



PSAYDN Quarterly Meeting

Thursday, January 6, 2011
10:30 a.m. to 11:30 a.m.



Center for Schools & Communities Online Learning

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Meeting Moderator



Kristen Urso

**Pennsylvania Statewide
Afterschool/Youth Development Network**

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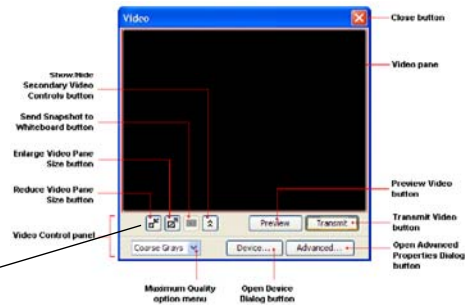


Housekeeping Notes

- **Video**

Portions of today's meeting will feature a video feed from the Center.

- Each user has full control over his/her video window. You can resize the window to three preset options (SMALL – 160 x 120 pixels; MEDIUM – 320 x 240 pixels; LARGE – 640 x 480 pixels).



- Each user can also move his/her video window anywhere on the screen. For example, if you wish to have an unobstructed view of the slides (whiteboard area), you can resize the video screen to SMALL or MEDIUM and move it to the upper left-hand side of the screen.



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Housekeeping Notes

- **Questions**

Following each segment of the agenda, there will be opportunities to ask questions. You are welcomed to ask your question via the microphone by raising your hand. We will then pass the microphone to you. If you do not have a microphone, you can always text message your question using the Chat feature.

- **Online Evaluation**

A brief online evaluation will be e-mailed to all participants shortly after today's session. Your feedback is important to us. Please take a few minutes to complete the evaluation.



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Polling Question

How many people are with us today?

If you are part of a group viewing at one computer, please send us a message letting us know how many are participating.

Polling Question

Which category best describes your position?

- A. Front Line Staff
- B. Program Director
- C. Executive Director
- D. Funder
- E. Other

Polling Question

How long have you been a member of the PSAYDN Network?

- A. Under 1 year
- B. 1-3 years
- C. 3-5 years
- D. 5-7 years
- E. I am currently not a member of the network

MISSION

PSAYDN's promotes sustainable, high-quality Out-of-School Time youth development programs through advocacy and capacity building to enhance the welfare of Pennsylvania's children, youth and families.



OUR VISION

PSAYDN's mission is that all children and youth deserve access to high-quality Out-of-School Time programs that promote positive youth development and support the successful transition to adulthood.



GOALS

Connecting People - Create a sustainable structure of statewide, regional and local partnerships, particularly school-community partnerships, focused on supporting policy development at all levels.

Creating Opportunity - Support the development and growth of statewide policies that will secure the resources that are needed to sustain new and existing Out-of-School Time programs.

Changing Lives - Support statewide systems to ensure programs are of high quality.



PSAYDN Steering Committee
Governance Guidelines
Approved

Thierry Malley
Steering Committee Chair



Subcommittee Updates

Sustainability- Shileste Overton-Morris
Policy/Communications- Bill Bartle
Quality/Career Pathways- Kacy Conley

What is Sustainability Planning?

- Developing *specific strategies* and an *action plan* to help ensure the long-term sustainability of LST.
- Includes considering a full range of resources and capacities—financial, political, managerial—needed to meet long-term goals.

Key Elements of Sustainability

1. Vision
2. Results orientation
3. Strategic financing orientation
4. Adaptability to changing conditions
5. Broad base of community support
6. Key champions
7. Strong internal systems
8. Sustainability plan

Planning for Sustainability - Progress

- Planning to Plan: Completed Spring/Summer 2010
- Module I: Building a Sustainable Initiative – Completed June, 2010
- Module II: Creating a Vision and Results Orientation – Completed June and July, 2010
- Module III: Creating a Strategic Financing Plan – Completed October/November, 2010
- Module IV: Building Organizational Capacity and Community Support – Completed October/November, 2010
- Module V: Writing the Plan – To be Completed by March 2011

Sustaining the Network

Funding Applied for and Received:

- Charles S. Mott Foundation
- William Penn Foundation
- Grable Foundation
- Heinz Endowments
- Pennsylvania Department of Education

Sustaining Membership

Membership Efforts:

