

COMMONWEALTH OF PENNSYLVANIA
HOUSE OF REPRESENTATIVES
CHILDREN AND YOUTH COMMITTEE

RYAN OFFICE BUILDING
ROOM 205
HARRISBURG, PENNSYLVANIA
AUGUST 5, 2008
1:00 P.M.

BEFORE :

HONORABLE LOUISE BISHOP, MAJORITY CHAIRWOMAN
HONORABLE CAROLE RUBLEY, MINORITY CHAIRWOMAN
HONORABLE ROSITA YOUNGBLOOD
HONORABLE BARBARA MCILVAINE-SMITH
HONORABLE PHYLLIS MUNDY
HONORABLE FRANK OLIVER
HONORABLE EDDIE PASHINSKI
HONORABLE STEVE SAMUELSON
HONORABLE FRANK SHIMKUS
HONORABLE CURTIS THOMAS
HONORABLE JEWELL WILLIAMS
HONORABLE MARK COHEN
HONORABLE KAREN BOBACK
HONORABLE SUSAN HELM
HONORABLE DAVID HICKERNELL
HONORABLE DUANE MILNE
HONORABLE DAN MOUL
HONORABLE BRAD ROAE
HONORABLE KATIE TRUE
HONORABLE JAKE WHEATLEY, JR.

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ALSO PRESENT:

TOM HILLER, EXECUTIVE DIRECTOR(D)
JANELLE LYNCH, EXECUTIVE DIRECTOR(R)

TRACY L. MARKLE,
COURT REPORTER/NOTARY PUBLIC

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2 CHAIRWOMAN BISHOP: The meeting will come to
3 order. Good afternoon, ladies and gentlemen. Thank you
4 for being here today. And I would like to begin by
5 asking all of the members of the Committee to introduce
6 themselves, starting at my far left.

7 REPRESENTATIVE HICKERNELL: Dave Hickernell,
8 Lancaster and Dauphin Counties.

9 REPRESENTATIVE MOUL: Dan Moul, Adams and
10 Franklin.

11 CHAIRWOMAN BISHOP: Louise Bishop,
12 Chairlady.

13 SUBCHAIRWOMAN RUBLEY: Carol Rubley,
14 Minority Chair from Chester and Montgomery Counties.

15 REPRESENTATIVE BOBACK: Karen Boback,
16 Luzerne, Columbia, and Wyoming Counties.

17 REPRESENTATIVE MCILVAINE-SMITH: Barb
18 McIlvaine-Smith, Chester County.

19 REPRESENTATIVE SHIMKUS: Frank Andrew
20 Shimkus from Lackawanna County.

21 REPRESENTATIVE ROAE: Brad Roae, Crawford
22 County.

23 CHAIRWOMAN BISHOP: And, of course, we're
24 ready to begin. And our conversation and meeting this
25 afternoon has to do with after-school programs play an

1 important role in the education of our system. That's
2 after-school programs play a very important role in the
3 education system and in our communities. It is our hope
4 that we may gain a clearer picture of the services that
5 are offered through the information that will be added
6 here today.

7 And so we begin by welcoming another member
8 and Chairman, Representative Oliver. Representative
9 Curtis Thomas asked that you allow him to come a wee bit
10 late because he had another meeting. And so we begin
11 with our first group of testifiers and those who are
12 going to inform us, Michael J. Carroll, Chief of Police,
13 Stephen -- oh, I'm jumping too far -- Kisha Bird, who's
14 Project Director of the Pennsylvania Statewide
15 After-school Youth Development Network.

16 Kisha.

17 MS. BIRD: Good afternoon, Chairwoman
18 Bishop, Chairwoman Rubley, and the members of the House
19 Children and Youth Committee.

20 I'm Kisha Bird. I'm Director of the
21 Pennsylvania Statewide After-school Youth Development
22 Network, PSAYDN. I want to thank you first for inviting
23 me to testify on the importance of after-school
24 programs.

25 PSAYDN is a collaborative effort among

1 state, regional, and local partners that promote
2 sustainable, high quality out-of-school time
3 youth-development programs that promote the welfare of
4 Pennsylvania's children, youth, and families.

5 The Network has 100 major partner
6 organizations and a membership of over 1,000 individuals
7 that represent the academic community, provider and
8 advocacy organizations, state and local government, and
9 philanthropic institutions from across the Commonwealth.
10 We believe that all children and youth deserve access to
11 high quality programs that promote the positive
12 development and successful transitions into adulthood.

13 We promote sustainable, high-quality
14 after-school programming by creating awareness of best
15 practices, data, research and resources. Through our
16 partnerships, advocacy, and capacity building, we are
17 creating opportunities for coordination of resources and
18 increased investment for after-school programming.

19 So before proceeding with my comments, I'd
20 like to thank the members of the Committee and the
21 entire House of Representatives for unanimously
22 approving House Resolution 824 prior to the summer
23 recess. This resolution directs the Legislative Budget
24 and Finance Committee study and to report on the
25 availability of after-school programming and the needs

1 of after-school programming in the Commonwealth. It is
2 my hope that this study will provide a solid foundation
3 on which sound public policy decisions regarding
4 after-school programs can be made.

5 So what is after-school? The National
6 Governor's Association describes after-school programs,
7 which are also known as extra learning opportunities and
8 out-of-school time programs, as providing youth ages 5
9 through 18 with a variety of supervised activity that
10 promote learning and positive development beyond the
11 traditional school day. So they may occur on weekends,
12 evenings, and during the summer months. They come in
13 many forms, ranging from academic support to service
14 learning to organized sports, community service, and
15 scores of others. These programs offer youth new
16 opportunities to improve academic performance, develop
17 new skills, consider college and career options,
18 participate on teams, and learn new problem-solving
19 approaches with their peers and adults.

20 Pennsylvania has nearly 1.3 million
21 school-age children and youth who have working parents.
22 More than a third of them live in low-income families
23 and 26 percent are responsible for taking care of
24 themselves after school. They spend, on average, more
25 than six hours each week unsupervised.

1 So, in short, out-of-school time programs
2 represent the single biggest block of time for youth and
3 key time during the development of children into
4 adolescents and adolescents into adults. And these
5 significant hours aren't solely influenced by families
6 and schools. On the contrary, communities and community
7 supports have a significant role during these hours. As
8 research has demonstrated, out-of-school hours have
9 significant influence on the development of children and
10 teenagers' habits, attitudes and skills, and will
11 ultimately help determine academic and life successes.

12 So the question and the challenge to all of
13 us here today, is what do you want our children to learn
14 during these critical hours? It takes resources,
15 meaningful opportunities, and the will to create and
16 maintain high-quality after-school programs. So how do
17 we create the will, how do we find the resources and
18 produce the opportunities necessary to make positive
19 impacts on children's lives?

20 We already know that across Pennsylvania
21 many communities are already working together to develop
22 safe, affordable, and enriching after-school
23 experiences. We know these programs give parents a
24 piece of mind while they're at work, comforted in the
25 knowledge that their children are safe and engaged in

1 positive activities that will contribute to their
2 success in life.

3 So research illustrates that high-quality
4 after-school programs, as I mentioned, include student
5 achievement, reduces crime by and against youth and
6 promotes positive social development. The critical time
7 between the school bell and the dinner bell can be
8 filled with enriching experiences that our children and
9 youth need that can have dramatic lifetime impacts.

10 One national study demonstrated that a 10th
11 grade student who spent 5 to 19 hours per week in
12 after-school and in youth development activities as
13 compared to youth who did not, were six times less
14 likely to have dropped out of school by their senior
15 year and three times less likely to be suspended in
16 their senior year, twice less likely to be arrested by
17 their senior year, and 75 percent less likely to smoke
18 cigarettes or use drugs as sophomores or seniors.

19 But these kinds of results don't happen by
20 accident. They require careful planning with a keen eye
21 on developing programs that will engage children and
22 youth and meet their broad array of interests and
23 diverse needs. This may seem like a daunting task, but
24 research does provide us with some meaningful guidance
25 on the characteristics of programs that will be embraced

1 by children and families and make good on the promise of
2 positive results.

3 The characteristics of high-quality
4 programs: They include positive relationships,
5 including staff-child relationships, peer relationships,
6 and connections with the families and community, rich
7 content-based program activities, a mix of academic and
8 nonacademic, including recreational and physical
9 enrichment activities that build skills and
10 learning and mastery-oriented content, delivery
11 strategies that offer both structured and unstructured
12 learning opportunities to promote participant autonomy,
13 choice, and leadership.

14 Currently, after-school programs are funded
15 by a myriad of public and private sources, including
16 federal and state government, local municipalities,
17 corporations, foundations, and parent fees. There's no
18 one single revenue source for after-school programs in
19 the Commonwealth. The key funding resources for
20 after-school programming includes 21st Century community
21 learning centers, subsidized childcare, workforce
22 investment boards and tutoring programs.

23 So we know that simply attending a program
24 is not enough to make a difference in the lives of youth
25 outcomes. Quality programming and quality staffing

1 matters, professional development, staff qualifications,
2 career pathways for youth workers are essential and
3 important for increasing staff engagement, decreasing
4 staff turnover, and improving outcomes for children and
5 youth.

6 Two notable Pennsylvania investments
7 supporting the quality of after-school programs and
8 staff include: The Pennsylvania school-age childcare
9 project. This program has been around since 1986. And
10 these regional school-age childcare projects have
11 provided professional development and technical
12 assistance supporting both public and private
13 after-school programs across the state using strategies,
14 tools, processes grounded in best practices, research
15 and state and national standards.

16 Another notable Pennsylvania investment is
17 Keystone STARS. State and federal funds provide support
18 to a comprehensive, continuous quality improvement
19 system for early learning and school-age programs
20 serving children birth through age 12. And Keystone
21 STARS focuses on four key areas proven to support
22 program and staff quality. That's staff qualifications,
23 professional development, programming environment,
24 partnerships with family and community, and leadership
25 and management.

1 However, despite these current funding
2 resources, we know that Pennsylvania lacks a
3 comprehensive, fiscal and program delivery strategy that
4 will support after-school programs anywhere in the
5 Commonwealth that they are needed.

6 So, in conclusion, although after-school
7 programs have been around for decades, and we'll hear
8 later from one of the oldest after-school programs in
9 the Commonwealth, we are learning more about how the
10 hours outside of school can be critical in determining
11 the success of a child in school and in life. With many
12 forms and purposes, after-school programs can be a key
13 element of state and local policy efforts that will
14 support the long-term success of children, families,
15 communities, and the Commonwealth as a whole.

16 So I hope that by listening to the
17 presenters today and in conjunction with the forthcoming
18 Legislative Budget and Finance Committee study, you will
19 recognize the important contributions that high-quality
20 after-school programs can make toward the safety of
21 children, promoting academic achievement, enrichment,
22 and providing much needed family supports. After-school
23 is a sound investment for Pennsylvania.

24 So thank you for the opportunity to appear
25 before you today. I would be pleased to answer any

1 questions regarding PSAYDN, the after-school network and
2 the value of after-school programs.

3 CHAIRWOMAN BISHOP: Thank you very much.
4 Are there any questions? Chairman Rubley. Chairwoman
5 Rubley.

6 SUBCHAIRWOMAN RUBLEY: Thank you very much,
7 Kisha, for making the sound argument that you made on
8 how important these programs are across the state.

9 I'm curious to know what extent the school
10 districts participate. Are there 501 school districts
11 all participating in these programs?

12 MS. BIRD: Well, Chairwoman Rubley, at this
13 time, we know that there are a number of school
14 districts that do participate and actually support
15 after-school programs either by running them directly or
16 in partnership with community-based organizations, but
17 we don't know fully. So we hope that the outcome of the
18 study will really give us a better picture of where the
19 gaps in service are across the state.

20 SUBCHAIRWOMAN RUBLEY: I think that's going
21 to be very important, because as I look at the sources
22 of funding for the current programs, much of the funding
23 is going to low-income families. And that's desperately
24 needed, but other families need this, too, in this day
25 and age we're living in; and I think we have to find out

1 whether or not all the children are being served.

