

# Internship Information

## Education and Public Policy



The Pennsylvania State  
University

This book has been created to give current Education and Public Policy students' insight into the experiences that alumni of the program have had in completing their internship requirement.

Internships are an integral part of any student's education. In EPP you should do internships to gain experience, and to narrow down your focuses. We hope that by providing you with this resource you will be able to reflect on the options out there for internships, your preferences, and the skills you should be building during your internship experience.

This book is not a comprehensive list. This means that internships listed here are only examples of experiences student have had in the past. We encourage you to look at as many opportunities as you can so that you can find the internship that will best fit you, help you develop professionally, and be the most enjoyable way for you to learn.

Internships in this resource are organized in two ways. First the internships are organized primarily by location in the Table of Contents, because in many cases location is a major factor in the selection of an internship. Second, internships are sorted by sector to allow students to look specifically at government agencies, nonprofits, etc. This can be found under the Table of Contents in the Cross Reference section.

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**\* Indicates that there is a student reflection accompanying a description of the Internship location, some reflections have been shortened. Full reflections, as well as select final projects, can be accessed through the graduate assistant.**

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# Washington, DC





## **Department of Defense Education Activity Special Education Division**

**Organization:** DoDEA is a field activity of the Office of the Secretary of Defense. It is headed by a director who oversees all agency functions from DoDEA headquarters in Arlington, Virginia. DoDEA's schools are divided into 3 areas: Department of Defense Schools - Europe (DoDDS-E), Department of Defense Schools - Pacific (DoDDS-P) / Domestic Dependent Elementary and Secondary Schools - Guam (DDESS-G), and the Domestic Dependent Elementary and Secondary Schools (DDESS). Each area is managed by an area director. Within each of these three areas, schools are organized into districts headed by superintendents.

**Vision:** To be among the world's leaders in education, enriching the lives of military-connected students and the communities in which they live.

**Mission:** Educate, Engage, and Empower Each student to succeed in a dynamic world.

**What We Do:** The DoDEA instructional program provides a comprehensive prekindergarten through 12th grade curriculum that is dedicated to attaining highest student achievement for all students. Currently 100% of DoDEA schools are accredited and in good standing with their regional accrediting agency. Students consistently achieve high scores in the National Assessment of Educational Progress and above the national average on standardized assessments. Minority students have been especially successful, scoring at or near the highest in the nation in mathematics.

DoDEA measures student progress with multiple performance-based assessments. The TerraNova standardized test provides DoDEA with results that it can compare to a nation-wide sample. DoDEA students also take the National Assessment of Educational Progress (NAEP), which provides comparisons of student achievement in reading, writing, math, and science. All DoDEA schools are accredited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI) or the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), which provide each school with an independent evaluation.

Schools submit annual reports of data, and every five years they host an on-site validation visit led by education experts from the United States.. DoDEA also conducts internal monitoring of educational programs to ensure high-quality implementation of new programs and overall effectiveness of existing programs. Monitoring activities may include, but are not limited to the following activities: surveys, interviews, focus groups, classroom observations and the analysis of achievement and training data.

Source: <http://www.dodea.edu/>

Additional Link: <http://www.dodea.edu/curriculum/specialeduc/index.cfm>

### **\*Alliance for Excellent Education**

**Mission:** The mission of the Alliance for Excellent Education is to promote high school transformation to make it possible for every child to graduate prepared for postsecondary learning and success in life.

**Vision:** The Alliance for Excellent Education envisions a nation where all children graduate from high school with the knowledge and intellectual and social skills necessary for postsecondary learning and success in life.

**About the Alliance:** The Alliance for Excellent Education is a Washington, DC-based national policy and advocacy organization that works to improve national and federal policy so that all students can achieve at high academic levels and graduate from high school ready for success in college, work, and citizenship in the twenty-first century. The Alliance focuses on America's six million most at-risk secondary school students- those in the lowest achievement quartile-who are most likely to leave school without a diploma or to graduate unprepared for a productive future.

The Alliance works to encourage the development and implementation of federal and national policies that support effective high school reform and increased student achievement and attainment. It works to synthesize and distribute research and information about promising practices that enlightens the national debate about education policies and options. The Alliance provides sound, objective, nonpartisan advice that informs decisions about policy creation and implementation. Working with educators, researchers, business leaders, citizen groups, and decision makers at the local, state, and national levels, the Alliance develops federal policy recommendations and advocates to policymakers in the federal government.

To encourage public awareness and action that support effective secondary school reform, the Alliance publishes many briefs, reports, and fact sheets; hosts numerous events and makes presentations- in DC, on Capitol Hill, and around the country; issues regular releases providing national and state-level data and information about the impact of improving educational achievement and attainment levels for secondary school students; and collaborates with policymakers, researchers, and educators to advance the Alliance's goals. The alliance also

publishes a biweekly newsletter, *Straight A's*, which provides information on public education policy and progress in an accessible format. The Alliance's audience includes policymakers at the federal, state, and local levels; education organizations; the corporate, labor, and funding communities; the media; parents; administrators; teachers; students; and a concerned public.

Philanthropists Gerard and Lilo Leeds founded the Alliance in 2001. Alliance President Bob Wise, former governor of West Virginia and a former member of Congress, provides leadership to a staff of over twenty dedicated and talented individuals. Funding for the organization comes from the Leeds family, other generous individuals, and foundations and corporations.

Source: <http://www.all4ed.org/>

### **Kahlie Long, 2010**

This was the most interactive internship. I got a lot of valuable work experience here. I edited several research projects. For, one of the projects I helped to build a "webinar" presentation, where my script went live! Every day, I had at least one event in D.C. to attend and report back to the research team on. The managers and researchers were very interactive with me and helped me in any way they could to get the experience I needed to succeed in the competitive DC environment. The great thing about this experience is the staff is willing to help tailor your internship to your career goals. If you are a masters student, they will even help you build your thesis (and provide employment).

## **American Federation of Teachers**

The American Federation of Teachers, an affiliate of the AFL-CIO, was founded in 1916 and today represents 1.5 million members in more than 3,000 local affiliates nationwide.

Five divisions within the AFT represent the broad spectrum of the AFT's membership: pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; and nurses and other healthcare professionals. In addition, the AFT represents approximately 80,000 early childhood educators and nearly 250,000 retiree members.

The AFT is governed by its elected officers and by delegates to the union's biennial convention, which sets union policy. Elected leaders are Randi Weingarten, president; Lorretta Johnson, secretary-treasurer; Francine Lawrence, executive vice president; and a 43-member executive council.

Many well-known Americans have been AFT members, including John Dewey, Albert Einstein, Hubert Humphrey, Pulitzer Prize-winning author Frank McCourt, Nobel Peace Prize winner Elie Wiesel, former Senate Majority Leader and Ambassador to Japan Mike Mansfield, former Health and Human Services Secretary Donna Shalala, and former United Nations Under-Secretary and Nobel Peace Prize winner Ralph Bunche.

### AFT Divisions

- **AFT Teachers**
- **AFT PSRP (paraprofessionals and school-related personnel)**
- **AFT Higher Education**
- **AFT Public Employees**
- **AFT Healthcare**

Source: <http://www.aft.org>

## **\*Civic Enterprises**

**State & Federal Tracking:** Civic Enterprises can provide informed analysis of how pending federal and state issues could affect your organization, including designing strategies to respond in a competitive environment.

**Policy Briefs:** Civic Enterprises conducts research and writes policy briefs for organizations on a wide variety of issues. These policy briefs are provided on a regular basis and can help organizations communicate with their members, highlight innovative policies and practices, and help educate policymakers and other important constituencies about their work. We tailor the service to meet the needs of your organization.

**Coalition Development:** Civic Enterprises knows how to build coalitions at the grassroots, state and national levels to champion worthy initiatives.

**Public Speaking & Communications:** Civic Enterprises can help shape and convey your honest, direct message to the public.

The firm's officers also have extensive public speaking experience in the United States and abroad, and can be enlisted to address your organization on a wide range of timely public issues.

**Corporate Civic Engagement:** Civic Enterprises works with corporations to assess the quality and reach of their civic engagement policies and practices.

These assessments include recommendations for new civic initiatives that can strengthen both communities and business interests.

**Health Industry:** Civic Enterprises can offer expertise in: Medicare payment policy, Medicaid reform and state-based initiatives, federal budgetary estimates, and quantitative analysis of policy options.

**Policy and Issue Brief Service:** Civic Enterprises researches, writes, and disseminates in-depth, yet concise, policy and issue briefs on behalf of a wide variety of organizations active in public policy issues. We will tailor the service to meet the needs of your organization.

Source: <http://www.civicenterprises.net>

### **Kahlie Long, 2010**

While reflecting on my work experience, a few days after the final day of my internship, I feel the most valuable experiences were in work etiquette and correspondence with my colleagues. My knowledge of education policy was very important to be able to effectively communicate within the office. Without this prior knowledge, I would have not been able to understand my tasks and navigate through research as effectively as I did throughout the summer. The President of CE has deadlines for drafts of his research to be submitted into his funders and board members. He needs his staff to work fast and effectively to create research that is on the top of the game. I learned how to work in a fast-paced and competitive environment.

I observed how to professionally research and design a project. My research leader initially gave me 5 different topics from her outline to research and summarize. She gave me little direction as to where to look because she assumed I knew where to find the most up-to-date research. I found a lot of valuable material on the websites of our funders, like the Lumina Foundation and Gates Foundation. I also found the NGA website to have a lot of links to recent and valuable research. These leads usually guided me around numerous sites and databases to combine research findings. I used the skills learned from briefing in EDTHP 394 to summarize the articles and pick out important statistics for my research lead to use in her report. I found

paying attention to detail in the articles was crucial to combining the correct statistics into a brief.

I quickly saw the design of a project come together as the research fell into different categories in the project's outline. Part of my duties, outside of the research project I was assigned, was reviewing research the other policy analysts finished drafting. The interns were able to give feedback on the design of research booklets and final editing of pictures and font for various projects. The most memorable part of the summer was giving feedback on a final project and then seeing the release of the project. ServiceWorld was released this June at the Brookings Institute to help raise participation rates in America's volunteer force. After CE's project release, we all were able to continue the formulation of how to effectively gain public support for the project. I was forwarded via email correspondence between CE's funders and policy analysts for many of the projects at CE.

What I liked the most about Civic Enterprises was the small and personable work environment. I got to know everyone in the company very well and always felt like I had a large role in the organization's daily proceedings. I was able to receive guidance with my research from my research lead while being able to have my independence. Since most of the staff of fairly young, I was able to express my questions and concerns about anything. I could talk with the Chief of Staff and policy analysts about professional advice for finding a job in the next few months, advice on finding housing, and even night life recommendations. I always made sure to never bring a "party" vibe into the social aspect of our conversations, but they were great about recommending fun things to do on the weekends with my boyfriend and the friends I made at Georgetown. My favorite recommendation was Sunday's Eastern Market place, which soon became a weekly tradition.