- Re-affirming current members
- Certificate of membership
- Membership brochure

Policy/Communications Committee

- Accomplishments
- Upcoming Focus and Activities

2010 Major Initiatives

- Legislative Budget & Finance Committee Recommendations
- Gubernatorial Outreach
- Lights On! Afterschool
- Advocacy Day
- Afterschool for All Challenge
- Regional Meetings
- PSAYDN Annual Meeting

Legislative Finance & Budget Committee Recommendations

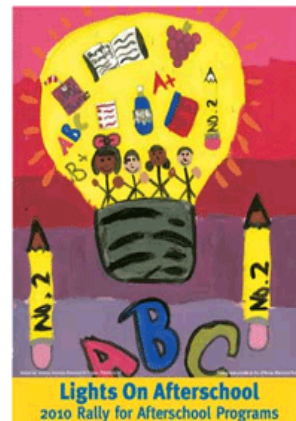
- Communications
- Draft Proposal for
Afterschool Coordinating Council

Gubernatorial Outreach

- PPC gubernatorial white paper on Afterschool
- Meetings with candidates and key policy staff
- Distributed questions on afterschool to all candidates for their response
- Responses posted on the PSAYDN website
- In 2011 begin reaching out to new administration officials

Lights On! Afterschool Day

- 326 Lights On! Events held in Pennsylvania
- Pennsylvania had one of the highest increases in participation - 14% from 2009 to 2010
- Event Recaps can be found on www.psaydn.org
- Lights On! 2011 will be October 20





Afterschool Advocacy Day

- 75 advocates and youth participated
- Advocacy training
- Afterschool rally in the Rotunda
- Legislative visits
- Over 150 legislative visits made
- Plans for 2011 – Fall event



Afterschool for All Challenge

- 1000 afterschool advocates from across the country to Washington, DC
- 250 congressional visits
- 20 from PA (including 5th graders) – making 7 visits
- Thierry Malley honored at the “Breakfast of Champions”
- Date of 2011 Challenge is May 16-17

Regional Meetings

- Southeastern PA – September 14, 2010
 - 170 attended
 - Dr. Donald Schwartz keynote speaker
 - Panel discussion on collaborations
 - Breakout sessions
 - Call To Action
- Southwestern PA – September 27, 2010
 - 134 attended
 - Focus on career and workforce development
- Two additional regional meetings scheduled for early Spring 2011

PSAYDN Annual Meeting

- 2010 Meeting held on March 10 where 9 Program Afterschool Champions were honored
- 2011 Annual Meeting and Reception scheduled for March 8 in conjunction with the ELO Conference
- Nominations being requested for 2011 Afterschool Champions - Expanded categories

Communications Update

- *Take Ten!*
- Website

Polling Question:

Multiple Choice

The length of the *Take Ten!* newsletter is:

- A. Too short
- B. Too long
- C. Just right
- D. Not sure
- E. I have not seen the *Take Ten!* newsletter

Polling Question:

Multiple Choice

Take Ten! is a monthly newsletter.

Should the newsletter to be:

- A. Every other month
- B. Quarterly
- C. As is - Monthly
- D. Publish as needed
- E. Not sure

Polling Question:

Multiple Choice

I visit the PSAYDN website:

- A. Weekly
- B. At least twice a week
- C. Monthly
- D. At least twice a month
- E. I've never visited PSAYDN's website

Accomplishments:

- Older Youth Study Developed
- Self Assessment Tool and Guiding Questions Developed
- T.E.A.C.H. Professional Development Scholarship Expansion

Upcoming Focus and Activities:

- 2011 Quality Forum: March 9, 5-7pm, Hilton Harrisburg
- April 2011: Spotighting Positive Youth Development Conference
- Links to Learning Module Development
- Youth Worker Survey
- Core Competencies

Why Attendance Matters for Out of School Time

Presentation to PSAYDN Quarterly Meeting

Hedy Chang, Director, Attendance Works
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Claudia Weisburd, Consultant
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True or False?

1. Nationally 1 out of 10 kindergartners are chronically absent from school
2. Research shows that afterschool programs can help to improve attendance of students during the school day
3. Federal law defines chronic absence as missing 10% or more of school including all absences



Why Does Attendance Matter for OST?

1. Research and field experience show OST can help improve attendance in school.
2. Focusing on attendance can improve collaboration with schools
3. By ↑ school day attendance, OST can improve the academic success and reduce drop-out.



