



Voice of
Afterschool

FACTS FROM
THE FIELD

PARTNERSHIP FOR AFTER SCHOOL EDUCATION

A Look at New York City's Afterschool Workforce:

Shaping PASE's Second Decade of Service to the Field

Dr. Shelly Wimpfheimer, LMSW
Executive Director
Partnership for After School Education
120 Broadway, Suite 230
New York, NY 10271
www.pasetter.org

Introduction

In recent years, the afterschool field has experienced tremendous growth and the demand for afterschool services has increased significantly. In a 1993 concept paper entitled “Creating a Network of After-School Education Programs,” Michelle Cahill wrote, “in New York City, over 500 community agencies offer some type of after-school educational enrichment, and their numbers are fast growing.” The After School Corporation (TASC) reported that in 1998, ten thousand children in New York City attended daily afterschool programs.¹ Now, a decade later, approximately 500,000 New York City children and youth attend afterschool programs daily.² With this explosion in programs have come many other changes -- in program auspices, locations and funding. Now programs are all sizes and forms; some offer an array of activities while others are specialty programs. They are located in schools, community centers, housing projects, parks and recreation facilities. They serve children and youth of all ages, and are staffed by both paid workers and volunteers with varying levels of training and experience.

Parents rely on afterschool programs for many services, not the least of which is child care. While they are relieved to have safe and supervised places to send their children, many parents also want these programs to do more, including providing needed “supports” that were once available through the schools when there was less emphasis on test performance, or at home when there were fewer economic demands requiring both parents to be employed outside the home. Some parents want their children to learn new subjects and gain interpersonal and social skills. Other parents prefer that their children attend programs that are purely recreational.³

Educators have expectations of afterschool programs as well, especially when these programs are located in their school buildings. While some understand and accept the value of the youth development approach, others are ambivalent about what they observe. They would prefer to have afterschool programs focus their activities on supporting the academic program in the school rather than engaging in activities that appear primarily recreational. Educators want trained professionals managing the programs so they can feel secure about who is in charge during the afterschool hours.

Funders are also making greater demands on programs. Both public and private supporters believe that programs should have specific outcomes that are either tied to academic performance or measured behavioral or social-emotional changes in participants.

Many afterschool programs feel the pressure to respond to these increasing demands and recognize that a more highly skilled and diverse workforce is necessary if they are to be able to deliver on these requirements. Although there are some activities that can be run by younger and less experienced workers, and these workers play an important role in offering positive role models and companionship for program participants, it is no longer possible to operate programs with a few minimally trained staff and a corps of volunteers.

¹ TASC: The After-School Corporation, *TASC Annual Report 2007-2008*.

² TASC, *After-School Workforce*, <http://www.afterschoolexcellence.org/section/about/workforce> (Fall 2008).

³ A. Duffet, J. Johnson, S. Farkas, S. Kung, A. Ott, *All Work and No Play*, p.29.

This need places a huge economic and management burden on smaller and less adequately funded programs who struggle to maintain program quality and stay within their limited budgets. The major resource needed by all programs is capable and well-trained staff. As a child-focused organization that promotes and supports quality afterschool programs, particularly those serving young people from underserved communities, the Partnership for After School Education (PASE) is dedicated to preparing afterschool program staff to offer high quality services to as many children as possible in New York City.

The celebration of PASE's 10th anniversary has been a time of celebration and reflection. The first ten years were filled with rich and exciting work in which PASE collaborated with other leaders in New York and across the country to bring a fledgling group of informal, unsophisticated and often isolated programs to a place with a growing sense of structure and organization about programs and practices and an increasing commitment to take the final steps toward transforming afterschool into a credible, respected profession. Like other kindred professions, we now have professional practice standards, a body of credible research, a national professional association, many statewide networks that support the work of agencies and a code of ethical practices that helps to define conduct and quality in the work of out of school time programs. There has been an unprecedented investment in afterschool programming on the federal and state levels and many generous foundations, corporations and individuals have come to appreciate the powerful capabilities of afterschool programs to equip participants with the skills necessary to be successful students and good citizens.

In keeping with PASE's founding philosophy, our work has always been shaped by input from the field, and it now appears that those who are doing the "informing" are changing. We continue to observe a diverse workforce with a preponderance of staff that is part time and transitory, but there is clearly evidence that those leading programs are better educated and more sophisticated. We felt that it was time to examine this workforce in New York City more closely to determine who is now working in the field in both direct service and management positions and what backgrounds and experience they bring to the work. Using this data we have examined our own practices to determine how well we are addressing the current needs of the field. It is our intention to utilize this review to provide us with new insights and direction about where PASE and other leaders in the afterschool field should be going in the next decade in New York City and beyond. As we anticipated, the voices from the field that informed this paper did just as we had hoped: they brought their experience and intelligence to bear and assisted us with deciding on an agenda for ourselves. We hope that others reading this paper will also find it helpful and join us in the work of continuing to professionalize the field and build the quality of out of school time programs.

This paper would not have been possible without all of the afterschool professionals who generously volunteered their time to contribute to its development. I would also like to thank Yvonne Martinez Brathwaite, Marty McConnell, Ellen O'Connell, Kevin Roe, and Jessica Tsai for their assistance and input.

Sincerely,
Dr. Shelly Wimpfheimer, LMSW
Executive Director
Partnership for After School Education

Why PASE?

PASE is in a unique position to lead this continuing discussion of the afterschool workforce as the agency has spent the last decade serving as a voice for the field of afterschool. Through our ongoing contact with a network of over 1,600 agencies in New York City, we are well positioned to secure and disseminate data to thousands of people regularly and to share important information about advances in the field that influence program quality.

In addition, PASE has provided professional development and technical assistance services to over 20,000 staff members in the New York City afterschool workforce alone, who served more than one million children during this time. These numbers swell substantially when one includes workers from other parts of the country who are reached through conferences, trainings and other learning opportunities. A distinctive aspect of PASE's services is that they are available at no or low cost to all agencies offering afterschool programs, regardless of the model they have chosen to use.

Approach

In August 2006, The National AfterSchool Association (NAA), the professional association representing the afterschool workforce, released the most comprehensive report to date on the youth development workforce. Survey questions were answered by 4,346 afterschool professionals nationally who addressed several issues including the demographics of the workforce, levels and issues related to compensation, what attracted people to the field and what caused them to leave. According to NAA, the intent of the report was to provide "insights into short-term needs of staff to ensure that they are prepared to understand and meet the needs of children in their programs and information to develop longer-term strategies for building afterschool work as a profession."⁴

While the findings from the NAA's report addressed the afterschool workforce on a national level, some jurisdictions have found it helpful to look at their own afterschool workforce to inform local decision-making. Studies such as the Massachusetts After-School Research Study (MARS) examined programs at ten sites in Massachusetts, exploring the relationship between youth experiences and youth outcomes, specifically looking at program characteristics that related to high quality program implementation. Not surprisingly, researchers found that staff characteristics had a profound effect on program quality. Many of the key outcomes being sought by programs were dependent upon a more highly educated staff who they believed produced better outcomes for children. These studies have proven exceptionally helpful to leaders and practitioners in Massachusetts, both in the non-profit and government sectors, as they have developed and enhanced their own out of school time system.

