

Introduction

In November 2009, The Out-of-School Time Resource Center (OSTRC) conducted an inventory of professional development available to OST staff throughout Philadelphia. The inventory sought to identify current offerings, increase access to existing resources, create a system of reciprocal professional development, and generate new professional development opportunities where needed. The OSTRC sent an electronic survey to 49 Philadelphia-area organizations that provide professional development. All but four organizations responded resulting in 92% response rate.

Training Logistics

- 45 of the organizations offered/will offer OST trainings from September 2009 – August 2010
- Most organizations offer trainings year round (68%) and during the weekday (86%)
 - Over half offer trainings during the weekday evening (50%) and weekend (59%)
 - Four (4) organizations offer trainings only during the academic year only
- The organizations offer different types of trainings:
 - 86% provide single session trainings
 - 80% provide multiple session trainings
 - 86% provide offsite trainings
 - 75% provide onsite trainings at their facilities
 - 2 organizations offer webinars

Training Content

- The organizations' training content is overwhelming determined by the organizations (95%) and the participants (61%). The Funders (36%) and monitors/evaluators (25%) also influence the training content.
- 31% of the organizations' trainings do not address formal standards or regulations.
- About one third of the organizations' trainings address the following standards/regulations:
 - 35% address the Pennsylvania Department of Public Welfare licensing regulations;
 - 29% address PA Keys/Keystone Stars/The Core Body of Knowledge;
 - 26% address Core Standards for Philadelphia Youth Program;
 - 19% address NAA/Council on Accreditation Standards for Quality School Age Care; and
 - 35% stated their trainings address "other standards," but most instead listed the content areas of their trainings.
- 33% of the organizations do not offer formal credits for their trainings.
- Many organizations offer the following formal credit for their trainings:
 - 40% offer Act 48 Training Credits;
 - 32% offer PA Keys (PQAS) training credits;
 - 21% offer PHMC training credits;
 - 20% offer Social Work CEU credits; and
 - One organization offers CLE credits for lawyers.

Training Audience

- In general, the organizations design trainings for staff who have been in the workforce from less than one year to more than 15 years and for staff who work directly with youth. Further, trainings are typically designed for staff who work with youth in grades K – 5. See Figures 1, 2 and 3. For each question, the respondent could choose multiple responses, thus the percents are greater than 100.

Figure 1: Percent of Organizations Offering Training Based on Staff Experience in the Workforce

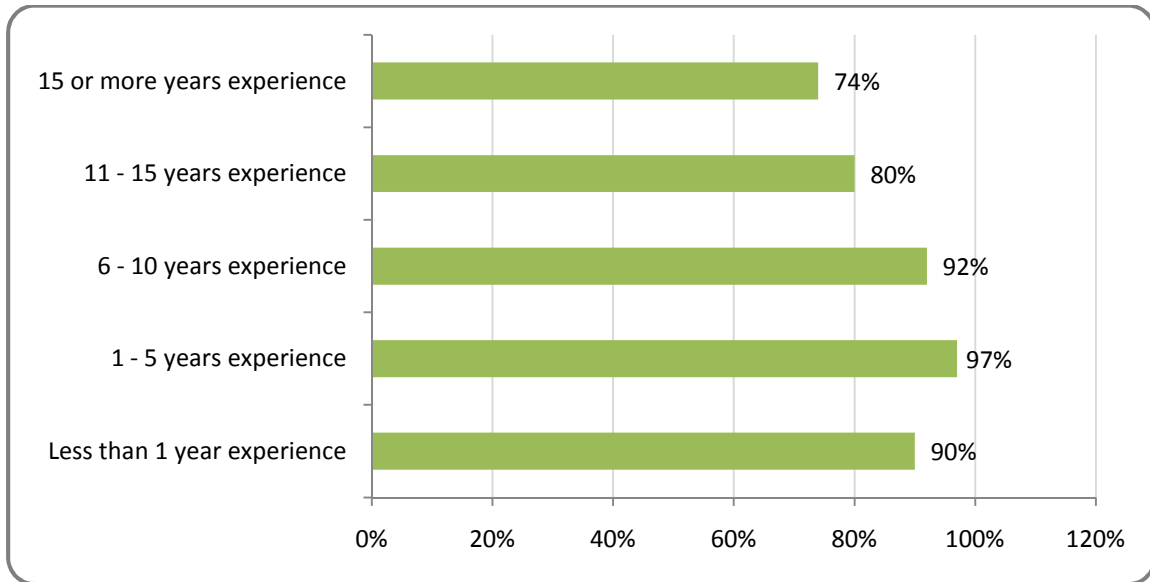


Figure 2: Percent of Organizations Offering Trainings that Target Specific Functions

