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PARTNERSHIP FOR AFTER SCHOOL EDUCATION

PASE CONFERENCE '99 Heroic Voices & Visions: The 5th Annual PASE Conference

By Jonathan Shevin

ON THE MORNING OF FRIDAY, MAY 7, 1999, the dais at Hostos

Community College was occupied by some of the most heroic and distinguished voices in community learning and organizing. The occasion was the Partnership for After School Education's 5th Annual Conference. Although the conference had begun a day earlier, this was our first gathering in this stunning new auditorium in the Bronx. Carmen Vega-Rivera, Chair of the PASE Program Council, welcomed participants, followed by a welcome from Dr. Dolores Fernandez, President of Hostos Community College. Lucy Friedman, President of The After School Corporation, spoke about the importance of and need for universal after school care.

There was a special recognition of the outgoing New York City Department of Youth and Community Development Commissioner, Martin Oesterreich, with a testimony provided by Violet Mitchell, Acting Commissioner of DYCD. Robert Moses, Director of the Algebra Project, presented the keynote. Luis Garden Acosta,



Participants in The After School Corporation workshop "Creating dance related to painting, poetry and music." Tracy Straus, presenter.

Executive Director of El Punte, a community-based organization in Brooklyn, presented the conference address.

The PASE conference was a "broadening of experience, [a] building of consensus, a coalition... an exposition of knowledge as to how to do a difficult job better," Oesterreich commented. Highlighting the importance of our work, Oesterreich said, "I don't know who else could step forward if community based organizations did not exist...with their emphasis on moving the

system as a whole." The recognition of the unique significance of our work and the importance of coming together for this conference informed the rest of the session and the workshops that followed over the course of the day.

The conference title, "Literacy, Learning and Leadership," was also the theme of Bob Moses' keynote speech. Moses traced out his life, from his childhood in the Harlem River Houses to his organizing efforts for SNCC

continued on page 6

INSIDE

2 Theory and Practice—
Can They Meet?

3 Singing the
Unsung Praises
of Youth Workers

4 PASE
Updates

8 In-Sites:
1999 PASEtetter
Award Recipients

10 Laughter
and Promise:
Youth Employee
Training Day

10 Funding
Alert Update

11 Off the
Shelves

12 Bulletin
Board

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P A S E

PASE CONFERENCE '99 Theory and Practice— can they meet? The 1999 PASE Symposium

By Jason Schwartzman

“BETWEEN THE CUP AND THE LIP, something often can slip. What we say we believe, and then what we do with our beliefs, may not always be related. What is the relationship between theory and practice? What informs our practices as literacy practitioners? As we think about actualizing theories into practice, how does it affect literacy, learning and leadership, and the development of programs at community-based organizations? What informs our way of looking at children and implementing after school programs?” With this opening statement, Dr. Suzanne Carothers, visiting professor of Education at New York University introduced “Literacy, Learning and Leadership: The Conflict between Theory and Practice in After School Programs,” a panel discussion at

the Fifth Annual PASE Conference on May 6th, 1999 at New York University. Four panelists, representing a range of youth development expertise, each addressed these questions from the perspective of their ongoing work.

From time to time, everybody who works with children will hear them say, “I’m bored,” said Dr. Pedro Pedraza, Research Director at the Center for Puerto Rican Studies of Hunter College. At programs he found that what might be well-intentioned activities did not necessarily interest a group of children. Dr. Pedraza found himself, as many people do, assuming that a child’s motivation is a personality characteristic— some children are highly motivated and others are not.



Suzanne Carothers, Symposium Facilitator

However, this “theory” of motivation did not fit with his experiences, and realizing this, he took a fresh look at actual practice – particularly moments when a child is bored.

Dr. Pedraza came to see that a child’s motivation is a “social phenomenon,” and that people, feelings, and activities all determine whether or not a child will become engaged in what he or she is doing. Indeed, Dr. Pedraza believes that moments of engagement are generated out of interactions with others, and that a child’s apparent lack of motivation should not be “blamed” on the child, the school—whomever. Instead, Pedraza states that people in programs, staff, are responsible for creating meaningful activities to which a child will connect, and from which a child’s motivation is generated. This theory of contextualized learning informed Dr. Pedraza’s project, the Young Scientists program, in which young people are actively engaged in exploring their environments.

Generating meaningful activities is at the heart of Fresh Youth

(l to r): Symposium panelists Marianne Kugler, Rodney Fuller, Eric Shaps, Pedro Pedraza



continued on page 7

PASE CONFERENCE '99

Singing the Unsung Praises of Youth Workers: The 1st Annual PASEsetter Awards.

By Linda Lausell Bryant & Wahn Yoon



Back row (l to r): Alison Overseth, Yvonne Williams, Richard Cerrud, Eddie Calderon Melendez.
Front row (l to r): Janet Kelley, Katie Couric, Lois Chin Lee, Maria Santana

LOIS CHIN LEE WAS ON THE MOVE, as usual, in the Chinese American Planning Council School-Age Program in Queens where she is the coordinator. She had already fielded a number of calls when the phone rang, yet again. This time, as Lois listened to the caller, tears ran down her face. She was shocked.

