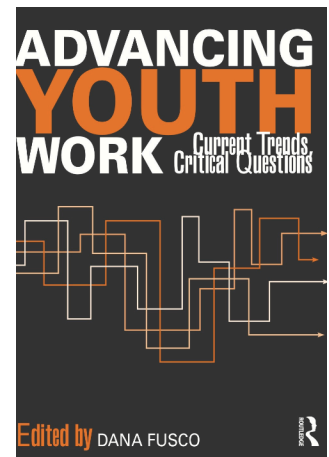


NAA 2012 Conference: Next Gen Youth Work Coalition Sessions

The **Next Generation Youth Work Coalition** brings together individuals and organizations dedicated to developing a strong, diverse after-school and youth development workforce that is stable, prepared, supported and committed to the well being and empowerment of children and youth. Next Gen focuses on advancing 5 key areas to build strong workforce support systems: 1) Standards and competencies; 2) Professional development and training resources; 3) Learning delivery systems; 4) Career ladders and compensation guidelines; and 5) Research and evaluation systems.

This year, Next Gen will host **two social events** in addition to **seven interactive sessions**.

- **April 2nd, Evening Reception and Book Signing:** On the first evening of the conference, Next Gen will host an informal gathering. Dana Fusco and several contributors to *Advancing Youth Work: Current Trends, Critical Questions* will be available to sign copies of the book; a limited number of books will be sold at a discounted rate. This evening social will be an opportunity for Next Gen members to meet and mingle. (Time and place to be announced; please visit the [Next Gen website](#) for updates.)
- **April 3rd, Business Meeting of the Higher Education subcommittee:** On the second evening of the conference, Dana Fusco and Ross VeLure Roholt (subcommittee co-chairs) will hold a *Business Meeting for Next Gen's Higher Education subcommittee*. Several years ago, the Next Gen Youth Work Coalition organized a higher education subcommittee to help collect and analyze curriculum in Youth Studies. This year we will review the work of the subcommittee to date, discuss the role of the committee going forward, and present a call for new membership and ideas. (Time and place to be announced; please visit the [Next Gen website](#) for updates.)



Not a member of Next Gen? Join! Please visit <http://www.nextgencoalition.org> to join and to get updated conference information.

Session 1. Next Generation Youth Work Coalition: Overview of 2012 Track

An update on youth work workforce developments (Ellen Gannett, Dana Fusco, and Ross VeLure Roholt)

The Next Generation Youth Work Coalition brings together individuals and organizations dedicated to developing a strong, diverse after-school and youth development workforce that is stable, prepared, supported and committed to the well being and empowerment of children and youth. This session will introduce the 2012 Next Gen track of the NAA conference including an overview of the seven sessions, an update on where we stand more broadly in youth work workforce developments, including some of the 'big ideas' that emerged in the new book, *Advancing Youth Work: Current Trends, Critical Questions*, and will put forth a call for building the Next Gen Youth Work Coalition.

Session 2. Workforce Trends – Competencies {Moderator – Ellen Gannett}

Where do we stand with the National Competencies? (Ellen Gannett, NIOST and Judy Nee, Former NAA President)

Many states have been independently developing and using core knowledge and competency frameworks. Some work has been done to examine and crosswalk existing frameworks, and research shows that there is considerable agreement in the content of these documents (Mattingly et al., 2002; Starr et al., 2009; Vance, 2010). As a result of these efforts to bring together disparate work and identify consensus, the NAA board of directors recently adopted a nationally recognized set of core knowledge and competencies researched and compiled by the National Institute on Out-of-School Time. The core knowledge and competency framework has the potential to generate a unifying force for the professional development of a diverse field within a variety of settings and positions and a wide range of ages of youth served. This session will engage the audience in a discussion about the future use of this framework both nationally and locally.

Using Competencies to Build Statewide Professional Development Systems (Jenn Faber, State School-Age Coordinator, Florida Office of Early Learning and Carmen Gatti, Project Director, Southeastern PA School-Age Child Care Project)

Both Florida's Steps to Success Professional Development Initiative and Pennsylvania's Keys to Quality Initiative have developed and marketed their Core Competencies as the foundational component to the development and implementation of their State Professional Development Systems for the Early Education and School-age Care Fields. Competencies for Practitioners, Directors, Trainers, Technical Assistance Specialists, Career Advisors and Specialists, all which are child outcome driven, help guide the integrated professional development system components, such as training, multiple career

pathways and articulation agreements. These system frameworks also include qualifications and credentials, quality assurance and mechanisms for access and outreach. Join us as FL presents its new system currently in pilot phase, while PA overviews their Professional Development System developed in 2005. Developmental strategies and lessons learned will be shared.