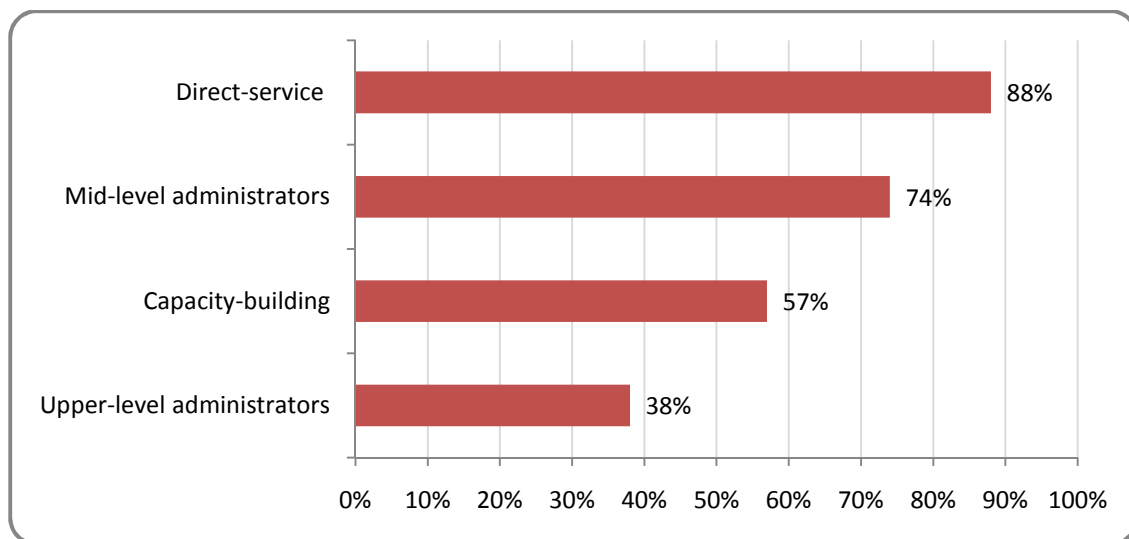
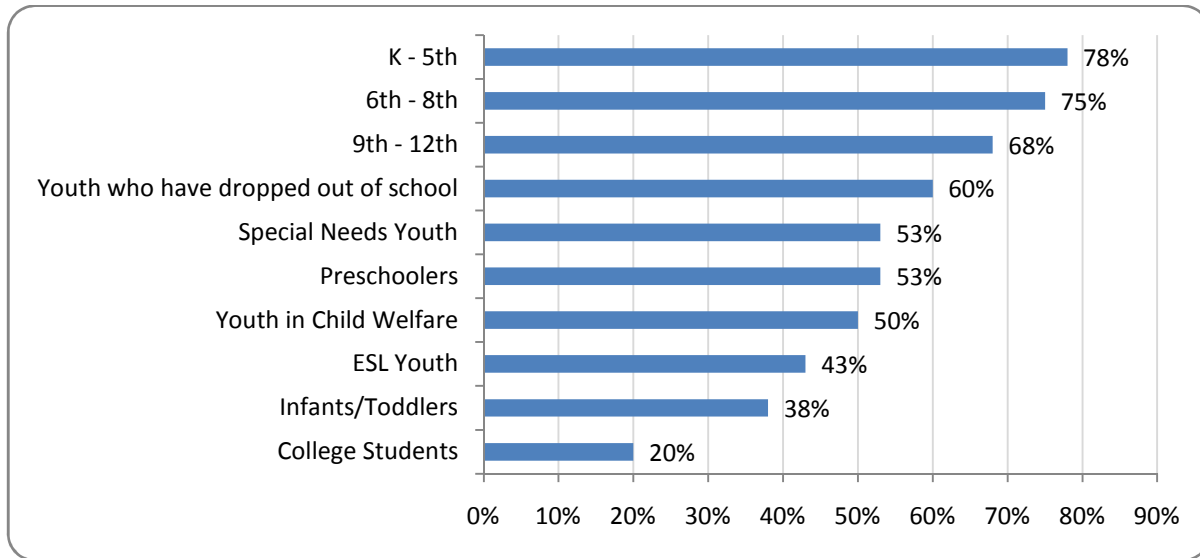


Figure 3: Percent of Organizations Offering Trainings Designed for Staff Working with Specific Youth Population



Trainer Characteristics

- 83% of the organizations report that the trainings are conducted by their staff and 63% said consultants conduct the trainings. See Appendix A on page 7 for the list of consultants.
- 39% of the organizations said that their trainers are not certified and 33% said that their trainers are PQAS certified. 50% said their trainers have the following other types of certification:
 - Institute of Family Professionals Certification
 - Internal Organizational Certification
 - Lambda Legal
 - CWLA
 - NASW Master Trainer
 - CWTP
 - University of Pittsburgh Child Welfare Training Program
 - American Red Cross
 - International Society of Arboriculture
 - Board Certified Educational Advocate
 - Department of Education/PA Game Commission

