PENN SACCA Reports…Summer 2015

Pennsylvania School-Age Child Care Alliance-PENN SACCA
The Pennsylvania Affiliate of NAA (National AfterSchool Association)

Save the Date!

18TH ANNUAL PENN SACCA CONFERENCE
"Social/Emotional Learning: It's All About the Connections"
NOVEMBER 13 AND 14, 2015
Holiday Inn Harrisburg, Grantville PA

Have experience providing professional development in any of these areas?

Adult/Child Interactions	Human Relationships
Building Resiliency	Mental Health
Bullying/Peer Interaction	Safety, Health, Nutrition
Connecting to Families	Social/Emotional Development
Environments	

Go to our website to download the RFP
PENN SACCA CONFERENCE

What's Inside?

Co-Chairs Corner

Greetings!

Since our last newsletter many exciting things have happened in the school-age world in Pennsylvania, and more great things are going to happen in the near future.

PENN SACCA, together with the National Afterschool Association (NAA) piloted a STEM related Professional Development and a digital badge. PA was one of only 3 states that had the opportunity to pilot this new STEM related professional credential that was offered by NAA and was developed with support from Click2SciencePD. This project was completed in May and all PA participants received the STEM- related "digital badge". Big thanks to all our coaches, and all the participants! Again, Pennsylvania is on the forefront of professional development for school-age staff in the Nation!

Wendy participated in the 2015 International Learning Exchange in London, and learned from some of the most well-respected London based leaders and funders in the field about advancement in professionalism and youth development training, alignment with higher education institutions, promotion of youth engagement and leadership, and other topics of interest to leaders in our field.

The NAA has published Afterschool's Next Generation of Emerging Leaders. The team at NAA nominated 23 winners from 14 states. We are happy that we have 2 PENN SACCA members among these new Leaders. Congratulations to Charlene Carey, Lead Teacher at the Enrichment Workshop for Children, and Katie Runkle, School Age Camp Director at a Hildebrandt Learning Center. All Emerging Leaders will be featured in Afterschool Today in the fall magazine's special report.

The 18TH ANNUAL PENN SACCA CONFERENCE **"Social/Emotional Learning: It's All About the Connections"** on NOVEMBER 13 AND 14, 2015 at the Holiday Inn Harrisburg, Grantville PA. We are excited to have **Liz Joye** offer professional development at our Conference. Liz has worked with children in various capacities for over 20 years. Her experiences include positions as a Park Director, Classroom Teacher, Assistant Principal, and Resource Teacher for academically gifted children. Liz also served as the Director for a large, school-based after school program in Charlotte, North Carolina, which was cited by Walking Mother magazine as one of the top 10 programs in the country. As a Training Associate for the National Institute on Out-of-School Time at Wellesley College, Liz travels extensively to lead workshops for school administrators and teachers. In addition, she serves as a private consultant in Charlotte where she writes, trains, and conducts custom-designed workshops. Liz is also an Endorser Trainer for the South Eastern region of the National Afterschool Association (NAA). Liz is currently serving as chair of NAA's Accreditation Council. She also supervises the work of NAA's Regional Point Affiliates and NAA's Application Reviewers. Her career has allowed Liz to chase her two professional passions: quality training and quality programming.

Last, but not least, **After-School Quality: The Process for Program Improvement** - Applications are now available for the 2015-16 cohort. Please contact your Regional Key for additional Information. Developed by the National Institute on Out-of-School Time, *After-School Quality* is designed to assist afterschool programs in implementing a continuous quality improvement process using a team approach. The process will involve staff and other stakeholders in recognizing opportunities for program growth and navigating improvement plans. "Team" is the cornerstone of *After-School Quality*. Successful implementation will be led by a team, supported by a team, and celebrated by a team. Technical assistance for your program throughout the process is available through your Regional Key.

We are grateful for the hard work you do for children every day!