Research Shows Impact of Quality OST

- 7th and 8th graders attending afterschool programs at a Boys & Girls Club skipped school fewer times, increased school effort and gained academic confidence. (2009)
- Afterschool participants attending Pathways to Progress in Minneapolis and St. Paul came to school an average 18.4 more days than their peers. (2004)
- First graders who joined an Ohio afterschool program missed an average 3 days, compared to 8 in K. Eighth graders went from 18 to 5. (1999)



What We Know From Field Experience

Good OST programs can:

- **Provide socialization and peer attention** in a supervised venue
- **Re-establish the link between effort and results**—first in a non-school activity
- **Engage students in challenging activities** that help them develop persistence.
- **Provide consistent contact** with caring, stable adults.
- **Increasing a sense of belonging** at school.



What Do We Mean By School Attendance?

Chronic Absence: missing 10% or more of school over the course of an academic year for *any* reason. Research shows 10% is associated with declining academic performance. No standard definition exists.

Satisfactory Attendance: missing 5% or less over the course of an academic year for any reason.

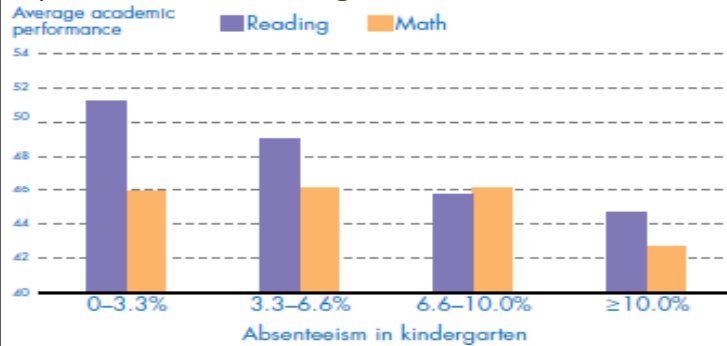
Truancy: refers *only* to unexcused absences and is defined by each state, according to NCLB.

Average Daily Attendance: the percent of enrolled students who attend school each day.



Chronic Early Absence Adversely Affects Academics Especially for Low-income Children

Among poor children, chronic K absence in predicted lower 5th grade achievement.



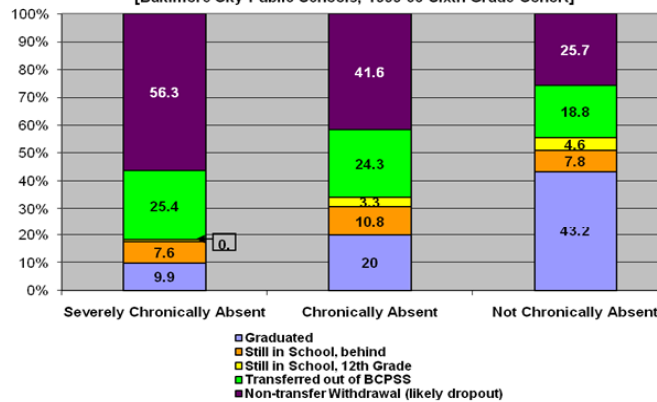
Source: National Center for Children In Poverty



Poor Attendance Predicts Drop Out by 6th Grade

High School Outcomes by Rates of Chronic Absenteeism in Sixth Grade

[Baltimore City Public Schools, 1999-00 Sixth Grade Cohort]