Training Evaluation

- 87% of the organizations evaluate their trainings. Two organizations do not evaluate the trainings.
- The organizations use the following methods to evaluate the trainings:
 - 87% use paper participant surveys
 - 41% use formal observations
 - 36% use facilitator self-assessments
 - 26% use online participant surveys

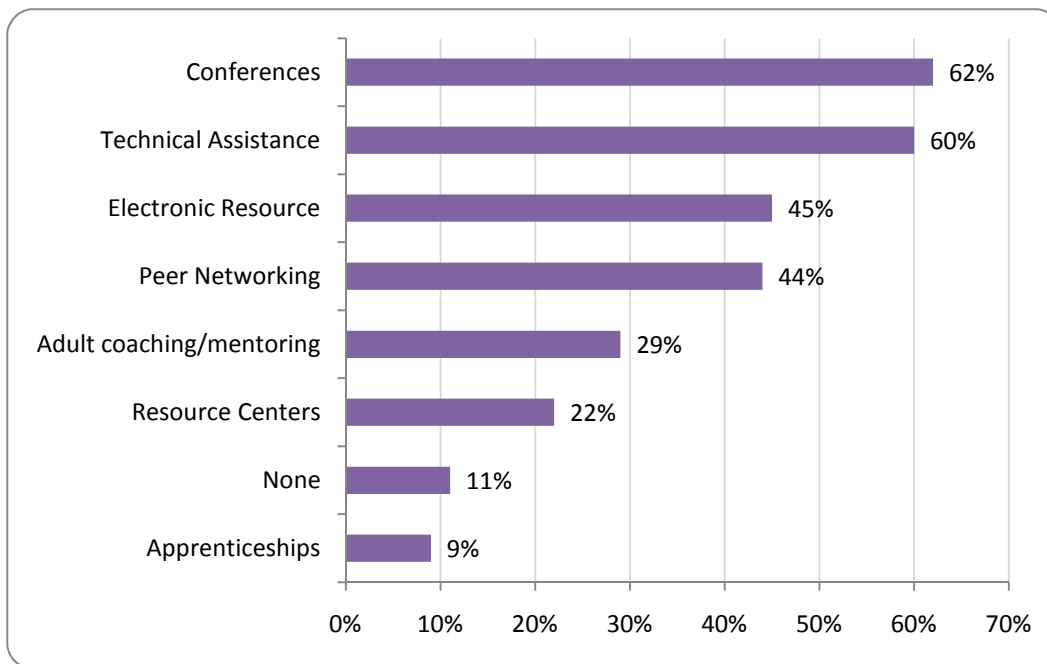
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- 23% use focus groups
- 2 organizations use a pre and post test
- 3 organizations cited informal observations and informal participant contact as methods used to evaluate the trainings
- 1 organization seeks instructor feedback
- The organizations generally use the results of their evaluation to:
 - Improve and inform future trainings;
 - Improve staff practice;
 - Monitor the transfer of training;
 - Report to funders;
 - Assess participant satisfaction;
 - Monitor the effectiveness of the trainers and content presented; and
 - Provide feedback to trainers.

Other Professional Development Provided

- In addition to trainings, the organizations offer a variety of other types of professional development such as conferences and technical assistance. See Figure 4. *The respondent could choose multiple responses, thus the percents are greater than 100.*