Wendy Roush and Claudia Hunold, Co-Chairs
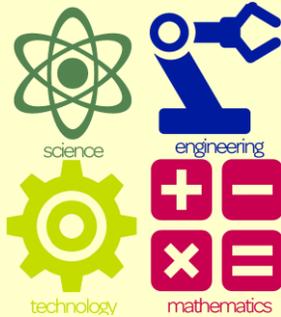
STEM Information & Ideas

Neshaminy Kids Club STEM Initiative

Neshaminy Kids Club has been taking the initiative to train staff in STEM (Science, Technology, Engineering and Mathematics). Quality STEM programming can enhance students' academic achievement, skill development, career access and life-long STEM literacy.

Our staff participated in over 20 hours of training in how to increase frequency, intensity, duration and quality of STEM learning opportunities for our students in our OST programs. Our staff learned the process of scientific discovery and familiarized themselves with generating conversations and questions that promote increasing student interest and engagement.

Directors and supervisors attended workshops and participated in webinars sponsored by PSAYDN (Pennsylvania School Age Youth Development Network) partnering with the Franklin Institute. At our weekly supervisors' meetings, plans are discussed on how and when to implement these STEM activities. Our students are exposed to science, technology, engineering and mathematics on a daily basis.

STEM lessons focus on real world issues and problems and are guided by engineering design processes. Students become immersed in hands-on inquiry and open-ended exploration. They learn the true meaning of teamwork. Many STEM lessons allow for multiple right answers and reframe failure as a necessary part of learning. It is our desire to not only help our students be better prepared in math and science, but also to be able to inquire, think, investigate and innovate. STEM develops skills in students that are valuable in all areas of their lives.

Judy Gerber, Neshaminy Kids Club

A "STEM" Wrapped in Foil

Imagine walking into a classroom where the students seem to be all over the place. The table is a mess of paper, scissors, glue bottles, and partially constructed art projects. Some students are moving around this table, others are sitting down, and still others are standing near it. They are not quiet, nor are they staying in one place. This sounds like a chaotic atmosphere that would not be conducive to the learning process. Yet in my recent Stem training from March to May of this past year, I learned that the aforementioned atmosphere might be one of active learning and fun. Chaos may not necessarily be a bad thing, if students are actively engaged.

My STEM training involved various workshops and coaching sessions and culminated in a great STEM project that I initiated with the Hildebrandt Learning Centers (HLC) Kindergarten program at Donegal Primary School (DPS).

I found my idea for a STEM project when I saw a student at DPS trying to form a pirate's hook out of a paper clip. I wanted this child to be safe, yet at the same time I didn't want to discourage his artistic ambitions. I offered to show the students how to make a safe pirate hook out of aluminum foil. As per my STEM development program, I videotaped a lesson where I taught the students how to make several costumes out of aluminum foil. The lesson was as much a learning experience for me as it was for them, as they showed me how to make several objects. One girl guided me into making a princess crown for her. Another student created an entire pirate costume down to a peg leg and a hat. His only materials were paper, aluminum foil, a paper bag, and his imagination. The students were noisy and messy because they were engaged in the process of creation and discovery. I had originally intended for the project to last about half an hour, but over an hour had gone by and the students were not finished yet. I learned another component of STEM...allow the students to work with as few time constraints as possible.

Karen Rucker, a STEM expert, viewed the video of this lesson as part of my coaching. She was pleased to see the students completely engaged in activity, but she and I both felt that I hadn't let the students explore their full potential. They had freedom of time and materials, but weren't necessarily free to solve their own problems. I had been guiding the students too much when they asked me to solve a problem. Several times I would end up doing things for them, rather than empowering them to come up with their own solution. As busy as the students had been, I was still busier. I had done some of the work that should have been the students' opportunity. While effective STEM does require teachers to model and demonstrate activities, it also requires teachers to encourage problem-solving and critical thinking. I needed to focus on finding ways to let the students discover their own answers and solve some of their own problems.