Over the last several years studies have been conducted on the New York City afterschool system as well; however, none have examined the **full range** of program models in the afterschool system. There are more than 2,300 afterschool sites in New York City in the current

⁴ J. Nee, P. Howe, C. Schmidt, P. Cole, *Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession*, p.2.

PASE database. These are based in 1,600 different agencies. Of these 1,600 agencies, 644 programs in 205 agencies receive funding from the City's OST (Out of School Time) program, which leaves approximately 1,400 agencies that are funded by other sources. Although a formal survey regarding the New York City afterschool workforce has not yet been conducted on all of these agencies, there is data available from informed sources that can assist with quality improvement efforts until a comprehensive survey can be conducted. This report aims to look at current available information about the staff employed in New York City's afterschool programs for the purpose of providing high quality, relevant and cost effective professional development programming for as many providers as possible and to inform decision-makers about the needs and requirements of the larger universe of out of school time service providers.

We began by reviewing the NAA workforce study entitled "Understanding the Afterschool Workforce: Opportunities and Challenges of an Emerging Profession," as well as the study completed for Cornerstones for Kids entitled "Growing the Next Generation of Youth Professionals: Workforce Opportunities and Challenges." Both studies helped us to establish the framework for this local study of the New York City afterschool workforce. We created the plan taking into consideration data that was already available through PASE, our extensive and deep relationships with practitioners and experts in the field who could serve as data sources and the resources that were available to conduct the study with current PASE staff.

Our initial step was to review the major studies conducted on the New York City workforce within the last five years including those conducted by The National Center for Schools and Communities at Fordham University,⁵ Policy Studies Associates for TASC,⁶ Wellspring Consulting for TASC⁷ and the Policy Studies Associates' evaluation of the OST program.

We then selected the questions to be posed to the interviewees. Variations on those used in the NAA study were used as most questions seemed pertinent to the desired data. They were also chosen because PASE has some interest in considering a future project involving a comparative analysis of the local and national data to determine whether the New York City workforce shares the same characteristics, concerns, and motivations as colleagues in other parts of the country.

The first two groups to be interviewed were the managers of large, multi-site afterschool programs and randomly selected workers attending trainings at PASE. The decision to interview experienced program directors was made because each of the seven people selected is responsible for the supervision of many sites and therefore has the depth and breadth of experience to be able to address questions about workforce characteristics across numerous locations. The directors came from the following organizations:

- YMCA of Greater New York
- Women's Housing and Economic Development Corporation (WHEDCo)
- Henry Street Settlement
- Good Shepherd Services (Bronx Network)
- Chinese-American Planning Council Queens SADCC at PS20

⁵ Gillian Eddins, *A Ray of Sunshine for Urban Public Elementary School Youth*.

⁶ E. Reisner, R. White, C. Russell, J. Birmingham, *Building Quality, Scale and Effectiveness in After School Programs*.

⁷ Wellspring Consulting, *Analysis of Higher Ed. Strategies for the After School Workforce in NYC*.

- Child Center of New York
- Jacob Riis Settlement House

Interviews with each of these program directors and individual practitioners were conducted by PASE staff from August through November of 2008. The backgrounds of each of the respondents are noted in the Appendix. Respondents ranged in age and experience, with most being female and averaging 37 years old. The group was divided in race/ethnicity into Black and Hispanic and in their level of experience and education, ranging from high school graduates to people with two master's degrees.

The third group interviewed was PASE's training department all of whom are experienced practitioners now managing professional development projects in the agency. Their experience includes working with hundreds of afterschool staff and different types of programs in New York City. It is important to note however, that some of the insights of this group are likely to be based on current observations of people attending PASE trainings. Therefore, it is possible that these interviews and insights are of a particular segment of the afterschool workforce that has the resources or motivation to attend trainings, or whose employers are committed to sending them for professional development.

Finally, a group of leaders in the afterschool field were asked to respond to questions dealing with some of the strategic issues of concern to the sector. Their backgrounds are also described in the Appendix.

New York City's Afterschool Workforce

The afterschool workforce is largely a part-time force comprised of high school and college students, youth development and teaching professionals, teaching artists, content specialists and community members who are either paid or volunteers. Program directors confirmed that this part-time staff consists of a large number of college students and some high school students. In a study (n=150) of school-based afterschool programs conducted by Wellspring for TASC in late 2006, it was reported that a total of 44% of the workers surveyed were either college or high school students, 35% and 9% respectively. Afterschool jobs provide a great opportunity for students to earn extra money while also gaining valuable experience. This is especially true for college students earning degrees in the behavioral sciences as these programs often require hands-on experience working in human services/education settings. Since most college graduates are looking for full-time job opportunities with benefits, upon graduation they tend to leave the afterschool field, accounting, in part, for the high turnover rate that many programs experience.

The extent to which agencies use high school students varies with agency preference. Some use them as extra hands, but do not count them as regular staff. Other agencies think of these younger students as a "program within a program"—an opportunity to expose young people to a profession that they might not have considered before or may have an interest in pursuing.

Afterschool programs are also desirable work settings for people who are employed during the day by public, private and/or parochial schools and who wish to earn extra money during the afterschool hours. This group includes teachers, paraprofessionals, and sometimes even assistant

principals or parent coordinators. Some of these staff members enjoy having the opportunity to relate to children in a more informal manner afterschool and to teach them subjects that may support their school day learning, or simply serve as enrichment activities. Although most of these people are degreed and experienced professionals, they may be unfamiliar with the differences between the afterschool setting and the school day. It is helpful for these workers to participate in staff development activities to familiarize themselves with some of the unique qualities of afterschool.

Afterschool programs are also ideal settings for artists and other types of specialists. New York City is filled with talented people who are eager to have part-time work while they are pursuing their craft. These people bring different types of “credentials” to the field that are typical of their own professions but not of afterschool work. In addition to those with backgrounds in the arts, there are also those who specialize in other activities, such as chess, capoeira, cooking, karate. To date there is no exact count of specialists working in afterschool, but it is clear that they do play an important role in programs as they add variety and interest to the program mix. In the Wellspring study, it was reported that 11% of the sample were specialists; however, there is no way of knowing whether this is typical of the field.

While present in smaller numbers, there are also people from various other groups employed in the afterschool field. Sometimes they are volunteers and at other times are paid for their services. Americorps volunteers and work study students receive some compensation, but it is less than that of regular employees. If student interns are paid, it is usually at a lower hourly rate or through a stipend. Graduates of programs (usually young teens) often come back and offer their services because of positive previous experiences and a fondness for the program, or an interest in gaining some work experience. In some programs, parents of participants volunteer as well.