Maria Santana at New Settlement Apartments in the Bronx also received the call. Like Lois, she was stunned. As she struggled to make sense of what she was hearing, she saw her boss laughing as he watched the look on her face. Richie Cerrud at Asphalt Green, Yvonne Williams at Pius XII and Eddie Calderon-Melendez at St. Nick's also received the same surprise. The call was from the Partnership for After School Education. Lois, Maria, Richie, Eddie and Yvonne

had just learned that they had won the PASEsetter Award for outstanding youth work. Within moments, the feelings of shock and surprise gave way to feelings of pride.

All five of these winners and two dozen special nominees were honored in a ceremony held at the Puck Building on the evening of Thursday, May 6th, 1999. PASE was especially honored to have Katie Couric of the Today Show as Mistress of Ceremonies, while a host of corporate sponsors showed up to read bios of the winners and present the trophies, which also came with a GAP gift certificate and a small cash award for the recipient's agency. Representatives from the sponsoring corporations included James Runcie of Donaldson, Lufkin & Jenrette; Carolyn McInnis of

PricewaterhouseCoopers; Nancy Morgan of Joseph E. Seagram & Sons, and Henry Fernandez of Philip Morris USA. Besides the award winners, Michele Cahill of the Fund for the City of New York and Dianne Kangisser of The Robert Bowne Foundation were given special awards as After School Champions for their commitment and years of support for the after school field. In addition, Project Reach Youth was cited as a Champion for nurturing PASE during its start-up phase.

The audience was one of the most diverse you could find at such an event, complete with funders, executive directors, youth workers – and, above all, youth, who came to cheer on their heroes and role models. There was even a performance from the

continued on page 11

The objective of PricewaterhouseCoopers' sponsorship of the PASEsetter Awards was to re-affirm our commitment to helping improve the developmental opportunities of the young in the New York metropolitan area. They are our future, and improving the quality of after school education helps our young people, complementing their educational development, while providing them with a constructive gathering place rather than letting them fall prey to negative influences. The PASEsetter Awards honor those individuals who have made exceptional contributions to our collective goal, and allows corporate America to demonstrate its support for these valuable programs.

*Rocco Maggiotto
Global Financial Services
Industry Leader
PricewaterhouseCoopers*

AFTER-SCHOOL LITERATURE PROJECT

The first pilot year of the joint Developmental Studies Center/PASE After School Literature Project is coming to a successful close. In this national project, thirteen after school programs in New York were selected to receive training and staff development, implement and modify the DSC curriculum, and receive a library of children's literature. All selected sites received on-site follow-up support from a peer coach. At the sites, children were read to by adults, read to each other and participated in activities to help them connect wonderful children's literature to their own lives. Youth practitioners in the project added new skills to their repertoire and built upon their own abilities. PASE is delighted to announce that, with funding from the Taconic Foundation, three new sites (The Children's Art Carnival, East Harlem Block Schools, and Rena-Coa Multi-Service Center, Inc.) will begin training and implementing the ASL curriculum this summer, bringing the total number of New York City after school sites up to sixteen. As of this date, the current trainers have convened in San Francisco to plan for the upcoming year, and new trainers are going to Kansas City in August for a three-day training. The new trainers include Clayton Evans from Interfaith Neighbors, Gavin Scott from The Valley, Nicole Rodriguez from East Harlem Tutorial Program, Sonia Toledo from Child Care, Inc., and Sara Hill from PASE. Carmen Vega-Rivera from East Harlem Tutorial Program is coordinating this effort. In the second round of training, beginning in the Fall of 1999, PASE has selected thirteen additional after school program sites to participate in this innovative and important endeavor.

PEER MENTORING PROGRAM

The second year of the innovative Peer Mentoring Program is coming to

a close. Mentors and mentees alike had the opportunity to learn from each other as they worked towards meeting mentees' program goals. The 1998-1999 mentors included Project Reach Youth, Forest Hills Community House, Pius XII North Bronx Family Service Center, Stanley Isaacs Neighborhood Center, and East Harlem Tutorial Program. The mentees included Brooklyn Bureau of Community Service, Homes for the Homeless, Phipps Community Development, Riverdale Neighborhood House, and United Tenants Association. To support the on-going work of the mentor/mentee pairs, PASE designed and delivered a Management Training Series. Mentees attended four workshops: *Building a Model for Management in Youth Organizations*, *Staff Development*, *Fund Development* and *Program Evaluation*.