## **\*Institute for Educational Leadership**

**About IEL:** Since 1964, the Institute for Educational Leadership (IEL) - a non-profit, nonpartisan organization- has been at the forefront of innovative efforts that bring together leaders across the various sectors of education (P-20), workforce development and child- and youth-serving systems. IEL Builds partnerships across institutional boundaries, helping individuals and institutions tackle leadership challenges and leverage the resources of multiple partners to foster reform. For IEL, deep and purposeful collaboration is essential to getting results that will transform learning for the 21<sup>st</sup> Century.

IEL's work focuses on multiple factors that influence child and youth outcomes. Institutional factors, such as effective organizational stewardship and strong professional development; in-school factors, such as principal leadership, teacher quality and rigorous, engaging curricula; and non-school factors, such as family circumstances and community context all require attention. We believe that our society and our leaders can and must address all dimensions of child and youth development.

**Our Vision:** A society that uses all of its resources effectively to provide an equal opportunity for all children and youth to learn, develop and become contributing citizens of our democracy. This demands leaders with the ability to tear down barriers and unite diverse stakeholders.

**Our Mission:** IEL's mission is to build the capacity of individuals and communities to work together across programmatic boundaries to prepare all children and youth for post-secondary education, careers, and citizenship.

### **IEL's Core Principles:**

- Leadership development and professional development are necessary to prepare people with knowledge, skills, and abilities to help children and youth succeed.
- Culturally competent leaders are vital to empowering organizations to address the needs of a diverse society.
- Quality education is a responsibility shared by school systems, families, communities, businesses and governments.
- The results we seek for our children and youth must guide our work with them.



- Strategic alliances and partnerships are essential to achieving measurable and sustainable outcomes.

Source: <http://www.iel.org>

### **Lyn Peterson, 2013**

The experience was bitter-sweet. I worked with very kind people; however, I feel like my skills were not challenged or expanded in the way that I expected them to be. Throughout the internship, I've assessed the pro's and con's of working at IEL and other non-profits in Washington, D.C. Through reflection, I have identified things that are important to me for my future job.

First, it is not enough to work with people whose company I enjoy. This was a big surprise to me. I liked all of the people that I worked with. Everyone welcomed me with open arms. They even took me out to lunch for my last day and gave me a gift as well as an informal job offer as I was leaving. However, working with friendly people shouldn't be a factor in considering a job.

Secondly, I learned that my work needs to be challenging and stimulating. I found myself copying and pasting information from old documents into new documents a lot. I did a lot of mind-numbing administrative work. When my supervisor who was an administrative assistant ran out of things to do, it often meant that I didn't have any work to do. I was expected to be present from 9:00am until 5:00pm even when I didn't have anything to do. This was extremely annoying, but I handled it with a smile. That is another thing that frustrated me. I was told in my interview that I would be involved in the grant writing process. It is a skill that I really wanted to learn. Instead, I was only able to read copies of grants that IEL applied for long before I was

there. Even though they applied for at least five grants while I was there, I never saw a recent grant.

Lastly, I learned that I want to work for a company that has a greater impact on state or federal policy. IEL only provides services to a few schools throughout the nation. However, from what I've observed, they don't have a large impact on either school improvement or policy. The image that they portray is not the same thing as what I saw during my short time with IEL.

Overall, I am very disappointed in this internship and wish that I didn't pass up an internship with the U.S. Department of Education for this. I thought that IEL would give me a more enriched experience than the Department of Education would. However, I thought wrong. I am very thankful that I had this opportunity because it taught me a lot about what I expect out of a work experience. It also made me think of interview questions so that I don't end up working for a company like IEL again.

For future EPP students, I wouldn't suggest working at IEL. However, DC is a great place for education policy. I was able to go to many events around the city. As a result, I learned about what various think tanks were doing. I also got to experience the stages of reauthorizing ESEA. Also, people in education policy on Capitol Hill are very excited that there is an Education and Public Policy major. I think that the fact that we have years of background knowledge from studying education policy is a major bonus. I would tell future students to market themselves well and to hope for the best.

Overall, I learned a lot about myself through this experience. I learned what I need to have in my future career to feel happy and accomplished. I wished that I learned more transferrable skills, but I have a lot of time left at Penn State to do another internship experience. In my next internship, I know what questions to ask in my interview to make sure that the

company that I work for meets all of my expectations. I'm thankful that I was offered this experience. I only wish that it was more productive.

## **\*International Law Institute**

**About the ILI:** ILI was founded as part of Georgetown University in 1955 to assist in the building of governmental and economic institutions and infrastructures in post-war Europe. Since that time, ILI has provided training and technical assistance to find practical solutions to the legal, economic and financial problems of developing countries and emerging economies. Since 1983, ILI has become an independent organization and a leading authority and global provider of training and technical assistance relating to international legal, economic and financial issues.

ILI is headquartered in Washington, DC, and has regional centers in Kampala, Uganda; Abuja, Nigeria; Cairo, Egypt; and Santiago, Chile.

ILI presents a core-training program each year in our facility in Washington, DC, consisting of approximately twenty-four technical courses. Another 15-20 programs are conducted annually in the U.S. and abroad at the request of foreign governments, the World Bank, or other sponsoring agencies. In recent years, ILI has presented programs in a wide variety of international settings including: China, Mexico, Singapore, Puerto Rico, Peru, Mauritius, Kazakhstan, Saudi Arabia, Mongolia, Uganda, Ukraine, Russia, Turkmenistan, Philippines and various locations throughout Europe.

### **OUR MISSION: "*Fostering Prosperity through the Rule of Law*"**

ILI believes that economic growth and effective governance is achieved through a sound legal infrastructure. ILI's mission is to raise the levels of professional competence and capacity in all nations so that professionals may achieve practical solutions to common problems in ways that suit their nations' own needs.

Economic growth and social stability is achieved through the right combination of enlightened policies, capable administration, and an active private sector. The process includes developing a transparent, efficient, and stable legal system; sound financial institutions; and a core of trained, able individuals in various professions. The institutions that matter – good government, stable legal and judicial systems, transparent procurement policies and functioning capital markets – are fundamental, but ultimately they are only as effective as the people who create and manage them.

### **ILI CENTERS OF EXPERTISE**

- The Center for Public Procurement Law and Policy
- The Alternative Dispute Resolution Center

- International Investment Law Center
- The International Trade Law Center
- The Private Investment in Infrastructure Center
- The Center for Comparative Legislation Management

Source: <http://www.ili.org>

## **Shuow Zhou, 2014**

Among the four upcoming Chinese delegations, my main project is the Chinese party historian delegation. They are scheduled to come from September 17<sup>th</sup> to 19<sup>th</sup>. The delegation wishes to learn about the U.S archiving methodologies and means of collecting, recording and releasing information through site visits and communications with U.S professional archivists and historians.

I have already sorted out the potential topics for this delegation. The following are topics that I think is propionate for the delegation.

1. Explain how the U.S collects information and history in general
2. Introduction to the U.S perspective in recording and collecting Chinese history
3. Introduction to the U.S archiving system from the Library of Congress
4. How the Library of Congress collects and record Chinese history
5. How to set up standards of archiving
  - a. the release of information
  - b. digital archiving (collecting digital information such as email, electronic correspondences; rights, screening of emails and correspondences, etc)

When I first entered the job, my supervisor Bob had explained my duties and responsibilities in rather simple way. While I was trying to gather information and come up with a tentative plan for the delegation, I realized that it is more complex than I expected. Bob told me to sit down and think what kind of information and materials the delegation would benefit from and make a list of them. After that I could do further research on each topic and decide if the

content matches what I thought it would be. Finally after I filter out a list of topics I should discuss my results with him and collectively we could have a draft plan for the training. It was until I actually started to think about training materials and topics; I realized that this job needs a vast scope of knowledge. For my project, the delegation had provided a brief list of topics for us. But because it was a translated document, information was not very accurate and many topics were repetitive. So I read the list over and over again and sorted out the above five specific topics. Then I had to figure out where could I find professionals to lecture on those topics. We mostly invite top practitioners in the field and sometimes we invite university professors. After consulting Bob, I decided to contact the historical office of the Senate, House, the Library of Congress, the National Archives and a few university professors in political science and history. Also I wanted to find if there are professional archivists in the DC area.

After several weeks of getting in the job, I learned how to detect useful information quickly and decide what should I focus on. I also learned how to find ideal professionals for my project. If I were to start another project like this, I believe I would be more comfortable researching background information as well as detecting what the delegation would really want to learn.

## **National Association of Latino Appointed and Elected Officials**

**NALEO At-A-Glance:** Established in 1976, the National Association of Latino Elected and Appointed Officials (NALEO) is a 501(c)(4) nonpartisan membership organization whose constituency includes the nation's more than 6,000 elected and appointed Latino officials.

The NALEO Educational Fund is the nation's leading 501(c)(3) non-profit organization that facilitates full Latino participation in the American political process, from citizenship to public service. Established in 1981, the NALEO Educational Fund is making significant contributions to the progress of the nation's 45.5 million Latinos.

The NALEO Educational Fund achieves its mission through integrated strategies that include increasing the effectiveness of Latino policymakers, mobilizing the Latino community to engage in civic life, and promoting policies that advance Latino civic engagement.

Our flagship program is the biennial NALEO National Institute for Newly Elected Officials, which is a national training seminar. Held in Washington, D.C., the Institute is an intensive three-day orientation to public service for 60 newly elected officials from across the country, representing all levels office.

Programs:

- NALEO Educational Leadership Initiative
- NALEO Healthy Communities Initiative
- NALEO California Health Leadership Program
- NALEO Policy Institutes on Sustainable Communities
- NALEO Annual Conference

The NALEO Educational Fund is headquartered in Los Angeles, and maintains offices in Houston, New York City, Washington, D.C., Austin and Orlando.

Source: <http://www.naleo.org/>

### **\*Kountoupes Consulting, LLC**

Founded by principals who have a depth of experience on Capitol Hill, in the Executive Branch, and the private sector, Kountoupes | Denham provides legislative and regulatory advice and critical insight to its prestigious and diverse clientele whose businesses are engaged in energy and environment, health care, technology, telecommunications, retail, and other important sectors of the U.S. and global economy.

The Kountoupes | Denham principals pride themselves on their ability to provide direct, personal attention to each client. They bring an unwavering commitment to quality, ethical service and results. Our principals collectively have nearly six decades of experience in both public and private sectors and are suited to provide clients with advice on how to navigate Washington's policymaking. The team has earned the respect of clients and policymakers alike. These dynamic and articulate professionals have the experience and ability to effectively represent your organization.

In addition to direct lobbying support, Kountoupes | Denham aids clients in developing a strategy that best marshals your resources and facilitates relationships with elected officials and senior policy makers.

Some specific areas of expertise in the government relations practice include:

- Energy
- Environment
- Financial Services
- Health Care
- Telecommunications
- Technology
- Trade

Source: <http://www.kdindc.com>

## **Laura Pinsky, 2013**

I learned many things throughout my internship experience. One thing that was obvious was that I learned so much about other fields of study during my time at Kountoupes Consulting (KC). I also knew little about the lobbying profession before I was an intern for KC. My time has mostly been spent studying Education and Public Policy. Through my internship, I learned about other fields like energy, telecommunications, and technology. For example, I spent time listening to hearings and attending events about spent nuclear waste and nuclear waste storage. This is a topic I would not normally spend an extended period of time studying.

