of-School Learning.



## What successes are you most proud of?

Having the foresight to invite diverse partners into the conversation and development of the standards was essential in making the rollout and long-term sustainability more relevant. I think the success was recognizing that we needed to review the data and make adjustments, additions, and revisions. We acknowledged that the standards are a living document.



## Who did you work with to create your quality standards?

- Afterschool Coalition of Indianapolis (regional coalition)
- American Camp Association (provider)
- AYS, Inc. (provider)
- Boys & Girls Clubs (provider)
- Cares, Inc. in Crawford County (provider)
- Carmel Clay Parks & Recreation (provider)
- Children's Coalition of Indiana (intermediary)
- Indiana Afterschool Network (support)
- Indiana Association of United Ways (support)
- Indiana Department of Education (state agency)
- Indiana Family and Social Services Administration (state agency)
- Indiana University–Purdue University Indianapolis (IUPUI) (university)
- Indiana Youth Institute (state intermediary)
- Indiana YouthPRO Association (support)
- Indianapolis Public Schools (school)
- Indy Parks & Recreation (provider)
- Ivy Tech Community College (university)
- Marion County Commission on Youth (regional intermediary)
- Metropolitan School District of Decatur Township (school)
- Metropolitan School District of Lawrence Township (school)
- Metropolitan School District of Washington Township (school)
- Net Literacy (nonprofit)
- Office of Early Childhood and Out-of-School Learning
- Success by 6 (citywide initiative)
- United Way of Central Indiana (nonprofit)
- YMCA (provider)