In our interviews with agency program directors, they described their staff’s demographics as mirroring the communities in which they work. While the majority of workers are reported to be African American and Latino, depending on the location of the program and the predominant ethnicity of participants, there may be a substantial number of Asian workers. For example, the program director of the CPC Council Queens SADCC at PS20 reported that 90 percent of her staff is Asian American.

Agency workers described their co-workers as being mostly Black and Hispanic women and mostly ranging in age from 30 to 40. The education levels varied considerably depending on the program and the populations served. Teen programs tended to have more staff with college degrees as compared to those serving younger children.

Fordham University’s National Center for Schools and Communities conducted a study of the YMCA of Greater New York’s Virtual Y program, a free, school-based program that focused on literacy. Staffing data from 2001 to 2004 contributed substantially to the information known at that time about afterschool. Until the YMCA received funding from TASC, 21st Century Community Learning Centers (CCLC) and DYCD/OST, all of its coordinators were part-time employees. This made it possible for school teachers and other school personnel to work as coordinators during the afterschool hours. In fact, only about 20% (on average) of the people working in this capacity actually were teachers and a varying percent (from 29 to 9%, in

declining order over three years) were school paraprofessionals. From the program's inception, the rest of these part-time program coordinators in the Virtual Y were from other fields of practice, including many people who defined their area of concentration as youth development.

In a summary of this three year study the workforce demographics were described as “typically female, under thirty, either African American or Hispanic and having at least some college course credits. Between 43 and 66 percent worked for the NYC Department of Education, and approximately one half spoke a second language (generally Spanish) in addition to English.”

There were some shifts in the third year of the YMCA study that seemed to signal a potential switch in workforce characteristics. “... a larger percentage of male coordinators and a larger percentage of Hispanic coordinators; proportionately more staff with four year degrees or higher; more staff members that did not speak a language other than English; and most staff members who were not employed by the DOE.”⁸ This change in characteristics did not seem to sustain itself over time and was not reflective of any major change in workforce composition citywide.

According to the agency program directors interviewed, workers who are full-time are likely to have a bachelor's or master's degree and work as supervisors or program coordinators. In recent years the number of degreed supervisors has increased substantially, with the most recent estimates being that 85% of OST program directors have completed a four year college degree or higher, and 35% have a master's degree or higher.⁹

Program directors, individual staff members, as well as PASE staff described afterschool program staff as having varying levels of prior experience working or volunteering in youth programs. Many of the younger workers have worked in the Summer Youth Employment Program (SYEP), where they held entry-level jobs at various organizations, ranging from government agencies and hospitals to summer camps and nonprofits. Most of the college-age staff members are studying education, psychology, social work, or other related fields.

The Senior Director of Youth Programs for the YMCA of Greater NY reported that her organization requires its workers to have at least two years of experience working with children. A director from WHEDCo stated that for enrichment activities, such as art-based activities, his organization hires experts in their respective fields. In addition to specific prior work experience, afterschool staff tend also to be members of the communities in which they work, so they bring a “cultural understanding of the neighborhood” to the programs.

Motivation for Doing the Work

The richness and mix of the afterschool workforce clearly contributes to the experiences that young people can have during the out of school time hours. We were interested in knowing what

⁸ G. Eddins, *Virtual Y: 2003-2004 Program Implementation Report*, p. 19.

⁹ C. Russell, M. Mielke, E. Reisner, *Evaluation of the New York City Department of Youth and Community Development Out-of-school Time Programs for Youth Initiative: Results of Efforts to Increase Program Quality and Scale in Year 2*, p. 4.

motivated this diverse group to seek employment in afterschool and posed this question to all of our interviewees. Individuals, agency program directors and PASE's training department staff all agreed that, for the most part, workers enter the field because they enjoy working with children. Younger workers are also attracted to the flexible hours and are often interested in careers related to education, social work, psychology, and similar areas. They tend to use their experience working in afterschool programs to launch their careers. Increasingly, workers report that as children they were participants in afterschool programs and that their experience was a very positive one. They know that the work can be meaningful to the children and find that aspect of it very appealing.

Older staff members include parents of children in the programs or schools who are interested in volunteering and part-time work. One director commented that the staff members who are also school faculty are often "seeking a different opportunity to be with young people on a different plane and level" and serve more as mentors to the young people. A few directors also reported that initially, some workers are looking for any job to provide an income. These workers tend to leave as more permanent, full time positions become available.

Individual staff members interviewed felt that children need more direction and role models growing up. From their own experiences as staff in other places or as program participants at an earlier time in their lives they know that one positive relationship with a caring adult can greatly influence a child's direction in life. This motivates them to want to work with children to provide this guidance and support. One interviewee reported that she came to work at an afterschool program because she needed an internship during college and that this experience led to her being promoted to various positions in the organization over the years.

The Availability of Professional Development

New York City agencies are very fortunate in that there are several local providers of professional development services that offer high quality trainings and technical assistance. Unfortunately, there is a very large pool of programs whose workforce is not eligible to receive any free training and those entities must be very resourceful about finding ways to access needed low cost or free capacity-building services.

According to the "Evaluation of the NYC DYCD OST Programs for Youth Initiative" conducted in June 2008, "89 percent of directors [from 536 programs] reported attending a workshop, 73 percent attended an institute or conference, and 55 percent received on-site consultations. In comparison, 80 percent of staff had attended a workshop, while 4 percent attended an institute or conference and 43 percent participated in an on-site consultation."

In the in-person interviews, program directors reported that resources required to provide comprehensive trainings opportunities for staff are limited, making it necessary to utilize DYCD funded and free or low cost offerings by TASC and PASE whenever possible. All of the individuals interviewed reported that in addition to staff orientations, they offer agency-sponsored trainings on various topics. As an example, Good Shepherd Service's Bronx Network has its own training department that offers free workshops for their staff. Many of the program directors also reported that their programs receive and participate in on-site consultations and

technical assistance as well. Other large agencies like Children’s Aid Society offer a similar range of services to their various programs. Additionally, the YMCA holds two conferences a year with over 600 YMCA afterschool staff in attendance, offering 20-40 classes each time.

While not all programs have the resources to train staff, they do try to “conduct meetings to make sure everyone is on the same page” and set expectations for staff.¹⁰ One program director reported holding weekly staff meetings and bi-weekly individual meetings. Another program director commented that in addition to internal and external trainings, weekly capacity-building meetings are also important times to discuss current program issues and to determine what types of additional training is necessary.

It is important to note that the interviewed program directors are all from relatively large and established organizations. Their agencies’ practices are not necessarily representative of the rest of the field. Putting aside the 644 programs funded by DYCD’s OST program, there is still a large number of afterschool agencies with limited resources to be used for professional development. More specifically, 76% of the afterschool programs in PASE’s database do not have OST contracts. PASE has worked to mitigate or rectify with this situation by seeking funding from private donors and foundations that understand the value of a well trained afterschool workforce and are willing to support it. But securing funding is always challenging, especially in a difficult economy, and this limits the amount of training resources available for these smaller organizations.