PEER TECHNICAL ASSISTANCE

Peer Technical Assistance Teams is a joint project with the Fund for the City of New York's Youth Development Institute. The Teams are composed of individuals drawn from peer mentors and other agencies with expertise in one of three specific areas: *The Arts*, *Literacy*, or *Youth Leadership*. Over the spring of '99, a Request for Proposals was sent to the PASE mailing list, and we received responses from those agencies requesting assistance in one of the three topic areas. Once selected, programs will be matched with a TA team member, who will work with the agency to tailor the technical assistance to their unique program needs. The TA will be delivered through a variety of means, including on-site meetings with key staff, workshops, demonstrations and/or mini-courses and seminars. In July, TA team members will participate in a two-day training/orientation covering foundations of youth development and principles of technical assistance

delivery and then will be matched with programs.

THE AFTER SCHOOL CORPORATION

PASE is continuing its partnership with The After-School Corporation (TASC) to provide training and staff development to the Coordinators and staff of the fifty TASC-funded after school programs. TASC has added another 25 sites, and PASE will be providing coordinator training in July with offerings including:

- *Middle Management Training Institute* through Columbia University's Intensive Management Education Program;
- *National Institute on Out-of-School Time (NIOST) Effective Management Training*
- *Children and Young Adult Literature Institute* through the Institute for Literacy Studies at Lehman College;
- *Parent Involvement* through New York University's Institute for Education and Social Policy, Community Involvement Division;
- *Specialized workshops in subject areas and program management*;
- *Establishing a peer mediation program in the after school setting*; and
- *One-to-One Coaching*

Over the past academic year, PASE facilitated a twelve-hour Core Knowledge Training for the staff of the programs, held on successive Saturdays at The Valley Beacon at Wadleigh Secondary School. 300 after-school staff were trained in a range of programmatic and content areas—from Conflict Resolution to Classroom Management, Literacy to Homework Help, Visual Arts to Theater Arts. Additionally, PASE continues to meet monthly with Site Coordinators. These meetings involve topic-specific training as well as an opportunity for networking among

PASE in a Nutshell.

A New York City association of youth practitioners, funders and technical assistance providers to youth programs. PASE's goals are to strengthen the identity & visibility of the after school profession, articulate concepts to guide programming, provide staff development, program exchange and networking opportunities, and advocate for funds and resources.



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peers. In May, PASE coordinated a Youth Employee Training for TASC-funded sites. This was the first of what PASE anticipates to be an ongoing opportunity for young adult employees. For more information on the Youth Employee Training, please see page 10.

PASE is pleased to announce that Linda Lausell Bryant has been hired as Senior Trainer for the TASC Project. Ms. Lausell Bryant is a social worker, trainer, and mediator whose career reflects a commitment to family and children's issues. Ms. Lausell Bryant has a Master's degree in Social Work and is now a Ph.D. candidate at New York University's School of Social Work. Prior to joining PASE, Ms. Lausell Bryant founded the Division of School Mediation and Violence Prevention Services at Victim Services in New York City. Ms. Lausell Bryant was also Director of the Parent/Child Mediation Program at the Children's Aid Society and has been recognized as a Gimbel Child and Family Scholar.

LONG ISLAND PROJECT

PASE recently completed a survey of after school programs in Nassau County, New York using focus groups, site visits and interviews. The goal of this research and planning grant from Rauch Foundation and the Horace and Amy Hagedorn Fund was to identify strengths and challenges of after school programs in Nassau, and make recommendations for ways to support and build the capacity of after school youth programs in the future. Once completed, the *Nassau After School Program Report* will be available, and posted on the PASE website. We anticipate that one of the outcomes of this regional project will extend the expertise and resources of PASE and to enter into new collaborations.

PARENT LEADERSHIP & ORGANIZING INITIATIVE

PASE is working collaboratively with NYU Institute for Education and Social Policy on The Parent Leadership and Organizing Initiative, a training and organizing project whose goal is to effect change in local schools and to improve the quality of education for young people through working with parents and staff of community-based after school programs. An RFP (Request for Proposals) was mailed out to the PASE mailing list, and five CBOs were selected to participate, including Harlem Educational Activities Fund, Fresh Youth Initiatives, Ravenswood "I Have a Dream" Program, MARC After School Program, and Latin American Youth Center/Cejucol Arts – Sports, Inc. The training consists of eight sessions led by Eric Zachary and Richard Gray of NYU, followed by on-site support and technical assistance. Harlem Educational Activities Fund donated space for the training, and we thank them for their generosity. PASE is currently applying for a second year of funding to expand and develop this important leadership project.

ANNUAL CONFERENCE

The PASE Fifth Annual Conference, *Literacy, Learning, and Leadership*, was held on May 6th and May 7th, 1999. The conference this year was highlighted by new offerings that expanded the conference to two days. May 6th was devoted to a Symposium on the topic "Theory and Practice – Can They Meet?" facilitated by Suzanne Carothers, visiting professor of education and NYU. On the evening of May 6th PASE presented the first Annual PASEsetter Awards – honoring youth practitioners and the critical work they do with young people. Friday, May 7th was a full day of hands-on, experiential workshops.