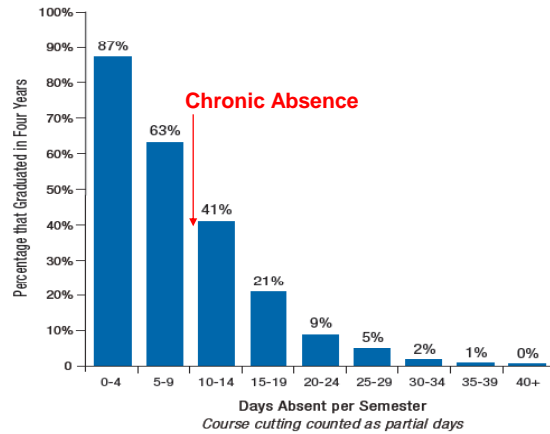


Source: Baltimore Education Research Consortium



By 9th Grade, Attendance Can Predict Graduation Better than Test Scores

On Time Graduation Correlation to 9th Grade Attendance



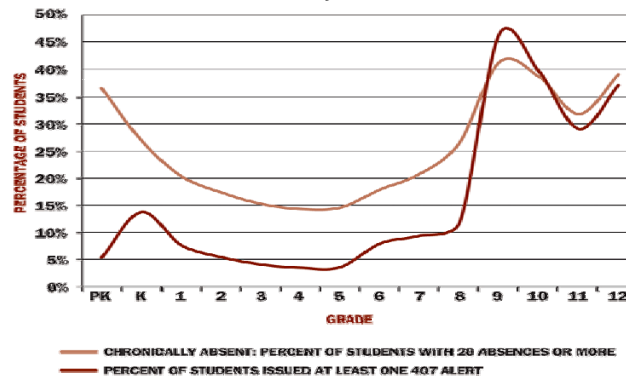
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Source: Allensworth & Easton, *What Matters for Staying On-Track and Graduating in Chicago Public Schools*, Consortium on Chicago School Research at U of C, July 2007



Chronic Absence Can Reach High Levels

New York City Schools



A 407 alert is issued when student misses 10 consecutive days or 20 days over a 40 day period. It misses more sporadic absence. 1 out of 5 elementary school children were chronically absent.

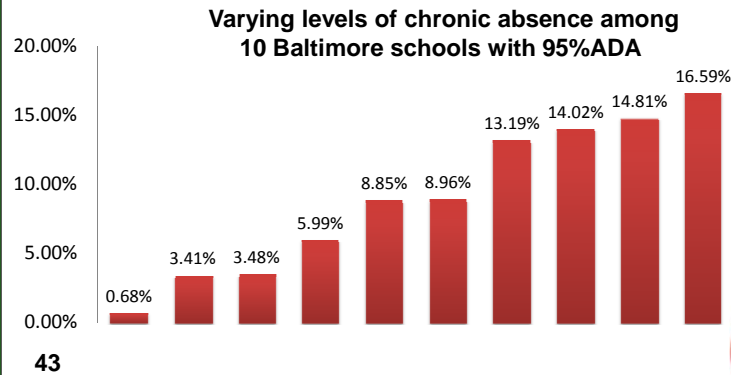
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Source: Nauer K et al, *Strengthening Schools by Strengthening Families*, Center for New York City Affairs, New School, Oct 2008



Most Do Not Monitor Chronic Absence

- Most schools only track average daily attendance and truancy. Both can mask chronic absence.



Most Schools Do Not Monitor Chronic Absence

- Data rarely used to examine problematic attendance patterns (e.g. by classroom, grade, school, neighborhood or sub-population).
- Individual student attendance is not required by current federal laws (e.g. NCLB, RTT). Only now can be included in CALPADS (SB 1357)

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Schools + Communities CAN Make a Difference

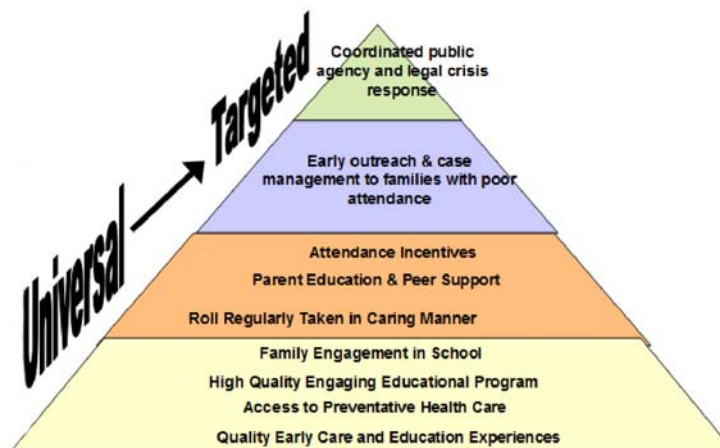
Characteristics of Effective Strategies

- Partner with community agencies to help parents carry out their responsibility to get children to school.
- Make attendance a priority, set targets and monitor progress over time.
- Examine factors contributing to chronic absence, especially from parent and student perspectives.
- Clearly communicate expectations to parents.
- Begin early, ideally in Pre-K.
- Combine universal and targeted strategies.
- Offer positive supports before punitive action.

Source: Present, Engaged & Accounted For



A Comprehensive Programmatic Response



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Where Can I Begin ?

Step 1: Create Culture of Attendance Starting in Your Afterschool Program.

Why?