2 MS. BIRD: I agree as well.

3 CHAIRWOMAN BISHOP: Are there any other
4 questions? I'm certainly not going to let you get away
5 without asking some. You made an excellent argument on
6 the need for after-school programs. I would like to
7 know if you can tell me if there's data to support
8 afternoon students, students who are enrolled in
9 afternoon programs, are they less inclined to drop out?
10 Are they less inclined to be involved in violence? Are
11 they less inclined to get in trouble?

12 MS. BIRD: Yes.

13 CHAIRWOMAN BISHOP: And do we have data to
14 support that?

15 MS. BIRD: Yes. We have -- there's a host
16 of research that supports that, including some of my
17 testimony and I'm sure the other folks who are
18 testifying will include data on that. But, essentially,
19 children and youth who participate in these after-school
20 and youth development programs for an extended period of
21 time, as I referenced in this study for at least five
22 hours per week on a consistent basis, are less likely to
23 be victims of crime or to commit crimes, less likely to
24 have incidents of drug use and more likely to have
25 engagement in their academic career; and so there's tons

1 of research to support that.

2 CHAIRWOMAN BISHOP: And exactly how do you
3 get your students? If the schools are not participating
4 in the programs, how do you have access to them and
5 where do you hold your schooling? Is it in the school
6 building? Is it buildings that you own or rent across
7 the state?

8 MS. BIRD: Well, again, I'm speaking on
9 behalf of the coalition. We do have some testifiers who
10 will speak a little bit more about that. But,
11 essentially, after-school programs are provided by
12 community based organizations, school districts,
13 churches, and other nonprofit organizations and so they
14 are held in community centers, they're held in school
15 districts, and they're held in some cases, churches; so
16 there's not necessarily a unified place for that.

17 And depending on what type of program -- as
18 I mentioned, there's a number of different purposes and
19 forms of programs that will dictate where they're
20 housed, but I'm sure some of the other folks will get to
21 that.

22 CHAIRWOMAN BISHOP: And should there be
23 disciplinary problems, how do you deal with them? Do
24 you have police? Do you have security, the way we do in
25 schools?

1 MS. BIRD: Well, again, I won't answer this
2 for every single after-school program. I think that it
3 would depend on the location and the purpose of that
4 program. But certainly safety is one of the primary
5 tenets of a quality after-school program; and so where
6 that is necessary, then it's very important for
7 after-school programs to support that.

8 CHAIRWOMAN BISHOP: Okay. My last question
9 before I move to Representative Moul would be, do you
10 have much drugs? Have you noticed any drug addiction
11 problems in the after-school programs as they do in the
12 regular schools?

13 MS. BIRD: I don't know how quite to answer
14 that. But I will say, again, as far as what we support
15 is high-quality programs. And in a high-quality program
16 you will have strong staff/child relationships, which we
17 hope, after-school is a strategy, would eliminate or
18 prohibit a young person engaging in that kind of
19 activity.

20 CHAIRWOMAN BISHOP: Okay. Thank you.
21 Representative Moul.

22 REPRESENTATIVE MOUL: Thank you, Kisha, for
23 being here today. What would you say would be the
24 average cost annually for the average student in an
25 after-school program?

1 MS. BIRD: Well, that's a very interesting
2 question. The Finance Project, which is a national
3 organization that does a lot of research on out-of-
4 school-time programs has just completed a study on the
5 average cost of a high-quality program, we're talking
6 about high-quality programs. And so the range can be
7 anywhere from \$2,500 per child up until the most recent
8 number which was hovering around \$4,000 per child, but
9 again, depending on transportation costs.

10 In rural communities, that's a very
11 important factor that would have to be factored into the
12 cost. We're talking about high-quality staff and a fair
13 compensation wage so that these programs -- and the kids
14 who are in these programs are afforded all of that, and
15 that's the ballpark that they have given us, the Finance
16 Project.

17 REPRESENTATIVE MOUL: Okay. Thank you. I'm
18 just trying to get -- where does your money come from to
19 support the programs?

20 MS. BIRD: Okay. So when I was talking a
21 little bit about the funding forces -- after-school
22 programs are supported by a number of funding streams,
23 including 21st Century Community Learning Centers,
24 Workforce Investment Boards, school-age childcare and
25 tutoring funds; and so there's no one single source of

1 funding for after-school programs. And as you'll see
2 with some of the testifiers, most programs basically
3 coordinate resources to provide services for children.

4 REPRESENTATIVE MOUL: Okay.

5 MS. BIRD: And I will say this, that even
6 though that's the number that the Finance Project is
7 giving us for what it costs to deliver high-quality
8 programs, we do know that some programs may not be
9 delivering at that particular level.

10 REPRESENTATIVE MOUL: Okay. Do you find
11 that any school districts themselves include something
12 in their budget to support you?

13 MS. BIRD: To support programs --
14 anecdotally we know; but again, we hope that the study
15 will really give us hard data that we need to know that.

16 REPRESENTATIVE MOUL: Okay. Thank you.

17 CHAIRWOMAN BISHOP: Thank you. Are there
18 any others? Thank you very much. We've been joined by
19 Representative Youngblood and Representative Katie True.

20 We'd like to move to our next group of
21 testifiers. This whole meeting this afternoon is about
22 keeping kids safe, the importance of after-school
23 programs, how they learn, do they have enough money,
24 where do we get it from? And so we move to Michael J.
25 Carroll who is Chief of Police and Stephen L. Doster,

1 Pennsylvania Deputy State Director, West Goshen
2 Township; and they're both from Fighting Crime and
3 Investing in Kids in Pennsylvania.

4 Good afternoon.

5 MR. CARROLL: Good afternoon. I will be
6 presenting for Fight Crime: Invest in Kids, Madam
7 Chairwoman.

8 CHAIRWOMAN BISHOP: Okay.

9 MR. CARROLL: Chairwoman Bishop, Chairwoman
10 Rubley, and members of the Committee, thank you for the
11 opportunity to testify before you today. My name is
12 Michael J. Carroll. For 19 years, I have been Chief of
13 Police for West Goshen Township, Chester County,
14 Pennsylvania.

15 I am currently the second Vice President of
16 the International Association of Chiefs of Police and
17 the former president of the Pennsylvania Chiefs of
18 Police Association. I'm also a member of Fight Crime:
19 Invest In Kids, an organization of over 4,000 police
20 chiefs, prosecutors, sheriffs and violence survivors
21 dedicated to examining the research on what works to
22 keep kids from becoming criminals.

23 When violence occurs, punishment is
24 important and necessary; but we must also invest in
25 proven approaches that keep at-risk kids from committing

1 crimes in the first place. The research, and my
2 experience in law enforcement, shows that quality
3 after-school programs do just that. When the school
4 bell rings, millions of children and teens head for the
5 street with neither constructive activities nor
6 supervision by caring, responsible adults and violent
7 crime soars.

8 Research from across the country
9 consistently shows that on school days the hours from 3
10 p.m. to 6 p.m. are the peak hours when children are most
11 likely to become victims of crime, be in automobile
12 accidents, smoke, drink, or use drugs.

13 Fortunately, quality after-school programs
14 can cut crime and transform the prime time for juvenile
15 crime into hours of academic enrichment, constructive
16 recreation and community service. For example, in a
17 study conducted in several U.S. cities, five housing
18 projects without Boys & Girls Clubs were compared to
19 five receiving new clubs. At the beginning, drug
20 activity and vandalism were the same. But by the time
21 the study ended, the projects without the programs had
22 50 percent more vandalism and scored 37 percent worse on
23 drug activity.

24 An evaluation of an anti-gang Boys & Girls
25 Club approach found that the high-risk children and

1 teens in these clubs showed decreases in several gang
2 and delinquent behaviors. These youth also exhibited
3 positive changes in their engagement or achievement in
4 school.

5 A study of a San Francisco Bayview Safe
6 Haven after-school program found that among kids with
7 prior histories of arrest, those who did not participate
8 in the programs were twice as likely to be arrested
9 during the six-month initial intervention period as
10 program participants. Among kids with no prior
11 histories of arrests, those who did not participate were
12 three times more likely than participants to be arrested
13 during the same intervention period.

14 When we invest in what works, it has a big
15 payoff. Professor Mark A. Cohen, of Vanderbilt
16 University, estimates that for each high-risk youth
17 prevented from adopting a life of crime, the country
18 saves up to \$7 million dollars.

19 Despite the clear evidence that quality
20 after-school programs can prevent crime and improve our
21 youth outcomes, there remains a dramatic shortage of
22 after-school programs in Pennsylvania. According to the
23 After-school Alliance, while 26 percent, or about
24 570,000 of Pennsylvania's school-age children are
25 unsupervised after school, only 9 percent or about

1 197,000 of the K-12 youth are able to participate in
2 after-school programs.

3 The primary source in Pennsylvania of
4 funding dedicated to supporting after-school programs is
5 the federal 21st Century Community Learning Center
6 program. Unfortunately, Congress is considering a
7 proposal to cut federal money for after-school programs
8 by \$300 million, a 27 percent cut. That's one out of
9 every four kids now served who will be out on the
10 streets after school.

11 The proposed cut in funding for the 21st
12 Century Community Learning Center program would result
13 in 300,000 fewer kids nationwide served by the program.
14 Pennsylvania would have to absorb its share of these
15 cuts. These cuts would be particularly difficult given
16 the fact that Pennsylvania invests virtually no money of
17 its own in quality after-school programs and does not
18 have a coordinated statewide plan to make them available
19 to more youth. Continuing to not fund after-school
20 opportunities for at-risk youth makes our communities
21 and all our citizens more vulnerable to crime, with all
22 of crime's financial and human costs.

23 Government's most fundamental responsibility
24 at all levels is to protect the public safety. I
25 commend this Committee for drawing attention to the

1 importance of after-school programs in Pennsylvania.
2 And I urge the General Assembly to begin funding quality
3 after-school programs that offer kids constructive
4 activities during the peak hours of juvenile crime.

5 Thank you for including me in today's
6 hearing. I am especially pleased to be in front of two
7 of Chester County's representatives, and I thank you
8 both for what you do for us. I would be happy to answer
9 any questions that you may have.

10 CHAIRWOMAN BISHOP: Are there questions?
11 Representative McIlvaine-Smith.

12 REPRESENTATIVE MCILVAINE-SMITH: Thank you,
13 Chairwoman Bishop. I want to thank Mike Carroll for
14 being here today. And there's actually three of us from
15 Chester County, Duane Milne, Carole Rubley, and myself;
16 but thank you for your testimony.

17 I was curious where PAL fits into this, the
18 Police Athletic League. Is that part of what you do
19 with Invest In Kids?

20 MR. CARROLL: It's a program that fits under
21 Invest In Kids criteria, but it's also a program that's
22 very limited in its scope and we'll find it mostly in
23 our cities as opposed to our less urban areas.

24 REPRESENTATIVE MCILVAINE-SMITH: Because I
25 know we have one in West Chester, and I was just

1 wondering if that was one. Glad to know that. And I
2 know there's a huge concern about funding. And with all
3 of the limited money that we've been able to put into
4 a lot of the educational -- you know, I had a bill in
5 for three percent increase for special-education and
6 only 1.7 percent was put in this year. I'm a little
7 concerned about how to boost up the money at the state
8 level when Congress is now cutting us by that much. So
9 that's more of a comment than a question, but I thank
10 you for being here, Chief.

11 MR. CARROLL: Yes, ma'am.

12 CHAIRWOMAN BISHOP: Thank you.

13 Representative Mundy.

14 REPRESENTATIVE MUNDY: I will defer to the
15 Republican Chairman, if she would prefer.

16 SUBCHAIRWOMAN RUBLEY: That's okay.

17 REPRESENTATIVE MUNDY: Thank you, Chairman
18 Bishop. I appreciate the opportunity to have this
19 wonderful hearing today.

20 And I just want to begin by expressing my
21 support and my appreciation, Mr. Carroll, to you and to
22 your organization Fight Crime: Invest In Kids. I think
23 the message that you bring to the whole issue of early
24 childhood development and its ability to prevent crime
25 is so beneficial to the overall discussion. And as you

1 might know, I've worked very closely with Bruce Glash
2 (phonetic) your Executive Director. Luzerne County just
3 recently joined Fight Crime: Invest In Kids. We look
4 forward to working with you more with District Attorney
5 Jackie Musto Carroll.