This year attendance was over 650. Complete reports of conference activities may be found throughout this *PASEsetter*.

MAPPING THE YOUTH ORGANIZATION NETWORK

Over the past two summers, PASE has customized a database of youth organizations in New York City. Approximately 450 agencies were surveyed this past year, and over the next 12 months, PASE will update this inventory. During the months of July and August, we will be contacting youth organizations to make sure that this map of city-wide youth programs is up-to-date and complete. Chances are we'll be calling you!

Once completed, the database will help to answer questions such as, "Are there any youth organizations working in this neighborhood?" or "Which organizations offer arts programs for elementary school-aged children?" The information will be available to parents, youth-serving organizations, funders and government officials to help identify programs for different age groups of children in specific communities, identify gaps in services, and to foster collaboration among agencies.

TECHNOLOGY COMMITTEE

The Technology Committee is a new PASE project now in formation. The Technology Committee will serve in an advisory capacity to assess and determine the technology needs in the after school field. PASE will be working in collaboration with The Literacy Assistance Center and other agencies on this project. Frank Schmeiger of PASE's Board of Directors will chair this committee. If you're interested in participating, call Sara Hill at PASE at 212 571-2664.

Heroic Voices & Visions

continued from page 1

(Student Non-Violent Coordinating Committee) in rural Mississippi under the mentoring of Ella Baker and Amzie Moore. He then started a family while living in Tanzania, moved to Cambridge and founded the Algebra Project. He linked his Mississippi voter registration work to his work around math literacy; saying both are “tied to concepts of organizing, citizenship and freedom... Freedom for literacy and literacy for freedom has been the struggle for 500 years.” Continuing Moses’ tradition of commitment, his son is now working in a community-based after school program in Mississippi, and presented a workshop during the conference.

That definition of an organizer could have been the introduction for Luis Garden Acosta, whose leadership and organizing skills have been brought to a wide range of issues and struggles of the Latino community and the neighborhoods of Brooklyn where he is based. “It isn’t about literacy alone,” he said. “It has everything to do with, for what purpose literacy?” Acosta continued by stating the purpose of literacy is “our ABC’s: Activism, Beauty, and Caring.” He gave examples of bringing this



TOP RIGHT: Front row (l to r): Howard Knoll, Luis Garden Acosta, Robert Moses, John Bess, Janet Kelley, Violet Mitchell, Lucy Friedman. Back row (l to r): William Newlin, Carmen Vega-Rivera

BOTTOM: Participants and presenters in Global Kids, Inc. workshop “OWN THE ZONE: An interactive, youth-devised, life size board game on child labor.” Michele Luc, Melinda Andrews, Leinz Vales, and Macada Forrester, presenters.



sense of purpose to organizing work in public health, environmental justice, youth development and welfare rights. He closed with a chant in English and Spanish that had the room on their feet, many dancing—an invigorating beginning for workshops that followed in eight topic areas: Youth Leadership, the Arts, Technology, Literacy, Relations between Schools and CBOs, Advocacy, Staff Development and Program Planning. There were 34 workshops in all. Here is a sampling:

- *OWN THE ZONE: an interactive, youth-devised life size board game on child labor* by Global Kids, Inc;
- *Partnerships or Ships Parting in the Night: Collaboration Between Schools and CBO’s* by Good Shepherd Services;
- *Storytelling: The Collaged Accordion Book* by the Jamaica Center for Arts and Learning;
- *Addressing Teasing and Bullying Behavior: A Proactive Approach* by Educational Equity Concepts;
- *Premise and Principles of Practice in After-School Education Programs* by the Youth Development Institute/Fund for the City of New York, East Harlem Tutorial Program and Jacob A. Riis Neighborhood Settlement House, Inc.;
- *Finding Your Grassroots Advantage: Successful Organizing Strategies and Techniques* by the Training Institute for Careers in Organizing (TICO);

- *Community Building: Counseling Meets Preteen Recreation Group* by Pius XII North Bronx Family Service Center;
- *Advocacy as an Integrated Learning Tool: The Hudson River Watershed Game* by the Hudson River Sloop Clearwater, Inc; and
- *Exploring Girls’ Issues Through Writing and Guided Discussion* by Youth Communication.

For me, the 1999 5th annual PASE conference was revitalizing and illuminating. It was a celebration of the essential “spadework,” as Ella Baker called it, that we do every day in our work with young people. It was an affirmation that the field of after school education is a legitimate field, a real career, and a community. And it was an opportunity to learn and grow more skilled in our practice.

Working on this conference was a special opportunity because of my co-chair, Howard Knoll of the Stanley Isaacs Community Center. His insights are always surprising and on-target and he will do whatever work is needed to get things right. The PASE staff worked tirelessly, tying up every loose end. Finally, the staff at Hostos Community College could not have been more supportive or professional.