One of my main responsibilities while at KC was to take notes on congressional hearings. Every Monday we would have a staff meeting. Our Legislative Assistant would prepare a schedule of what was going on that week and then we would all go through and assign tasks.. I would be assigned to either attend the hearings or listen/watch the hearings via webcast. I was very anxious during some of the more important hearings because I was afraid I would miss something a member said. Hearings can be pretty fast-paced and it's pretty impossible to get everything verbatim. KC and the clients don't want everything verbatim, only the highlights, but when you are unfamiliar with some of the topics it is hard to distinguish what is important and what isn't. Because our staff meetings were on Mondays I usually knew which hearings I was going to cover and had some time to do research before the hearings occurred.

I really liked the atmosphere and the work environment at Kountoupes Consulting. It is a small firm with four principals, one Legislative Assistant, and an office manager. Everyone worked



very nicely together and it was obvious that everyone respected and enjoyed each other. I think that it is a rarity to have employees who are so close to one another. I also enjoyed when I had opportunities to leave the office and attend events; whether it was client events or attending policy briefings. They were always really interesting. In addition, being in Washington D.C. was awesome. I now want to live in the city at some point in the near future.

It sounds cliché, but the internship really inspired me; in this case, not because of the work or the profession, but because of the people. Three out of the four principals at KC are women. Lisa Kountoupes is the founder of the firm and then KC also employs Lori and Julie as two other principals. These three women are incredible. They are so knowledgeable and powerful. Other lobbyists, professionals, and members on the hill know who these three women are. They also all have kids and are married. I really admire them and I don't know how they do it. I was very much in awe. Although the clients they have aren't in any fields I would like to pursue, I really aspire to be like Lisa, Lori, and Julie.

In the more immediate future, I'm still very torn about my next move. Simone, the LA I was close to, gave me some good advice; I should work for a couple of years and find out what I really want to do instead of just going straight to graduate school. I kind of thought that I would go straight to graduate school because people say if you don't go right away, then you'll never go back. However, my thinking now is; why should I go right away if I'm not positive of what I want to do?

I would advise other EPP students to keep an open mind and to not panic. I would also suggest using their networks earlier in the process. My networks ended up getting my internship and my second offer. In addition, I would advise future students to be patient at their internships because, at first, they might be bored. From my past two experiences, it seems this occurs

because your coworkers are trying to figure out what you are capable of. When you start to complete assignments and they realize you are quite capable they will start assigning you more tasks and give you responsibilities that are of importance.

## **League of United Latin Citizens**

LULAC is the largest and oldest Hispanic Organization in the United States. LULAC advances the economic condition, educational attainment, political influence, health and civil rights of Hispanic Americans through community-based programs operating at more than 900 LULAC councils nationwide. The organization involves and serves all Hispanic nationality groups.

Historically, LULAC has focused heavily on education, civil rights, and employment for Hispanics. LULAC councils provide more than a million dollars in scholarships to Hispanic students each year, conduct citizenship and voter registration drives, develop low income housing units, conduct youth leadership training programs, and seek to empower the Hispanic community at the local, state and national level.

In addition, the LULAC National Educational Service Centers, LULAC's educational arm, provides counseling services to more than 18,000 Hispanic students per year at sixteen regional centers. SER Jobs for Progress, LULAC's employment arm, provides job skills and literacy training to the Hispanic community through more than forty-eight employment training centers located throughout the United States. The LULAC Corporate Alliance, an advisory board of Fortune 500 companies, fosters stronger partnerships between Corporate America and the Hispanic community.

**Mission:** The Mission of the League of United Latin American Citizens is to advance the economic condition, educational attainment, political influence, housing, health and civil rights of the Hispanic population of the United States.

**La Voz de la Comunidad** -Annually, LULAC engages its network of 135,000 community volunteers, 900 local councils, 56 community technology centers and 14 LULAC National Educational Service Centers to empower Hispanic families through direct service programs and advocacy in 35 states, the District of Columbia and Puerto Rico. If your council is interested in supporting LULAC's programs in civic engagement, civil rights, economic empowerment, education, health, housing, immigration, public service or technology please contact the LULAC National Office at 202-833-6130.

Source: <http://lulac.org>

### **\*Congressman William (Bill) Shuster**

Throughout his career in the House, Congressman Bill Shuster has proven himself to be a leader on local and national issues, and an outspoken advocate for the people of the 9th Congressional District of Pennsylvania.

As Chairman of the House Transportation and Infrastructure Committee, Shuster continues to work to secure important funding for roadway projects in the 9th district as well as infrastructure improvements throughout Western Pennsylvania. One of the largest committees in Congress, the Transportation and Infrastructure Committee currently has jurisdiction over all modes of transportation: aviation, maritime and waterborne transportation, roads, mass transit and railroads.

Shuster has served on the House Transportation and Infrastructure Committee since coming to Congress in 2001. He previously served as Chairman of the Subcommittee on Railroads, Pipelines, and Hazardous Materials and as Chairman of the Subcommittee on Economic Development, Public Buildings and Emergency Management.

In addition to Congressman Shuster's expanded role on transportation policy, he continues to be an active voice in support of our Armed Services and a recognized leader on national security matters. Shuster serves on the House Armed Services Committee, which provides him valuable insight into the Global War on Terror and how our military should transform to meet emerging threats, especially the threat of Islamic fundamentalism.

In addition to his regular committee work, Chairman McKeon named Shuster to serve as the chairman of a special panel to investigate the challenges small and medium sized businesses face in doing business with the Department of Defense. The Special Panel on Challenges in the Defense Industry has held roundtables across the country with businesses and hearings with DOD personnel in Washington, DC to find out what Congress must do to reduce barriers to entry and expand our national defense industrial base.

Prior to coming to Congress, Shuster worked on his family's farm in Bedford County, gained valuable marketing and management experience with the Goodyear Tire and Rubber Corporation as well as with Bandag Incorporated where he served as District Manager. He is also an experienced small business owner, having owned and operated an automobile dealership, in East Freedom, Pennsylvania.

Shuster was born in McKeesport, Pennsylvania on January 10, 1961. After graduating from Everett High School he attended Dickinson College in Carlisle, where he received a

Bachelor of Arts in Political Science and History. Shortly thereafter he went on to earn a Masters of Business Administration (MBA) from American University in Washington, D.C.

Congressman Shuster resides in Hollidaysburg, Pennsylvania with his wife and two children.

Source: <http://shuster.house.gov/>

## **John Spigelmyer, 2014**

When granted this internship with The Honorable Congressman William (Bill) Shuster, I had high hopes about gaining in-depth insight and knowledge of the workings of Congress and what I want to do with my future. It just so happened that both of these expectations were met and I am so grateful for the experience, especially with the high demand placed on this rare chance to serve as a congressional intern. I believe firmly now more than ever after this internship, as is true with many life opportunities, that forming opinions, making judgments and stating convictions about things must be thoroughly understood in most cases by experiencing them firsthand. In other words, what I thought was true about the workings of Congress and what happens on Capitol Hill was not necessarily true; it was important for me to see the truth firsthand instead of basing my impressions on personal perceptions etc. For example, prior to the internship, I pictured a completely professional environment. As far as dress code, professional attire was mandatory, but in terms of professional etiquette the same did not hold true. Initially, I expected the communication in the office to be very formal, professional and always without inappropriate language. This was not the case. Among colleagues in this office the communication was much more informal and relaxed than I had anticipated. In many ways I appreciated that because, initially, I was very nervous. It actually allowed me to be myself and it also enabled me to see the very “human” side of the Congressman’s staff. This was probably one of the most unexpected situations, however, I loved the staffers; they played a huge role in

my success as an intern. I think I witnessed a huge part of how the real world operates, especially in congressional offices. My intern roommates who worked with other offices confirmed this.

In terms of my learning experiences, the internship helped me develop some very important skills. For example, taking constituents on tours through the Capitol really helped me develop my communication skills. It helped me with my confidence as I learned to interact and socialize with people I did not know. It also helped me develop empathy as I tried to understand where the constituents were coming from as we discussed issues during tours.

Working on Capitol Hill allowed me to witness how the political system works within the branches of government. From congressional office directives to how legislation moves to debate, the experience enabled me to develop the skill of political awareness. The process does not work like it reads in my government textbooks and I am anxious to share this realization. Most importantly, being a part of the legislative process as an intern has assisted me in my policy analysis skills and research skills as it not only confirmed to me the complicated nature of policy development as I learned in EDTHP 394, but also confirmed to me that I need to look more deeply into issues from a broader framework. I now see that research needs to be comprehensive at the beginning of policy development and at the end, especially if a policy is going to be altered.

As an intern I also developed my writing skills. In particular, my letter writing skills as well as my policy writing skills. Towards the end of the internship, I was asked by the Congressman's legislative coordinator to draft the middle section of content on one of these letters addressing chemical substance regulation. Another project assigned by the Congressman's legislative director proved to be very challenging. I was asked to gather information on district energy supplies and production. This entailed finding information within

district lines about coal production, natural gas, and shale development. I utilized my research skills along with my writing skills as I provided an overview of the energy production and consumption of the district. Submitted documents were created in an easy to read format and they were short and straight to the point as requested. In fact, staffers were able to pick up and read over bullets as policy information or for constituent education. I was proud of this project, but I know I still need to improve my writing skills as I move forward in my schooling and work. In particular, I need to learn more about policy language and policy language writing if I seek legislative work. I found this out as I watched and listened to the staff work on language for the National Defense Authorization Act, which Congressman Shuster is the sponsor.

If I had to give advice to future EDTHP 395 students, I would encourage them to keep a daily journal as a way to catalog and describe all the events that may be too easy to forget as time moves forward. Also, I would advise students that this internship could serve as a foundation for the future so make the best of every moment. Make your presence known as I tried to do when I attended congressional hearings like the NASA hearing or when I met with constituents. Try to engage in a variety of activities so you can learn as much as possible. Be open-minded and be respectful to everyone you meet no matter the title or the job they hold; they may be your future boss. Finally, be grateful for any opportunity to serve as an intern wherever it may be; it is a life changing experience.

## **\*Association of Public and Land-grant Universities (APLU)**

The Association of Public and Land-grant Universities (APLU), formerly the National Association of State Universities and Land-Grant Colleges (NASULGC) is an American voluntary, non-profit association of public research universities, land-grant institutions, and state university systems. It has member campuses in all 50 states and the U.S. territories. The association is governed by a Chair and Board of Directors elected from the member universities and university systems.

The association's membership includes 218 institutions, consisting of state universities, among them 76 U.S. land-grant institutions, of which 18 are the historically black institutions. In addition, APLU represents the interests of the nation's 33 American Indian land-grant colleges through the membership of the American Indian Higher Education Consortium (AIHEC). APLU campuses enroll more than 4.7 million students and are estimated to have more than 20 million alumni.

The roots of APLU were established in 1887 as the American Association of Agricultural Colleges and Experiment Stations, making it America's oldest higher education association. In 1963, the American Association of Land-Grant Colleges and Universities merged with the National Association of State Universities to form the National Association of State Universities and Land-Grant Colleges. On March 30, 2009, the association adopted the name Association of Public and Land-grant Universities.