6 And so, again, I appreciate your
7 participation in all of these discussions. I wanted to
8 ask you, you referenced a \$7 million savings over the
9 life of a child that does not become involved in crime;
10 and I'm wondering where you got that number. I've heard
11 varying numbers for all kinds of prevention programs.
12 One that your organization's been particularly
13 interested in is the Nurse-Family Partnerships and their
14 statistics that have been developed over longitudinal
15 studies that show the benefits and the savings. But
16 where did you get the \$7 million figure?

17 MR. CARROLL: Well, it comes from a study
18 from Vanderbilt University. I think it's an
19 all-encompassing figure. If you're dealing with a child
20 who, unfortunately, goes wrong very young in life and
21 does not become a productive citizen at all and spends
22 the rest of his life either incarcerated or being
23 supported.

24 REPRESENTATIVE MUNDY: So the Vanderbilt
25 study is from what year?

1 MR. CARROLL: I don't know.

2 REPRESENTATIVE MUNDY: You don't know? I
3 would really like to have more information, and I
4 probably do in my file somewhere; but I would like more
5 information about that study and --

6 MR. CARROLL: I'm sure that Bruce can get
7 that for you and he'd be happy to.

8 REPRESENTATIVE MUNDY: That would be very
9 helpful to have that. Thank you.

10 MR. CARROLL: Yes, ma'am.

11 CHAIRWOMAN BISHOP: Chairwoman Rubley.

12 SUBCHAIRWOMAN RUBLEY: Thank you, Madam
13 Chair. And thank you, Chief, for the wonderful work
14 that you're doing; and we do appreciate it. I wish
15 there were a lot more of you out there around the state
16 helping like this, too.

17 But the biggest concern is the lack of
18 funding that's already out there and the proposed
19 cutbacks at the federal level. And I think we all have
20 to try to work on that and make sure we work with our
21 Congresspeople to make them understand how important
22 this is.

23 In terms of the funding, do you know if many
24 of the programs are able to participate in our
25 educational improvement that we have at the state level,

1 where corporations can contribute to an educational
2 group and they receive tax breaks for that?

3 MR. CARROLL: I don't know, particularly, a
4 situation where that occurs; although, I would suspect
5 under the nonprofit situation, if a contribution was
6 made to one of the Fight Crime: Invest In Kids programs
7 or other after-school programs that they would be
8 entitled to a tax break for helping to support that
9 program.

10 SUBCHAIRWOMAN RUBLEY: Because this is a
11 growing program throughout Pennsylvania, and it doesn't
12 just have to go to schools. It can go to other
13 educational programs throughout the state, so it might
14 be a source of funding down the road.

15 MR. CARROLL: Yeah, absolutely. And just to
16 add one thing real quickly to what you said. I did have
17 the opportunity earlier this year to go to Washington
18 and testify before a committee and Congress on the same
19 question, urging them to support the efforts for the
20 programs to a much higher level and we don't know
21 whether we were successful or not.

22 SUBCHAIRWOMAN RUBLEY: Thank you again.

23 CHAIRWOMAN BISHOP: We want to welcome
24 Representative Helm and Representative Ed Pashinski.
25 And, certainly, before you go, Mr. Carroll, Chief of

1 Police, I certainly would like to say thank you for all
2 of the great work that you're doing. And I'm wondering
3 if it might be a thought or a possibility of a
4 partnership between public school and some of the
5 organizations that are out there providing for
6 after-school? I don't know if that conversation has
7 ever taken place, but certainly we would like to see if
8 we could form some kind of a partnership in addition to
9 the work that you're doing with the school district,
10 especially in Philadelphia, where it is so greatly
11 needed.

12 MR. CARROLL: You know, I think that's an
13 excellent idea. Just riding past some of our school
14 facilities after 3:00 in the afternoon and seeing them
15 closed sometimes hurts when you see people without
16 facilities to participate in programs like this. And
17 they're publicly-owned buildings; it seems to me that
18 something could be worked out where they could become a
19 partnership in supporting a program like this.

20 CHAIRWOMAN BISHOP: We want to thank you,
21 and you'll be hearing more from us along those lines.
22 Are there any other questions before -- we thank you
23 very much.

24 MR. CARROLL: Thank you.

25 CHAIRWOMAN BISHOP: Our next presenter -- we

1 want to welcome Representative Wheatley. He is here, I
2 understand. We want to welcome him aboard. He's a part
3 of this discussion.

4 We want to welcome our next presenter, which
5 will be Carmen Medina, Chief of Division of Student
6 Services from the Pennsylvania Department of Education.

7 Welcome.

8 MS. MEDINA: Thank you. Good afternoon,
9 Chairwoman Bishop, Chairwoman Rubley, and members of the
10 House Children and Youth Committee. My name is Carmen
11 Medina, and I am the Division Chief of Student Services
12 and Migrant Education for the Department of Education.

13 On behalf of Secretary Zahorchak, I thank
14 you for the opportunity to discuss the importance of
15 after-school programs. Pennsylvania's commitment to
16 academic achievement is to have every child graduate
17 from high school proficient in core content areas and
18 ready for higher education or the workforce.

19 To accomplish this goal, young people,
20 education and youth stakeholders, communities and
21 families, must all work together to provide our children
22 with an academic support system that assists to ensure
23 further success in life. Coupled with a standards-based
24 system and a resiliency/wellness approach as the
25 foundation for all educational programs, extended

1 learning opportunities will prepare children for college
2 and career success. Extended learning opportunities
3 provide valuable learning environments and safe havens
4 for children during out-of-school time. Most of the
5 students that participate in extended opportunities are
6 children at risk of not finishing high school. These
7 programs also offer opportunities for parents and
8 communities to work together and make their neighborhood
9 a better place.

10 In the 2008-2009 school year, Pennsylvania's
11 providing a \$121 million specifically targeted to
12 tutoring and other programs that offer more time for
13 students to learn, including after-school programs. In
14 addition, starting this school year, the state has a new
15 way of funding schools for the first time ever, based on
16 ensuring that every school district has adequate
17 resources to meet the unique educational needs of its
18 population as determined by the General Assembly's
19 landmark Costing-Out Report.

20 The law sets a goal of meeting the state's
21 \$2.6 billion share of the adequacy gap within six years,
22 and one of the most important elements of Pennsylvania's
23 new school funding system is that school districts are
24 required to use their annual increases that exceed
25 inflation directly on one or more services for students.

1 The menu of proven academic strategies includes
2 increased instructional time, which can be after-school
3 tutoring, longer school days, and extended school years.

4 In addition to this exciting advance towards
5 fully funding after-school programs and other academic
6 interventions through adequate and equitable basic
7 education funding, Pennsylvania continues to fund the
8 Accountability Block Grant. The Block Grant was the
9 product of bipartisan cooperation in the 2003-2004
10 school year, and it provides school districts with about
11 \$271 million to invest in proven programs.

12 Tutoring is one of the most popular accountability Block
13 Grant initiatives, reaching over 160,000 students in the
14 2008-2009 school year.

15 Also, I would like to highlight two
16 initiatives the Department of Education has.
17 Educational Assistance Program, which is commonly known
18 as EAP. EAP is a Governor's initiative signed into law
19 for the 2003-2004 school year. In the first year, the
20 program provided increased instructional support to
21 almost 35,000 students in 82 of the state's most
22 academically challenged districts. In the second year,
23 the program reached an additional 46,055 students.
24 Given the increases seen in student performance on
25 statewide reading and math exams, the program was

1 expanded for the 2005-2006 school year to reach 163
2 school districts and 12 Career and Technical Centers by
3 providing increased instructional time to students.
4 Increased instructional time consists primarily of
5 tutoring before and after school, as well as on
6 weekends. Eligible students, those scoring below grade
7 level in reading or math, may receive tutoring before
8 school, after school, on weekends, or during the summer.
9 Most EAP districts choose to put most of their EAP funds
10 into this before and after-school tutoring.
11 Approximately 172,000 students are tutored each year.

12 Most importantly, we are seeing improvement
13 in students' academic performance and behavior as a
14 result of this program. For instance, a teacher in Penn
15 Cambria School District writes, "I thought that I would
16 share with you one success that I observed during
17 tutoring. One of our students I had observed previously
18 when I substitute tutored in Gallitzin for a couple of
19 nights. He was out of control. Now he is in our
20 tutoring program. He attends every night, behaves, and
21 seems to know that he has a safe place in which to be.
22 I suspect home is not too good. Recently, he spends
23 time just enjoying reading, sitting in the chairs by the
24 magazines."

25

1 And in Upper Darby School District, a parent
2 was so impressed with the summer EAP Program she sent
3 the following: "She definitely benefited from the small
4 class size. Her confidence has improved 99 percent.
5 She is spitting math facts out without any hesitation.
6 She took an hour to read a book because each page she
7 read, she would make predictions based on the pictures
8 and her predictions are right on. Thank you for this
9 opportunity. This was the best thing we've ever done
10 for our daughter."

11 The second initiative is the 21st Century
12 Community Learning Centers. Under the federal 21st
13 Century Community Learning Centers Grant, Pennsylvania
14 currently receives \$42.2 million which supports 157
15 grantees, 400 sites, and over 37,000 school-age
16 children.

17 21st Century Community Learning Centers
18 focus on providing expanded educational opportunities to
19 school-age children attending low-performing schools.
20 From 1998 to 2001, the United States Department of
21 Education administered the 21st Century Community
22 Learning Centers program and supplied funds to local
23 communities through a competitive proposal process. In
24 2002, administration of the 21st Century Community
25 Learning Center program was turned over to the states.

1 Pennsylvania's primary goal for its 21st
2 Century Community Learning Centers is to assist children
3 meet state standards in core academic subjects by
4 providing students with academic enrichment
5 opportunities. These centers offer participants a broad
6 array of services and programs, such as art, music,
7 recreational activities, character education, career and
8 technical training, drug and violence prevention
9 programming and technology education in addition to the
10 traditional tutoring services.

11 These opportunities may take place before
12 school, after school, and/or during holidays or summer
13 recess. Educational services for families of
14 participating students, such as literacy instruction,
15 computer training, and/or cultural enrichment are also
16 provided.

17 I am happy to report that we're seeing
18 promising results from children participating in the
19 21st Century Community Learning Center programs. For
20 instance, 48 percent of regular attendees increased by
21 half a grade or more in reading/language arts; and 41
22 percent of attendees increased by half a grade or more
23 in math.

24 Students who attended a 21st Century
25 Community Learning Center after-school program for 90

1 days or more showed the most improvement. Turning in
2 work, completing homework to teachers' satisfaction,
3 participating in class, and academic performance were
4 the highest rated positive changes in behavior reported
5 by teachers among after-school students.

6 Beyond EAP and 21st Century Community
7 Learning Centers, the Department has other resources
8 that include Federal Title 1 funding, partnership with
9 the Department of Public Welfare for teen parent needs
10 and prevention and special populations that have
11 extended learning opportunities embedded in their
12 programs.

13 For example, the Migrant Education Program
14 provides supplemental education via extended learning
15 opportunities to the children of migrant farm workers
16 that require special educational services due to their
17 mobile lifestyles. As a result of our efforts,
18 currently 98 percent of the Pennsylvania migrant
19 students graduate from high school, and 87 percent of
20 them move on into college.

21 Thank you for letting me express our
22 thoughts and explain to you our programs, and I look
23 forward to answering your questions.

24 CHAIRWOMAN BISHOP: Are there any questions?
25 Chairwoman Rubley.

1 SUBCHAIRWOMAN RUBLEY: Thank you again,
2 Madam Chair. And thank you, Carmen, for the good work
3 that you're doing. We heard just before your
4 presentation from Chief Carroll about the 21st Century
5 Community Learning Center program and Congress looking
6 at a 27 percent cut, which could mean 300,000 fewer kids
7 being served. Do you have any up-to-date information as
8 to whether that's still a possibility or --

9 MS. MEDINA: Yes, ma'am.

10 SUBCHAIRWOMAN RUBLEY: -- since this is all
11 going on, or has the money been reinstated? What is
12 your understanding?

13 MS. MEDINA: Up-to-date information that we
14 have received from the U.S. Department of Education is
15 that Pennsylvania for the next fiscal year 08-09 will be
16 suffering an \$11 million reduction from the 21st Century
17 Community Learning Centers.