Compensation for Attending Trainings

According to New York State SACC regulations all licensed afterschool programs must provide 30 hours of staff development to each staff member during each two-year licensing period. How these trainings are offered and paid for varies greatly with the type of program, the source(s) of funding, the characteristics of the program, and the resources that are available to the program overall. Some programs include a line for professional development in their budgets to cover the cost of the required training hours; others cover only part of the costs and some do not cover any staff development expenses.

Most of the program directors interviewed for this report said that their organizations do pay staff for the training workshops they attend, “since training enhances work skills and knowledge, bringing staff performance to a higher level.” Individual staff interviewed confirmed that they were paid for attending trainings. One director reported that TASC funding usually includes a stipend to help pay staff for attending trainings. He also commented that “some site directors have taken this matter into account, with some setting aside a portion of their programs’ budgets to pay a stipend for those that attend trainings.”

The YMCA afterschool staff is required to get their training hours through a variety of means, including attending the training conferences offered by the YMCA each year as well as other required courses such as CPR and First Aid at other times when they are offered by the agency.

¹⁰ C. Russell, J. Diehl Vile, E. Reisner, C. Simko, M. Mielke, E. Pechman, *Evaluation of the NYC DYCD OST Programs for Youth Initiative*, p. 30.

The national YMCA also offers courses in related areas and occasionally staff who manage afterschool sites are permitted to attend these as well. Staff members are compensated for attending these courses.

As noted earlier, the majority of agencies in PASE's network are small or medium sized and they look to PASE and other providers to get free or very low cost training. One director interviewed reported that while her program used to pay staff to attend trainings, in these tough fiscal times this practice has been discontinued. She commented that even though her staff is not paid for their training time, since it is part of the requirements for working in afterschool in New York City, they have to get the training if they want to work in the program. In these situations it falls to the individual staff members to find free trainings or attend trainings at their own expense. Unfortunately, as is often the case, the programs with the least funding struggle to pay staff for time spent attending trainings. With a majority of the workforce being hourly workers who work part-time, staff members often find it difficult to attend trainings if compensation is not provided.

Funding is available through The Educational Incentives Program (EIP), a scholarship program from New York State, which helps providers pay for the high quality training and education they need to provide quality care to children. Funds are also available to income-eligible professionals working in registered school age programs.

Staff Recruitment

Every program director interviewed reported that they recruit many of their staff members from local colleges, such as Hunter College and St. John's University. They also send out postings to specific academic departments to attract people with backgrounds in social work, physical education, theater, education, and other related areas of study. Organizations also post job openings online on their organizations' websites, as well as on the PASE website, Child Care Inc., Craigslist, etc. The director of the CPC Council Queens SADCC at PS20 reported that she has never formally recruited her employees; positive word of mouth is enough to attract workers looking for a position in her program.

Professional Development Content

Because the afterschool workforce is diverse, their ease in acquiring and making use of information varies substantially. In a recent internal report prepared by PASE, about 13% of the people attending training in a nine month period were under 22 years old. Although the current literature on afterschool workers does not distinguish the learning styles and capacities of workers at different ages, it is safe to say that younger workers have less personal and professional experience to draw from so some of the information provided may be harder for them to absorb. Conversely, those who are more mature and experienced are likely to be able to make better use of information and apply it more effectively than their younger colleagues. Trainers face the challenge of creating trainings that are appealing, interesting and motivating to people with a full range of abilities and expectations.

This diversity makes it necessary to employ different teaching methods to ensure that information is communicated in the most effective manner possible. There is some disagreement

in the field about the value of centralized workshops offered on specific topics; however, PASE believes that centralized training workshops are necessary for all new and inexperienced workers so that information can be communicated directly and quickly for immediate use by workers. This method of educating staff is also useful when introducing staff to new topics or techniques, giving them an opportunity to test their interest and determine whether they would like additional information in the future. A major benefit of workshops is that they bring staff from different programs together to share ideas and build peer support networks in ways that ultimately strengthen the field.

Admittedly, there are some limitations to centralized workshops. Program directors reported that their staff members sometimes complain that they do not have a way to apply the information when returning to their sites. Similarly, other workshop topics were seen by some workers as being too specific and not relevant to the nature of their particular program. Although some directors reported that they selected specific trainings for their staff to attend, others seemed to be uninvolved with their staff's choice of workshops. The staff interviewed confirmed that supervisors had different practices when it came to guiding staff on which workshops to attend. One stated that they were required to bring information back and share it with the rest of the staff so that they could decide as a group how to apply it to their work. Another interviewee reported that attendance was targeted at meeting the SACC regulations and that no attempt was made to integrate new information into program operations.

This points to a critical issue in professional development of afterschool staff -- the need for more serious and active involvement by supervisors and program directors in the preparation of staff for participating in trainings. When staff members attend workshops on topics of interest to their sites and sites have a mechanism for supporting staff learning, they are far more likely to internalize the information and apply it. Other factors that keep attendees from absorbing workshop information easily include the quality of the trainer, staff's level of interest in the field or topic and the quality of each staff member's own education. PASE takes all comments by trainees very seriously and makes every effort to address concerns about trainer quality quickly and thoroughly.

Other professional development methods such as site-based technical assistance are better suited to agencies when they require intensive consultation tailored to their specific needs or when the number of staff available is so limited that they are unable to send staff to off-site trainings. Sometimes programs wish to address particular program needs such as having a lot of new staff to be integrated into the program at the same time or they may wish to focus on more in-depth organizational change. These situations lend themselves well to site-based technical assistance.

Technical assistance as a quality improvement intervention has existed for many years in the human services sector but it is only recently that it has become more prevalent in afterschool and other youth development programs. There is an increasing number of for-profit and nonprofit agencies/companies providing these technical assistance services throughout the country; however, there are still only a few that specialize in working specifically with afterschool programs. In the past five years, consistent with the development of the afterschool sector, PASE and others have been providing an increasing amount of site-based technical assistance to individual and groups of afterschool programs. Interventions are based on needs assessments

conducted at the program level which lead to the development of workplans that specify the type of work to be done over time. In some instances the technical assistance may be as specific as developing an employee manual, while at other times it might require extensive involvement with rectifying serious organizational problems or challenges faced by the organization or its senior management.

Dealing with these often complex organizational problems has helped PASE staff to sharpen its skills and has led to the agency to recruit a more sophisticated cadre of specialists who are able to work closely with programs on these issues. Work on a federal contract from the Department of Health and Human Services that is similar in nature has also contributed to developing PASE's expertise in capacity-building overall.