### **Commissions:**

- Access, Diversity & Excellence.
- Advisory Committee on Technology
- Food, Environment, and Renewable Resources
- Innovation, Competitiveness and Economic Prosperity
- International Programs:
- Science and Mathematics Teacher Imperative:
- Commission on Urban Initiatives (CUI)-Urban Serving Universities

### **Major Initiatives:**

- CREATE-21/Farm Bill
- Online Learning
- Study Abroad
- Science and Mathematics Teacher Imperative
- Voluntary System of Accountability

Source: <http://www.aplu.org/>

## **Stephen Payne, 2015**

Through the course of my twelve weeks in Washington with the APLU, I gained an immense understanding of how Washington and our legislative process functions. Two skills I've improved during my internship include multi-tasking and networking. Our office is extremely busy when Congress is in session, so sometimes, I would find myself with many different tasks simultaneously that had to be completed as soon as possible. In some cases, I would find myself helping two or three different staff members with two or three different projects who all were anticipating my contribution. This was certainly the most high-stakes multi-tasking I've ever had to undertake. I found that I became extremely efficient with my time in these projects. I would first judge the importance of the project by its urgency. Second, I would try to complete the projects in the order they were assigned. Beyond that, simple hard work would provide an acceptable result. Sometimes that meant staying in the office sometime after 5 or coming in early. Another important skill, networking, proved its importance to me during my twelve weeks in Washington with the APLU. I attended several receptions where I did not know many or any of the other attendees. These events were certainly awkward at some level, but I had to make the most of them and try to talk to as many people as possible. One of the other interns in my office had to collect five business cards from every event he attended. I thought this was a great idea generally—not so much in simply collecting cards but in ensuring you mingle well with the crowd. For someone to hand you his or her business card, you have to have more than a shallow conversation.



I certainly gained a new appreciation for higher education policy. As I've touched on before in these blog entries, many of the EDTHP classes deal more with K-12 education policy. I've learned a lot more about the policy issues facing higher education.

Another goal I had coming into this internship was to decide if governmental relations/affairs work was something I would be interested in pursuing long-term. I can honestly say that I enjoyed the fast-paced environment in our office. While I can't be sure every office operates this way, D.C. is a city filled with hard-working staffers in almost every office both on and off the hill. I have solidified the fact that I would love to work in a governmental relations/affairs office in some capacity someday.

Finally, in terms of advice to future EDTHP 395 students, I would recommend that if they may be coming to D.C. that they need to be well read and strongly interested in U.S. politics and policy. My strong political background helped immensely. There was a certain expectation in my office and others that you know and understand the legislative process and the political ramifications and justification for each and every action. Beyond D.C., an intern needs to be extraordinarily hard working and always show an interest in whatever you can because it may lead to more projects, assignments, or opportunities. An internship can be a great opportunity to make great connections and valuable experience. On the other hand, it could be a colossal waste of a summer if your office staff finds you lazy or uninformed. It's definitely what you make of it, so make it great!

# Pennsylvania



## **Pittsburgh, PA**

### **\*A+ Schools**

“Pittsburgh’s community Alliance for Public Education”

#### **A+ Schools Today**

A+ Schools is the community advocate and leader for educational equity and excellence in Pittsburgh’s Public Schools. Our core purpose and focus of our work is to remove any barriers to equity in our schools. We are dedicated to educating the public, increasing awareness and engaging the community in efforts to advance change.

#### **Our Vision**

A public education system in Pittsburgh where:

- Overall student achievement continues to rise, with 100 percent of students graduating and 80 percent completing a training program or two- or four-year college or university program.
- Race is not a factor in determining which students are in the highest/lowest achievement categories, graduate from high school or matriculate into training programs or college.

#### **Our Purpose**

To be a community force advancing the highest educational achievement and character development for every public school student.

#### **Our Focus**

We focus on issues of educational equity because significant barriers exist that directly and indirectly deny groups of students a high quality education. To achieve educational equity in Pittsburgh Public Schools, policies and practices must be in place that specifically increase opportunities and resources for African-American students.

#### **Our Work**

To focus community attention on specific issues through research and policy analysis; to engage and elevate community voices from those communities most at risk; to create opportunities at multiple levels for community involvement aimed at removing barriers to student success; and to

build broad community support to advance change in Pittsburgh Public Schools.

<http://www.aplusschools.org/>

### **Adam Nye, 2010**

A+ Schools is an organization that works to improve public education in the city of Pittsburgh by acting as a community advocate. During my internship, I worked on several mini-projects that were linked to programs that they sponsored. The first task that I worked on was needed to assist with several workshops and forums that A+ School sponsored for parents in the community. I created a glossary of terms that dealt with education, most specifically the No Child Left Behind Act. Another project that I worked on was part of a new initiative that the organization was developing. This initiative, called “School Talks,” will send community volunteers into each high school to interview principals on matters involving curriculum and teachers. The questionnaires from these interviews will then be used to compare the schools in the district. I developed the areas of inquiry that our organization wanted to focus on, which will be used to create the questionnaire for the interviews. A third project that I took part in was helping prepare for the release of the report card for the Board of Directors for Pittsburgh Public Schools. A+ Schools has a program titled “Board Watch,” which sends community volunteers to school board meetings to evaluate the board in different areas. This program helps to promote good governance in the district and releases a report card to the board every three months. I was in charge of reviewing the information collected, entering them into a database, and evaluating the results. I also took part in the preparation and release of the report card. The last project I am working on is developing an internship program for a high school student who will work with

the organization. I will be creating this plan based on the work I have done, the information I learned, and the goals the organization would like to achieve.

The projects that I completed for my internships have helped me to become a more involved participant in the world of education policy. I think one of the most important things that I learned while interning was the ability to translate policy into real world situations. For example, my first project at A+ Schools involved finding a way to present information in a simple form for parents to understand. Although this task was not difficult, it helped me to realize that the policy world and the real world are not always the same. I also learned that there will always be opponents in your life. In EDTH 394, Dr. Boggess would ask us to consider all viewpoints when presenting policy briefs. This became very important while doing advocacy work for PAEYC. I had to speak with many legislators who not only disagreed with me, but did so vigorously and with a lot of support for their opinion. I was also able to expand my knowledge of certain policies and reform movements, for example excellent teaching, restructuring of school boards and districts, and the push for early childhood education. It was very interesting to experience this in first-person, especially with a new administration and Secretary of Education. This internship helped me to gain basic knowledge as well. I was able to observe how a nonprofit organization operates by witnessing program evaluations and budget discussions. I have also been able to exercise my skills involving networking, organization, time management, etc.

This internship experience is one that has been a huge benefit to my education and future career. I appreciate everything that my advisors, supervisors, and co-workers have done for me to make sure that I had a good experience. Although I have learned a lot and gained a lot, I think that the most important thing that I accomplished during these internships was the ability to help

others. At times, it felt like my work was wasteful, but in reality, I was given the opportunity to make a difference in the Pittsburgh community.

## **\*Pittsburgh Association for the Education of Young Children (PAEYC)**

**Mission & Philosophy:** The Pittsburgh Association for the Education of Young Children (PAEYC) works to support high-quality care and education for young children from birth until age nine across 10 counties in Southwestern Pennsylvania. PAEYC provides professional development, community resources and advocacy for the needs and rights of children, their families and the individuals who work with them.

### **PAEYC works to:**

- Educate parents, individuals working in the field, and other stakeholders about the best practices in early childhood education, and to help improve the quality of services provided to the children of our region.
- Communicate the value of early childhood education, so that, as a community, we can make wise investments in the future of our children.
- Elevate the status of professionals working in the field of early childhood education, so we can continue to attract and retain individuals who are highly skilled and committed to children and their optimal development.

### **Partners:**

- Allegheny Intermediate Unit 3
- Allegheny County Family Support
- Carnegie Library of Pittsburgh
- Children's Museum of Pittsburgh
- Create Lab at Carnegie Mellon University
- Fred Rogers Center
- Fred Rogers Company
- Heinz Endowments
- Homewood Children's Village
- Grable Foundation
- Northwest Regional Key
- Office of Child Development, University of Pittsburgh,
- PNC Grow Up Great
- Pennsylvania Infant Mental Health Association
- Richard King Mellon Foundation
- Southwest Regional Key

- Applied Developmental Psychology Program, University of Pittsburgh
- United Way of Allegheny County
- United Way of Westmoreland County
- YWCA of Greater Pittsburgh

Source: <http://www.paeyc.org/>

## **Adam Nye, 2010**

The Pittsburgh Association for the Education of Young Children (PAEYC) is an organization that supports high quality early childhood care and education in the greater Pittsburgh region. The recent work that PAEYC has been involved in has revolved around the new state budget, which could severely cut funding for early education programs. For the past eight weeks, I have been advocating for more funding to support early childhood education. This includes contacting legislators and their staff on a daily basis through phone calls, emails, letters, and faxes. I have also mobilized teachers and parents from local early childhood centers to contact their legislators. In addition, I helped to organize the “Yes We Can!” event, which mobilized all local centers to contact their legislators on the same day. In conjunction with this work, I had to report to other organizations on the progress we were making. This included creating spreadsheets that detailed our advocacy efforts. I recently finished a report that detailed the work I had accomplished during my time at PAEYC. According to this report, I made contact with local legislators approximately 2,411 times in the past eight weeks. I will be continuing my work with PAEYC after my official internship is over by creating fact sheets about each legislative district. Each fact sheet will briefly describe the relevance of early childhood education in that district by listing the number of programs, the number of families served, the percentage of people on subsidies, etc.

The projects that I completed for my internships have helped me to become a more involved participant in the world of education policy. I think one of the most important things that I learned while interning was the ability to translate policy into real world situations. For example, my first project at A+ Schools involved finding a way to present information in a simple form for parents to understand. Although this task was not difficult, it helped me to realize that the policy world and the real world are not always the same. I also learned that there will always be opponents in your life. In EDTH 394, Dr. Boggess would ask us to consider all viewpoints when presenting policy briefs. This became very important while doing advocacy work for PAEYC. I had to speak with many legislators who not only disagreed with me, but did so vigorously and with a lot of support for their opinion. I was also able to expand my knowledge of certain policies and reform movements, for example excellent teaching, restructuring of school boards and districts, and the push for early childhood education. It was very interesting to experience this in first-person, especially with a new administration and Secretary of Education. This internship helped me to gain basic knowledge as well. I was able to observe how a nonprofit organization operates by witnessing program evaluations and budget discussions. I have also been able to exercise my skills involving networking, organization, time management, etc.

This internship experience is one that has been a huge benefit to my education and future career. I appreciate everything that my advisors, supervisors, and co-workers have done for me to make sure that I had a good experience. Although I have learned a lot and gained a lot, I think that the most important thing that I accomplished during these internships was the ability to help others. At times, it felt like my work was wasteful, but in reality, I was given the opportunity to make a difference in the Pittsburgh community.