18 SUBCHAIRWOMAN RUBLEY: And is that final or
19 is this still in the works?

20 MS. MEDINA: This is our preliminary
21 numbers.

22 SUBCHAIRWOMAN RUBLEY: Okay. And hopefully
23 your organization and others are trying to reach the
24 powers that be to make them realize how critical this
25 money is and what the impact of the cuts will be?

1 MS. MEDINA: Yes, ma'am. We are working
2 really hard.

3 SUBCHAIRWOMAN RUBLEY: Okay. Thank you very
4 much.

5 CHAIRWOMAN BISHOP: Are there any other
6 questions? We have been joined by Representative
7 Samuelson. And we want to thank you very much for being
8 with us this afternoon, Carmen; and we look forward to
9 our next presenter, which will be Nancy Dischinat.

10 MS. MEDINA: Madam Chairwoman, the
11 Department brought up a paper on the after-school
12 program. We brought some copies for you.

13 CHAIRWOMAN BISHOP: Okay, great. We'll make
14 sure staff gets them and make copies or pass them out or
15 -- can we have additional, if other members want?

16 MS. MEDINA: Yes, ma'am.

17 CHAIRWOMAN BISHOP: Heather, would you pass
18 them out for us? Thank you.

19 MS. MEDINA: Thank you.

20 CHAIRWOMAN BISHOP: Representative Phyllis
21 Mundy.

22 REPRESENTATIVE MUNDY: Thank you. Since
23 we've heard twice now that this 21st Century fund is
24 still preliminary and that it's based on a cut from the
25 Federal Government, I'm wondering if the Chairman of the

1 Committee, the Republican and Democratic Chairman,
2 couldn't draft a letter that members of the Committee
3 could sign onto urging Congress to not cut this program,
4 expressing our concern about it and expressing support
5 for it? And I offer that as a suggestion. You don't
6 have to answer me now. But I will be very, very
7 grateful for the opportunity to sign onto a letter
8 drafted by the Committee Chairman in that regard.

9 CHAIRWOMAN BISHOP: Chairwoman Rubley has
10 signaled to me that she would be delighted to be a part
11 of it. Certainly, I look forward to it and we will get
12 the letter drafted; and Committee members will have an
13 opportunity to sign on it as well. I think it is urgent
14 that we get as much money as we can for these
15 after-school programs. It has been emphasized, and I'm
16 sure you picked it up, the importance of holding down
17 crime whenever we have these programs in effect and they
18 have the funding they need.

19 There are many different ways we can look at
20 addressing it. Certainly, again, I'd like to emphasize
21 the need for us to try to partner with public schools
22 across the Commonwealth of Pennsylvania. If we do that,
23 it certainly brings to play more funding and more
24 buildings for us to hold those programs in; so we will
25 be working very hard -- the Committee will be working

1 very hard with all of you who have an interest in doing
2 that. I would urge you to keep in touch with us.

3 Thank you so very much. And now we switch
4 to our next presenter, which is Nancy Dischinat.
5 Welcome.

6 MS. DISCHINAT: Thank you very much. Thank
7 you, Chairwoman Bishop. Thank you, members. And a
8 special thank you to my Representative in the Lehigh
9 Valley, Steve Samuelson, who is always there and always
10 picks up the phone and always is understanding and tries
11 to understand what happens for the greater good of kids.
12 So thank you very much.

13 When I was growing up, I lived with my
14 grandmother and my grandfather; and I called them mahi
15 and pahi (phonetic) and we were poor. We were as poor
16 as some of the kids that you were talking about today,
17 because a lot of children are poor and in poverty.

18 And so when I would go to school, my
19 grandmother and grandfather would both go to their jobs
20 and they kind of shuffled me off to the bus and I'd get
21 on the school bus and I'd come home. When I'd come
22 home, they weren't there; so it was my job to get off
23 the school bus and walk to my house and sit in the
24 cellar on the cellar steps and if it was raining or
25 anything, sit under a tarp; so there were no

1 after-school programs. So I'm grateful for what's
2 happened in Pennsylvania, the fact that we were indeed
3 at least offering and trying and struggling as a Chair,
4 as a whole organization to make sure our kids are safe.

5 Now, at that time of the year, it was safer.
6 I mean, people weren't shooting me on my little cellar
7 steps in my town, whereas now they are. But the idea
8 and the feeling is still the same. So being safe is of
9 utmost importance. Because one in three children live
10 in poverty, and one in seven Pennsylvanians are already
11 a young person between the ages of 12 and 21 and almost
12 45,000 of those kids have juvenile justice dispositions
13 and almost 23,000 teens are already mothers, and 1 in 40
14 has limited English proficiency and 15 percent have a
15 disability, and every 26 seconds a teen drops out of
16 high school. This is a crisis not only for teenagers,
17 not only for families, but for the State of Pennsylvania
18 and our country.

19 Dropouts have a higher rate of teenage
20 pregnancy, dropouts have a higher rate of substance
21 abuse and crime, and 80 percent of those incarcerated
22 are already dropouts. All this happening when in this
23 year, 2008, 52 percent of every single job across the
24 United States requires some college and technical
25 training. And by the year 2010, over 70 percent of

1 every single job across the United States of America
2 will require some college and technical training. An
3 analysis of Pennsylvania's workforce shows that 21
4 percent of jobs in 2006 require significant background
5 in science, technology, engineering, and math, called
6 STEM education. This STEM gap analysis projects that 35
7 percent of all new job growth in Pennsylvania by the
8 year 2016 will be occupations requiring a background in
9 science, technology, engineering, and math.

10 And over the next ten years, the youth
11 population as we know it and as we're talking about it
12 today, between the ages of 16 and 24, will grow by about
13 2.9 percent. As the Baby Boomers like myself continue
14 to age, this group age between 55 and 64 will increase
15 by 36 percent. Pennsylvania, we have a problem. And by
16 the year 2010, the United States will have a 12 million
17 qualified worker shortage. We're already feeling that.

18 These statistics make it imperative to
19 inspire learning and to help working families for
20 whatever your definition is of a family. According to
21 the Pennsylvania Partnership for Children, one in eleven
22 16 to 21 year old Pennsylvanians is not working and not
23 in school and not involved in an after-school program.
24 And in many cases, they must be reeducated to do what
25 the most popular -- and do you know what the most

1 popular course is at a community college? Remediation.
2 It's remediation. Talk about education. It's
3 remediation.

4 I've been in this business of workforce
5 development for over 25 years, and some of the most
6 effective after-school programs are funded with state
7 dollars, programs that you look at every day and
8 interest you take in and they're very effective.

9 On behalf of all Workforce Investment Boards
10 in Pennsylvania, we thank you for letting us be creative
11 in our local communities when it comes to meeting your
12 agenda of keeping kids safe, inspiring learning, and
13 helping working families. It's unbelievable what we
14 have collectively accomplished with your help. And
15 we're working hard to develop school programs that align
16 education, workforce development and economic
17 development. It is a triangle, ladies and gentlemen; it
18 all works together.

19 Our priority is educating and training kids
20 with the skills needed by employers. After-school
21 programs are integral. They're a key part of keeping
22 kids in school and getting them on the right path to
23 work.

24 Here's a sample of some of the initiatives
25 developed with the Regional Career Education Partnership

1 Resources you people have provided for us, career gates;
2 we now have a CD series that shows every single --
3 almost every employer industry cluster across
4 Pennsylvania. That series is now on You Tube, it's on
5 the Wiki Space, it's where kids are looking. It's a new
6 way of doing business. Kids aren't necessarily in the
7 traditional role anymore. They're looking everywhere
8 for programs for themselves. We're also having model
9 CareerLinking Academy. We now take groups of kids and
10 put them together and try to get them to build a
11 relationship with each other and have some mentors there
12 and some caring adults, because the most effective thing
13 for any kid after school, in school, out of school, not
14 school, is having a caring adult involved in their life,
15 industry clubs with the society for human resource
16 management trying to kick it up a notch and have
17 business enter the schools and work with education at
18 that level.

19 We also have developed a career cruising
20 website, so now we have a comprehensive same collective
21 website that kids in school can look at and workforce
22 boards can put information on that website. Again, what
23 can we do for the good of all rather than a myriad of
24 different programs happening? How can we make our
25 resources align better with education for economic

1 development? We also are working with career ladders
2 and lattices with our after-school programs, intensive
3 career academic and work experience programs, work
4 experience programs for after school. That really makes
5 sense for us.

6 Career exploration activities to assist
7 youth in making secondary career education decisions
8 based on direct observations, not just on what we say.
9 Put them in the houses of the employers to find out
10 what's going on and programs centered on basic
11 education, occupational or work readiness goals.

12 One of the most important issues you can
13 help us with is providing resources for us to align
14 education and workforce development as an integrated
15 strategy. There isn't a week that doesn't go by that I
16 am not in some high school somewhere talking to kids
17 trying to find out who's on the verge of dropping out,
18 who needs assistance, who needs a mentor, what does the
19 school need.

20 When you look at the ratio of guidance
21 counselors to kids, we need to be in the face of
22 education. The other issues it can help us with is soft
23 skills and career awareness must be incorporated into
24 the educational process, and after-school programs need
25 to be strengthened. We know this to be true because

1 many of our initiatives are centered on integrating
2 workforce readiness and career exploration into our
3 after-school programs.

4 Business and industry must become more
5 involved with career awareness for all students. We
6 know this to be true because employers are telling us
7 they're willing to be involved in career awareness and
8 career preparation for kids whether they're in school or
9 after school.

10 Every single student is important to our
11 economy. And as federal funding continues to decrease,
12 a larger portion of funds are used to support the
13 infrastructure needed to keep our PA CareerLink centers
14 open to provide basic services to business and job
15 seekers. CareerLinks are a place to go, for kids to go
16 after school to look for jobs, to look for mentors, to
17 talk to someone, to get an assessment done. And as a
18 result of merely a decade of decreased federal funds
19 plus funding recisions, half of Pennsylvania's 23 local
20 Workforce Investment Boards reported they expect to run
21 out of training funds before the end of this program
22 year, which will impact our after-school programs like
23 literacy programs, computer skills training program, a
24 place for kids to go, a place for them to look and
25 learn, where they cannot only be what they want to be

1 but what they can be. It's a big difference, what they
2 can be.

3 The WIBS serve as an intermediary for the
4 communities. Most of our work is understanding the
5 workforce needs of our employers, where are the jobs,
6 what are the skills, what are the educational
7 requirements to get those jobs, and how do our children
8 get access to these jobs, all children?

9 Career awareness is the number one issue we
10 address during our after-school programs. This is what
11 I understand and know. We need not only more
12 after-school programs, but we need in-school programs
13 and preschool programs because, ladies and gentlemen,
14 based on the employer requirements for a 21st Century
15 skilled workforce, the new high school diploma is an
16 associate's degree. It's not a high school diploma,
17 it's an associate's degree.

18 I thank you for your service. And I also
19 ask you another thing, will you please stop by, if you
20 have not done so, and visit your local CareerLink center
21 and your Workforce Investment Board, attend a meeting,
22 find out what's going on in your communities with the
23 money we are pouring into our communities to make sure
24 we are aligning education workforce development and
25 economic development, because it's a triangle that

1 works. Thank you so much.

2 CHAIRWOMAN BISHOP: Are there questions?
3 We've been joined by Representative Thomas who has a
4 comment.

5 REPRESENTATIVE THOMAS: Thank you, Madam
6 Chairlady. Let me thank you for that part of your
7 testimony that I heard. I came here with some
8 questions. My first question is, What are you doing to
9 align the Workforce Investment Boards with county school
10 districts and regional school districts and at least
11 making sure that kids are aware of these investment
12 boards or CareerLink centers and how they can access
13 services?

14 MS. DISCHINAT: Workforce Investment Boards
15 were sanctioned as a high-performance workforce
16 Investment Board. And for that, they got some
17 additional resources. We happen to be one of those
18 areas that got some additional resources and literally
19 what I did with that money was put together a marketing
20 program to make sure kids understood that there is a
21 system available for them of help. We work every single
22 day in a school district trying to align the services we
23 provide to make sure we decrease the dropout rate.

24 When I look at the goals my board has for
25 me, it's unbelievable. How do you decrease the dropout

1 rate for kids, how do you make sure that every student
2 understands there is a place for them to go, whether
3 they're in school, out of school, or just hanging around
4 yet, which we find a lot of kids do. We have truly
5 aligned -- we have an education committee of the WIB
6 that the superintendents sit on.

