




PSAYDN Virtual Quarterly Meeting
January 12, 2012

 www.PSAYDN.org
 (717) 763-1661

Moderator for Today's Session



Caroline Allen
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Housekeeping Notes

Question & Answer Opportunities
 There will be opportunities to ask questions periodically during this live, online session and there will be a dedicated Q & A period at the end.

Interactive Polling Questions
 A number interactive polling questions will be asked during today's session. Select the option that best represents your choice. The moderator will guide you through the polling process and the options presented.

Housekeeping Notes *Cont.*

Online Evaluation

A brief online evaluation will be presented at the conclusion of today's session. Your feedback is important to us. Please take a few minutes to complete the evaluation.

Recording of Session and Slides

A link to the recording of today's session as well as the PowerPoint presentation (in PDF format) will be available within 3 days. You are welcome to view the recording and the PowerPoint at your leisure.

www.psaydn.org

Where are You Located?



Total Number of Participants

We would like to know how many people are participating in today's meeting. If there are multiple participants viewing this session at your location today, please text message us with the total number of people participating.

Please type in your organization's name and the number of participants at your location at this time in the following format.

ORGANIZATION NAME – NUMBER OF PARTICIPANTS

Example: YMCA – 5 people



Kathleen (Kacy) Conley
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Question

What is your position?

Use the text box to answer.

Polling Question

How many years have you been a member of PSAYDN?

- A. Not a member
- B. 1 year
- C. 2 years
- D. 3 years
- E. 4 years and over

Goals of Today's Meeting

To share PSAYDN's current work and accomplishments in our core areas of policy, sustainability and quality

To get members input on and involvement in upcoming projects and events

To increase PSAYDN members knowledge about Engagement of Out-of-School Time (OST) in Career and Workforce

PSAYDN's Mission

PSAYDN 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.



PSAYDN's Vision

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



PSAYDN 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.

Afterschool Field

Youth Development

School-Linked & School-Based

School-Age Child Care

Afterschool Programs

Help working families

Inspire learning

Keep kids safe

Policy and Communication Subcommittee

Purpose
 To develop policy and funding initiatives in support of children, focused on afterschool and youth development activities, in partnership with the Network Director and appropriate leaders at the federal, state and community level.

Chair: Kelli Thompson
Vice Chair: Jeanne Miller

Policy and Communication Subcommittee *Cont.*

Update

Sustainability Subcommittee

Purpose
 To foster the development of partnerships with stakeholder groups and oversee the sustainability of the PSAYDN and Statewide Afterschool Programs.

Chair: Shileste Overton-Morris
Vice Chair: Wendy-Anne Roberts-Johnson

Sustainability Subcommittee *Cont.*

Update

Quality Subcommittee

Purpose
To define a statewide quality framework for afterschool and youth development programs including identifying and building consensus around a set of core quality principles necessary to all child-serving programs, without limiting flexibility and adaptability required for variances in student ages, interests, and program approaches.

Chair: Kasey Thompson
Vice Chair: Suzanne Ashman

Quality Subcommittee *Cont.*

Update



Events 2012

Extra Learning Opportunity (ELO) Conference
March 7–9, 2012; Harrisburg, PA

PSAYDN Annual Meeting and Recognition of Afterschool Champions
March 7, 2012; Harrisburg, PA

PSAYDN Quality Forum
March 8, 2012; Harrisburg, PA

Advocacy Networking Breakfast
March 9, 2012; Harrisburg, PA

Events 2012 Cont.

NIOST Links to Learning Train the Trainer
April 24–25, 2012; Camp Hill, PA

Afterschool Challenge Conference
May 2–3, 2012; Washington, DC

Act 45 Afterschool Leadership Course
June 2012


PSAYDN Partner Retreat
August 2012

Mayoral Summits
August–September 2012

Acknowledgements

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Center for Schools and Communities
Charles Stewart Mott Foundation
Grable Foundation
Heinz Endowments
Pennsylvania Department of Education
Pennsylvania Partnerships for Children
Wallace Foundation
William Penn Foundation



Today's Presenters

Dr. Kathryn Hynes
Assistant Professor and Researcher
Penn State University
University Park, Pa.

Bill Bartle

Youth Policy Director
Pennsylvania Partnerships for Children
Harrisburg, Pa.