Figure 4: Other Types of Professional Development Offered by Organizations



Additional Comments about Professional Development

- *Our website (www.ifpros.net) is currently operational but also undergoing redesign. While it is a bit cumbersome until the redesign is complete in the next 6 weeks or so, full course descriptions are provided on the site at this time including resources used in trainings.*
- *We primarily participate in trainings that are offered by other organizations to meet NAA, Keystone STARS, and DPW.*
- *We provide ongoing ever increasing high quality training opportunities that are responsive to the diverse and complex needs of today's public health/human services professionals.*
- *Although we are primarily focused on working with organizations on a contractual basis to implement the MicroSociety program, we want this basic methodology to reach as many kids as possible so we intend to provide a free workshop this spring on youth engagement, specifically voice and choice, featuring MicroSociety after school student participants. We also may provide one or more webinar's specific to that topic in an after school setting. These are tentatively scheduled to occur between May and August.*
- *Attic staff have extensive experience and the expertise needed to provide training in best practices in working with LGBTQ youth. From running youth programming we recognize that there is a great need out there to train professionals in working with and addressing this population.*
- *Our professional development is based on criteria required by our agencies Core Competency Department, the Council on Accreditation, The PA. Department of Public Welfare, and PHMC.*
- *We are working to strengthen the correlation between the staff who are targeted for certain PD (i.e. direct service versus upper-management) and those who actually attend. We are also moving towards developing more series of PD, and PD that offers accreditation.*
- *We provide each staff member with a \$2,000 stipend for training.*
- *General*
 - Building Sustainable Programs: Grant Writing for Site Coordinators*
 - Establishing a Positive Environment in OST: Effective Behavior Management*
 - Introduction to Project Based Learning*
 - Infusing Literacy into the Project Based Learning Plan*
 - How to Administer the Basic Reading Inventory, 10th Edition*
 - How to Design and Deliver an Engaging Read Aloud and Shout Out*
 - Volunteer Training: Reading and Writing Coaching*
 - Comprehension: Higher Order Thinking Skills*
- *YET Specific*
 - Reader's Workshop: Establishing Routines, High Expectations, and Youth Connections*
 - Now that you've established routines... Assuring a High Quality Literacy Program*
 - Writing for Real Purposes*
 - Independent Reading: the 100 Book Challenge in the YET Center*
 - The YET Model: Overview*
 - Elements of Effective Reading and Writing Coaching*
 - Word Works: Using Word Games to Motivate Word Perception, Vocabulary and Comprehension*
 - Optimizing Engagement: Word Walls, Sharing, Mini-lessons, Skills Cards, and Celebrations*
 - Using Data Everyday*

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- *TTIA provides pre-school and elementary school teachers, as well as early childhood professionals, with supplemental training necessary to deliver quality arts instruction to children ages three to 10. To date, TTIA has provided training to more than 3,000 early childhood teachers, care providers, and families. Settlement's Teacher Training Institute for the Arts is approved by the Commonwealth of Pennsylvania to provide mandated training for all licensed and regulated child care staff, as well as Act 48 credit hours for all certified teachers. The Teacher Training Institute for the Arts is a member of the New Jersey Registry for Childhood Professionals and the Professional Development Provider Division of the New Jersey Department of Education. TTIA offers an educator-mentoring program focused on bringing early learning standards into classrooms. Through workshop attendance, observation of Settlement Music School's Kaleidoscope Pre-School Program, and a series of on-site visits from a TTIA trainer, individual educators receive guidance to implement creative arts concepts that promote school readiness goals. Educators who participate in the mentoring program receive technical assistance, a list of recommended creative arts materials based on the needs of the site, personalized support and supervision in the implementation of curriculum ideas, and lesson planning.*
- *Our programs are called Tree Tenders, Garden Tenders and Green City Teachers. Information on these programs can be found at the Pennsylvania Horticultural Society website www.PHSonline.org*
- *It's really tailored to City Year's service and the educational arena. We do address topics such as childhood development, classroom management, reading strategies and things of that sort. We also do special interest sessions on LGBTQ issues, Civic engagement, the environment awareness, and topics corps members can use to build knowledge interacting with students and community members as well as their own teammates.*
- *website: sepasacc.org*

Appendix A: Consultants Used to Conduct Trainings

American Redcross
Anita Rogers,
Barlow Enterprises,
Beverly Levine
Boombastics Inc.,
Brandon Brown
Brenda Kinsler
Cathy Burack
Chris Ridenhour
Decision Education Foundation
DVAEYC
Education Training and Enterprise Center,
Ellen Tichenor,
Evette Banfield,
Fire Marshal (Philadelphia Fire Department)
Gladys Thomas,
Higher education institutions
Jennifer Shahade, US Chess Federation
Stan Williams, Philadelphia Scrabble Club
John Green, Philadelphia Scrabble Club
Brian Pollock, Philadelphia Scholastic Debate
Justin Grayson,
Lenora Thompson,
Lisbeth Matson,
Lorraine McGirt,
Mazzoni Center
MELC
MicroSociety
Montgomery Early Learning Center
Nora Guttierrez
American Reading Company Staff
odd Hopkins,
Oscar Walters-Duran,
PA Child Welfare Training Program
PA Family Support Alliance
School District of Philadelphia
PA Council of Children Youth and Family
Services
PECC
Pennsylvania Family Support Alliance
Philadelphia Early Childhood Collaborative
PHMC
Public/Private Ventures,
Rose Samuel-Evans,
Sara Hill, Bowne Foundation
Helen Barahal
Sarah Zander
Steve Shutt, VP, US Chess Federation
Tamika Chester
Temple University Community Collaborative of
Philadelphia,
The Multicultural Youth eXchange
The Pinnacle Group,
Tomarah Lebere
Tressa Price,
United Way Southeastern Pennsylvania
Victor Gimenez