Jonathan Shevin is Director of Education at Pius XII North Bronx Family Service Center, and was Co-Chair of the 5th Annual PASE Conference.

Theory and Practice

continued from page 2

Initiatives—also known as FYI, a youth leadership program in Washington Heights. “Going out to a community feels good,” and for Rodney Fuller, the Co-Director of FYI, community service is at the heart of what young people in his organization do. For example, young people at FYI run a food pantry, paint the apartments of senior citizens, write letters of support to children around the world, and make sleeping bags for homeless people. All of these activities are youth-generated and run.

However, FYI’s programs have been informed by other models and practices. Mr. Fuller explained, “As we went to workshops, we learned we had something we wanted to improve on and we wanted to develop the best practices around. We spent time with a lot of people who helped us understand that we could develop a model that suited us. We could develop a model that would apply to our young people, our community, and our mission. We, practitioners, have to develop a theory of our own. We could be wrong, we could be dead wrong, but we’re going to struggle with developing something that works for our community.” FYI’s experience has been to move from practice to exploring the work of others in a dynamic that results in the ability to articulate a philosophical framework capturing the best of these practices.

Dr. Eric Schaps of the Developmental Studies Center was the third panelist. Dr. Schaps has spent years developing literature-based curricula that provide young people with a sense of being valued by and connected to a caring group of people. He is trying to bring these same

core values to the after school world, and PASE has been a part of a national initiative to pilot this curricula. Dr. Schaps, echoing Dr. Pedraza, remarked that community-based organizations and after school programs are places where young people go because they want to be there. If activities are not engaging, he explained, young people will “vote with their feet” and leave. Children need to be excited by what they are reading about and what they are talking about. Dr. Schaps continued, saying, “What has been important in after school programs is the meaningful relationships between adults and young people, a sense of community, and the fact that young people can choose to do what has meaning to them.”

Dr. Schaps expressed a fear that as schools are made more accountable for educational outcomes, with standardized testing as a key component of accountability, they are being pressured to focus on a narrow set of academic skills. He warned that after school programs may also feel the crunch of the current climate that places so much emphasis on testing—that children at after school programs will be made to focus on “drill and skill,” or low level practice test-taking. He anticipates that “pressures may come from many places to get kids to do what they aren’t interested in—parents, schools, or funders.” Dr. Schaps encourages after school programs to consider, “How do we respond? How do we make this work for kids?”

Marianne Kugler, a Program Officer at the Charles Stewart Mott Foundation, discussed what foundations consider when reviewing proposals from community-based organizations for after school programs. She said that proposals should reflect, preferably, cross-disciplinary theories, especially those that integrate education with child and youth development. Proposals

should also capture the lessons learned from actual practice. In what ways have these lessons informed program content and program structure? These lessons from theory and practice should be consistent with the plan of work, and the clear statement of objectives. Ms. Kugler indicated that two more recent interests of foundations are the real collaborations and connectedness to other organizations to implement the proposed program, and evidence of community support and involvement.

Michele Cahill, Vice President and Director of the Youth Development Institute of the Fund for the City of New York, wrapped up the panel, pointing out that what people believe about young people, their belief system, is important as they go about designing and running after school programs. However, Ms. Cahill stated, there are two challenges facing the field. First, with the growth in the number of programs, how will the field attract sufficient numbers of staff who are committed to young people? How will people entering the field access opportunities for professional development, a key vehicle for developing and refining theories and beliefs about practice? Secondly, how will the voice of the field be captured since this is where the lessons are being learned—where theory, practice and program outcomes all intersect. Ms. Cahill concluded that it is these challenges that make for an exciting and important time in determining what will happen to children in the next decade.

After the panel, the audience formed break-out groups, and a panelist joined each group to participate in discussion and to answer more in-depth questions.



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1999 PASEsetter AWARD RECIPIENTS



RICHARD CERRUD, Sports Coordinator at Asphalt Green in Manhattan, exemplifies the qualities that make a great youth worker. His journey began fifteen years ago

when he was a youth participant in an Asphalt Green after school program. From there, he went on to become a volunteer and then, most recently, Sports Coordinator. He is passionate about the role sports education can play in the lives of youth – i.e., the lessons learned in the game are important lessons for life. Richard emphasizes long-term commitment and relationships with youth, and, as a result, his impact on the hundreds of youth coming through the program has been profound. His sports program offers baseball, basketball and football to young people from age of 5 to 17. Taking a cue from his own life, Richard has created a program where boys and girls can mature through the youth programs into volunteers and eventually into part-time employees. His many talents also include community outreach and advocacy; he organizes community youth to participate in events such as New York Sports Buddies and the Yorkville Basketball Tournament; he acts as liaison to other after school programs, serves on the Unity Project committee and regularly attends community board meetings on youth and education. Among his colleagues, Richard is a proponent for lifelong learning and continually seeks opportunities to advance his already considerable range of skills.