## **Philadelphia**

### **\*Congressman Michael Fitzpatrick**

Congressman Mike Fitzpatrick is a lifelong resident of Bucks County, where he has been an active member of his community for decades. In the 112th Congress, Mike's number one priority is job creation. Mike recognizes that government does not create jobs, but fosters an environment in which the private sector can create permanent, family sustaining jobs.

Mike graduated from Bishop Egan High School in Fairless Hills and earned his bachelor's degree while working his way through St. Thomas University in Miami, Florida. Upon graduation, Mike was awarded the university's highest service award.

Following graduation, Mike returned to Pennsylvania and in 1988, he graduated from Penn State's Dickinson School of Law. While attending law school Mike was the Business Manager of the Dickinson Journal of International Law. Mike is admitted to practice law in both Pennsylvania and New Jersey.

In 1995, Mike was appointed to the Bucks County Board of Commissioners where he served for ten years. As a Bucks County Commissioner Mike was a champion of responsible county social service programs, job creation and efficient government administration. He fought to preserve over 11,000 acres of beautiful farmland, parkland and critical natural areas. His record on open space earned him recognition from a variety of environmental organizations, including the Greenspace Alliance.

During his time as Commissioner, Mike led the fight to establish the county's first Enterprise Zone, a project that eventually led to the creation of over 4,000 private sector jobs in Bucks County.

As a Member of the 109th Congress Mike demonstrated himself to be an independently- minded advocate for his constituents. He fought for stronger borders, lower taxes and smaller budget deficits. Locally he worked successfully to bring the National Veterans' Cemetery to Bucks County. Mike was also instrumental in flood mitigation efforts along the Neshaminy Creek watershed, which had been plagued by persistent flooding.

### **Committees and Caucuses**

Member, Committee on Financial Services

Vice-Chairman, Subcommittee on Oversight and Investigations

Member, Subcommittee on Financial Institutions and Consumer Credit

Source: <http://fitzpatrick.house.gov/>

### **Ellen Maurer, 2013**

My internship experience with Congressman Fitzpatrick was an overall positive experience. Going into the internship, I was expecting a strict and stressful work environment. However, after only working one day for the Congressman, I knew that I was completely wrong. The work environment was actually relaxed. Although, the workload was very demanding, everybody in the office worked as a team. One of the things that I believe led to a successful internship experience was Congressman Fitzpatrick's staff. Congressman Fitzpatrick's staff was not only willing to help but also gave insightful feedback.

As a district office intern, I was mostly responsible for routine clerical duties such as answering phones, writing letters, faxing, scanning, coding, and assisting with constituent casework. Coding is a way of keeping track of constituents who are in Congressman Fitzpatrick's district. Constituents are coded based on a variety of things such as their job, age or beliefs. Coding is very useful so that the Congressman can reach out to a specific group of people. In addition to coding, I spent most of my time working on constituent casework. My main role was to communicate with government bureaucracies which constituents have trouble effectively navigating on their own.

Besides performing clerical duties, I was able to shadow the Congressman on certain days. For example, I got to sit in on a telephone town hall and attend a regular town hall. The

telephone town hall was very interesting because it allowed constituents to participate without actually having to go to a specific location. The regular town hall that I attended was very different from the telephone town hall. During regular town halls there is a tendency for debates to occur. The main issue that most constituents were concerned with, at both town halls, was healthcare. Most constituents are concerned about how the new healthcare bill will affect them. Aside from taking notes, one of my jobs during these town halls was to answer any questions constituents have. If I could not answer them I took down all of the contact information so I could follow up with them.

A goal of mine that I had going into my internship was to learn more about the policy process. Working in the district office I was able to learn more about how policies got on an agenda or also known as agenda setting. Typically, a policy gets on an agenda through a crisis or unexpected events. However, another determining factor that I learned is public opinion. Constituents call the office to voice their opinion on a daily basis. A common belief among constituents is that voicing their opinion goes nowhere. However, every constituent who voices their opinion to Congressman Fitzpatrick's office gets recorded into the database. Seeing what constituents are most concerned about is what gets the Congressman to pay attention to that issue. The Congressman decides to vote or work on legislation that his constituents are most concerned about.

From my work experience with Congressman Fitzpatrick, I was able to reinforce skills I learned in EDTHP 394, such as writing policy memos. Frequently, I was asked to write policy memos on various topics such as healthcare to keep Congressman Fitzpatrick's staff informed. From doing these policy memos, I was able to conduct thorough research in a short amount of time. Dealing with constituents on a daily basis also allowed me to improve on my interpersonal

skills. From this internship experience, I was able to effectively communicate with constituents who are often irritated about a particular issue or problem.

One of the things I would change about my internship experience is the time frame.

Although I gained valuable work experience, I wish the internship was longer. Since I enjoyed my internship with the Congressman, this is a possible direction to go after I graduate.

### **\* Philadelphia Zoo**

The Philadelphia Zoo's 42-acre Victorian garden is home to more than 1,300 animals, many of them rare and endangered. The Zoo, fulfilling its mission of conservation, science, education and recreation, supports and engages in conservation efforts to protect endangered species around the world. Cheetahs, hippos, giraffes and much more make the Zoo Philadelphia's leading family attraction with over 1.2 million visitors last year.

Like many other Philadelphia landmarks and institutions, the Philadelphia Zoo is an American first. The charter establishing the Zoological Society of Philadelphia was approved and signed on March 21, 1859. Due to the Civil War, however, it was another 15 years before America's first zoo was ready to open.

In its first year of operation, the Philadelphia Zoo had 813 animals and received well over 228,000 visitors. Today, the Zoo has more than 1,300 rare and endangered animals, and its attendance is approximately 1.1 million visitors a year.

Throughout its history, the Philadelphia Zoo has focused on educating the public about exotic animals, promoting and participating in worldwide conservation efforts for endangered wildlife, and providing exceptional recreational opportunities for families.

Today, the Zoo is reaching new heights in all areas of our mission as a conservation, education and recreation organization. Our state-of-the-art animal exhibits and health-care facilities, award-winning education and conservation programs, recreational opportunities, guest services, scientific accomplishments and historically significant venue make the Philadelphia Zoo one of the world's most renowned zoological societies and gardens. The Zoo is also the Philadelphia region's leading family attraction, welcoming more than 1.1 million visitors a year.

The Zoo uses all of its unique and compelling features to inspire people of all ages to action and leadership in support of wildlife conservation.

**Our Mission:** By connecting people with wildlife, the Philadelphia Zoo creates joyful discovery and inspires action for animals and habitats.

**Some exceptional features of the Philadelphia Zoo include:** More than 1,300 rare and exotic animals from around the world; 42 acres of picturesque Victorian gardens and historical

architecture, PECO Primate Reserve, The Rare Animal Conservation Center, The Reptile and Amphibian House, The Animal Health Center.

Source: <http://www.philadelphiazoo.org>

### **Sean Hillas, 2013**

When beginning this internship at the Philadelphia Zoo, the expectations were multifold. As an Education and Public Policy major, there have been plenty of opportunities to study education from various vantage points, whether social, political, fiscal, philosophical or otherwise. In the same vein, being someone who has interests in environmental education, social activism and community outreach, having the opportunity to work at a non-profit in one of the nation's largest cities seemed an amble way of seeing how education can be used to reach the masses.

From the first week, meaning intern orientation, there always was the feeling of the education department being a collective unit. Despite there being Environmental Education and Animal Behavior Interns (EEABI) and the smaller Public Program Interns (PP), we all were expected to work together and support one another. Being a part of the smaller PP intern group had several perks. There were only six of us for the whole summer, meaning it was easier to get to know each other in a shorter period of time, and our main supervisor, Mary, was a constant source of support and guidance.

As PP interns, we were given the opportunity to work both behind the scenes and out in the public. Most of the work done away from the public was in anticipation of upcoming events geared towards certain themes or consisted of daily tasks which helped the education department

run more fluidly. Aside from performing some daily tasks, much of our work as PP interns consisted of working on materials for events. Throughout the summer, we worked on the first birthday celebration for two of the cubs in Big Cat Falls, Dian (Snow Leopard) and Lucha (Jaguar); PECO Primate Days; Go Forth and Learn; Summer Ale Fest; and Bear Days. For each of these bigger events, we had to figure out an agenda which would list what activities and crafts we had planned for the occasion, what kind and how many materials were needed for each, and in some cases, were asked to list instructions for how each activity or craft was supposed to operate.

While there were some bigger events which occurred throughout the summer, there were also smaller ones which required our attention as well. These smaller projects often allowed us to work more independently and allowed for greater amounts of personal growth. One particular event stood out for me, that being my personal Penguin mini-event. With the personal event, each of us was expected to pick out an animal, do some research on it and figure out a conservation message which could be connected to it. Having chosen the Humboldt Penguins, I decided to focus on habitat loss and invasion, plus over fishing and overharvesting of guano. Since our event had to last for six hours, we needed to not only plan a conservation message, but also present “action steps” which visitors could take to help with conservation efforts related to the selected animal. At the same time, we had to have a craft option which would allow visitors to create a craft which they could take home with them. In planning and running this min-event, as they were called, I gained a better grasp of skills pertaining to effective planning, time management, audience and individual communication, and peer management, since I was responsible for any interns assigned to work my event.

The only advice I could offer to future students of EDTHP 395 would be to stay on top of the syllabus and enjoy whatever you are doing. Do not let what other people are doing limit the options you give yourself regarding internship options, because if you end up somewhere only because it seemed like a “resume builder” or similar to what your peers are doing, you will probably be miserable. Never underestimate your gut and go with what your heart tells you, because this is an experience not everyone gets to experience, so take advantage.

## **Harrisburg**

### **Education Policy and Leadership Center**

**Mission:** The mission of The Education Policy and Leadership Center is to encourage and support the development and implementation of effective state-level education policies to improve student learning in grades P-12, increase the effective operation of schools, and enhance educational opportunities for citizens of all ages.

#### **Education Policy Goals of EPLC:**

1. Improve the academic success of all students by strengthening standards-based reforms, including assessments and accountability measures.
2. Establish and maintain in Pennsylvania a statewide education finance system based upon principles of adequacy, equity, accountability and predictability.
3. Build effective educational capacity to support learning by all students, with special emphasis on the need to ensure a qualified teacher in every classroom at all times.
4. Ensure that all Pennsylvania school districts and every school shall have school leaders who will promote and support high achievement for all students through effective instructional leadership, school management and governance.
5. Enact state policies that shall ensure that every young child in Pennsylvania shall have access to high-quality early education programs including pre-school and full-day kindergarten.
6. Ensure that all citizens of all ages shall have practical financial and physical access to a rich range of post-secondary educational opportunities.

#### **The Education Policy and Leadership Center is committed to:**

##### **Be a Catalyst**

The Center initiates and supports public and policymaker discussions concerning significant education policy issues.

## **Inform**

For policymakers and the public, the Center is a source of objective, comprehensive and reliable information concerning current and emerging education policy issues. The Center is both proactive with materials and programs that provide information from a wide-range of resources as well as reactive to specific requests from education policymakers and lay leaders for information and various forms of technical assistance.

## **Promote Leadership**

The Center sponsors and supports programs and activities designed to build awareness and capacity among policymakers and community leaders to champion significant issues concerning education and young children.