7 We were recently lucky enough to have a
8 WIRED grant through the US Department of Labor. I met
9 with 69 superintendents in the northeast and got them to
10 sign on a proposal with me to begin to implement and put
11 career pathways in the entire northeast school district
12 to have one common web-based career cruising site so
13 that we could all collectively put our workforce
14 information on that site so kids have one place to go.

15 We're working with the school district to
16 try to go into their schools and be the activity for
17 that school so that we can help them understand, where's
18 work, what are the jobs, what are the skills required
19 for work, and what are the educational requirements? We
20 are also on the stint of having workforce coordinators
21 hired. My goal in my career is to have a workforce
22 coordinator in every high school under the direction of
23 the workforce system. And I could go on. I'm sorry.

24 REPRESENTATIVE THOMAS: Yes, and that sounds
25 real good and I'm excited about it. But let me see if I

1 can be a little bit more specific.

2 MS. DISCHINAT: All right.

3 REPRESENTATIVE THOMAS: Who are you
4 connected with in the Philadelphia School District, and
5 how does your information get out to these regional
6 superintendents and into these schools? Because I can
7 tell you, January, I will have been in the legislature
8 for 19 years and I have a number of high schools,
9 charter schools, parochial schools in my district that
10 don't know anything about you and do not know anything
11 about the relationship between workforce development and
12 education. And I don't think that my district is
13 special. I think that my district is symptomatic of the
14 same problem with other districts. And the second part
15 of it has to run to the Bureau of Vocational
16 Rehabilitation, which should be providing workforce
17 assistance to young people who are disabled. There's
18 actually -- there's no connection between OVR and
19 schools in Philadelphia County. And when I go over to
20 OVR, they never talk about a relationship with the
21 Workforce Investment Board or the CareerLink center, so
22 there's a disconnect.

23 And so I would like to know who in
24 Philadelphia County inside the Philadelphia School
25 District is connected with you and how does your

1 information get out to the schools. And I don't want to
2 complicate the question, but it must also take into
3 consideration that there's 34 distinct languages in the
4 Philadelphia School System, so --

5 MS. DISCHINAT: I know. Well, I'm from
6 Lehigh Valley, Pennsylvania, and there are 23 Workforce
7 Investment Boards across the state and Philadelphia
8 certainly has theirs; and I know who that person is and
9 I can connect you with them. I can stand and tell you
10 what I am doing in the Lehigh Valley to align education
11 workforce development and economic development and I'm
12 sure that individual can certainly give you their
13 business plan for what they are doing. That's all I can
14 tell you. I can't speak on behalf of Philadelphia's
15 workforce system.

16 Have you been -- I'm just asking, do you
17 serve on the Board or do you sit on that Board? I mean,
18 I can get you what they're doing, if you would like me
19 to do that.

20 REPRESENTATIVE THOMAS: I'm aware of the
21 Board.

22 MS. DISCHINAT: Okay.

23 REPRESENTATIVE THOMAS: I interact with the
24 workforce system there, and that's why I can tell you
25 that there's no connection with those schools out there

1 and kids coming out of those schools. There's no link
2 between education and workforce development, and I think
3 if there's any commitment of additional resources those
4 resources must be targeted to dotting the I's and
5 crossing the T's, connecting things in such a way that
6 you maximize your investment and that's not going on
7 right now.

8 MS. DISCHINAT: Well, I don't disagree with
9 you on what you're saying. I don't know your story or
10 how the connections are made or not made in your area.
11 It is local design, local control; but I'm telling you
12 how we look at it. And many Workforce Boards across the
13 state also are very into education. It's a workforce.
14 We're looking at the pipeline of workers that are coming
15 out into the community, so we need to be in there.

16 And as far as the Office of Vocational
17 Rehabilitation in our area, we have them as one of our
18 operators of our workforce system so they make the
19 decisions with us and serve on our Board and help us
20 handle the individuals that have disabilities and
21 abilities.

22 CHAIRWOMAN BISHOP: We're going to move on.
23 We have several people who want to talk.
24 Representative, before you came in, we had made a
25 commitment for this Committee and we will be on top of

1 that to try to form a partnership with schools in
2 Philadelphia and all of the afternoon programs that have
3 come through us now. We're talking negotiating, and
4 we'll have you involved in that; but I don't think we
5 can belabor this any longer. We have several people who
6 also would like to ask some question, but I will get
7 back to you with that. Okay?

8 REPRESENTATIVE THOMAS: Thank you. I
9 appreciate it.

10 CHAIRWOMAN BISHOP: Representative
11 Samuelson.

12 REPRESENTATIVE SAMUELSON: Thank you, Nancy,
13 for being here. And I know the Workforce Investment
14 Board in Lehigh Valley is a leader in many career
15 programs from the career gates, CDs, to the career
16 exploration efforts that you have.

17 A two-part question, you have your testimony
18 that employers are more and more willing to get involved
19 in career awareness; and also I'm aware of a program of
20 volunteers over in the Bethlehem Area School District
21 where 38 retired individuals pair up with 38 7th graders
22 and that one-on-one interaction once a week at the
23 middle school really has some life-changing results. So
24 I guess my question is, what efforts do you have to put
25 volunteers to work and to put new employers who are

1 willing to get involved, put them to work?

2 MS. DISCHINAT: Well, actually what we did
3 was establish an Industry Committee of the Board. And
4 what we do with that Industry Committee is any
5 individual -- we've done a lot of marketing to employers
6 who say, step in, step in to education; your time is
7 now. And as we continue to see worker shortages, they
8 need to step in to education and show what their faces
9 look like to these kids so they understand. Just like
10 with STEM, you need science, technology, engineering,
11 and math; it isn't just basic skills anymore. It's
12 academics. The new soft skills are academics.

13 So with that Industry Committee, we then
14 call to order those organizations like United Way who
15 does a lot of work with them. They have a volunteer
16 system there, too. We've worked a lot with SCORE, the
17 individuals from SCORE, that senior citizen group. We
18 take anyone that will do anything for us in our school
19 district.

20 The Society for Human Resource Management in
21 Lehigh Valley has 32 members. They are our biggest
22 advocate. They do most of our work with us when we do
23 job fairs and we do career days and we do in-services
24 for our intermediate units; so we're very, very lucky.
25 We have a group of over 120 that work with us all the

1 time in our Career Awareness Programs. Again, they're
2 the HR people looking for workers. They need to step
3 into the face of education. And I could go on and on.
4 But I'll get you a list, Representative Samuelson.

5 CHAIRWOMAN BISHOP: We'd like to turn it
6 over for a moment to Minority Chairwoman Rubley. And we
7 have a few more questions before you can go.

8 SUBCHAIRWOMAN RUBLEY: Nancy, thank you very
9 much for coming today and for your passion about this
10 important topic. I'm not sure you can answer my
11 question or not. But you mention in your testimony that
12 there are 23 Workforce Investment Boards throughout
13 Pennsylvania.

14 Do you know if there's any oversight of
15 these Boards? I'm just wondering if we are getting the
16 best we can out of these, because 23 for the whole state
17 isn't a lot. And are they audited? Is there anyone
18 that's really coordinating what is happening among these
19 Boards to make sure we are getting quality?

20 MS. DISCHINAT: Yes. You also have a
21 Pennsylvania State Workforce Investment Board, so they
22 are the oversight group of the 23 Workforce Investment
23 Boards. We went through a very intensive audit in order
24 to become a high-performing WIB. We are also audited
25 through the Department of Labor and Industry for the

1 funds that we get. We are also audited by the Federal
2 Government many times on the funds we get through that
3 source. We also have very stringent performance
4 standards that we have to meet in all of our
5 programming, so it's very tied to performance and
6 outcomes, which is a good thing.

7 SUBCHAIRWOMAN RUBLEY: Thank you.

8 MS. DISCHINAT: I can get you more
9 information on the entire system, if you'd like that.

10 SUBCHAIRWOMAN RUBLEY: I think you've done a
11 good job covering that. Thank you.

12 MS. DISCHINAT: Thank you.

13 CHAIRWOMAN BISHOP: Representative
14 Pashinski.

15 REPRESENTATIVE PASHINSKI: Yes. Thank you,
16 Madam Chairman. Thank you very much. Just a couple of
17 quick questions. Relative to that Pennsylvania State
18 Board, is there a report that comes out every year?

19 MS. DISCHINAT: Yes. There's an annual
20 report and there's also -- they have meetings every
21 year. It's an employer-led Industry Board.

22 REPRESENTATIVE PASHINSKI: So since you said
23 it's outcome based, you're able to see your progress?

24 MS. DISCHINAT: Oh, yes. Yes.

25 REPRESENTATIVE PASHINSKI: Okay. Is there a

1 chance that we can get a copy of that?

2 MS. DISCHINAT: Uh-huh. Yes.

3 REPRESENTATIVE PASHINSKI: In your Lehigh
4 Valley School Systems, are you affiliated with all the
5 schools in that system?

6 MS. DISCHINAT: I am affiliated with every
7 school that will let me in their door.

8 REPRESENTATIVE PASHINSKI: That's my
9 question. I wanted to see what the cooperation is like.

10 MS. DISCHINAT: The cooperation is
11 phenomenal. I would say it's phenomenal.

12 REPRESENTATIVE PASHINSKI: Okay.

13 MS. DISCHINAT: Many times, depending on
14 the school, the size of the school, we will literally
15 search out that school. For example, we have one school
16 district that's on the verge of New Jersey that's very
17 far removed from a lot of the industry, so you really
18 don't get to see the picture of what's happening in our
19 community; so we reach for that community and we bring
20 them into our system and we work with them specifically
21 because we know they're not like the Allentown School
22 District who is in the center of our city. So we look
23 at the demographics of all our school districts and say,
24 okay, what can we do for you? And we ask them every
25 year, What can we do for you? Not what we have. What

1 can we do for you? How can we make the pipeline of
2 workers better?

3 REPRESENTATIVE PASHINSKI: Are you
4 affiliated with curriculum directors? Do you have any
5 influence over curriculum?

6 MS. DISCHINAT: We try to have influence
7 over it when we can, but we don't write curriculum. Our
8 goal is to try to educate and train the school teachers
9 and districts on where are the jobs, what are the
10 skills, what are the education requirements and what can
11 we do to help you to make sure the curriculum you're
12 writing lines up with economic development and the needs
13 of the employers? What can we do to bring industry into
14 the school? What can we do to make sure that -- the
15 best thing -- one of the good things that happened with
16 standards for schools that were passed, the career
17 standards for work, well, we got to work and did models
18 for them and gave it to the schools. I think it's our
19 job to do resource materials for school districts so
20 that they can be better trained in order -- they're in
21 front of the kids every day. They need to teach. So we
22 need to give them, as workforce professionals, more
23 information to teach the kids, what are the jobs, what
24 are the skills, what are the education requirements, and
25 how do I get those blue-collar jobs.

1 REPRESENTATIVE PASHINSKI: Well, you sound
2 very energetic and I'm particularly grateful --

3 CHAIRWOMAN BISHOP: Thank you so much for
4 being with us this afternoon. And we move quickly,
5 running just a few minutes behind, to Jeanne
6 Yoho Miller, who is Director of the Carbon and
7 Schuylkill County Educational Service and the Community
8 College Program SHINE.

9 MS. MILLER: Thank you. It's an honor to
10 speak to you today, Chairwoman Bishop, Chairwoman
11 Rubley, and members of the House Children and Youth
12 Committee.

13 As you know, I come from an interesting mix,
14 half of me works at the secondary and the higher
15 education and part of me works with the preschool up to
16 elementary age.

17 Today I want to tell you a community success
18 story, a story of how a community grass roots prevention
19 effort through quality after-school programs and early
20 childhood programs are preventing child abuse,
21 increasing educational attainment, and having a lifelong
22 impact on the communities and families it serves.

23 In 2002, Carbon County Partners for
24 Progress, Carbon County's visioning board, created the
25 Carbon County Child and Family Collaborative. The

1 Collaborative, composed of 35 community members
2 representing all facets of the community, is a forum for
3 reform. The Collaborative also assists in coordination
4 of services to effectively bring all the resources
5 together of the community to nurture the positive and
6 combat all the negative trends occurring in our area.