A month later, I tried the same lesson again, this time creating sample aluminum foil costumes to use as templates. The hope was that these samples would limit the number of times students would ask me to solve problems for them, and that when they did need my help I would guide their thinking as opposed to providing them with answers. The students quickly got excited as soon as they realized that they would do the foil activity again. I tried to let the students explore on their own as much as possible, intervening only when I thought it was necessary to help students cut or tape. One girl attempted to make a full-length princess dress out of a large paper bag and aluminum foil, but she couldn't get the dress on. The bag was closed and I was tempted to tell her that she needed to open the bag. Instead, I guided her with questions as to why it wasn't working. Finally, I took another paper bag and told her to open it up. She did so and that simple action showed her what she was trying to do. She found the answer not because I told her how to do it, but because I allowed her to experiment and discover it on her own.

A group of students then sat on the carpet; a princess, a robot, a fairy godmother, all made out of paper, aluminum foil, and imagination. The students enjoyed the process as well as the product, barely realizing they had just learned the scientific process of creating, evaluating, and revising. I had earned my STEM badge that day, but the real value is what I've learned from the experience and how it has helped me instruct and design. I also go through the scientific process of creating, evaluating, and revising. It may be messy, or "chaotic," but if the students and I are learning, that's effective STEM.

Keith Shepard, Hildebrandt Learning Centers

Color Changing Milk Experiment

What to Do

1. Pour enough milk in a dinner plate to completely cover the bottom to the depth of about 1/4 inch. Allow the milk to settle.

2. Add one drop of each of four colors of food coloring - red, yellow, blue, and green - to the milk. Keep the drops close together in the center of the plate of milk.

3. Use a clean cotton swab for the next part of the experiment. Predict what will happen when you touch the tip of the cotton swab to the center of the milk. It's important not to stir the mix. Just touch it with the tip of the cotton swab. Go ahead and try it. Did anything happen?

4. Now place a drop of liquid dish soap on the other end of the cotton swab. Place the soapy end of the cotton swab back in the middle of the milk and hold it there for 10 to 15 seconds. Look at that burst of color! It's like the 4th of July in a bowl of milk!

5. Add another drop of soap to the tip of the cotton swab and try it again. Experiment with placing the cotton swab at different places in the milk. Notice that the colors in the milk continue to move even when the cotton swab is removed. What makes the food coloring in the milk move?

How Does It Work?

Milk is mostly water but it also contains vitamins, minerals, proteins, and tiny droplets of fat suspended in solution. Fats and proteins are sensitive to changes in the surrounding solution (the milk).

The secret of the bursting colors is the chemistry of that tiny drop of soap. Dish soap, because of its bipolar characteristics (nonpolar on one end and polar on the other), weakens the chemical bonds that hold the proteins and fats in solution. The soap's polar, or *hydrophilic* (water-loving), end dissolves in water, and its *hydrophobic* (water-fearing) end attaches to a fat globule in the milk. This is when the fun begins.

The molecules of fat bend, roll, twist, and contort in all directions as the soap molecules race around to join up with the fat molecules. During all of this fat molecule gymnastics, the food coloring molecules are bumped and shoved everywhere, providing an easy way to observe all the invisible activity. As the soap becomes evenly mixed with the milk, the action slows down and eventually stops.

Try adding another drop of soap to see if there's any more movement. If so, you discovered there are still more fat molecules that haven't found a partner at the big color dance. Add another drop of soap to start the process again.

Next, try the experiment with skim, 1%, 2% milk, or heavy cream. Does the fat content in the milk change the reaction?

8 Things to Remember When Integrating STEM

Reprinted from NAA Website

Feeling like integrating STEM into your current curriculum is an unsolvable equation? STEM doesn't have to intimidate or overwhelm you. It's an essential component of every afterschool program, so here are 8 tips to help you start the process.

1. STEM programming does not require STEM experts. Remember, a good facilitator's role is to be a role model for youth and to cultivate curiosity and engagement. Instead of providing expert answers, STEM role models say, "I don't know the answer. How can we find out together?"

2. Science programming does not only mean conducting science labs. Remember, STEM programming can be integrated into many disciplines or approached from many angles. Interpreting observations and using evidence in an argument are great examples of scientific habits of mind that are applicable across many disciplines.

3. Quality homework help, recreation, healthy meals—OST programs have many responsibilities. When is there even time to integrate STEM into program hours? Always! Remember, engineering design challenges or science investigations can provide opportunities to integrate math concepts, as well as practice expository writing when making observations or drawing conclusions.