- Your program benefits from higher attendance
- You can model the good attendance habits that you want to see in school.
- You have authority to add this to your own program



Strategies for Creating Culture of Attendance in A/S

- Take roll every day in a caring manner
- Reach out to students/families with poor attendance
- Establish and communicate clear expectations about regular attendance
- Offer incentives for attendance
- Analyze program attendance data to identify areas in need of improvement.

What would you add?



Taking Stock

1. To what extent do you think that the staff in afterschool programs **should** pay deliberate attention to strengthening attendance in their own programs?
2. To what extent do you think the staff in afterschool programs **currently** pay attention to strengthening attendance in their own classrooms?

**A = not at all B = a little C= somewhat
D= a fair amount E= extensive**



What Next?

Step 2: Get Attendance Data on Program Participants

- a. Seek parent waiver allowing A/S to see attendance and grades, ideally as standard part of enrollment.
- b. Regularly get data on in-school attendance for program participants.
- c. Find out if you are serving any students with problematic attendance.
- d. Talk to school about working together to assist poor attenders.



What Next?

Step 3: Find Out About Attendance In Schools Served

- a. Ask schools if they could give you names of chronically absent students to target for recruitment.
- b. Ask for data on levels of chronic absence for schools overall, grade and ethnic population to help identify needed areas of program expansion/outreach.



What Next?

Step 3: Find Out About Attendance In Schools Served

- c. Find out if schools are engaged in work to reduce chronic absence and improve attendance. If so, ask if you can assist.
- d. Learn if your school has a team that monitors attendance data; find out if you can attend, at least occasionally.



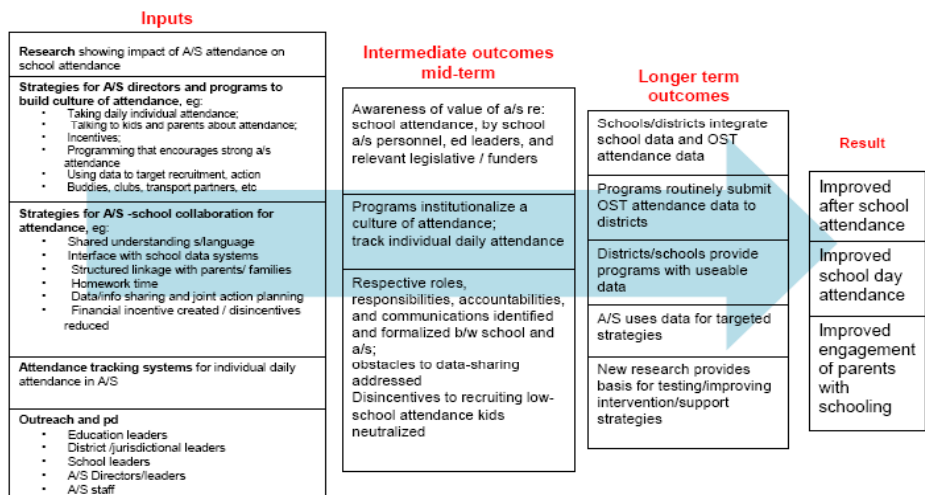
Taking Stock

1. To what extent do you think that staff in afterschool programs **should** work with school staff to improve school day attendance?
2. To what extent do you think staff in afterschool programs **currently** work with school staff to improve school day attendance?

**A = not at all B = a little C = somewhat
D = a fair amount E = extensive**



OST Attendance Matters Theory of Change



Discussion

- How might you apply these concepts to your work?
- Anything you would you add or change?
- Any questions?



PSAYDN Reducing Chronic Absenteeism Survey:

- To be conducted in February
- The survey will focus on finding out from the afterschool field:
 - Obstacles
 - Successful strategies

Resources are available
 to help you!

Resources

Pennsylvania

- Pennsylvania Statewide Afterschool/Youth Development Network www.psaydn.org
717-763-1661
- Out of School Time Resource Center
<http://www.sp2.upenn.edu/ostrc/about/index.html>
- 21st Century Learning Centers -PA
<http://www.21stcclc.org/index.cfm?pageid=4235>
- Workforce Investment Boards
<http://www.paworkforce.state.pa.us>
- Regional Career Education Partnerships
<http://parcep.wikispaces.com/>



Contact Information

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Youth Worker Survey

Why this Survey Matters:

- Creates a snapshot of youth workers in PA
- Captures data on what it will take to attract, develop and sustain youth workers
- Makes the case for increased funding



Youth worker survey link:

<https://www.surveymonkey.com/s/childyouthworkersurvey>.