PASE is always in search of the best quality trainers available. Consistent with our agency philosophy, we constantly seek out qualified and experienced practitioners with a demonstrated ability to lead and teach in youth development or with special skills in areas of interest to afterschool programs. The credentials of all new trainer/consultant applicants are carefully reviewed and all are required to take at least some portion of the training of trainers courses offered twice annually. Completion of the course does not guarantee that participants will be invited to become PASE trainers. This practice-oriented training gives PASE staff an opportunity to observe training skills first hand so that an assessment can be made in advance of hiring people. Those who are not chosen as trainers still have the opportunity to receive good instruction in becoming a trainer which will be helpful for them professionally and in their own agencies.

PASE is also committed to ensuring that trainers are current in their knowledge of their topic area, well prepared for their training assignments and engaged with their participants during training sessions. Trainers' work is regularly assessed through direct observations by PASE program staff and close review of the written assessments completed after each session. When necessary, trainers are coached on their performance, and if no change is evident, they are eliminated from the training corps. Ultimately, the goals for each training session are to inspire workers so that they will get excited about their work with young people and to help them to develop the skills to do high quality work with participants.

All of the above relates to those programs that are licensed by the New York State Department of Health. There are many other kinds of afterschool programs that are not licensed because they do not meet the criteria for licensing. As an example, programs serving children over 13 years old are not licensed nor are those programs offering only a single activity (e.g. karate, swimming or tutoring).

In programs for older children (middle and high school), staff development is particularly important as staff are required to have more sophisticated knowledge in some content areas (e.g. math) as well as knowledge about youth development to meet the needs of program participants. For programs offering single activities the staff is usually comprised of specialists who are proficient in their own area of expertise but who may not be trained in some of the youth development areas that are so critical to effective afterschool programming. With no training mandate for these kinds of programs, managers must make a decision about the priority that they

give to staff development and make provisions for securing the financial resources to have staff properly prepared to do the work.

Rates of Turnover

According to the study done by the NAA, “a large portion of the workforce has relatively few years in the afterschool field,” suggesting a significant turnover and “constant need for programs to recruit, orient, and train staff.”¹¹ The director of afterschool services at Henry Street Settlement commented that “it can be a hard job [working in afterschool]...parents, kids, the schools—no one cares about what you do.” The positive aspects of working in afterschool are often not enough to keep workers in the field.

Another director reported that because the afterschool field is part-time, a high turnover rate is natural. Individual staff agreed that the part-time nature of the work was a strong contributing factor. The other program directors stated that their sites did not follow this trend, and that their turnover rate is relatively low.

The director of afterschool services at the YMCA believes that her programs’ low turnover rate is due to strong leadership at the sites and the support given to the staff members. She tries to be visible in the field every day, visiting the programs and the sites to gain a better understanding of the environment in which her staff members work. Another director stated that staff members are motivated to stay with the organization because they enjoy the environment of the programs and the work that they do. However, even these positive reasons are often not enough to keep afterschool workers from eventually leaving the field.

Common reasons staff leave after a few years include: low pay, lack of vertical growth opportunities, lack of information about other jobs in the field besides direct services, and emotional and mental drain. The NAA report states that on a national level, the second most frequent reason (23%) for leaving the field is compensation. This past year, the majority of teen staff from NYC DYCD OST programs (76%) earned between \$6 and \$10.99 per hour; college students earned between \$6 and \$15.99 per hour in 77% of the programs.¹²

In a program implementation report conducted by the National Center for Schools and Communities at Fordham University, program coordinators “found it difficult to hire and retain quality staff willing to work for ten dollars per hour.”¹³ In addition to the low pay, the lack of benefits drives part-time workers to look for full-time opportunities, which are not as readily available in the afterschool field as in others.

Staff members added a few other factors to this discussion of turnover, citing the importance of a work environment that values staff input and makes better use of the ideas that staff bring to the table. One interviewee felt that strict policies and procedures stifled workers and that increased

¹¹ J. Nee, P. Howe, C. Schmidt, P. Cole, *Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession*, p.6.

¹² C. Russell, J. Diehl Vile, E. Reisner, C. Simko, M. Mielke, E. Pechman, *Evaluation of the NYC DYCD OST Programs for Youth Initiative*, p. 30.

¹³ Gillian Eddins, *Virtual Y: 2003-2004 Program Implementation Report*, p.47.

flexibility in these work settings could be an incentive for staff to stay. Another worker thought that staff members need to be regularly re-energized and that organizations should explore new ways of motivating staff.

Professional Identity in Afterschool

According to a report by the U.S. Department of Health and Human Services on “Building Professional Development Systems for the Afterschool Field,” challenges in building afterschool professional development systems include lack of identity as a profession and as a field. The report states, “In this largely paraprofessional workforce, workers may not view themselves as professional or see afterschool care as a career.” In addition, since the depth and scope of afterschool programming is difficult to define, it is “difficult for professional development system leaders to design and provide training geared to the desired skill set for providers.”

Since the program directors interviewed for this paper were all from larger agencies, their experience is not necessarily representative of the field of afterschool. Some directors note that an agency’s support of higher education and system of promotion was largely dependent upon the size of its budget and the philosophy of its leadership. The program director of the CPC Council Queens SADCC at PS20 reported that her staff members are part of a large social service agency where opportunities for growth and full-time work exist. Similarly, the director at WHEDco commented that his organization does a good job of promoting people and nurturing staff’s aspirations to pursue long-term careers in the field. The director at Henry Street Settlement stated that while a career path exists -- one site coordinator and many group leaders -- “it is not a logical career trajectory.” The program director at the Child Center of New York believes that newer programs should strategize to maintain and grow their people, and plan their budgets accordingly. He commented that many line staff members are “mildly ambivalent” about aspiring to be program directors.

In the vast majority of small agencies there is no hierarchy, so there is little room for talented and ambitious staff to move up into more responsible positions. The more likely scenario is that as staff become more experienced and skilled at their jobs they move laterally to another agency to positions with more responsibility and authority.

Workers interviewed agreed that there is a lack of a professional identity in the field. While they acknowledged that some staff do not actively seek advancement, or support the overall activities of their organizations, they believe that there are many workers who are committed to professionalizing the field and who would also be interested in advancement within their own agencies. It was felt that more active leadership on the part of managers to push for professionalism in the field is essential. First and foremost, there was agreement that agency managers should be more selective in the recruitment and hiring of people initially to avoid unqualified people being brought on who are ill-suited to working with young people.

Further, they believe that agency management should be more diligent about making information about jobs (in the agency) and professional development opportunities available to encourage staff to seek advancement and higher levels of education.

The issue of the unclear path for staff in achieving advancement in the field was also raised as a concern. Many staff do not know what the next steps might be for them and they do not receive guidance in this area from the senior staff at their agencies. It was observed that most executive directors do not train internal staff members to take over their positions, but instead look outside of the agency to find their successors.

Recent studies in New York City have confirmed that many afterschool programs are now managed by a full-time staff member with more formal education than her or his predecessor. It seems that there is relatively low turnover in this group and that people in this ever-growing group of emerging leaders are beginning to see afterschool work as a career rather than a job to fill time along the way to something else.