4. Is STEM programming really aligned with youth development goals? STEM programming is an excellent way to build persistence in youth. Remember, scientists and engineers are constantly revising their ideas or reworking their designs. These STEM professionals are also constantly asking new questions as they make new observations or findings.

5. Okay, but what about 21st century skills, such as communication and collaboration? Remember, scientists and engineers do not work alone; these professionals rely on community analysis and feedback. STEM programming provides opportunities for youth to practice their complex communication and collaboration 21st century skills.

6. Tape, rulers, paper, and other supplies are all over the place. Youth are out of their seats, moving around, and talking loudly with one another. Remember, what looks chaotic, messy, and loud can also be a sign of highly engaged youth working together to solve a problem!

7. The STEM project is completed, now what? Remember, family nights that allow the influential people in a child's life to learn with youth or youth to showcase their hard work are powerful ways to connect families to out-of-school time work. Reimagine a "finished" project as an opportunity for youth to mentor younger grades in a subject area where they are newly confident.

8. STEM programming has real-world applications. Remember, connecting STEM programming to real-life careers helps youth channel their out-of-school interests into future aspirations.

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Written by Anna Padget Crocker, Project Associate: Afterschool and Community Initiatives at the Franklin Institute Science Museum. This work is part of the STEM 3D: Integrating Science into Afterschool, Home, and Community project which is supported by the National Science Foundation under Grant DRL # 1138911.

- See more at: http://naaweb.org/tip-of-the-week/item/143-8-things-to-remember-when-integrating-stem#sthash.xkyiLwRp.dpuf

Suggested Websites to Bookmark for STEM Ideas

Steve Spangler http://www.stevespanglerscience.com Steve features many science activities, with video instructions to do with school-age children.

Click 2 Science Professional Development http://www.click2sciencepd.org/
This website offers online STEM professional development for out-of-school providers.

Exploratorium http://www.exploratorium.edu/

NASA for Educators http://www.nasa.gov/audience/foreducators/index.html

ZOOM http://pbskids.org/zoom/activities/sci/

SACERS-U Update At-a-Glance

The School-Age Care Environment Rating Scale-Updated (SACERS-U) is an updated edition of the School-Age Care Environment Rating Scale (SACERS) and uses the same design as the other Environment Rating Scales.

While there are new expectations for some SACERS-U items, the updated edition is not a revision of the SACERS scale. This document provides an overview of the changes. The SACERS-U Notes for Clarification and the SACERS-U Pennsylvania Position Statements will provide the most complete information about current scale expectations.

Format changes
- One item per page with Notes for Clarification below.
- Indicators have been numbered.
- There are minor changes to wording throughout the scale that do not affect indicator expectations.
- Scoring exceptions have been eliminated.

Item changes within the scale
- SACERS Item #4 and #4a combined into "updated" Room arrangement item.
- SACERS Items #9 and #11 combined into "updated" item considering both the school-age program space and provisions to support program staff.
- SACERS Item #39- Administrative relationship between program staff and program host removed.

Items with minimal changes
- Many of the new indicators resulted from splitting SACERS indicators.
- Expectations have been specified for types/quantities of materials or frequency of activities for some indicators. *
- For some items, indicators are the same but the order within a quality level is different.

Expectations for indicators defined differently
- SACERS-U Item #8 Furnishings for gross motor activities - Indicators 5.1, 5.2, and 5.3: To give credit for "variety" and "stimulates many skills," consider both stationary and portable equipment to see that at least five different skills are possible. *
- SACERS-U Item #18 Personal hygiene - Indicator 5.1: Hand hygiene is generally practiced as part of daily routine.
- SACERS-U Item #21 Blocks and construction - Indicators 3.1, 5.1 and, 7.1: Expect some blocks or/and interlocking construction materials. *
- SACERS-U Item #38 Use of community resources: Resource visitors are considered at the "3" level; at the "5" level field trips are expected. *