Dr. Terri Henderson

Vice President
Education and Workforce Development
Boys and Girls Club of Western Pennsylvania
Pittsburgh, Pa.



Jill Helme

Senior Director
Workforce Development Philadelphia Youth Network
Philadelphia, Pa.



**Engaging Youth in Career Programming
During Out-of-School Time**
*Lessons for Program Design from a Study of Experienced
Out-of-School Time Programs*

Dr. Kathryn Hynes
Assistant Professor and Researcher
Penn State University
University Park, Pa.

Project background

Why did we get interested in career programming?

- Pa. study about how to recruit and retain middle and high-school youth. Programs offering career-related programming were more likely to be full. (Hynes, Miller, & Cohen, 2010)
- Other large studies also show high retention rates in programs that let youth lead activities for younger children, do community service projects, get paid to work at the program – all common in career programming. (Deschenes, et al, 2010)
- Focus on career programming fits with major initiatives – Obama administration, Ready by 21, New Day for Learning.

But evidence about how to do **effective** career programming is very limited.

- Lots of activities and lesson plans on-line, but research indicates that truly improving career outcomes of disadvantaged youth is very challenging. (Heinrich & Holzer, 2010; Jekielek, Cochran & Hair, 2002)

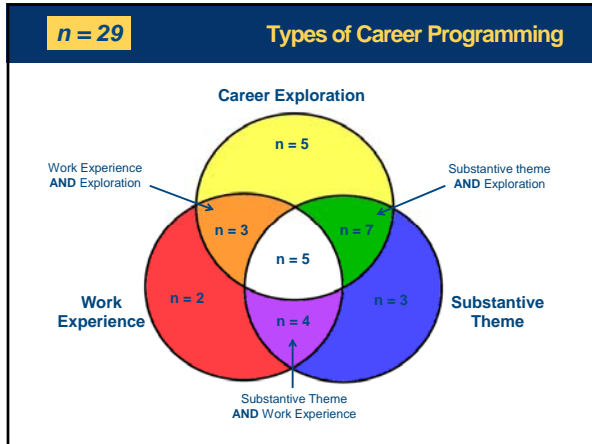
Career Programming Study

Goals

- To understand how OST programs are implementing career programming
- To understand which career-related programs and activities youth find most (and least) engaging
- To identify barriers to successful career programming
 - And the resources, creative solutions, and supports that seem to help programs overcome these barriers
 - To share this information widely

Strategy

- Study 30 experienced OST programs across PA that offer career-related programming
 - Director interview, site visit for program observation, and youth surveys
- Produce and disseminate report to share findings



Overview of the Report

For each type of career programming:

- An example of how a real program is doing this
- Common barriers to this type of programming
- Creative solutions we saw real programs doing to overcome these barriers
- Challenging questions that people designing or running career programming should think through

More on engaging youth in career programming:

- Characteristics of the most engaging programs and activities that we observed
- Information from youth surveys about what youth liked most and what they would like to do

Career Programming Report and Other Resources

Engaging Youth in Career Programming During Out-of-School Time: Lessons for Program Design from a Study of Experienced Out-of-School Time Programs
K. Hynes et al.
www.psaydn.org/Documents/PSAYDNCareerProgramming.pdf

After-School Programs for High School Students: An Evaluation of After School Matters
B. Hirsch (a Chicago apprenticeship program)
www.sesp.northwestern.edu/docs/publications/19023555234df57ecd0d6c5.pdf


From Soft Skills to Hard Data: Measuring Youth Program Outcomes
Forum for Youth Investment
<http://forumfyi.org/content/soft-skills-hard-data>

Contact

Dr. Kathryn Hynes
Assistant Professor and Researcher
Penn State University
University Park, Pa.

**Promising Pathways to Careers
toolkit for afterschool providers**

Bill Bartle
Youth Policy Director
Pennsylvania Partnerships for Children
Harrisburg, Pa.


Pennsylvania
Partnerships for Children

Toolkit for Afterschool Providers

- What work-based learning is and why it is important
- Benefits to young people and employers
- Why afterschool is an important element in providing these opportunities to young people
- Tips to help afterschool providers integrate these activities into their programs
- Tips to help afterschool providers engage employers
- Where afterschool providers can go locally for support
- Examples of some successful models in Pa.

What is Work-based Learning?