7 The Collaborative prevention strategy was
8 developed through a well-defined process of community
9 assessment, prioritizing needs, and implementation of
10 prevention programs.

11 In 2001, we got together as a community and
12 we created the Carbon County statistical portrait. We
13 looked at what was going on in our counties. We found
14 out that the family income was well below the state
15 average. Carbon County ranked fifth out of 67 counties
16 in substantiated child abuse cases, that we had 1100
17 children who qualified for early and regular headstart
18 and we only had spaces for 175. Our infant-toddler
19 death rate was higher than the state average. A high
20 percent of our children were not proficient in reading
21 and math. The county was spending \$4 million in
22 Children and Youth and this was a county of 60,000. We
23 also realized statistically that the need for
24 mental-health services for children and adults increased
25 dramatically and there were no early childhood parent

1 education or after-school programs for at-risk youth.
2 And I can tell you that report went on the desks of
3 superintendents, principals, our state representative
4 who has been extremely, extremely positive and helpful
5 in this process.

6 In the Collaborative, we realized that this
7 was a wake-up call in our community and so we mobilized
8 and we prioritized what were our needs as a community
9 and they were early childhood programs that prevent
10 child abuse, after-school programs for at-risk children
11 and the need for school-based mental-health services.

12 The result has been the development of The
13 Carbon County Building Blocks for Success. And that is
14 integrating many of the initiatives you have provided
15 and local and statewide initiatives, co-location of
16 programs and creatively leveraging funds.

17 I drew you a small little diagram, and what
18 that shows is what we've been doing in Carbon County.
19 We've taken that little collaborative that began back in
20 2001 and out of that we've integrated the Integrated
21 Children's Services Plan, the Supreme Court Children's
22 Roundtable; we've coordinated with Keystone Stars
23 Quality After-school Program. We've put in Parents As
24 Teachers birth to five program and the Community College
25 After-school Program. Below, you can see many other

1 initiatives. The bottom line is, we're learning that
2 quality after-school programs and earlier childhood
3 programs cannot stand alone. To be effective, they must
4 be part of a large community strategy.

5 This was the beginning of our journey, the
6 journey to nurture the positive and combat the negative
7 trends affecting children and families of Carbon County.
8 It will also demonstrate how quality after-school
9 programs and early childhood programs are a crucial
10 component in building a seamless network of prevention
11 to improve the quality of life for children and
12 families.

13 In 2004, the Lehigh Carbon Community College
14 was awarded a three-year 21st Century Learning Center
15 grant on behalf of the Collaborative to open SHINE,
16 Schools and Homes in Education after-school centers in
17 three Carbon County School Districts. The SHINE office
18 was co-located in the Jim Thorpe Area School District
19 Administration Building where our early childhood
20 programs were located. This allowed for better
21 coordination, cross-training and sharing of resources.

22 The after-school program operates in three
23 Carbon County School Districts, and in 2006 the college
24 received funding to model the SHINE Program in two
25 Schuylkill County School Districts. Children in

1 neighboring parochial schools are also enrolled. The
2 program runs two and a half hours a day, Monday through
3 Thursday, from September through May. To be enrolled,
4 and this makes SHINE a little unique, the children must
5 be referred. They're referred by teachers, principals,
6 guidance counselors, instructional support teams, Head
7 Start or early childhood professionals.

8 Who are these children in SHINE? Well, 75
9 percent of the children are low-income; 30 percent could
10 be my child, your child, or my grandchild. And
11 something interesting we found out in our after-school
12 program, this wasn't something we planned, we realized
13 that when we looked at the data that 35 to 40 percent of
14 the children in our after-school program were in the
15 Children and Youth Foster Care Program.

16 The after-school program provides academic
17 enrichment activities to help at-risk children in
18 preschool up to 4th grade to succeed in school and
19 exhibit appropriate behavior. SHINE has served 466
20 children and over 550 family members over the past four
21 years.

22 Academic instruction in reading, writing and
23 mathematics, based on Gardner's multiple intelligences,
24 as well as homework tutoring, service learning
25 opportunities, cultural appreciation and enrichment

1 activities are the cornerstone of the center activities
2 for children. We provide a full meal and transportation
3 home. The ratio of children to teachers is 7 to 1.

4 In the fall of 2007, Lehigh Carbon Community
5 College received funding from the Pennsylvania
6 Commission on Crime and Delinquency to integrate the
7 programs, Positive Action, into SHINE and the Right from
8 the Start Program. Positive action is an anti-bullying,
9 anti-violence, SAMHSA approved, Alcohol Tobacco and
10 Other Drug prevention program. After-school teachers,
11 parents and regular day teachers are already witnessing
12 a decrease in negative behaviors.

13 The instruction continues throughout the
14 summer through home visits. And this is another unique
15 factor about the SHINE program. Certified teachers
16 provide one to one and a half hour home visits to
17 students in their homes with the families, providing
18 creative instructional activities to children and their
19 parents.

20 SHINE after-school teachers receive an
21 average of 40 hours of professional development. The
22 needs of kindergarten and preschool children are
23 addressed through a home visitor or teacher who provides
24 bi-weekly, year-round family visits. Families and
25 children can seamlessly go from the Parents as Teachers

1 Program into the SHINE kindergarten home-visiting piece
2 and remain in the after-school program until 4th grade,
3 thus creating a comprehensive safety net.

4 SHINE provides parent-education classes and
5 family activities throughout the year. Parents can
6 access the community college's literacy classes, GED,
7 ELL, enroll in the community college or a noncredit
8 course through SHINE. Last year, 41 family members in
9 our after-school program enrolled in college courses,
10 noncredit class, literacy classes or participated in
11 career-awareness activities.

12 But something we're most proud about, what
13 has come out of this program? What are the outcomes?
14 And we use 18 sources of information to evaluate our
15 program; 73 percent of the children demonstrate
16 improvement in academics, 90 percent of the parents
17 participated in family activities, and the principals
18 tell us, these are the children they have a hard time
19 getting into their schools. 100 percent of the SHINE
20 families created Family Educational Plans; 28 percent of
21 the parents and guardians enrolled in literacy classes,
22 noncredit classes, or the community college or
23 participated in career-awareness activities; 94 percent
24 of the students who regularly attended the SHINE program
25 who demonstrated behavior and/or attendance problems

1 showed improvement in behavior, 37 percent improved in
2 attendance and 100 percent of our parents recommend the
3 program. And that's one of the things we're extremely
4 proud of.

5 We know that each child that we keep out of
6 special services, we save between 4 and \$8,000. In
7 Carbon County, 50 percent of the children who are in the
8 Juvenile Justice System were in the Children and Youth
9 System. We estimate that if we can keep 50 percent of
10 the children in SHINE after-school programs who are in
11 the Children and Youth/Foster Care System out of the
12 Juvenile Justice System, we can save \$1,500,000.

13 What makes the SHINE program, the
14 after-school program, like many, so successful? Home
15 visiting. Home-visiting. We find that going into the
16 homes of these families takes care of three important
17 things; number one, it builds a relationship between the
18 school and the home. Number two, trust between the
19 parent and someone who's associated with education; and
20 number three, something I never realized until I got
21 involved in this, is it can change two generations of
22 negativity towards education. Second of all, we are
23 extremely student focused and data driven. Every
24 student has a SHINE Educational Plan. We evaluate every
25 child, evaluate every family, and we are specific on

1 what our expectations are. The access to the community
2 college is very unique for an after-school program,
3 that we can enroll a parent in the community college and
4 we can get them involved in our courses, the fact that
5 children can go seamlessly from the Carbon County Early
6 Childhood Programs right into the after-school program.

7 Since the implementation of SHINE and Right
8 from the Start Program, we have observed a decrease in
9 substantiated child-abuse cases in Carbon County and
10 also the ratio of one certified teacher to 7 children.

11 In closing, many policy makers in the state
12 are looking at the SHINE After-school Program and its
13 collaborative efforts as a model, because that is why
14 this works, because everybody is on the same page.
15 We've been modeling two school districts in Schuylkill
16 County, and something extremely phenomenal happened.
17 This last June, 2008, SHINE II, administered by the
18 State Higher Education System, began home visits in
19 inner-city Philadelphia; and this fall, they will open a
20 SHINE II center in Prince Edward Elementary School in
21 Philadelphia.

22 We're excited that SHINE is being modeled in
23 other parts of Pennsylvania, but our concern is to also
24 keep the original model funded. SHINE has creatively
25 leveraged funds from multiple sources to ensure that we

1 continue all the components that are necessary for a
2 quality after-school program. And I've gone around and
3 we've talked to different principals about different
4 components of the after-school program and one of the
5 things we talked about was the cost to feed the
6 children. Just a quick story. One of our children was
7 taking food from their school because they needed to
8 take food home. One of our centers sends extra food
9 home to our children. And one of our children said, I'm
10 really sad when we don't have SHINE, because I don't
11 have dinner on Friday. So that food which we were so
12 concerned about keeping that money in the budget has
13 turned out to be very important.

14 Currently, we are funded through, as I said,
15 Pennsylvania Department of Education 21st Century, the
16 Pennsylvania Commission on Crime and Delinquency, and
17 Carbon County Mental Health Services the other day gave
18 us \$5,000 and that will get us through another month.

19 At this point in time, we have only one full year
20 of funding remaining. In conclusion, quality
21 after-school and early childhood programs that are
22 nurtured by collaborative efforts, help to develop
23 healthy families and healthy families are the foundation
24 for Pennsylvania's economic development.

25 Our community, like many in the

1 Commonwealth, need your support to keep our success
2 story alive.

3 Thank you.

4 CHAIRWOMAN BISHOP: Thank you so much.
5 You've done a great job. Are there any questions?
6 Representative Samuelson.

7 REPRESENTATIVE SAMUELSON: Thank you. And
8 thank you for sharing a tremendous success story with
9 our Committee.

10 My question is about that 21st Century
11 Community Learning Grant. And a few minutes ago, I know
12 Ms. Medina from the Department of Education testified
13 that we get \$42 million a year from the Federal
14 Government but potentially face a loss of \$11 million if
15 the federal budget is not -- funding is not restored.

16 Now, if my math is correct, that's a 26
17 percent cut in that valuable line item. Now, my
18 question for you is, how much do you get from that 21st
19 Century Grant? Have you been notified of the potential
20 significant cut? And if the funding were reduced, how
21 would you make it up?

22 MS. MILLER: 75 percent is the 21st Century.
23 No, we have not been notified. And to be honest with
24 you, we don't know where that would be made up. We are
25 actively working -- we have feelers out to many

1 organizations and many different funding resources. But
2 the truth is, at this point, we have not pinpointed
3 where that funding is going to come from.

4 CHAIRWOMAN BISHOP: Thank you. Are there
5 any other questions? Representative Thomas.

6 REPRESENTATIVE THOMAS: Yes, I want to join
7 in thanking you for very good testimony and I think the
8 Carbon County model is a model that we all can
9 appreciate. I'd just like to know, who is the good rep
10 from Carbon County?

11 MS. MILLER: Representative Keith McCall.

12 REPRESENTATIVE THOMAS: Okay. All right.

13 MS. MILLER: We've had a lot of support from
14 him.

15 CHAIRWOMAN BISHOP: Thank you so much.

16 REPRESENTATIVE THOMAS: You identified him,
17 and I just wanted you to put a name to him.

18 MS. MILLER: I didn't know if I was allowed
19 to do that or not.

20 CHAIRWOMAN BISHOP: Thank you. And you'll
21 be hearing from us again, Jeanne.

22 MS. MILLER: Thank you.

23 CHAIRWOMAN BISHOP: We'd like to move to our
24 next presenter, Phil Jackson, who's Board President of
25 the Pennsylvania Area Council for Boys and Girls Club of

1 America. Welcome.

2 MR. JACKSON: Thank you. Good afternoon,
3 Chairwoman Bishop, Chairwoman Rubley, members of the
4 Children and Youth Committee. Thank you for giving me
5 the opportunity to speak with you this afternoon about
6 the Boys and Girls Club in Pennsylvania and the Boys and
7 Girls Club Nationwide.

8 My name is Phil Jackson, and I am the Board
9 President for the Pennsylvania Boys and Girls Club Area
10 Council. The Area Council is a statewide organization
11 that represents 17 Boys and Girls Clubs located within
12 the state. The purpose of the Area Council is to
13 provide a forum through which all of our clubs can
14 discuss items of mutual interest such as programs,
15 successes and failures and fundraising challenges.
16 Further, the Council provides an avenue for additional
17 training and board development.