Source: <http://www.eplc.org/>

## **Jon Niles, 2013**

My internship at EPLC was a fulfilling and gratifying experience that I consider an extension in my progression of skills, relationships, passions, and interests within the field of education policy. I learned the ropes of the state legislature and still have much to learn about the inner workings of political processes. Working under a former Congressman and minority chair of the House Committee on Education enabled me to learn such knowledge. I was able to learn about an extensive amount of research within education policy through my research project of re-organizing and contributing to the '[EPLC Policy Information Clearinghouse](#).' Although this task was sometimes confusing or I was able to gain a vast knowledge of education policy research on the local, state, and federal level. Another skill was the skill of networking that can be applied to every aspect of my life. Overall, my experience at EPLC has given me a much more developed interest in education policy, specifically at the state level.

Learning the inner workings of the legislature was no easy task and although I was equipped with much of the teachings from education theory classes, there's something to be said for actually witnessing policy first-hand. My interests in policy kept me attentive at the meetings and seeing the process take place was initially what caught my interest. The process I'm



speaking of is the often tense discussion that takes place between members of the Committee on Education. These meetings tended to be one of the most exciting portions of my internship because preparation for committee meetings took days and I only had the length of the meeting to take notes for the recap. EPLC would then take my revised notes and memos and work them into their notebook that they send out to all of their subscribers.

The ‘EPLC Policy Information Clearinghouse’ was by far the most frustrating aspect of my job at EPLC. The Clearinghouse is a section of EPLC’s site devoted to providing visitors with up to date information on current issues in education. The problem was that it had been overlooked for about three or four years because of EPLC’s staff being busy with other work. When we decided that this would be my primary work at EPLC, I worked relentlessly on the Clearinghouse and found hundreds upon hundreds of dead links. I would find a dead link, search for the article until I found it, and reupload the new working link to EPLC’s site. I gained a knowledge of how to use WordPress, a blog management system that EPLC runs their site on. Clearing of dead links didn’t stop me from delving into the sources’ new material and adding it to our website. I would take my findings over to my supervisor and we would discuss the research together. This is one way EPLC allowed me to continue to make this task a learning process, while helping with some clean-up work on the site.

Finally, the relationships I developed at EPLC were ones that I’ll take with me my whole life. Leaders of advocacy groups would often seek out my college student perspective. Keeping the mission of EPLC close allowed for me to see what I was getting out of these conversations. These relationships extended my knowledge of education while developing my passions in the field. I now have a deep interest in the state side of policy and what goes on to make education work.

Without my courses at Penn State my EPLC internship would have been much more difficult. I took to heart the relationships I made with policymakers, leaders in advocacy, and the workers at EPLC. Simultaneously to gaining new perspectives that had a profound impact on my educational philosophy, I made connections that will assist in my development into the professional world. The most profound impact of my internship was that it helped to develop my interests in education policy and realize that when done right, I have a large say in how education is shaped in my community, state, and nation.

### **\*Pennsylvania Department of Education Office of Policy and Programs**

**Mission Statement:** The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.

**Advisory Council on Library Development:** 14 members; 12 appointed by the Governor, who designates one as chairman; Secretary of Education and State Librarian are ex officio members. Members receive reimbursement for expenses.

**Board of Trustees of the Pennsylvania State University:** 32 members; 6 members appointed by the Governor; ex officio members are the Governor, President of the University, the Secretary of Education, the Secretary of Agriculture and the Secretary of Environmental Resources.

**Commonwealth Trustees Board:** Temple University, Lincoln University and the University of Pittsburgh, 36 members; 4 appointed by the Governor, 8 appointed by General Assembly; ex officio members; the Governor, the Secretary of Education, the Mayor of Philadelphia, Mayor of Pittsburgh. Remainder of trustees are elected annually under such terms and conditions as may be provided by the universities' by-laws.

**Council of Trustees of the State Universities:** Reviews all matters pertaining to the welfare of each respective institution, recommends to the Governor through the Board of Governors the appointment of a president, and reviews and forwards a budget to the Board of Governors. The council members are appointed by the Governor with the consent of the Senate. A student member sits on each council.

**Professional Standards and Practices Commission:** 13 members appointed by the Governor. It advises the State Board of Education on issues related to teacher preparation and certification. The Commission is also responsible for setting standards of professional practices for teachers and for adjudicating educator misconduct cases.

**Special Education Advisory Panel:** 15 members appointed by the Governor. The panel advises the Secretary of Education and the Department of Education on met and unmet needs in the education of exceptional persons. The panel is mandated by federal law. Members receive reimbursement for expenses.

**State Boards of Private Schools:** The State Board of Private Academic Schools is comprised of seven members, appointed by the Secretary of Education. This Board governs private K-12 academic schools. The State Board of Private Licensed Schools is comprised of 15 members, 14 of whom are appointed by the Secretary of Education, and one representative of the Office of Attorney General. This Board governs postsecondary private trade schools. Members receive per diem allowance and reimbursement for expenses.

Source: <http://www.education.state.pa.us>

### **Sarah Smith, 2009**

On my first day I was nervous and unsure of what things were going to be like and I felt as if I needed to impress everyone. That is certainly not how my internship experience ended. I feel as if I became comfortable with being myself and confident. Just today in a meeting, I brought up on my own an error in calculation, I felt scared at first that I would be wrong, but it turned out every that everyone was thanking me. That felt really good and encouraged me to believe that my thoughts and ideas were valued.

Other things have changed over the past few weeks as well. The internship began very slowly, with me not having a lot to do. About three weeks ago things began to pick up. I think, in part, this was because I took on the Charter School Toolkit project and the PSSA/AYP binders. These generated a lot of consistent work for me. I also think that they got to know me and my work ethic, or just saw that I was competent and weren't afraid to give me challenging things to do on a daily basis.

At first it was a little weird meeting these people of authority and high ranking at the Dept. of Education. I had to remind myself that they are people just like me, they just have a very

important job. I think some of this stemmed from how busy they were and how sometimes you felt like they were blowing you off.

Another thing I have learned here is how to work in a fast paced environment and mostly work on my own. This takes a lot of self motivation. The self-motivation part is essential to working in a setting like this though. Someone will give me an assignment or project to do and besides a few questions, I am on my own with doing it. I actually kind of like it because it is structured a lot like college and there is a sense of accomplishment when you have done a good job on something. The fast paced environment took a little longer to get used to.

Sometimes the reactionary “stuff” can be fun and sometimes I do not like it. Yesterday I had to complete a task from the Gov’s office via the Policy Director there. It was simple and involved me looking at districts websites and filling in a spreadsheet. However, this was an ASAP rush request. I felt frantic while doing it and did not like the fact that I hardly had a chance to make sure all the information I submitted was correct. Other times, the reactionary stuff is fun because it makes time go by so much faster.

Another frustrating thing is the political "stuff" that gets in the way of what PDE is trying to accomplish. Like I used as a previous example, programs that are proven to work are not being funded and programs that do not work, are due to political connections or promises. The same goes for the Scotland School, an underperforming school that is inefficient with funds is being funded because the group advocating for it made certain deals. It bothers me to think about other things that money could be going toward.

As far as my future plans go, I still want to work in education, perhaps even more than before. I feel like I have a more refined idea of what I want to do. Although, I am trying not to be stuck on it, because I need to be open to what is available. What I do know, is that I want to work

for something I believe in and remember that is affecting children and teachers. I think that is something this administration has tried to stay focused on. I hope this does not change when Rendell is out of office and most likely a Republican Governor comes along.

My number one piece of advice for future EDTH 395 students is ... be flexible. I had to be flexible with a project that I spent a lot of time and energy into planning and researching. I also spent a lot of time and energy on things that were found to be unneeded at the end of the day. You can't take this personally; it is just how things work.

### **\*State Senator Lloyd Smucker**

Senator Lloyd Smucker was first elected to serve the residents of Lancaster and York counties in 2008, and is currently serving his second term in the state Senate after being re-elected in 2012.

Before running for his current position, Senator Smucker owned the Smucker Company—a family-owned commercial construction firm with more than 150 employees. He was twice elected Supervisor in West Lampeter Township and served four years as a member of the township's planning commission.

With his background in small business, Senator Smucker understands the importance of efficiency and fiscal responsibility and has applied those criteria to his work in state government. When facing any complex state issue, Senator Smucker works with the principal parties to reach practical solutions. Besides supporting pro-growth measures and responsible state budgets, the Senator played an instrumental role in the creation of a historic tax credit program to encourage business investment in local communities.

Since taking office, he has continued to be involved in numerous civic and community organizations, including serving as a member of the PA Workforce Investment Board, the Industrial Resource Center Board and the Community Service Advisory Board. Senator Smucker currently serves as Chairman of the Senate State Government Committee and as Vice Chairman of the Senate Education Committee. In addition to these two key committee posts, he also serves as a member of the Senate Appropriations, Intergovernmental Operations, Labor and Industry and Local Government committees.

Senator Smuckers' Mission:

“Situated in the southern half of Lancaster County, the [13th Senatorial District of Pennsylvania](#) includes the burgeoning [City of Lancaster](#), a host of beautiful suburbs and some of the most breathtaking farmland in the Mid-Atlantic region.

Unlike other districts, which may be wholly urban, suburban or rural, Lancaster's convergence of interests is not without its challenges. Blight, urban sprawl and economic stagnation are constant threats to the [Lancaster County](#) way of life.

My role as Senator is to help constituents gain access to the government [services](#) they need, ensure each child has access to a quality education, and to help provide the economic tools necessary for our communities to prosper. My mission is to serve, and that begins with hearing what you have to say.”

Source: <http://www.senatorsmucker.com>

## **Marcy Herr, 2014**

I feel privileged to have had the opportunity to intern with state Senator Smucker. Being in the environment of the beautiful Capitol building was exciting to me and a great learning experience. My favorite aspects of this internship were getting to know the people in my office, attending Senate committee or lobbyist meetings, and dressing business casual. I feel very accomplished and this experience made me feel more confident and independent because it really pushed me outside of my comfort zone.

Besides a couple small tasks, my daily assignment was to file the constituent letters that were sent by mail and email. I read letters pertaining to a variety of issues that the Senator's constituent's were concerned about and I filed their opinion in the Senate online database. Usually these letters were categorized for me and I needed to simply enter the personal information on each letter. I definitely expected to be given more challenging or research based work but filing the constituent information always kept me busy.

Another one of my tasks was being a backup secretary to the Senator's administrative assistant and scheduler. Many busy days in the Capitol there would be too many visitors to the

office or phone calls for only two people to manage. I was constantly put in the position where I needed to make a quick decision of how to best respond to the needs of someone. My true test came when I spent the day at the district office in Lancaster as the only receptionist. I was successful in my duties and enjoyed spending more time with the Senator and the chief of staff.

Another skill that I learned quickly was to always be ready to share my thoughts about something or talk to someone important. The Capitol is a busy place and people do not have much time to talk so it is necessary to always have an elevator speech prepared. This applied to me because many walks back to the office after the completion of a meeting the Senator would ask me what I thought about the discussion I observed at the meeting. I did not have many opportunities to talk to him so it was important to take advantage of this time.