In the last three years PASE's Emerging Leaders program has experienced an increase in the number of applicants wishing to learn how to manage a youth development program. Even in the face of less financial assistance this year, the applicant group was comparable in size to last year's when nearly all participants received scholarships through foundation and government support. As this new leadership group continues to expand there is anecdotal evidence that they are beginning to identify their work in the afterschool sector as professional. This new level of professionalism is an important step toward improving program quality as well as gaining greater recognition by members of other professions such as formal educators and school administrators.

A Vision for the Future of Professional Development

This paper has listened to the voices of the people immersed in the direct practice and management work of New York City's afterschool system. From the line workers to the multi-site managers, there is little variation in how they view the current workforce picture in the afterschool sector. All seem to agree that whether workers are part-time or full-time, paraprofessional or professional, degreed or without formal education, they need a skill set that is both broader and deeper than in times past.

There is no shortage of instruments to define program quality, with DYCD's Core Competencies for Youth Work Professionals, the NYSAN Quality Assessment Tool or After School Works NY's Competency Standards for After School Professionals. What is still evident is that workers in every afterschool setting have to be well trained to do the job and that although we have made some progress in professionalizing the field, we have more to do to upgrade staff performance and practice.

To move this conversation to a more strategic level, a group of current leaders in the field were asked to react to three questions about afterschool. (See appendix for a listing of interviewees) Their answers were varied, but all contributed significantly to the thinking about how we can move the work of PASE and our colleague agencies interested in professionalizing the afterschool field ahead to another level. Their responses are summarized below.

What steps can we take as a sector to professionalize the afterschool field?

1. Gain a better understanding of the characteristics of the current workforce so that people can be helped to achieve their professional aspirations and personal goals. Once all are understood, professional development should be designed to meet their needs.
2. We must have a clearer description of youth work and the role it plays in a child's life.
3. We need a set of standards (beyond entry level) for longer term work in the field, like the core competencies being developed by DYCD, and we must set minimum qualifications for those working in the field.
4. We must develop a common set of titles and job responsibilities that can be used throughout the field as a first step toward establishing common salary ranges.
5. We must figure out the right outcomes and measures and then communicate them to principals, parents and other stakeholders.
6. We must work collaboratively to develop a "Craig's List" of afterschool resources that is easily accessible and available to all programs. (e.g. DCA's list of cultural partners)
7. We must promote the idea of workforce development to the funding community as a cost of doing business that must be funded.
8. Workforce (professional) development must be systematic and agencies must learn (be taught to) to develop appropriate systems, from hiring, to appraisal to staff development.
9. To the extent possible, professional development should be offered on site and the internal capacity of agencies to train their own staff, including in the areas of supervision and coaching, should be developed at the site level as well.
10. Professional development offerings should also become more systematic and targeted to various levels of workers, including program leadership.
11. Career ladders must be developed to build a skilled workforce and to support staff retention.
12. Closer collaboration with institutions of higher learning and a broader spectrum of colleges and universities should be developed to make opportunities available to a wider range of program staff.
13. Expanded opportunities for discussion among practitioners at all levels should be offered to provide people with forums for learning on various issues.
14. Cross sector collaboration and discussion is a useful way of enhancing professional development as well as communicating the features and benefits of afterschool to others outside the sector and should be offered frequently.

How can we engage a wider range of stakeholders in supporting afterschool?

1. Take advantage of the multidisciplinary nature of afterschool programs and involve those in other sectors in program delivery. (e.g. financial literacy can be taught by Wall Street professionals; artists/art dealers can work in arts programs.)
2. Invest in evaluation so that we can demonstrate the positive impact of programs to people outside of the field, including principals, parents and members of the community.
3. Make use of existing research about the benefits of afterschool to enable policy makers, advocates and supporters to approach a broader swath of potential stakeholders.
4. Tell the business community more specifically and intentionally how afterschool

programs support the economy by discussing the numbers of employees there are in the field, the service it provides to families that enables them to work and the skills that children learn that prepare them for the workforce.

5. Make connections between afterschool and other fields such as juvenile justice and public health to help strengthen the arguments about why afterschool is important. (e.g. supervision prevents kids from getting into trouble; afterschool programs are safe; adult supervisors help to identify health issues).
6. Develop a “message” for educators and other stakeholders, including policy makers, that increase their interest and understanding of afterschool and that welcomes them to collaborate in the delivery of services.
7. Better define our role as the “third sector” in the lives of children (home, school and afterschool) and help stakeholders understand the benefit of the work done in these programs.
8. Make sure that public officials and others in the community see the link between education and afterschool.

What steps do you recommend that PASE takes to aid in these professionalization efforts?

1. Describe the current afterschool workforce; learn about their needs and the determine the costs associated with their professional development.
2. Publish best practices in professional development.
3. Share knowledge with key stakeholders and possibly new constituents who might become supporters.
4. Continue to showcase high achievers (e.g., through the PASEsetter Awards).
5. Build partnerships with other industries so that workers can learn about other kinds of corporate cultures and learn new skills needed to excel in their work.
6. Raise expectations for trainers and consultants; look to other fields for opportunities for models and for collaboration.
7. Create opportunities for PASE members to become advocates for the field; including advocating for policy changes relevant to afterschool (e.g. EIP).
8. Professionalize PASE services by increasing relationships with institutions of higher learning.
9. Align activities with other sectors like juvenile justice and public health to demonstrate the relationships with afterschool.
10. Serve as an interactive resource center for the field by developing various approaches to information sharing, such as creating a resource list like Craigslist for the field, e.g. arts resources.
11. Establish that professional development is a core competency in the field.
12. Create a continuum of professional development services, for all staff ranging from direct practitioners to executive directors, to be offered by a variety of service providers, to inform agencies and individuals about how to improve skills and program quality.
13. Establish a model that builds skills at the site level, including curricula, supervision and coaching.
14. Distribute information gathered/developed in New York City by all participants in the sector to national organizations to assist in field-building efforts, including practice models, research and policy and advocacy activities.

The above lists of practical insights provided by some of the most astute members of the afterschool leadership in New York City constitute a “to do” list that can chart the course of PASE’s activities for much of its second decade. Not every recommendation provided by each respondent was listed here as there was considerable overlap in their views. This consensus confirms that the path to be followed is fairly evident.

There are, however, three major needs that have emerged as we have analyzed the results of our data gathering. Meeting these needs will influence our plans for responding to workforce issues:

- Equalizing the opportunities so that all programs, regardless of their size or the model they use, are able to access quality professional development.
- Creating a formal and organized system for providing professional development for afterschool programs of all kinds.
- Strengthening the role and practice of supervisors to ensure that line staff receives the guidance necessary to deliver high quality program services and advance in the field.

As Jane Quinn pointed out in her paper “The Quality Conundrum,” programs need a systemic approach to workforce development. Even in difficult times, large agencies like Children’s Aid Society, the YMCA, and Good Shepherd Services are able to mobilize at least some of their organization’s resources to assist them with staff recruitment, retention, orientation, training, supervision, curriculum acquisition and development and networking activities. Those funded by OST are also able to access professional development and technical assistance to support program needs. However, smaller agencies that lack a stable funding base as well as a fully developed infrastructure, struggle with pulling together the supports necessary to address even the most basic program quality issues.