Work-based learning is defined as activities that occur at a workplace and provide structured experiences for students through exposure to a range of occupations and careers. Young people learn by observing and/or actually doing real work. These activities promote career education and exploration and show the relevance of classroom learning to the world of work.

Help young people understand:

- What are the jobs?
- Where are the jobs?
- What are the educational and skill requirements?
- What are pathways they can take to obtain the required education and skills?

The Continuum of Work-based Learning

Career Awareness Activities

- Designed to make students aware of the broad range of careers and occupations in industry clusters

Career Exploration Activities

- Provide opportunities for students to explore specific fields of interest related to their individual career goals

Career Preparation Activities

- Provide in-depth discovery of a particular field, link the skills utilized in the workplace with academic learning, result in the development of career and occupational skills

Why are these Activities Important to our Young People?

- Young people and their families have no idea of the vast array of 21st century occupations
- Helps young people understand the link between school and work (relevance)
- Makes young people think about career pathways and identify strategies to acquire postsecondary education and skills
- Provides motivation to attend school, graduate and attend postsecondary education
- Develop career goals and improves self-esteem
- Develop employability and soft skills – including 21st century skills
- Gain a better understanding of employer needs and expectations

Benefits to Participating Employers

- Increased productivity
- Extra help with seasonal or "back burner" projects
- Help create a more skilled and better prepared future workforce
- Boost employee morale
- Build leadership capacity within the organization
- New (and younger) perspectives and solutions
- Positive public relations and brand awareness

Why Afterschool?

- Not time during school day
- More flexibility and opportunity for young people to attend activities at employer sites
- Key finding in Penn State study on recruitment and retention in middle and high school programs
- Integrating these activities can lead to better attendance, higher graduation rates, postsecondary attendance and career readiness
- Promote positive youth development
- Career Education and Work Standards

How can AS Providers Begin to Integrate these Activities into Programs?

- Start small
- Do not reinvent the wheel – look to successful models
- Talk to schools to see how you can support what they are doing to help students achieve the PA Career Education and Work standards
- PPC Work-Based Learning Toolkit and public policy report
- Reach out to your local Regional Career Education Partnership (RCEP) Coordinator for help

Tips for Engaging Employers

- Be prepared.
- Develop a clear, concise plan.
- Communicate strategically.

**Links to Promising Pathways
White Paper and Toolkit**

Promising Pathways to Career:
Work-based Learning for Pennsylvania Young People
(white paper)
www.papartnerships.org/publication_files/ppc-work-based-learning.pdf

Promising Pathways to Careers Toolkit:
**A How-to Guide to Creating Quality Work-based
Learning Opportunities for Young People**
www.papartnerships.org/work/youth-development/toolkit/

Contact



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Resource: www.pdesas.org

Standard Area - 13.2: Career Acquisition (Getting a Job)

Grade Level - 13.2.3: GRADE 3

13.2.3.A: Identify appropriate speaking and listening techniques used in conversation.

13.2.3.B: Discuss resources available in researching job opportunities, such as, but not limited to:

- Internet
- Magazines
- Newspapers

13.2.3.C: Compose a personal letter.

13.2.3.D: Identify the importance of developing a plan for the future.

13.2.3.E: Discuss the importance of the essential workplace skills, such as, but not limited to:

- Dependability
- Health/safety
- Team building
- Technology

[Materials & Resources](#)

Resource: www.pdesas.org

Standard Area - 13.3: Career Retention and Advancement

Grade Level - 13.3.3: GRADE 3

13.3.3.A: Identify attitudes and work habits that contribute to success at home and school.

13.3.3.B: Identify how to cooperate at both home and school.

13.3.3.C: Explain effective group interaction terms, such as, but not limited to:

- Compliment
- Cooperate
- Encourage
- Participate

13.3.3.D: Explain how money is used.

13.3.3.E: Discuss how time is used at both home and school.

13.3.3.F: Identify the changes in family and friend's roles at home, at school and in the community.

13.3.3.G: Define and describe the importance of lifelong learning.

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Resource: www.pdesas.org

Standard Area - 13.4: Entrepreneurship

Grade Level - 13.4.3: GRADE 3

13.4.3.A: Define entrepreneurship.