Session 3. Workforce Trend – Curricular {Moderator – Jerry Kitzi}

Positive youth development: developing the theory of youth work (Bob Barcelona and William Quinn, Clemson University)

The diversity that underlies youth work presents both challenges and opportunities for the development of academic preparation programs in youth studies. While acknowledging that there are differences in the contexts and settings where youth work takes place, the positive youth development framework (PYD) provides a unifying set of principles, practices and language that can help bridge the gaps between diverse disciplinary and professional perspectives. This presentation discusses the PYD framework and its application to academic curriculum development, and demonstrates the application of this model through Clemson University's online Masters degree and Certificate programs in youth development leadership.

John Dewey & Experiential Learning: developing the theory of youth work (Jon Ord, UCP Marjon, UK)

It is argued in this paper that there is a disconnection between the importance placed on young people's experience in youth work and the theory of 'experiential learning', which is in the main, dominated by a simplistic four stage cycle attributed to Kolb (1984). It will be demonstrated however, that this simplistic cycle is a misinterpretation of Kolb's theory. The significance of which is that it results in a limited view of experiential learning. It is argued that not only is a deeper understanding of Kolb's original theory required, but a return must be made to John Dewey, the architect of experiential learning, to fully comprehend this important process. In so doing, a stronger theoretical foundation of the importance of experiential learning and its role in the educational process youth work is acquired.

Is Youth Studies good preparation for youth workers? (Ross VeLure Roholt, University of Minnesota)

In recent years, several proposals for youth work competencies have been developed. Each competency framework describes what characterizes a skilled youth worker. This presentation will summarize and compare three competency frameworks (Vance, 2010; North American Certification Project, and Youth Work Core Competencies, NIOST) to further develop an understanding of what characterizes a skilled youth worker across the frameworks and then discuss how these frameworks pose both opportunities and challenges for integrating into the Youth Studies program at the University of Minnesota, given its own student learning outcomes.

Session 4. Strengthening Organizations from Within Using Online/Blended Professional Development Tools {Moderator – Pam Garza}

Panel on using online/blended professional development tools (Pam Garza, Garza & Associates; Paul Cypher, NP Training Works; Jonathan Brack, California Workforce Innovation Network; and Tony Streit, Education Development Center, Inc.)

Preparing afterschool youth workers to most effectively work with youth is one of most important things any of us can do. As all organizations are trying to “do more with less” it will require rethinking the professional development model we have relied on in its ability to help us more effectively recruit, develop and retain out of school time workers. This coupled with the potential of an online/blended approach provides a great opportunity for all of us to capitalize on the use of online professional development tools. This session will provide concrete examples of what is already being done in an online or blended approach and engage the participants in their own thoughts, challenges and successes with the online environment. Representatives will provide concrete examples as well as the session will discuss the challenges and the research behind online/blended professional development for afterschool.

Session 5. Using “Self” to Grow as a Professional {Moderator – Ross VeLure Roholt}

Exploring ‘use of self’ as a model of professional growth: Overview (Dana Fusco, York College)

Used in the education of counselors, nurses, occupational therapists and social workers, 'use of self' is a way of understanding how practitioners evoke aspects of themselves (their knowledge, humor, affect, resources) in order to bring about human change. This presentation reviews this literature and then discusses how 'use of self' can be applied to youth work.

How can your youth thrive if you don't? What youth workers can do to nurture their professional growth and well being (Eric Oines, Director, Project for Pride in Living, College Housing and Jennifer Griffin-Wiesner, consultant)

Youth development work can be tremendously rewarding and fulfilling, and it's clearly so important: Studies show that young people experience numerous positive benefits from participation in high-quality programming. Youth worker competence plays a significant role in quality. Yet as anyone who has done youth work knows, it can also be physically, emotionally, and psychologically challenging. Whether you're a volunteer or professional, since long ago or just last month, learn from long-time practitioners and professional coaches about tools and strategies to help keep grounded, energized, and engaged. Participants in this session will recognize that attending to their own and colleague's well-being helps prepare them for offering high-quality experiences for young people; acquire skills and tools for recognizing and acting upon their own values, priorities, and personal commitments; and acquire

skills they can use to help them build positive relationships with colleagues, partners, parents, and young people.

What is it about us? Connecting voice, values and practice (Shaun Kelley Walsh, Community Education Coordinator and Caitlin Aldridge, Minneapolis YWCA)

We each have a unique path to arrival in youth work. Declaring that story and pulling out its connections to our core values will inform and strengthen our practice. As youth workers, we strive to create a culture where youth are able to speak their minds and be themselves. Our professional development must do the same. The "What is it About Us?" training is designed to provide a forum for youth workers to explore their voice, values and apply that self knowledge to their practice.