The need for active involvement of supervisors in creating a professional development plan for their staff cannot be overstated. Workers need the guidance and knowledge of more experienced colleagues to help them understand their educational needs and create a plan of action for securing needed training. By supporting workers in this way, supervisors have the opportunity to assess staff’s strengths and weaknesses and make recommendations for improving job performance. Supervision should also include counseling staff on the specific workshops they should be taking and helping them understand the key areas, ideas, topics, and skills to focus on when attending trainings. This work also enables supervisors to think about the overall needs of their programs and assess the areas in which they need more specialized and deeper resources.

We are very grateful to all of our colleagues who provided us with their insights into the afterschool field as they see it in 2008. We are pleased to note that a good measure of this work is already under way, and we are heartened to receive confirmation from our colleagues that the decisions made earlier are aligned with current perceptions. It will take some time to fully digest all of the rich material that has been shared with us and to assess how we will use our existing resources to begin some of the new work that is suggested. It is likely that the current economic conditions will influence the timing and the extent to which we will be able to implement some recommendations, but it is our hope is that as the economy stabilizes both public and private

funders will resume their support for afterschool and we will all be in a better position to concentrate once again on external relationships.

The following is a list of action steps that have been developed and will be continued and/or initiated as soon as resources permit:

1. Continue to offer high quality professional development opportunities such as peer gatherings, content workshops, conferences and institutes, forums and mentoring, on many different topics, for direct practice and management staff to respond to the demands being made on afterschool programs to prepare children for the 21st century workforce and produce citizens capable of making important societal contributions.
2. Continue to offer high quality, individually tailored, capacity-building services to agencies and programs using a technical assistance model, with the goal of improving program services and operations. Examples might include assistance with recruiting, hiring and firing staff, personnel management, establishing effective systems for staff appraisals, etc.
3. Coach agencies in preparing professional development plans/programs for their own staff that take into consideration the types of programs being run by the agency, the size and characteristics of their staff, the supervisory skills of managers and all of the agencies' resources as well as the resources that exist in the field and in higher education. This would include the possible development of a site-based training model for programs that are small and independent and therefore have trouble accessing outside training.
4. Create a recommended Training Continuum that can be used by agencies to make decisions about the professional development of their staff members.
5. Help agencies to develop a Career Lattice that will offer a range of training options for staff at all levels of their afterschool program(s).
6. Continue to work cross sector, with agencies and higher education institutions such as TASC, Bank Street, the Center for School Safety, NYSAN and Afterschool Works! NY, to build a coordinated network of advocates for professional development in afterschool to convince other stakeholders (e.g. public officials, business leaders, public and private school educators, etc.) of the importance of a well prepared out-of-school time workforce.
7. Continuously review our own capacity and resources to ensure that the quality of the services offered by PASE is of the highest possible quality. This would include constantly reviewing our own performance in all of our services through the use of proven evaluation and assessment approaches as well as reviewing the training, experience and performance of all PASE staff and consultants, to ensure that they represent the best informed educators in the field.
8. Enhance our own capacity to serve as a leader and resource to the field of afterschool by keeping pace with all new thinking and best practices associated with our sector and bringing together leaders, both in person and electronically, to engage in lively and informed interchange on important issues.
9. Develop the advocacy capacity of the PASE network by providing them with critical information and a forum for discussing the policy issues that affect the field as a whole.

10. Enhance our work with other stakeholders such as the business community, elected officials, and the philanthropic community to exchange ideas, discuss relevant research, encourage their involvement and promote and deepen their understanding of the power of afterschool programming as an important element in the education of young people. (e.g. the Education Equation, School + Afterschool = Education).
11. Continue to provide relevant information on services provided by others in this and other related sectors.

There is no question that the afterschool workforce is very large and very diverse in New York City. It includes people with many talents and many professional development needs, most of whom make their own unique contributions to the programs in which they work. While we at PASE are committed to the philosophy embraced by our founders that “the real talent in the field rests in the field,” we recognize that there is ever-increasing pressure to professionalize the entire field of afterschool services. We have only to look at the models around us in other fields to confirm that a well trained, well educated workforce will move us to this goal more quickly. Our intention is to use the guidance and feedback provided to us by the wide range of participants in this paper to inform our practice and to enhance the quality of services PASE is providing to the current workforce.

Appendices

A. OTHER PROFESSIONAL DEVELOPMENT OPTIONS

Aside from the workshop and technical assistance options described earlier there are a few other professional development resources available to New York City afterschool staff. Some are free, but the majority are fee-based.

AfterSchool Works! New York (formerly the New York State School-Age Care Coalition) –

AfterSchool Works! New York is the New York State Chapter of the National Afterschool Association (NAA), the national professional association of people working in afterschool programs. Since 2002, it has served as the credentialing agency for the New York state SACC credential and delivers credential preparatory coursework in partnership with a number of partner agencies throughout the state. It also offers a full distance learning component of the credential coursework. The credentialing program is an alternative pathway to meeting the education qualifiers for site director as stipulated by the NYS SACC regulations. This is a competency-based route provides specific exposure to the professional standards of practice and gives staff enrolled in the program the necessary tools to run a well-managed quality program.¹⁴

Bank Street College – Although Bank Street has a long and impressive history of providing professional development workshops through its Continuing Education Department, the college has recently announced that in the Fall of 2009 the first Masters degree program for After School Leaders in New York City will be opened by Bank Street College offering an Masters in Education in Community Based Leadership.

CASE (TASC) – For those afterschool employees without undergraduate degrees The Center for After School Excellence (CASE), a program of TASC, offers participants the opportunity to take up to four courses at one of four CUNY campuses. This program is operated in partnership with the City University of New York. Upon completing the four courses attendees are eligible to receive a certificate signifying the successful completion of their coursework.¹⁵

Child Care Inc. – Child Care Inc. is a child care resource and referral service that specializes in advocacy and policy in the areas of early care and education. The CCI staff is comprised of registered nurses, former teachers, social workers and various policy and nonprofit professionals who provide accreditation support, consultation on health care issues, resources on programs for infants and toddlers and information that support the changing needs of children, parents and professionals.

CRE – This non-profit organization provides consultation and technical assistance to nonprofit organizations on a variety of management topics.

NYSAN – Making a unique contribution to the professional development continuum, NYSAN and a group of agency partners provide a twice a year mini-course to the government employees who manage publicly funded afterschool programs. Through this vehicle managers learn how to support programs by providing helpful supervision and coaching to the programs they monitor.

TASC – A pioneer in afterschool education, TASC is now celebrating its 10th anniversary and continues to provide impressive leadership in the field. They now offer an array of professional development offerings at no charge to former TASC funded-sites and some others as well as some fee-based workshops on various topics of interest to the field.