13.4.3.B: Describe the character traits of successful entrepreneurs, such as, but not limited to:

- Adaptability
- Creative thinking
- Ethical behavior
- Leadership
- Positive attitude
- Risk-taking

13.4.3.C: Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:

- Bake sale
- Crafts
- Lemonade stand
- Pet care

[Materials & Resources](#)

[Materials & Resources](#)

Additional Resources

PDE Standards Aligned Systems
www.pdesas.org

PA Toolkit for CEW Standards
www.pacareerstandards.com

New PA Career Zone
www.pacareerzone.org

Variety of Career Information for Classroom Instruction
www.khake.com

Variety of Career Information from American Career Resource Network
www.acrnetwork.org

National PTA
www.pta.org


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Philadelphia Youth Network

Jill Helme
 Senior Director
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 Philadelphia, Pa.




Philadelphia Youth Network (PYN)

PYN

- Was created as a vehicle to sustain and extend the work of the city's highly successful School-to-Career system
- Is a nationally recognized intermediary organization for public and private investment directed at youth workforce development in the Philadelphia region
- Develops, replicates and oversees effective models designed to improve the educational and economic outcomes of all young people, especially those who are most at risk including:
 - Youth living in poverty
 - Youth who have dropped out or are at risk of dropping out of school
 - Youth who have been adjudicated or involved with the foster care system

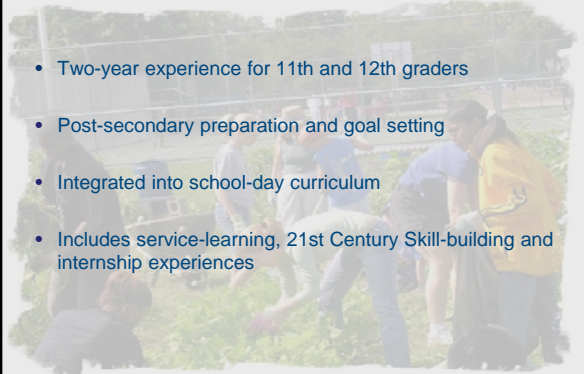
Philadelphia Youth Network In-School Youth (ISY) Models

- 21st Century Continuum
- Industry Pipeline
- Employer-Paid Internships



21st Century Continuum

- Two-year experience for 11th and 12th graders
- Post-secondary preparation and goal setting
- Integrated into school-day curriculum
- Includes service-learning, 21st Century Skill-building and internship experiences



Industry Pipeline

- Two-year industry-specific training for 11th and 12th graders
- Prepares youth to enter high-wage/high-demand firm or local priority industry sector
- Pursue post-secondary education during and after program
- Requires partnership with employer(s)
- Requires partnership with school(s)
- Requires partnerships with youth-serving organization
- Ideally, a partnership with an institution of higher education

Employer-paid Internships

Paid workplace experiences at area businesses for six weeks during the summer.

Provide young people with:

- A taste of the working world.
- Exposure to career opportunities.
- A connection between school and economic success.

Eligible students:

- Are rising juniors through graduating seniors.
- Successfully complete pre-employment and workplace expectation seminars.
- Have been pre-screened and are ready to become productive interns.



WorkReady Resources

WorkReady Classroom
www.workreadyclassroom.org

Program How-to Guides
www.pynguides.org

- Industry Pipeline
- School-Year Internships
- Occupational Skills (OSY)

Worksite Toolkit
www.pyninc.org/worksitetoolkit

Contact



Philadelphia Youth Network
Jill Helme, Senior Director
Workforce Development
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(267) 502-3747

Polling Question

Do you currently do career or workforce programming in your Out-of-School Time program?

Yes or No

Polling Question

Where is your program located?

A. Suburban
B. Rural
C. Urban

Polling Question

What types of students do you serve?

- A. Elementary school
- B. Middle school
- C. High school
- D. Combination of schools

Discussion Question

What are the barriers that you have experienced and successful strategies that you have utilized in:

- 1. Getting employers to participate
- 2. Establishing dealing with transportation issues
- 3. Developing and maintaining sustainable funding

Question

What additional resources do you think would be helpful?

Use the text box to answer.

Advocacy Survey

We need your help!
Please take a few minutes now and complete our Advocacy Survey at

www.psaydn.org


Thank you!

Contact Information

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Evaluation

**Don't forget:
please complete
this session's evaluation.**