Session 6. Youth Work on the ground: Current trends and realities **{Moderator – Dana Fusco}**

Where is the youth work(er) in afterschool? (Alex Fink, University of Minnesota)

Youth work increasingly occurs in funding environments that demand that programs and services for young people be organized as--and be substantively in content and pedagogy--an extension of school-day activities so as to enhance academic learning. Pushing this trend are funding, accountability demands, and outcome-driven evaluation. Caught in these symbolic, programmatic, and structural changes are youth workers. These changes have direct consequence on worker role and on the worker herself. I present examples from two youth worker experiences to show how these external forces are seen and experienced by those outside of and inside the multiple involved systems. My presentation is structured by questions, which can be used by others to assess local situations and their Existential consequences for worker choices and action. Particular attention is given to the vocational call to do and be a youth worker, and the possible contribution of these changes on vocation, which might lead to Existential burn-out.

What is quality afterschool programming, and how can we start doing it now? (Quinn Wilder, University of Wisconsin, Milwaukee)

What is quality afterschool programming, and how can we start doing it now? This is the guiding question of the Milwaukee CLC Program and Staff Enhancement Project, a 2-year pilot engaging lead staff from three afterschool programs in a participatory action research cohort. Emerging themes and experiences of the project will be presented and discussed, including 1) a current focus by the research team on youth-led, civic engagement projects as programming that effectively builds engagement, academic preparedness, and social and emotional skills, and 2) implications and potential for this approach to contribute to efforts to strengthen afterschool programs.

The Accordion Effect: The Squeeze between External Pressures, Increased Expectations and Reduced Funding (Steve Ramos, Fresh Youth Initiative, Anne Lawrence, Robert Bowne Foundation, Dana Fusco, York College)

This session highlights the experience within smaller community-based agencies that are feeling the squeeze between external pressures, increased expectations and reduced funding simultaneously with the growing needs of youth and their families. The session brings together the perspective of a funder, an experienced program director, and a researcher to examine how the current climate is impacting the capacity to serve the needs of youth, their families as well as staff. We will ground the discussion in youth worker's reasons for entering and remaining in the field and how these original philosophies and beliefs about youth development are in tension with current mandates and funding streams and our capacity to produce music over cacophony.

Session 7. Supporting pipelines and pathways for youth workers {Moderator – Dale Blyth}

Is youth work a career? Issues of stability and promotion in the field (Laurie Jo Wallace and Mo Barbosa, HRIA)

In other fields, like education, a teacher need not become a principal to remain in his/her chosen field because there is not the social or professional push to leave direct service and join administration. Like nursing, law and other professions, there is credibility in remaining in your chosen position. Youth work has been different. Good youth workers often become supervisors and managers without adequate preparation in leadership and then may leave the field because of narrow opportunities for promotion. Funding shifts, low wages for frontline staff and murky professional pathways impede the development of the workforce and introduce a great degree of volatility in field. Add to these the low social perception of the field, and we are left to ponder: is youth work something you do while you figure out what you really want to do or is youth work a career?

Developing a pipeline of youth health workers (Normandie Nigh, World Fit for Kids, & Rebecca Goldberg, South Bay Center for Community Development)

The Mentors in MotionSM program prepares high school students and young adults with the job skills, work experience and knowledge of healthy behaviors to become active advocates for health and well being in their communities. This is particularly critical in underserved urban areas, where many children lack opportunities to learn about key health issues in a safe and nurturing environment. The program model—adults mentoring trained high school students who mentor younger youth in healthy, safe activities—is increasingly important with obesity becoming the most common health problem facing children today, as it reaches epidemic proportions. Mentors in MotionSM essentially provides a

foundation for developing a pipeline of much-needed minority personnel to staff America's afterschool programs, and ultimately our health workforce.

Credentialing: Valuable pipeline to licensing? (Vicki Stein, Francis Institute for Child and Youth Development, Metropolitan Community College-Penn Valley)

The Youth Development Credential (YDC) was created as an opportunity for adults working with school-age children and youth to gain professional recognition for demonstrating their competence and knowledge as they work in programs serving youth. The Kansas and Missouri Core Competencies for Youth Development Professionals and the NAA Core Knowledge and Competencies for Afterschool and Youth Work Professionals are used to align training and education as well as assist the worker to assess personal needs and professional development. YDC is a step in the Career Matrix used for QRIS (known as Show ME Quality for Kids).