LOIS CHIN LEE is Teacher and Director at the Chinese American Planning Council's Queens School Age Day Care Center, a multi-ethnic after school center for children in Queens. Lois has devoted

her entire teaching career (including 28 years of work in after school centers) to serving children and youth in the community-based, non-profit setting. She started teaching for the Chinese-American Planning Council (CPC) in 1971

at the Hester-Chrystie Street School Age Day Care Center in the Lower East Side of Manhattan, helping children overcome language, cultural and academic barriers. Since then, Lois has taught and influenced thousands of children, many of whom return as teenagers to volunteer after school and some of whom grew up to become teachers themselves at other CPC after school programs. Lois is known not only for her excellence and dynamism as a teacher, but also for her work as a children's advocate, community leader and role model/director for other after school educators. PASE is pleased to be honoring Lois for her years of dedication and extraordinary service to children in New York City.



EDDIE CALDERON-MELENDEZ is Director of Youth and Family Services at St. Nicholas

Neighborhood Preservation Corporation in the Williamsburg section of Brooklyn, and has mentored, hired, trained and guided hundreds of young people of diverse backgrounds. Eddie began with runaway homeless youth in Greenpoint-Williamsburg and went on to become a Scoutmaster and one of our most innovative youth practitioners. In his current capacity, he supervises over 80 staff, conducts Staff Development for his after school team, designed a highly successful Service Learning program for youth, fundraises for all of the programs under his direction, and has recently rallied staff, children, parents and the community to attain National Accreditation for his after school programs in Williamsburg, Brooklyn. Through all this, Eddie always makes time to directly counsel youth and families on a daily basis. He is regularly asked to be a trainer for and consultant to the Partnership for After School Education, the Fund for the City of New York and the Literacy Assistance Center, and is widely considered to be a role model for youth professionals around the city. Eddie is committed to the community of Williamsburg, where he grew up and is now raising his two sons.



MARIA SANTANA,
Coordinator of After
School and Summer Camp
Programs at New Settlement
Apartments in the Bronx, has devoted
the last eight years to running, revitaliz-

ing and expanding their after school program. She has designed and successfully attracted parents to their many parent workshops, ensured the success of their multi-year arts collaboration (Project V.I.P.) with Foundation for Children & the Classics on behalf of their adolescent girls, created a model summer internship program with Cornell University, and has been an essential player in the Parent Action Committee, which organizes parents to improve the quality of education in local schools. Both from within and from outside the organization, Maria finds talented individuals, generates new ideas, and brings resources directly to the youth in the neighborhood. Having lived in the neighborhood (the Mt. Eden section of the Bronx) for many years, Maria believes deeply in giving back to the community and in connecting the community with the very best that New York has to offer. Maria is a wonderful example of how one person, along with talented colleagues, can truly strengthen a community from top to bottom.



YVONNE WILLIAMS is Pre-teen
Coordinator at Pius XII Youth
& Family Services in the North
Bronx. For the past 5 years, she has
been the driving force that has made the
pre-teen program so strong. The many

features of her program include career days, drug prevention education, weekly community-building projects, and arts programs, to name a few. What makes Yvonne extraordinary is her ability to help pre-teens develop positive social skills through her expertise in community and team building. The waiting list for her program continues to grow along with her reputation as an outstanding youth program leader. Within Pius, she is an active member of the Youth Worker Staff Development Workgroup, where she both designs and facilitates trainings, often on weekends and Saturdays. Her hard work and her skills as a communicator, listener, and organizer set a high standard for all youth workers.

1999 PASEsetter CERTIFICATE RECIPIENTS

ALI BAHRAMPOUR	School Settlement Association
MARGARET BAUER	Catalpa Center YMCA of Greater New York
ABASI CLARK	Upward, Inc.
GARLAND DUGGAN	Union Settlement
NETTRICE GASKINS	East Harlem Tutorial Program
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WENDY MARAGH	Project Reach Youth
GEORGE MARQUEZ	South Bronx Overall Economic Development Corp.
JOHANNA MARTINEZ	Brooklyn Central YMCA
JOSE ORTIZ	The Children’s Art Carnival
GENYA PALEY	Elaine Kaufman Cultural Center
MARVA PHILLIPS	New York Junior Tennis League
MICHELLE RHONE	University Settlement House
JENNY RIVERA	Cypress Hills Local Development Corporation
DIANE SEMPER	Citizen’s Advice Bureau/Girls Club of New York
ARMISEY SMITH	Hetrick-Martin Institute
VENESHIA SMITH	MARC After School Program
PATRICIA TAYLOR	Single Parent Resource Center
IVONNE TORRES	Stanley M. Isaacs Neighborhood Center
SAMUEL TYLER	Boys and Girls Republic/Henry Street Settlement
ROSE VEGA	Haitian-American Day Care Center
SHAWINA WILSON	Southeast Bronx Neighborhood Centers
BRENDA WINKLER	Thompkins Children’s Center

Laughter and Promise: Youth Employee Training Day for TASC Sites

By Ellen O'Connell



IDEAS, LAUGHTER, AND THE PROMISE OF STRONG FUTURES filled the halls of the Wadleigh Secondary School on a bright Saturday in May as PASE coordinated its first Youth Employee Training for The After

needs and skills of the young adult employee. PASE worked closely with the youth leadership staff from The Valley and staff from Pius XII North Bronx Family Services and East Harlem Tutorial Program in the execution of this exciting day.