My favorite parts of this internship were the meetings and events that I attended. I helped organize a town hall meeting as well as a fundraiser. It was interesting to hear the Senator interact with his constituents at the meeting and answer questions about such a wide variety of topics.

As the vice chair of the education committee the Senator is very involved in education related issues. I had the opportunity to attend a meeting of the superintendents in our district and really learned a lot from their discussion. Hearing their perspectives on various issues and the influence this has on the Senator was interesting. I have a good relationship with my high school superintendent and his connection to the Senator helped me get this internship so it was ironic to be reconnected with him at this meeting.

This internship taught me a lot but it did not provide me with any clarity in my future career decisions. This experience confirmed for me that I like being in a political environment

where every day is different and busy. I was unable to eliminate any potential career options but I at least was reassured that I am headed in the right direction for me.

The advice that I would give to future 395 students would be to always have confidence. This is something I definitely struggled with and maybe would have had a more rewarding experience if I pushed myself outside my comfort zone more.. Confidence can allow you to build strong relationships during your internship to add to your career network. Not being confident leads to missed opportunities. I would also recommend interning in a more education focused environment. I have not had an experience in an office that is solely concentrated on education issues and research and think I would have help more comfortable in that environment.

## **State College**

### **\*McNair Fellowship**

The Ronald E. McNair Post-Baccalaureate Achievement Program (also known as the McNair Scholars Program) is one of 180 such programs nationwide. First established in 1989 and named after Dr. Ronald E. McNair, this program is designed to help prepare talented undergraduates to enter graduate school and to receive their doctoral degree.

Ronald McNair was an astronaut-physicist who died aboard the space shuttle Challenger. Dr. McNair's philosophy of life included the following statement,

"Whether or not you reach your goals in life depends entirely on how well you prepare for them and how badly you want them."

Dr. McNair prepared himself for his goals. He grew up in a poor, small town in South Carolina, attended North Carolina A&T as an undergraduate physics major, and enrolled at Massachusetts Institute of Technology for his graduate degrees in physics. Though the path to obtaining his goals was paved with many obstacles, Dr. McNair had the willingness and ability to persevere in the face of overwhelming odds and overcame the difficulties he encountered.

Program Benefits:

- Application fee waivers at over 150 graduate schools
- GRE fee waivers (on a limited basis)
- McNair Scholars are presented with opportunities to study and do research in the University's state-of-the-art facilities in order to hone those skills required for success in doctoral education.
- McNair Services
- Academic Success Workshops



- Academic Program Planning
- Career Guidance
- Decision Making
- Financial Aid Counseling
- Graduate School Preparation
- Grants and Scholarships
- GRE Preparation
- Mentoring
- Professional Development
- Research Opportunities
- Resume Writing

Source: <http://www.gradsch.psu.edu/diversity/mcnair.html>

### **Roseilyn Guzman, 2013**

Throughout the course of this summer, I was able to make interesting connections from the course I have taken to my internship. For example, in one of my sociology courses, which focused on family and divorce, I learned that students who live in a single home are more likely to not attend college. With this in my mind, I recall reading articles which pertain to students' environment at home and the effects to their efforts of going to college. However, I was not able to find out how this was reflected in the secondary I analyzed. I was not able to figure out whether a relationship existed or not because my FRA's expertise is on quantitative studies, not so much on qualitative. Thus, for future research I would like to see how I can determine relationships between factors that influence students of color decisions to attend college after high school graduation.

Even though I was not able to sit and analyze each factor and how it played a role in students of color decisions to attend college, I was able to realize the existing gap among whites and students of color. When referring to students of color, I refer to those who are

Latino/Hispanic and African Americans. Alongside, I recall reading certain articles where the authors emphasized the importance of high school policies pertaining to increasing the college attendees' culture. Some articles mentioned the importance of developing high schools where students can receive college prep courses. When students have access to college prep courses they might be able to become a bit more prepared for college level homework and courses.

Due to the extensive amount of articles I read to better understand this topic, my idea of these policy topics have changed from learning in the classroom to seeing them manifest themselves in the "real world." When referring to the "real world" I mean reading about scenarios in which students were not able to fulfill their college dreams because of their standardized test scores were extremely low. In other cases, it was that some students did not receive the proper guidance needed to apply for loans. In several cases the readings mentioned that some students did not attend college after high school graduation because they were not informed about what steps were mandatory to simply apply to college. It is evident that there is a gap that continues to grow, and that is of the communication students have with their teachers. Thus, I believe that in order for policy maker to begin implementing policies at schools, they need to have a teacher intervention to understand what teachers need in order to provide better support, both social and academic. It was truly impactful to read so many stories about students who were only taught for the test and did not remember any of the information they learned in class. In order for the United States economy, society and technology to strengthen and become more efficient than other places in the world, educated individuals are essential pieces to that growth.

### **\*Park Forest Research Project**

Research Summary: Often younger citizens have far fewer chances to participate meaningfully in civic spheres, despite the fact that the primary grades are a critical time in developing students' understanding of civic purpose including building positive relationships, meaningful participation, expectations, and skills. We explore how schools can help to build civic purpose in young people—ways in which young people can develop *civic efficacy*. We define this concept as ways in which young people believe they can make a difference in their worlds.

At Dewey Elementary School (names changed), we explored how the school fostered civic efficacy through an intersection of student voice and inquiry practices. We define *student voice* as a way in which young people and adults to address problems in the school, with rare cases even allowing students to assume leadership roles in change efforts. The leadership at Dewey Elementary School emphasized the belief that young students who are personally invested and given 'voice' in a project that matters to them can amplify student civic engagement processes. At its simplest level, student voice at this school consists of young people sharing their opinions of school problems with administrators and faculty. More extensive student voice initiatives foster collaboration between students and adults about Dewey policies and practice.

We explored how student voice at Dewey is infused into an *inquiry-based* reform strategy. We define the inquiry process as one in which teachers and students collectively can become actively engaged in exchanging ideas, providing support, offering critique, and sharing expertise. At Dewey, *inquiry-based learning* occurs most clearly in how teachers respond to student voice—most often by encouraging students to explore their environment through questions. We noticed that teachers sought to validate and expand these questions into the inquiry processes. For example,

- “Why don't we recycle milk bottles in our classrooms?” emerged into data collection on the number of bottles in each room and eventually a school-wide classroom recycling effort.

- “Why don’t teachers compost their food like we do in the cafeteria?” led to students implementing composting in the teacher break room.
- “What rules would make our lunchroom a safer and happier place?” led to a school-wide, yearlong inquiry process that gathered data from students, teachers, cafeteria workers, and administrators.

The results of this range of student-initiated inquiry process also seemed to have great impact on outcomes in the school. Students owned the lunch rules as their own because they participated in writing them. Teachers actively use of the student-deigned composting station. Such inquiry processes that both created rich learning opportunities and also enforced for young people that their opinions and beliefs mattered and were “heard” by adults and peers, and they felt that they were able to influence action by others.

Source: Dr. Dana Mitra, The Pennsylvania State University

### **Jonathan Niles, 2013**

When thinking about connections from my courses to my internship there are a few that initially come to mind. The education legislation passed last month relates a lot to some of the teachings I learned from Dr. Frankenberg in EDTHP 420. Policy terms like 'implementation' and 'inducements' directly relate to the various ways legislators pass state policy. Another idea related to my classes is the idea of a community's role in a school. I'm currently taking EDTHP 497: Families, Communities, and Schools. This class directly correlates with a lot of the research I've been doing for EPLC on the community schools initiative. Much of the teachings I've had in my EDTHP courses cross over to my internship and have allowed me to give a better perspective on how various legislation and initiatives are taking place in Harrisburg work.

Recently, legislators in Harrisburg passed a bill that expands the Educational Improvement Tax Credit. This policy is an inducement to business that allows them to skip paying a portion of their taxes if the businesses give that money to schools in a variety of ways. I've also learned some of the critiques of this EITC bill that represent how politics work on a larger scale. In EDTHP 420 we learned a lot about the timeliness of some policies. No Child Left Behind, for example, was a

policy that may not have had as great of a chance of passing if it had not been for the tragedy of September 11th and the unity restored to our nation from that experience. Another example are the policies that were passed for increased accountability and higher standards after 'A Nation at Risk' was released. In EDTHP 420 we talked about how timely these policies were and how they were implemented more effectively because of current events. During Tom Corbett's administration there has been a strong push from the Republican side for privatization of schools. Expanding charter schools, school choice, and cyber charters are some of the ways Tom Corbett has pushed the focus away from public schools and towards privatization. Many are calling this EITC bill a push for privatization because some consider it as another voucher system. The EITC legislation has been able to take place because of the it is the definition of an 'inducement,' the makeup of the legislator (mainly Republican) and the overall push towards privatization in education throughout the nation.

Community schools are another initiative I've learned about that directly correlates to the teachings in some of my classes. Many education advocates in Harrisburg are talking about community schools and the urgent need for them. They've been proven by results through research that claims they increase academic achievement while decreasing school suspensions and misbehavior. Examining the tight fiscal budgets might shed light onto why this initiative hasn't been more widely implemented. Community schools cost money and due to the tightening of education budgets across the United States, many initiatives have been prevented from expanding. The core idea of implementation and 'loose coupling' that I learned in 497 and 420 correlate with community school initiatives. Many programs such as EITC are geared at expanding the community's role in the school. Being able to see some of the legislation that takes place in Harrisburg and relating it to the ideas of implementation allows me to see how

policy topics discussed in class relate to the “real world.” For example, Montgomery County’s community school initiative has had to cut their community schools from 28 separate community schools to 25 community schools because of legislation passed that lowers budgets and takes focus away from public schooling.

## **Penn State Department of Athletics Intramurals**

Pennsylvania State University - University Park offers a wide variety of recreation opportunities for students, faculty, staff, and community members; including aquatics, club sports, group fitness, intramural sports, and strength and conditioning. Whether you are looking for a place to work out, learn a new activity, join a sport league on campus, participate on an on-going basis in a particular activity, or compete at a high level, you will find what you are looking for here!

Penn State University Recreation programs are housed in a number of indoor and outdoor facilities. Indoor facilities including the Ice Pavilion, Intramural Building, McCoy Natatorium, Multi Sports Building, Recreation Hall, Tennis Center, and White Building. Outdoor facilities include Bigler Fields, Pollock Field, West Campus Fields, and Flower Garden Fields.

For detailed information about any Penn State University Recreation program, please click on the link to the specific program

Source: <http://www.athletics.psu.edu/recsports/>

## **Penn State First-Year Testing, Consulting, and Advising Program (FTCAP)**

\*\*\*Penn State University no longer has FTCAP, the functions of this program have been incorporated into New Student Orientation

*Orientation Penn State* has been designed to introduce students to the Penn State University Park campus and to help you prepare for your arrival. Its scope is not limited to arrival day. Many new students have important concerns that extend far beyond the first day of classes. Therefore, this document also discusses some of the challenges typically faced by University Park Campus students and provides information about the University's many support services. We hope you will keep *Orientation Penn State* as a helpful reference guide throughout your first year.