New expectations
- SACERS-U Item #7 Furnishings for relaxation - Indicator 5.2: Children have access to many soft furnishings for at least one-third of the time they are in care. (Note for Clarification)
- SACERS-U Item #20 Music - Indicator 5.2: Various types of musical experiences are accessible. * Children should have the option of using them for at least 30 minutes daily.
- SACERS-U Item #25 Science -: Indicator 3.2: Some science/nature books used to extend children's information. Indicator 5.2: Children are involved in caring for AND observing living things. Indicator 5.3: Special activities to give children a more extended opportunity to observe nature, offered at least twice a year.
- SACERS-U Item #35 Communication between program staff and children's classroom teachers: Defines specific types of information to be exchanged at all quality levels. *
- SACERS-U Item #36 Schedule - Indicator 3.3: At least one fine motor/language activity scheduled daily.

*Please refer to the PA Position Statements.

Upcoming Events

Lights on After School – October 22, 2015

Are you registered? Visit Afterschool Alliance for more information and how to register.
http://www.afterschoolalliance.org/loa.cfm

Professional Development Opportunities

"WITH-IT-NESS": Ensuring Safety and Supervision in School-Age Programs
Hosted by PACCA, Facilitator: Diane P. Barber, Director, PACCA
Because school-age children are growing towards independence, it is important to provide an environment that encourages them to develop habits and behaviors that will keep them healthy and safe from harm as they participate in program experiences. When staff are "with-it" they know what is going on at all times. They can anticipate behaviors, decrease misbehavior, increase safety, and enhance program planning. In this session, we will discuss what it means to be with-it and how to develop the skills School-Age Care workers need to ensure children are safe and supervised in our programs.
  ➢ Date & Time: Wednesday, September 9, 2015 | 12:30-2:00 PM
  ➢ Cost: PACCA Members $10 each attendee/Non Members $25 each attendee
  ➢ Core Knowledge Competencies: K1.7 C2 & K2.2 C2
For more information go to: Register

PA School-Age Professional Credential (SAPC)
Hosted by Professional Development Dimensions/MELC
  ➢ Dates: Every Thursday beginning September 10, 2015 through June 23, 2016 (excluding major holidays).
  ➢ Cost: $95 for 120 hours of PQAS, 6 college credits through Montgomery County Community College (student must matriculate as a student in the college's Education in the Early Years program), 3 school-age textbooks, and personal coaching to meet SAPC requirements.
  ➢ Application Deadline: August 30, 2015
  ➢ For more information go to: http://pddimensions.org/SAPC/

Pennsylvania School-Age Professional Credential
The Pennsylvania Key administers the Pennsylvania School-Age Professional Credential (SAPC) through the five Regional Keys. It was developed to promote quality services for children and families by providing specific standards, professional development and evaluation of school-age practitioners. Individuals interested in acquiring the SAPC must meet specific eligibility requirements, complete 120 hours of coursework addressing the thirteen (13) Functional Areas and complete a collection of information including a Portfolio, Resource File, Observations and Family Questionnaires. The final step in the process is an on-site assessment review with a SAPC Assessor. This credential is recognized in the Keystone STARS Continuous Quality Improvement System as meeting Level III on the Pennsylvania Early Learning Keys to Quality Career Lattice.
For more information go to: PA School-Age Professional Credential

Rising STARS Tuition Assistance Program
The RISING STARS TUITION ASSISTANCE PROGRAM pays 95% of tuition costs for eligible college coursework taken by early learning and school-age professionals, with a maximum benefit of $4,500 per individual each fiscal year (July 1 through June 30). The program covers tuition costs only, and does not include books, materials, or fees. Tuition costs net of other funding sources such as scholarships, stipends, discounts or grants (except Pell Grants) are used to determine the amount of assistance.
  ➢ For more information go to: Rising STARS

Upcoming Grants for Out-of-School Time

Captain Planet Foundation

The Foundation supports high-quality, hands-on environmental stewardship projects that have enabled more than 1.1M youth across the U.S. and around the world make significant environmental improvements to their schools or communities.