The after school arena is unique in providing meaningful, skill-based employment for youth. After school programs employ young adults in a variety of positions of varying skill and responsibility—from program assistants and homework help/tutors to arts and sports specialists and peer educators. These young people can be invaluable to successful program operations and possess tremendous potential as resources for the after school field. Training, however, can be a challenge given the twin constraints of time and resources. However, these challenges can be overcome with

the recognition that young adult employees merit the same high expectations and investment as one affords other staff at programs.

The morning began with an inspirational and visionary keynote address from the Rev. Alfonso Wyatt, Vice President of the Fund for the City of New York, pitched to the voice and experience of the young adult. Then participants divided into breakout groups where they examined their roles and responsibilities at after school programs. They role-played various scenarios with children, supervisors, and parents, and identified activities for engaging children and youth.

PASE plans to provide another Youth Employee Training in the Fall for TASC sites and anticipates expanding this unique training opportunity to youth staff of other PASE agencies.



TOP: Alfonso Wyatt, VP of the Fund for the City of New York, speaking at the Youth Employment Training Day.

BOTTOM: Participants in Youth Employee Training Day

School Corporation-funded after-school sites. Seventy-five young adults, ranging in age from 15-21, took part in this training specifically designed to address the



Funding Alert Update!

On May 11th, more than 3,000 youth joined "A Day For Youth Programs," rallying in neighborhoods across the city to protest the Mayor's proposal to cut nearly \$20 million in city support for after-school programs. Under the coordination of United Neighborhood Houses, youngsters from nearly 50 organizations in neighborhoods from Sunset Park to Riverdale, Forest Hills to the Lower East Side participated in simultaneous rallies, marches and other activities, including collecting thousands of signatures on petitions that were later sent to elected officials. The youth were joined in their rallies by hundreds of parents and other neighborhood residents who affirmed the importance of after-school programs.

The enthusiasm and dedication of the youth and their supporters was heard loud and clear in

City Hall. Less than a month after "A Day For Youth," the city adopted a FY 2000 budget that restored the \$20 million proposed cut and added an additional \$4.5 million to support youth programs. Youth program operators will actually see \$5.5 million more available because \$1 million cut from the contract budget in the middle of FY 1999 is also included in the budget for the upcoming year. The new funds are earmarked for the After-Three Initiative (\$2.5 million), Youth Development and Delinquency Program (\$1.55 million) and \$450,000 to fund a new Beacon school on the Lower East Side.

Doug Turetsky is Director of Policy and Advocacy at United Neighborhood Houses



Off the Shelves

SUMMER TIME FUN AND GAMES

The summer is a perfect time for young people to move, use their bodies, and play outdoor games. Besides the physical and health benefits, play and games can also help youth learn about cultural heritage, develop social skills, engage in cooperative learning, and enhance language and mathematical abilities. The following books were selected with these benefits in mind, and can serve as a guide to designing enjoyable and enriching summer activities. (All of these books may be viewed at the PASE resource room, and in addition can be ordered through any local or internet bookstore).

BROOKING-PAYNE, K. (1996). Games children play. How games and sport help children develop. UK: Hawthorne Press.



This book provides both practical instructions for over two hundred children's games and a rationale for why a particular game is appropriate for an age or stage of development. The authors explain how children grow through games — exploring spatial concepts, the environment, and social relationships — and offer guidance on how to introduce and manage games with different kinds of children in various situations.

HOPSON, D. P., HOPSON, D., WITH CLAVIN, T. (1996). Juba this & juba that. 100 African American games for children. New York: Simon and Schuster

This book is a collection of games that originated in countries throughout Africa. It includes indoor and outdoor games, board and musical games. Each game comes with instructions, in addition to a paragraph devoted to its history and origin. The book is nicely illustrated and includes diagrams that may be duplicated.



LUVMOUR, S., AND LUVMOUR, J. Everyone wins! Cooperative games and activities. Gabriola Island, BC: New Society Publishers.

Cooperative games and activities can be used in a variety of learning environments, and for a range of purposes. Obviously games can be fun, but they can also be used to build teamwork and community, to diffuse conflict, and as thinking "enhancers." Participation in cooperative games can support young people's positive self-image and enhances strategic thinking. This book provides some principles for the practice of cooperative games, and provides instructions for over a hundred games at five different levels.



ORLANDO, L. (1993). The multicultural game book. More than 70 traditional games from 30 countries. New York: Scholastic.