Next Gen Presenters' Contact Information

Caitlin Aldridge
Beacons Program Manager
ywca of minneapolis at north commons park
1801 james ave n
mpls, mn 55411
(612) 522-6559 ext 1
(651)308-1535 (cell)
email: caldridge@ywcamppls.org

Bob Barcelona, Ph.D.
Youth Development Leadership Program
College of Health, Education, & Human Development
Clemson University
414 Edwards Hall, Clemson, SC 29634
E-mail: rbj@clemson.edu
Phone: (864) 656-1891 Fax: (864) 656-1877

Mo Barbosa
Assistant Director, Training and Capacity Building Project
Health Resources in Action, Inc.
95 Berkeley Street
Boston, Ma 02116
Phone: 617-451-0049, ext. 222
mbarbosa@hria.org

Dale Blyth
Associate Dean and Director
University of Minnesota
Extension Center for Youth Development
McNamara Alumni Center
200 Oak St. SE, Suite 270B
Minneapolis, MN 55455-2022
blyth004@umn.edu

Jonathan Brack
Principal
Brack Consulting

1904 Franklin St. #300 Oakland, CA 94612
jonlbrack@gmail.com

Paul Cypher
President & CEO
NP Training Works
A Division of CypherWorx, Inc.
Suite 116
3349 Monroe Avenue
Rochester, NY 14618
(888) 685-4440
pcypher@nptrainingworks.com

Jenn Faber
State School-Age Network Coordinator
Florida's Office of Early Learning
Office Phone: 239-433-6597
Office Fax: 239-433-6603
6973 Kimberly Terrace, Ft. Myers, FL 33919-6900
Jennifer.Faber@oel.myflorida.com

Alex Fink
Leadership Education and Development
University of Minnesota
finkx082@umn.edu

Dana Fusco
Associate Professor
York College, City University of New York
Department of Teacher Education
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11451
dfusco@york.cuny.edu

Ellen Gannett
Director
National Institute on Out-of-School Time
Wellesley Centers for Women
Wellesley, MA 02481
781-283-2544
egannett@wellesley.edu

Pam Garza
President & CEO
Garza & Associates
2844 North Quiet Valley Drive
Tucson, AZ 85749
520-495-0931(office)
pam@pgarzas.com

Carmen Gatti
Project Director
Southeastern PA School-Age Child Care Project
201 Sabine Avenue
Narberth, PA 19072
Phone: 610-617-4550 Opt. #4
cgatti@melc.org

Rebecca Goldberg
Co-Director, Career & Workforce Development
South Bay Center for Community Development
rgoldberg@sbaycenter.com

Jennifer Griffin-Wiesner
Jennifer Griffin-Wiesner Consulting
2125 Kelly Drive
Golden Valley, Minnesota 55427
763.360.7448
jennifer.griffinwiesner@gmail.com

Shaun Kelley Walsh
Community Education Coordinator
Community Education
Saint Paul Public Schools
1495 Rice Street, St. Paul, MN 55117
651-487-7387
shaun.walsh@spps.org

Anne Lawrence
Program Officer
The Robert Bowne Foundation
6 East 39th Street, 10th Floor New York, NY 10016
Phone number: 212-792-6250
anne.lawrence@bownefoundation.org

Judy Nee
Past President, NAA
judynee@bellsouth.net

Normandie Nigh, CEO
A World Fit For Kids!
678 S. La Fayette Park Place
Los Angeles, CA 90057
Ph. 213-387-7712 FAX 213-387-7717
Email: nn@worldfitforkids.org

Eric Oines
College House Program Manager
Project for Pride in Living
1035 E Franklin Avenue
Minneapolis, MN 55404
eric.oines@ppl-inc.org
www.ppl-inc.org

Jon Ord
Professor
University College Plymouth St Mark & St John
Derriford Road, Plymouth, PL6 8BH
jord@marjon.ac.uk

William Quinn, Ph.D.
Professor, Youth Development Leadership
Clemson University
College of Health, Education, and Human Development
417 Edwards Hall
Clemson, SC 29634
wquinn@clemson.edu

Estamos Ramos
Executive Director
Fresh Youth Initiatives
501 W 171st Street
New York, NY 10032
212.781.1113 | 212.781.1151
sramos@freshyouth.org

Vicky Stein
Professional Development Specialist
Francis Institute for Child & Youth Development
Metropolitan Community College - Penn Valley
Kansas City, MO

vicky.stein@mcckc.edu

Tony Streit
Sr. Project Director
Education Development Center, Inc.
55 Chapel St. Newton, MA 02458-1060, USA
tstreit@edc.org
773-427-2759

Ross VeLure Roholt
Assistant Professor
School of Social Work, Youth Studies
University of Minnesota
rossvr@umn.edu

Laurie Jo Wallace
Director of Training and Capacity Building
Health Resources in Action, Inc.
95 Berkeley Street Boston, MA 02116
P: 617.451.0049, ext. 223
ljwallace@hria.org

Quinn Wilder
Director
Youth Work Learning Center
School of Continuing Education
University of Wisconsin-Milwaukee
161 West Wisconsin Avenue, Suite 6000
Milwaukee, WI 50203
qwild@uwm.edu