- ➢ Funding Focus: provide hands-on environmental stewardship opportunities for youth; serve as a catalyst to getting environment-based education in schools; and inspire youth and communities to participate in community service through environmental stewardship activities.
- ➢ Amount: Between $500 – $2,500
- ➢ Deadline: September 30th- typically for spring and summer projects; January 31st- typically for fall and winter projects
- ➢ For more information: http://captainplanetfoundation.org/apply-for-grants/

Hive Catalytic Funding

The Sprout Fund, in support of the Pittsburgh Kids+Creativity Network, provides catalytic funding to support innovative solutions and imaginative approaches to learning that are open and accessible to all children, youth and teens.

- ➢ Funding Focus: small-scale and first-time projects that create more relevant and impactful connected learning opportunities in Pittsburgh, Southwestern Pennsylvania, West Virginia, and Ohio.
- ➢ Amount: Up to $15,000
- ➢ Deadline: First Friday of every even-numbered month (February, April, June, August, October, and December)
- ➢ For more information: Hive Catalytic Funding

YFU Intercultural Exchange Program Scholarships

YFU is the intercultural exchange program for U.S. high school students or recent graduates that want to experience another part of the world. YFU offers scholarships to various students.

- ➢ Funding Focus: Young adults who are specifically looking for learning opportunities abroad and are ready to make a difference in today's world!
- ➢ Amount: Varies from partial to full scholarship
- ➢ Deadline: Varies by country
- ➢ For more information: Intercultural Exchange Program

YSA Grant Programs

Youth Service America supports and motivates youth, educators, and service-learning coordinators by distributing over 400 micro grants each year for service and service-learning initiatives. While most of the grants support projects that culminate on Global Youth Service Day in April, funding is also available for projects in the fall. Sign up to receive grant and awards announcements.

- ➢ Funding Focus: Youth as problem solvers to address the most important challenges facing our world.
- ➢ Amount: Varies/project
- ➢ Deadline: Varies
- ➢ For more information: YSA Youth Changing the World

Websites

This listing of various websites is provided as a courtesy to our members and is for general informational purposes only.

PENN SACCA has no management over the nature, content, and availability of the websites and resources listed and inclusion does not imply a recommendation or endorsement of the views expressed within them.

OST Activities
- 4-H Afterschool
- Exploratorium
- Getting Started With My Plate
- ECELS-Healthy Child Care Pennsylvania
- Action for Healthy Kids
- PBS Learning Media
- National Center for Quality Afterschool - Afterschool Training Tool Kit

Service Learning and Volunteering
- EPA Service Learning
- Generation On Clubs
- Generation On Kids
- Service-Learn
- National Youth Leadership Council
- What Kids Can Do

Pennsylvania
- DHS - PA Department of Human Services-Child Care
- PA Keys & Keystone STARS
- Pennsylvania Partnerships for Children
- PSAYDN - Pennsylvania Statewide Afterschool/Youth Development Network
- Pennsylvania 21st Century Community Learning Centers
- Professional Development Dimensions
- PACCA - Pennsylvania Child Care Association
- Pennsylvania School-Age Professional Credential
- OCDEL - Office of Child Development and Early Learning
- CCIS - Child Care Information Services
- Center for Schools and Communities
- Better Kid Care

National
- NAA - National AfterSchool Association
- Find Youth Info
- Afterschool Alliance
- Every Child Matters
- NIOST-National Institute on Out-of-School Time
- Spark Action
- Youth Today

About PENN SACCA

Volunteering Opportunities
Are you interested in sharing your skills and expertise with the OST profession? Do you want to help guide, champion, and represent out-of-school- time professionals?

PENN SACCA is looking for dedicated members with skills and expertise they would like to share on the following committees: Advocacy, Communications, Finance, Governance, Membership, and Professional Development.

This is the perfect opportunity to become an active PENN SACCA member.

PENN SACCA recently updated the list of volunteer opportunities and there are lots of ways you can help.
  ➢ For more information: Volunteers – left-hand column on Home page

Share Your OST story through PENN SACCA Reports
Our next newsletter will feature **Advocacy**. If you have an advocacy story you would like to share, or know of any advocacy opportunities please send the information to vaclark@comcast.net

As an added bonus, if you write an article for PENN SACCA Reports, it will count as a professional development activity for Keystone STARS!