A collection of children's games from Africa, Asia, Europe, North and South America. The book provides descriptions of skills developed by each game, indicates appropriate age level, provides lists of materials, and detailed instructions for playing. The book is well illustrated and has good diagrams. Many of the handouts can be duplicated for use with children.



Singing the Unsung Praises

continued from page 3

group Jam, composed of youth from The Valley, who wowed the audience with a capella harmonies during intermission.

As with some well-known award shows, the winners provided memorable remarks upon receiving their awards. Katie Couric, said "I feel like one of those Academy Award presenters," and Maria Santana responded "Katie, this is better than the Academy Awards." Katie agreed, reminding the audience that the work done by after school practitioners was much more important than the work of Hollywood actors. Nonetheless, the work of after school practitioners is rarely recognized. Consistent with PASE's goal to advance the field of after school education, the PASEsetter Awards elevates the work of the field and inspires practitioners to continue their efforts.

Lois, Maria, Richie, Eddie and Yvonne represent an entire field of dedicated professionals in after school education. Before they got the call from PASE, these people had heard another "call" to enhance the lives of children. In response, they each have dedicated most of their time to working directly with children in after school programs. They have high standards for themselves and for the youth they serve. They have worked in their agencies for more than three years (some more than twenty!), demonstrating creativity, ingenuity and resourcefulness in their work. Furthermore, they embody the concept of partnership, working collaboratively with others in the field, enriching every service that children are provided in after school programs.

PASE believes that the time has come for ordinary people who do extraordinary work to be honored. Janet Kelley, PASE's Executive Director, said, "After school practitioners have been unsung heroes for so long. It's time to sing their praises." "Teachers get acknowledged, but not youth workers, and it is special to be recognized among your peers," Richie Cerrud told us. "I think there are a lot of folks doing great work and they need to be acknowledged." The First Annual PASEsetter Award was created by PASE to recognize a sample of the many outstanding professionals who dedicate themselves to serving children in after school settings. In doing so, PASE is communicating the message that the work of after school practitioners is valuable and worthy of our encouragement. In honoring this outstanding group of people, all who dedicate themselves to serving children in after school settings are honored, particularly those who make long-term commitments to this crucial work. As Lois Chin Lee said, "It's a labor of love. I wish every one who does this work the gift of time so that they can see the fruits of their labor."

PASEsetter AWARDS CORPORATE SPONSORS

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Summer Food Service Program (SFSP) is a federally-funded food program aimed at serving the children of NYC nutritious meals during the summer months in hundreds of public schools. All children up to the age of nineteen are eligible. There are no forms to fill out. All a child has to do is show up at any one of the neighborhood locations to receive two meals on any weekday in July or August. Breakfast is available between 8:15 a.m. and 9:15 a.m. and lunch is served from 11:15 a.m. to 1:15 p.m. For more information on the program and locations, call 718 729-6100 or 212 344-0195.

Summer Creative Writing & Performance Poetry Workshops for Teens. Free. Youth Speaks is a program that works to develop individual

self-expression, bringing young people together across community, school, and neighborhood lines through the written and spoken word. Thursdays, beginning July 1, 4 p.m. At Teachers & Writers Collaborative, 5 Union Square West, 7th Fl. For more information and other Youth Speaks projects, call Jen Weiss at 212 691-6590.

\$5.00 Tickets offered to teens. 2,000 tickets are on sale now exclusively to 13 to 18 years olds, for over 150 events—jazz and classical concerts, ballet and contemporary dance, new plays and classic drama, spoken word, foreign films, and museum. The High 5 summer catalog, published in Spanish as well as English, lists events, and can be picked up free of charge at One East 53rd Street,

or call the High 5 hotline at 212 445-8587.

The Metropolitan Museum of Art's Offsite Program seeks to reach youth that are new to the museum, and wants to encourage them to enjoy and celebrate the world of art. Programs will include workshops especially designed for younger children and workshops targeted to older children. Topics include, "*Images of the mind: Dreamscapes,*" "*Portraits,*" "*Images of Children,*" "*Ancient Egypt, Art of Africa*" and many more. Lesson plans are available to staff of programs who attend with children, in addition to guided tours. Please call 212 396-5170 to schedule offsite programs and guided tours. Free to non-profit organizations in NYC.

The NYC School Volunteers Program is making available a curriculum and guide, *Falstaff's Inn*, which is designed to help anyone learn to enjoy the plays of Shakespeare in their original words. *Falstaff's Inn* can be used by individuals or groups, and is designed for youth ages 11 years or older. There is a small fee for the book & tape. For more information, call 212 213-0563.

The Alison Gertz Foundation for AIDS Education provides HIV/AIDS awareness and prevention to young people, particularly teenagers, by operating a speakers bureau – young people living with HIV/AIDS and health educators—who present to schools and community groups. For more information, call Maribel Cruz at 212 371-1335.

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