18 The Pennsylvania clubs serve over 115,000
19 youths between the ages of 6-18 through our 17 clubs and
20 with over 80 separate units or locations. I've been a
21 board member and a volunteer of the Boys and Girls Club
22 for over 23 years, and I also have served as Board
23 President for the North Penn Valley Boys and Girls Club
24 located in Lansdale, Pennsylvania.

25 Professionally, I've been a banker for over

1 30 years, and I am currently the Market President for
2 Univest National Bank and Trust Company located in
3 Souderton, Pennsylvania. The Pennsylvania Boys and
4 Girls Clubs are members of the Boys and Girls Club of
5 America. Nationally, there are clubs located in
6 virtually every state, serving over 4 million youths.
7 We also have clubs internationally in Puerto Rico, and
8 we serve military bases in Germany and other countries.

9 Boys and Girls Club of America is a National
10 governing body for which all our member clubs adhere to
11 consistent operating standards, pursuit of common
12 mission, and have access to training and program
13 development. For over a hundred years, the Boys and
14 Girls Clubs of American have been serving the youth of
15 America, enabling them to become caring, productive, and
16 responsible citizens.

17 I want to talk about what we know. A lot of
18 what we know about after-school programs have been
19 talked about today already. Kisha gave a fine
20 definition of after-school programs being defined as
21 safe, structured activities that convene regularly in
22 the hours after school. These programs offer activities
23 to help children learn new skills, provide mentoring
24 opportunities, and help them develop into responsible,
25 caring adults. Nationally we know that after-school

1 hours are a critical time for our youth. It's a peak
2 time for juvenile crime and risky behaviors, such as
3 alcohol and drug use. Most experts agree that
4 after-school programs offer a healthy and positive
5 alternative. Nationally it's estimated that at least 8
6 million children and youth are left alone and
7 unsupervised when they leave school. Access to
8 after-school programs, although limited, is critical to
9 providing our youth with viable alternatives for their
10 healthy, risk-free development.

11 So what do we know in Pennsylvania? Through
12 several studies conducted by the After-school Alliance,
13 we know that over 25 percent of our youth in grades K-12
14 are responsible for taking care of themselves. We also
15 know that nine percent of those Pennsylvanians in that
16 group participate in after-school programs. We also
17 note through our studies that 17 percent of that group
18 would be likely to participate in after-school programs
19 if one were available in their communities.

20 In Pennsylvania, the Boys and Girls Clubs,
21 YMCA's, religious organizations, and public schools are
22 the largest providers of after-school programs along
23 with other nonprofit organizations.

24

25 The Pennsylvania Boys and Girls Club has

1 been offering after-school programs for some time. But
2 under a common mission for the Boys and Girls Club, our
3 mission is to enable all young people, especially those
4 who need us the most, to reach their full potential as
5 productive, caring, responsible citizens. Our programs
6 are designed to develop young boys and girls between the
7 ages of 6 and 18 in five areas, education and career
8 development, sports, fitness, and recreation, character
9 and leadership development, the arts, and health and
10 life sciences.

11 We provide programs in all of the above
12 areas free of charge to our members through our 17 clubs
13 and our 80 units. Our members do pay annual membership
14 dues of no more than \$20 per year; however, no youth is
15 refused membership in our clubs if they can't afford the
16 dues.

17 Our premier after-school program is what we
18 call Project Learn, and it's a development program
19 around education. This program enhances the skills and
20 knowledge of our members, what they learn in school
21 during the hours at the club utilizing high-yield
22 learning activities. This includes our very successful
23 "Power Hour" homework and learning enrichment program
24 after school.

25 Anecdotally, I will tell you that, in our

1 marketplace when we offer our "Power Hour" after-school
2 homework program to the community, we literally have
3 people coming four or five hours before registration so
4 that they can get into the program. It is such a
5 successful program, and it works in coordination with
6 the local school districts.

7 In many of our markets these programs are
8 offered with the support of the local school districts.
9 And through the coordination with the local teachers and
10 students, we have made a meaningful impact on the lives
11 of our youth members, their parents, and educators.

12 Many of the components in our five major
13 areas of impact are offered in the after-school hours.
14 Primarily, our clubs don't open till school is out; so
15 most of our clubs are open from the hours of 3 to 9
16 o'clock or so. All of our programs include fitness
17 programs, leadership programs through our Key Club
18 organizations and we offer arts and technology programs
19 for computer training. Of course, the limiting factor
20 has been our access to a reliable consistent source of
21 funds to offer these programs.

22 The Boys and Girls Clubs depend primarily on
23 contributions from individuals, corporations,
24 foundations, and to some degree the government. Most of
25 our funds do come from individuals and corporations,

1 however. Each club conducts its own fundraising.
2 Consequently, the availability of our after-school
3 programs varies according to the success of fundraising.
4 With access to dedicated funds for this purpose, our
5 after-school programs can be offered to more young boys
6 and girls throughout the state and in more of our
7 locations.

8 The value of our after-school programs has
9 been well documented. Your commitment to providing
10 funds for these programs will place Pennsylvania at the
11 pinnacle of youth development throughout the country.
12 Boys and Girls Clubs are well positioned to deliver
13 these programs through its access to youth. As I said,
14 over 115,000 young boys and girls go through our clubs.
15 We have the locations, and we have a history of
16 providing successful programs. We can do more.

17 We thank you for your commitment to help us
18 do more. I'd be glad to answer any questions. Thank
19 you.

20 CHAIRWOMAN BISHOP: And David Shelley.

21 MR. SHELLEY: Chairman Bishop, Chairman
22 Rubley, members of the Committee, thank you for having
23 me here. My name is David Shelley. I'm here to share a
24 personal testimony on how the Boys and Girls Club of
25 America and their after-school programs have

1 dramatically affected my life.

2 "She chose drugs over my sister and me.
3 However, I am not a victim." Those are my words to Bob
4 Bechtold of Sarah Heinz House Boys and Girls Club four
5 years ago. Many people would consider me a victim,
6 having to grow up with two drug abusing parents, a
7 mother who completely abandoned her children for a life
8 of drugs, having to live in four different households
9 in over two years time, and having to raise my younger
10 sister during my early teens. However, let me say
11 again, I am not a victim. I stand before you as a proud
12 product of the after-school programs of Boys and Girls
13 Club of America.

14 Four years ago, I was 16 and forced to make
15 one of the toughest decisions of my life. My mother was
16 hosting a drug party at our house and I was concerned
17 not only for her safety but for the safety of my sister
18 and me. I quickly got my sister out of the house and
19 took her to the neighbor's, and then I proceeded to call
20 911 on my own mother. My stepfather picked up my sister
21 and I while my mom's so-called friends were arrested and
22 she was taken to a mental hospital. I had just gone
23 through one of the toughest nights of my life, but I
24 finally felt at peace with myself.

25 As everything was falling apart at my

1 mother's house, Sarah Heinz House, one of the strongest
2 after-school programs in the Pittsburgh area had become
3 my safe place. The staff and the volunteers quickly
4 filled in the emotional gaps of my childhood and
5 provided many escapes through personal relationships and
6 those positive after-school programs.

7 Kid's words, especially when we are upset,
8 are frequently dismissed as a passing thing, you know,
9 something they'll grow out of. The staff at the club
10 listened to me and they validated me. They provided
11 moral support, a way to and from the club, and they even
12 offered their homes as a safe place to stay. Perhaps
13 most importantly, they never allowed me to use my
14 situation as an excuse for failure.

15 Now an alumni, I was a member of the club
16 for nine years. And in that time, I developed an
17 interest and talent in the technology field. Sara Heinz
18 House has a very strong partnership with the
19 world-renowned Carnegie Mellon University's robotics
20 program. I teach younger kids at the club about
21 robotics, and that has triggered my pursuit of computer
22 science and secondary education in college.

23 Earlier I stated to you that I stand before
24 you as a proud product of Boys and Girls Club of
25 America. That stands true only because one thing

1 remained a constant in my life, Sarah Heinz House Boys
2 and Girls Club.

3 A place that I first looked at as an
4 after-school hangout spot had become my home, my second
5 home. Like all other after-school programs, the goal of
6 Sarah Heinz House is to develop and polish young
7 individuals for success. And as you can see, those
8 goals and values that the club taught me after school
9 still stand strong in my life today.

10 After-school programs are a necessity in all
11 neighborhoods and communities around us. They keep kids
12 off the streets and prevent them from becoming victims
13 of society. Also, strong after-school programs help
14 prepare children for the demanding world today, because
15 we all know that post-high school education is a
16 necessity for success.

17 I'm really excited about my future in
18 college, and I know I can handle whatever life throws my
19 way and I know that I will always have the constant
20 support of Sarah Heinz House Boys and Girls Club. I've
21 been through a tough life, and Sarah Heinz House has
22 always been there, along with Boys and Girls of America.
23 They have given me the courage to accept the things I
24 cannot change, and I know I will always have the
25 constant support of my club. Let me reiterate that, I

1 know I will always have the constant support of my club.

2 Winston Churchill said it, Heinz House
3 embedded it, success is never final, failure is never
4 fatal; it's courage that counts. That's what my Boys
5 and Girls Club with their strong after-school programs
6 has done for my life.

7 Thank you all for your time.

8 (Applause.)

9 CHAIRWOMAN BISHOP: You leave us a little
10 bit speechless. God bless you --

11 MR. SHELLEY: Thank you.

12 CHAIRWOMAN BISHOP: -- and the Boys and
13 Girls Club, for certainly they have made a positive
14 change; but you helped to make it, too, because you
15 wanted change. Bless you.

16 MR. SHELLEY: Thank you.

17 CHAIRWOMAN BISHOP: Are there any questions?
18 Representative Samuelson.

19 REPRESENTATIVE SAMUELSON: Thank you for
20 your powerful testimony. How old were you when you
21 first got involved in the Boys and Girls Club, and how
22 did you first hear about it? And, also, have you heard
23 about other after-school programs in your community?

24 MR. SHELLEY: Well, the Sarah Heinz House is
25 a very, very large after-school program in the

1 Pittsburgh area; and it was brought to me by a friend.
2 And I gave my mother the idea that I'd like to join this
3 place and my mother set it aside and thought nothing of
4 it. And believe it or not, my mother, with her strong
5 drug addiction that I was unaware of until I was 16, I
6 now know that she pushed me into the Boys and Girls Club
7 to protect me and to give me a chance for success.

8 REPRESENTATIVE SAMUELSON: And how old's
9 your sister, how many years younger than you?

10 MR. SHELLEY: My sister's 13 years old, 7
11 years younger than me.

12 REPRESENTATIVE SAMUELSON: Thank you.

13 CHAIRWOMAN BISHOP: Thank you so much.
14 Chairwoman Rubley.

15 SUBCHAIRWOMAN RUBLEY: Thank you to both of
16 you for your powerful testimony today and sharing with
17 us the wonderful organization, Boys and Girls Clubs.
18 And, David, I just want to commend you on your strength
19 and courage for facing the adversities that you have and
20 moving forward in such an amazing way. I think we'll be
21 hearing good things about you as time goes on. Best of
22 luck to you.

23 MR. SHELLEY: Thank you.

24 CHAIRWOMAN BISHOP: Any other comments? I
25 thank both of you very much for being here this

1 afternoon sharing with us, and certainly we'd want to
2 say thank you to Mr. Jackson. Thank you so much.

3 MR. JACKSON: Thank you.

4 CHAIRWOMAN BISHOP: And thank you, David,
5 for accompanying him and may you continue with the good
6 work that's being done there.

7 MR. SHELLEY: Thank you.

8 CHAIRWOMAN BISHOP: Our next presenter,
9 Barry Martin, Executive Director of the State YMCA
10 Association and Deborah Klinedinst, Executive Director
11 of the Southern York YMCA. Welcome both of you.

12 MR. MARTIN: Thank you, Madam Chair. Well,
13 we have the unenviable task of being last presenters on
14 an agenda that's running a little bit behind schedule.

15 CHAIRWOMAN BISHOP: A little bit behind
16 schedule. And testimony, I'm going to ask if you can,
17 to paraphrase it a little bit for us.