The Communications committee recently developed guidelines for assisting you in sharing your OST experiences with PA OST professionals through PENN SACCA Reports.
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Guidelines for Submitting Articles for publication in PENN SACCA Reports

PENN SACCA Reports is published four times a year.
We accept article submissions on the following timeline:

Month of Publication	Submission Due Date	Theme
November	October 31st	Advocacy

Article submissions should **not exceed 425 words**.

Submissions should be sent electronically as a Microsoft Word attachment to PENN SACCA Reports Editor- Valerie Clark at: vaclark@comcast.net

PENN SACCA Reports editor reserves the right to edit, or shorten text as necessary. Submission of an article does not guarantee it will be published in the newsletter.

Sections to Include in Your Article:
  ➢ Title (catchy, self-explanatory, different, yet easy to comprehend)
  ➢ Introduction of Topic (It should explain the topic at hand without revealing

everything that's going to follow, and egg the reader to move ahead)
- ➢ Body of Information (put in all the details and explanations, along with your examples or illustrations)
- ➢ Summary or Conclusion (a brief recap of the entire article, which signifies the end of the write-up-do not include new ideas or thoughts)
- ➢ Name of Writer, Program Name & Address

Sources of Article Content
- ➢ The author must secure any necessary permission for copyrighted material for print and electronic reproduction.

Guidelines for Writing Articles:
- ➢ Keep it simple (i.e., short, informative paragraphs)
- ➢ If you wish, include images that are relevant to the subject matter, and are clear and easy to make out.
- ➢ Use bold and italics to help make your point. If you feel strongly enough about something… underline it as well!
- ➢ Use subheadings if it helps to clarify the content.
- ➢ Avoid useless content.
- ➢ Use numbered or bulleted lists if appropriate.
- ➢ Leave white space so reader is not overwhelmed with amount of content.

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2015 PENN SACCA Membership

If you haven't already renewed, or completed a new membership for PENN SACCA it's not too late. PENN SACCA has a new membership structure.
- ➢ Rolling Membership — you will be a member for one year from the date you join
- ➢ 4 or More Comprehensive Memberships — $5 discount for all comprehensive memberships from one organization
- ➢ Each member must have an individual email
- ➢ PayPal Charge of $5 — eliminated
- ➢ All members (Comprehensive or Regular) will received an NAA Ambassador membership.
- ➢ When enrolling online, an organization will be able to enter multiple memberships of one category (comprehensive or regular) while only having to enter their organization, program type, address, county, regional key, and phone number once, if desired.
- ➢ Individuals who become a member through NAA are **not** members of PENN SACCA.
- ➢ Membership Fees Online — remain the same as last year: $70-Comprehensive and $40-Regular with no additional charge for PayPal.
- ➢ Membership Fees by Mail — increase by $5: $75-Comprehensive and $45-Regular

There are many benefits to becoming a member of PENN SACCA:
- ➢ A Comprehensive membership
  - o Provides you with a great discount for our 18th Annual Statewide Conference to be held November 13-14, 2015 in Grantville, PA. This is the only statewide conference dedicated to the OST profession.
  - o Gives you voting privileges regarding the election of members of the Board of Directors
  - o Qualifies you to apply for a position on the Board

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- ➢ Keeps you updated on current events effecting the OST profession
- ➢ PENN SACCA Reports-our quarterly newsletter
- ➢ Eligibility for scholarship and room reimbursement at conference
- ➢ Includes an NAA Ambassador membership and benefits
- ➢ Fulfills a Keystone STARS professional development standard

Importance Notice: Due to changes instituted by NAA, if you join through NAA, you are NOT a member of PENN SACCA. However, if you become a member through PENN SACCA, you are a member of NAA.

- ➢ For more information: PENN SACCA Membership

Questions or Comments?

Please contact us at pennscca@aol.com or by using the contact information below.

Visit us on the web at www.pennsacca.net

Pennsylvania School Age Child Care Alliance 2015 Board of Directors			
Officers:			
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