Youth Development Institute -- Making use of research data, YDI staff provides training and technical assistance to agencies in areas of high need, reaching across sectors, including education, government, nonprofits and philanthropic organizations.

¹⁴ Child Care, Inc., *NYS School Age Credential*, http://www.childcareinc.org/nys_schoolage.php (Fall 2008).

¹⁵ C. Craigie, *A Story of Centralization: New York City's After-School System*, p.5.

B. INTERVIEW QUESTIONS FOR PROGRAM DIRECTORS AND PASE STAFF

Name:

Organization:

Job Title:

Years at organization:

Years in afterschool field

of Children Served by Agency

Do you work part-time or full-time?

Your demographics:

- Age
- Nationality:
- Education level:

What is the demographic breakdown (%) of your colleagues (best estimate)?

- Age:
- Nationality:
- Education level:
- Gender:

Why did you enter the afterschool field? Why did your colleagues enter the field?

What prior experience do you have (e.g. volunteering, education background)? What about your colleagues'?

How easily do you learn and apply the information presented at trainings? Does it vary depending on mode of training (e.g. workshop, forum, technical assistance)? What other factors influence this?

What is the role of your supervisors? Do they send you to trainings with an agenda and meet with them after to discuss what you learned and how to apply it? Do you/your colleagues choose to attend workshops on your own?

How available is training and professional development to you and your colleagues? Are you paid for your time in trainings?

Why do you think there is such a high rate of turnover in the field? What factors would make people stay?

Do you feel like there is a lack of professional identity in the field? Is there a clear career path?

How do you see the afterschool field changing? What types of things do you think need change?

C. KEY STAKEHOLDERS' REFLECTIONS

Janet Kelley, M.Div.
Independent After School Consultant

Jeannie Mullgrav, Esq.
NYC Commissioner, Department of Youth and Community Development

Alison Overseth, MBA
Management Consultant and Board Chair – PASE

Jane Quinn, MSW.
Assistant Executive Director
Children's Aid Society

Bonnie Rosenberg, MBA, CFA
Project Director – Out of School Time Initiative
NYC Office of the Mayor

Questions:

1. What steps should we be taking as a field to professionalize afterschool?
2. How can we engage a wider range of stakeholders in supporting afterschool?
3. What steps do you recommend that PASE takes to aid in these professionalization efforts?

D. INTERVIEWEES

Agency Managers

Diane Rizzolo, Senior Director for Youth Programs
YMCA of Greater New York

Davon Russell, Vice President for Programs
Women's Housing and Economic Development Corporation

Katha Cato, Director of Afterschool Services
Henry Street Settlement

Diana Torres, Division Director
Good Shepherd Services

Lois Lee, Director
Chinese-American Planning Council Queens SADCC @PS20

Deepmalya Ghosh, Director of Youth Development Programs
Child Center of New York

Vanessa Quinones, Director of School-Based Programs
Jacob A. Riis Neighborhood Settlement House

Agency Staff

Yolonda Artadi
Bedford-Stuyvesant YMCA

Kate Biagi
Neighborhood Initiatives Development Corporation

Luis Gonzalez
Mount Hope Housing Company

Olivia King
New York Junior Tennis League

Arlene Martinez
YMCA of Greater New York, North Brooklyn/Eastern District

Thelma Mayo
New York City Department of Parks and Recreation

E. BIOGRAPHIES OF PASE STAFF

Heather Loewecke

BA in Theatre Arts, University of California San Diego

MA in Secondary English Education, Teachers College, Columbia University

Prior Employment

Police Athletic League, Director of Education

Current Position

PASE, Inc., Program Director

Ellen O'Connell

BA in American Studies, Williams College

MA in Education, Harvard Graduate School of Education

Prior Employment

Governor's Committee on Scholastic Achievement. Education Director

Current Position

PASE, Inc., Associate Director of Regional and National Programs

Tania Ortiz

BS in Human Development and Family Studies, Cornell University

Prior Employment

Fresh Youth Initiatives, Director of Training

Current Position

PASE, Inc., Program Director – OST

Shelly Wilson

BA in Secondary Education, SUNY Oswego

MS in Non-Profit Management, Milano – The New School of Management and Urban Policy

Prior Employment

MARC, Director of After School Program

Current Position

PASE, Inc., Program Director

Works Cited

"After-School Workforce." TASC. Fall 2008 <<http://www.afterschoolexcellence.org/section/about/workforce>>.

Analysis of Higher Education Strategies for the After-School Workforce in NYC. Center for After-School Excellence & The After-School Corporation (TASC). Wellspring Consulting.

Craigie, Chelsea. A Story of Centralization: New York City's After-School System. 1-17.

Dennehy, Julie, Gil G. Noam. Evidence for Action: Strengthening After-School Programs for All Children and Youth: The Massachusetts Out-of-School Time Workforce. Achieve Boston, An Initiative of Boston After School & Beyond. 1-14.

Duffett, Ann, Jean Johnson, Steve Farkas, Susanna Kung, and Amber Ott. All Work and No Play. Rep.No. The Wallace Foundation. Public Agenda, 2004. 1-55.

Eddins, Gillian. A Ray of Sunshine for Urban Public Elementary School Children. The Virtual Y After-School Program, YMCA of Greater New York. New York, NY: The National Center for Schools and Communities at Fordham University, 2005. 1-36.

Eddins, Gillian. Virtual Y: 2003-2004 Program Implementation Report. Fordham University, National Center for Schools and Communities. 47.

Miller, Beth. Pathways to Success for Youth: What Counts in After School: Massachusetts After-School Research Study Report. Boston, Mass.: United Way of Massachusetts Bay, 2005.

Nee, Judy, Peter Howe, Chris Schmidt, and Patricia Cole. Understanding the Afterschool Workforce: Opportunities and Challenges for an Emerging Profession. National AfterSchool Association. 1-59.

"NYS School Age Credential." Child Care, Inc. Fall 2008 <http://www.childcareinc.org/nys_schoolage.php>.

Russell, Christina A., Juliet Diehl Vile, Elizabeth R. Reisner, Christina E. Simko, Monica B. Mielke, and Ellen Pechman. Evaluation of the New York City Department of Youth and Community Development Out-of-School Time Programs for Youth Initiative. Policy Studies Associates, Inc. New York, NY: New York City Department of Youth and Community Development, 2008. 1-34.

Russell, Christina A., Monica B. Mielke, and Elizabeth R. Reisner, Evaluation of the New York City Department of Youth and Community Development Out-of-School Time Programs for Youth Initiative: Results of Efforts to Increase Program Quality and Scale in Year 2. Policy Studies Associates, Inc. New York, NY: New York City Department of Youth and Community Development, 2008. 1-14.

TASC Annual Report 2007-2008. TASC -- The After-School Corporation. 1-17.

"The TASC of After-School Training." 1 May 2005. <<http://www.tascorp.org/content/blog/detail/1343/>>.