18 MR. MARTIN: We certainly will. I would
19 like to say that we'll be brief. I don't want to
20 provide any false hope, but we'll do the best we can.

21 Good afternoon. I'm Barry Martin. I am the
22 Executive Director of the State Alliance of YMCAs, the
23 YMCA's Youth and Government Program, which is an
24 after-school program for kids to model state government.

25 Today I'm here wearing the hat of the Public

1 Policy Chair for the State Alliance of YMCAs. We'd like
2 to thank Chairwoman Bishop and Chairwoman Rubley for
3 having us here today and thank the Committee for your
4 interest in this subject. I would also like to express
5 gratitude to the Pennsylvania After-school Network and
6 the Pennsylvania Partnerships for Children taking a lead
7 on this issue. They've really been carrying the banner
8 for us.

9 First off, my colleague, Deb Klinedinst,
10 will discuss after-school programs and I will follow up
11 with the need for out-of-school physical education
12 programs.

13 Deb.

14 MS. KLINEDINST: Good afternoon, and thank
15 you. YMCAs have served youth and young adults for more
16 than 155 years in a variety of programs. They include
17 after-school enrichment, aquatics, arts, camping, health
18 and wellness, sports, service learning, teen leadership
19 and club programs that stress honesty, respect,
20 responsibility and caring.

21 For more than 50 years, Pennsylvania YMCAs
22 have been engaging children in after-school programs.
23 Today, of the nearly 1.2 million Pennsylvanians served
24 by 161 YMCAs, 45 percent are children and youth under
25 the age of 18, that's 540,000 young people served by

1 YMCAs in out-of-school programs. As schools across the
2 Commonwealth prepare to open their doors, working
3 parents once again find themselves searching for safe,
4 quality after-school programs to compliment and
5 supplement their children in school learning.

6 With 156 YMCA branches operating hundreds
7 of child-care programs, the Commonwealth's YMCAs are a
8 leading resource for parents looking to find meaningful
9 and fun afternnoon activities. The guiding philosophy of
10 YMCA child-care is to provide child-centered programs
11 with a commitment to quality. Because of this approach,
12 we have grown to become the largest providers of
13 childcare in Pennsylvania and in the country, which
14 enables Pennsylvania YMCAs to rely upon a national
15 network of experts in the field.

16 YMCA programs and centers, which are
17 certified through NAEYC, Keystone Stars, and the
18 National After-school Association, provide support for
19 the entire family, including infant, preschool, and
20 school-aged childcare. In Pennsylvania, many YMCAs do
21 this by partnering with groups such as Headstart, the
22 JCPenney After-school Alliance, and the Readers Digest
23 "We Love Reading Initiative."

24 Combined with annual support from local
25 communities, no one is turned away due to financial

1 limitations. You should also know the following about
2 our YMCA after-school programs: At the YMCA,
3 non-academic does not mean non-educational. Activities
4 that strengthen, expand and provide real life context to
5 information learned in the classroom are important to
6 children's learning. For example, soccer helps in
7 developing an understanding of Geometry, cooking
8 projects help to teach fractions, and journal writing
9 helps to develop writing skills and stimulate creative
10 thinking.

11 Most YMCA after-school programs include
12 elements that promote artistry, social skill
13 development, emotional development, nutrition and
14 physical activity, character development, sports,
15 service-learning, as well as literacy, math and science
16 hands-on activities.

17 Our programs are grounded in group work,
18 relationship building, and a child/youth centered
19 approach, experiential learning, and hands-on
20 activities, all of which have a positive impact on youth
21 development and learning.

22 YMCAs aim to build self-esteem and provide
23 the concrete tools youth need to be happy and productive
24 in life. As such, our after-school programs are
25 designed to focus on the abilities of youth rather than

1 their shortcomings or their deficits. YMCA programs
2 also help youth to develop skills such as
3 self-regulation, communication, problem solving,
4 negotiation and critical thinking that make learning
5 easier.

6 YMCA staff and volunteers also understand
7 that each youth needs significant adults beyond family
8 to relate to and rely upon for support and guidance. As
9 such, YMCA staff are carefully selected and trained to
10 be good role models.

11 YMCAs are partners in supporting children's
12 learning. Across the country and in Pennsylvania, YMCAs
13 collaborate with schools and community-based
14 organizations and other youth development organizations
15 like Boys and Girls Clubs, 4-H, Boy and Girl Scouts,
16 Junior Achievement, local libraries, and more. For
17 example, the results of a 2005 YMCA School-age Child
18 Care Survey found that more YMCAs are collaborating with
19 schools than ever before. More than 80 percent of
20 school-age programs are located at schools and 71
21 percent of the YMCAs collaborate with elementary
22 schools.

23 As schools across the country have faced
24 budget cuts resulting in the elimination of recreational
25 programming such as sports and physical education, YMCAs

1 have also stepped up to the plate to help provide these
2 activities. In fact, hundreds of YMCAs provide physical
3 education instruction for private schools and
4 home-schooled children. They're building strong
5 communities by helping a future generation of workers
6 with 21st century work skills, by reducing juvenile
7 crime in and out-of-school hours and by ensuring
8 students have the knowledge and the skills to succeed in
9 a knowledge-based economy.

10 In conclusion to my section, we want to look
11 at increasing participation and decreasing barriers that
12 follow. The youth report that we recently received on
13 the after-school programs stated that kids like to have
14 fun with their friends. They learn new skills in
15 sports, arts, community service and recreational
16 activities. They like being around adult role models
17 and feeling safe.

18 In fact, almost 40 percent of elementary and
19 middle school youth become involved in some type of
20 peer-centered organized activity, whether it be a club,
21 lessons, or an after-school program. Of course, the
22 potential benefits of after-school programs cannot be
23 achieved if youth do not attend. Unfortunately, low
24 attendance is the norm in many after-school programs for
25 middle and high school youth, due to busy schedules and

1 family lives, claims of boredom, or the desire for
2 freedom. Other barriers include the need for a teen to
3 work, family responsibilities, transportation issues,
4 and safety concerns.

5 And I thank you, and I'm going to turn it
6 back over to Barry.

7 MR. MARTIN: Thank you. As kids across the
8 state head back to school and back to sitting at their
9 desk for 6 to 8 hours a day, it's critically important
10 that parents find additional ways for their children to
11 stay active before, during, and after school. Experts
12 such as the Journal of Pediatrics, the CDC, and the US
13 Department of Health and Human Services agreed that
14 school-age children need to be moderately to vigorously
15 active for a minimum of 60 minutes a day.

16 Unfortunately, the majority, almost
17 two-thirds of our nation's youth are not reaching this
18 goal. As a result, our children are increasingly obese
19 and overweight. The latest data published in the
20 Journal of the AMA shows the percentage of children who
21 are overweight continues to increase.

22 Among children and teens ages 6 to 19, 16
23 percent are overweight. That's triple the proportion of
24 1980; and unfortunately, Pennsylvania's not an
25 exception. In fact, Pennsylvania ranks 24th on the

1 CDC's behavioral risk factor scale with a staggering 63
2 percent of our citizens listed as obese or overweight.
3 That means there are nearly 8 million Pennsylvanians,
4 that's 1.6 million of whom are children who are obese or
5 overweight. According to the New England Journal of
6 Medicine, the current generation of American children
7 could be the first to lead shorter lives than their
8 parents. We know that physical activity reduces the
9 risk of developing obesity and chronic diseases such as
10 diabetes and cardiovascular disease; we know that it
11 helps to build and maintain healthy bones and muscles
12 and reduces feelings of depression and anxiety and
13 promotes psychological well-being.

14 Unfortunately, hectic work and family
15 schedules allow little time for kids to participate in
16 physical activity and schools are struggling to improve
17 academic achievement and are dropping physical education
18 and physical activity and assigning more homework, which
19 of course leaves even less time for sports and other
20 forms of physical activity.

21 After-school programs are feeling the
22 pressure to shift from physical activity programs to
23 academic class time. Even recess, the only unstructured
24 play time for kids, is being squeezed out of the school
25 day; television, computer games, the internet and text

1 messaging are deactivating our kids. Diminished public
2 funding for parks, playgrounds, and sidewalks that
3 encourage and facilitate active lifestyles along with
4 concerns about neighborhood safety also contribute to
5 inactivity.

6 The YMCA has responded by creating the
7 Activate America Initiative, a bold approach to
8 addressing our nation's growing health crisis by
9 incorporating physical activity and lifestyle changes
10 into our community programming.

11 So in conclusion, as the Committee examines
12 the issue of after-school care, we urge you to consider
13 the importance of increased physical activity for our
14 children and families and to offer our organization as
15 partners in that effort.

16 We thank you again for allowing us to be
17 here today.

18 CHAIRWOMAN BISHOP: Thank you very much.
19 Are there any questions? Representative
20 McIlvaine-Smith.

21 REPRESENTATIVE MCILVAINE-SMITH: Thank you,
22 Madam Chairwoman. I wanted to make a comment and then
23 ask a question. I was involved in the YMCA when I was
24 in middle school and high school in the Tri-Hi Y Program
25 and all the boys were in the Gra-Y Program, and I was

1 very surprised when I became a young mother that those
2 programs were no longer in existence, and my mother had
3 been a Tri-Hi Y'er. And it was such a great activity,
4 because I grew outside of the town on a farm, so I
5 didn't have those kinds of social interactions. And
6 this was terrific because we not only did service work
7 in our community, but we had basketball games and dances
8 and all sort of things; and for six years, they're the
9 greatest memories I have of that section of my life.
10 But I'm wondering, we have a YMCA that's been in our
11 town for a hundred years in West Chester, Pennsylvania
12 and I was very upset when they decided to shut down
13 their Y and move to the East Goshen Township. And there
14 was a great concern by a lot of us who live in the
15 Borough that the Y was abandoning its mission. And a
16 lot of the kids that are able to walk to the Y will no
17 longer be able to find transportation. And that is a
18 concern; because again, I was lucky I went to the high
19 school that was right in town so I could walk to the Y
20 for the Tri-Hi Y Program. So do you have scholarships
21 available for children in need? Will you provide
22 transportation? I know I'm sort of asking a specific
23 here. But I'm also asking, generally, do you provide
24 scholarships for children that are in need?

25 MR. MARTIN: Yeah. Let me start with your

1 question about Tri-Hi Y. Tri-Hi Ys and Gra-Ys do still
2 exist. They have been sort of rebranded as Y clubs; and
3 in most cases, they're the Youth in Government clubs
4 that I mentioned earlier. Tri-Hi Y and Gra-Y have
5 eventually become civics education programs and we do
6 still run 40 of those clubs throughout the state.

7 I'll be up in Representative Boback's
8 district next week to try and get something like that
9 started there, so that does exist and I would love to
10 talk to you about reinstituting that in your district
11 when we have an opportunity to do that.

12 Secondly, Pennsylvania does have more
13 YMCA locations than any other state in the country; but
14 Pennsylvania's a very large state, as you well know.
15 With 161 branch locations and literally hundreds of
16 after-school locations, we still cannot hit every
17 community and so that is unfortunate; but with other
18 community partners, hopefully there is not too large a
19 gap in your community and there might be other service
20 providers. That said, I'm not familiar with
21 particularly your YMCA and your district; but I will
22 certainly follow up with them to find out where they are
23 and what they're doing and I'll get back to you on that.

24 In general, yes, we do. Every YMCA has an
25 annual support campaign where we collect grant money,

1 corporate donations, individual donations, government
2 grants to provide scholarships to kids who cannot afford
3 to participate. I know that at my YMCA every one of the
4 students who are in the YMCA Youth in Government Program
5 are subsidized in one way or another. A great many who
6 can't afford it, will pay the full amount so that others
7 who can't afford it will have scholarship money there.
8 But, in general, yes, every YMCA provides scholarship
9 money from full-ride down to a proportionate number.

10 Thank you.

11 CHAIRWOMAN BISHOP: Are there any further
12 questions? We want to thank you very much for coming.
13 The meeting's adjourned.

14 (The hearing adjourned at 3:05 p.m.)

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CERTIFICATE

I hereby certify that the proceedings and evidence are contained fully and accurately in the notes taken by me on the within proceedings and that this is a correct transcript of the same.

Tracy L. Markle,
Court Reporter/Notary