Continuing your success as a student requires that you take the initiative, particularly at a large campus like University Park campus. It is up to you to take control of your educational destiny. Faculty, staff, and fellow students cannot help you unless you let them. It is up to you to seek out and develop relationships with professors, ask pertinent questions in class, and have meaningful conversations with your fellow students. Allow your scholarly interests to become a part of your everyday life. The way you use your leisure time will be an indication of your progress as a student.

Penn State is dedicated to teaching, research, and public service. It is a place where you can gain skills and learning habits to use throughout your life. University Park campus provides opportunities for you to learn something about almost anything. In addition, the University Park campus educational experience is enhanced by the presence of a multicultural, multi-ethnic

faculty and student population. You can become an active participant in the diverse cultural, intellectual, and recreational activities that abound at the University Park campus. You have the choice of accepting or rejecting the demands and opportunities of academic life. That is not a decision to be made lightly, and the consequences of that choice can determine your success as a scholar and, in the long run, in many areas of your life.

Source: <http://www.psu.edu/ouic>

## **Penn State Human Development and Family Studies Research Team**

### **Human Development and Family Studies**

Penn State's Department of Human Development and Family Studies is committed to excellence in research, teaching, and service regarding lifespan human development in the context of the family, community, and society.

HDFS offers an interdisciplinary approach to individual and family development across the lifespan. As one of the premier departments of its kind, we focus on child and adolescent development, adult development and aging, biological aspects of human development, family studies, intervention research, and developmental research methods.

### **HDFS Department Centers and Selected Research Projects**

- Methodology Consulting Center
- Developmental Systems Group (DSG)
- Child Brain Development Lab
- Infant and Child Temperament Lab
- PA Twin Registry
- Project SIESTA (*Study of Infants' Emergent Sleep Trajectories*)
- Project Touch
- Minds of Mothers Study (*MOMS*)
- Family Relationships Project
- FACT: Families and Communities in Transition
- Daily Stress and Health Study
- University Life Study
- British Cohort Studies

### **College of Health and Human Development Research Centers**

- Center for Childhood Obesity Research
- Center for Health Care and Policy Research



- General Clinical Research Center
- Center for Healthy Aging
- Methodology Center
- Prevention Research Center for the Promotion of Human Development

#### **University-Wide Interdisciplinary Centers and Institutes**

- Social Science Research Institute
- Population Research Institute
- Children, Youth, and Families Consortium
- StudioLab
- Social, Life, and Engineering Sciences Imaging Center
- Child Study Center

Source: <http://www.hhdev.psu.edu/hdfs>

### **\*Penn State Library Fellowship**

#### *Challenging Work for Bednar Interns*

Bednar interns take on real responsibility, information sciences and technology senior Dana Kracaw has discovered. Appointed last fall as intern for Lisa German, assistant dean for Technical and Collections Services, Kracaw's role is a lot more involved than filing and copying. Her job is to help determine the cost-effectiveness of library databases.

Kracaw has been assigned to analyze usage of the Libraries' databases, and prepare reports on her findings. "Basically, I have to tell the whole story of where the money goes. It's a big responsibility," says Kracaw, whose interests lie in human-computer interaction and databases. "This is a new experience for me," she adds.

The Marie Bednar Libraries Internship Program Endowment gives undergraduates the opportunity to participate in active and collaborative learning, and gain work experience, while earning academic credit. The program was created from an endowment established in 2000 by Donald Hamer '68 Eng and Marie Bednar '83 Lib, a former University Libraries cataloger and department head. Kracaw first heard about the internship when German called the Information Sciences and Technology School seeking an intern. She interviewed, got the job, and soon found working in the Dean's Administrative Office to be a real eye-opener. "When you come to the library you really don't know how much is going on behind the scenes," she says. She has quickly adapted to office life and working with people older than her, thanks to the friendly faces in the Dean's Office. "It's a nice environment here, it's relaxed," she says.

Jason Tilley, another Bednar intern, is having a very different work experience from Kracaw's, but one that is equally challenging. Tilley, a junior majoring in architectural engineering, is the Bednar intern for Facilities Administration Officer Ron Servello '79 Eng. His responsibility is to prepare a detailed report on the state of the Pattee and Paterno Libraries' HVAC (heating, ventilation, and air-conditioning) systems, and a summary of work that needs to be done. "Basically, I have to keep Ron up-to-date with the HVAC system and create lists of what has been done, and, as of right now, several things have not been documented," says Tilley.

Tilley has been working since last summer, initially doing twenty hours a week, but reducing his workload to ten hours a week to accommodate a busy class schedule. Much of his

work at the drawing stage is done in the Office of Physical Plant, combined with field studies to the building to investigate the system and document his findings.

Tilley says he has been given much more freedom and responsibility than he had expected. “The Bednar internship is a lot more than some other internships I’ve heard about. It’s not about pushing paper. I’ve been given an entire project to work on and investigate on my own. “When I first started, they gave me a basic overview, then they said, ‘This is what you have to do. You know how to do it, now go and do it,’” he says. Tilley meets with Servello on a regular basis but for the most part, he is on his own. While the work experience has been a real plus, Tilley says the other side of it is that he has gained some valuable career advice too. “Talking to Ron and Don (Donald Partsch, an engineer with the Office of Physical Plant), who are both professional engineers, about what to do after school, has been really good. They’ve helped me figure out my long term goals.” Tilley says eventually, he hopes to work for himself, and the advice he was given will put him on the right track to achieve this dream.

Source: <http://www.libraries.psu.edu/psul/policies/ulhrg18.html>

### **Gabe Piza, 2013**

“A spate of recent publications point to a growing body of professional literature covering Latinos and libraries, but what is most telling is that the one or two monographs that appear every several years are indicative of the continuing paucity of Latino librarians in the field” (Erazo and Guarena 2000).

There is a dilemma prevalent in this field reflecting that Latino-Americans are disproportionately underrepresented. The field of Library Sciences is terrific in many ways and its’ services have surely benefited the academic lives of college students. Eric assigned me a few readings to further familiarize myself on this issue, and I’ve discovered that this has become persistent in many colleges and universities (Long 2011). As such, I was told to design a research study that would help improve these current circumstances.

I developed the Latino Engagement and Academic Development (L.E.A.D.) project in which survey distributions and data analysis were quintessential. I created a survey and divided it into three sections: 1) *diversity on-campus* 2) *multicultural education* 3) *Library Sciences*. The survey contained an equal number of questions, but was mixed between open-ended and

multiple-choice questions. The surveys were distributed to undergraduate students identifying as Latino-American, and I used student leaders as my preliminary subject variable. My logic was that student leaders utilize time-management skills more efficiently than their inactive and uninvolved counterparts, and are generally more likely to be driven by ambition.

The Latino Engagement and Academic Development project was instrumental in spreading awareness among the Penn State community. My surveys were widespread by the end of the semester, and almost every Latino student leader had participated in the study. We did not reach our goal of a hundred surveys, and this was due chiefly to the length of the survey and the time required to answer all the questions. Time-efficiency was a formidable barrier for the project, thus I incorporated suggestions and solutions in the final report for future L.E.A.D. pursuers.

The surveys took approximately 20 minutes to complete for the average student, but it would have been more helpful if their answers were more elaborate. Due to time-constraints, many students were not able to answer the open-ended, short answer questions as thoughtfully, and in as much detail, as possible. If students invested 30 minutes per survey, the analysis would not be prone to as many sample errors and I'd be able to gain more insight on the changes desired by students. Even so, 30 minutes per survey with a goal of one hundred surveys equates to 300 hours of time. This statement assumes that all surveys were distributed individually, one at a time. Although there were times where more than one survey was being worked on, I found myself frequently making personal appointments in-between their classes to accommodate their busy lifestyles. Therefore, I would strongly suggest we offer academically enriching incentives to students and perhaps provide items that would prosper the student organizations that these

leaders represent. I explained these ideas thoroughly in the final report, explaining that relations with student organization are substantial to the welfare of college society.

### **\*Penns Valley School District**

#### **PENNS VALLEY HIGH SCHOOL**

4545 Penns Valley Road

Spring Mills, PA 16875

Phone: 814-422-8854

Fax: 814-422-8280

#### Board members

- Jay Martin, President,
- BT Schwier
- Allan Darr
- Chris Houser
- Henry Yeagley
- Melissa Krum
- Carl Gaffron
- Troy Ott
- Amy Niewinski

#### Schools

- Penns Valley High School

- Penns Valley Intermediate School
- Centre Hall Elementary School
- Miles Township Elementary School
- Penns Valley Elementary School

Source: <http://www.pennsvalley.org/>

### **Andrew Armagost, 2012**

Penns Valley School District, is an example of a school district which changed its school policy to incorporate the new requirements put in place by Congress's "Protecting Children in the 21st Century Act" in 2008. This school district is located in rural Pennsylvania and primarily consists of Caucasian students and blue-collar families. The district enrolls over 1,800 students and employs 9 administrators, 125 teachers, and more than 80 support faculty. The district's Internet Use policy, Policy 815, was implemented in 2003. This policy specifies the procedures and regulations of the district in requirement of the amended Communications Act. Updates to this policy include many instances of restrictions in internet use within the school and additional clauses regarding cell phones and other electronic devices. The update also includes the integration of safety into the curriculum.

Common Sense Media has developed a comprehensive curriculum, called *CyberSmart!*, which meets the federal mandates and can be easily be integrated into the school's current course of study. The website states, "*CyberSmart!* is the opportunity to begin a dialogue with students

and build a sustained online safety and security awareness campaign to remind the school community about safe, ethical, and secure Internet use (website).”

First, CyberSmart introduces students to the internet and computer use, demonstrating sites and programs in which provide safe learning environments for students. These lessons are taught in Kindergarten and First Grade and flow into the following lessons in second and third grade. Students in second and third grade will be taught privacy, its importance and the foundations in which privacy exists. In fourth and fifth grade, students will learn the differences between private and public information and “will apply the same safety rules in cyberspace as they use when encountering strangers in the face-to-face world.” As students become more exposed to social media platforms, *CyberSmart!* Curriculum prepares students for use of these platforms. In sixth, seventh and eighth grade, students are taught ways to be safe using these sites and programs and which sites are more dangerous than others. In high school, students learn how identities may be stolen and ways to prevent identity theft.

*CyberSmart!*, coupled with guidelines found in legislation, provides school districts with reliable resources that limit dangers over the internet. These policies and curricula will hopefully limit interactions between students and child predators and teach students smart and safe ways to use the internet and social media technology. As new technologies are created and become available for public use, there will be more dangers that come into effect as well. With teaching students to follow the guidelines and information taught in the *CyberSmart!* we are preparing our children to recognize the dangers within these new technologies.

### **\*Boalsburg Heritage Museum**

The Boalsburg Heritage Museum was originated in 1982. These notes are a compilation of its beginning and growth during the ensuing twenty years. The main source of information has been the minutes of the organization as it met in general session or as its Board of Directors, and has been compiled by Earl M. Kesler in October 2002.

In Fall 1983, Mr. and Mrs. Thomas Aikens offered to purchase the property on the corner of Loop Road and East Main Street and deed it to the Museum Association as a gift. The house had been the home of the late Sara Sweet. Her heirs, William and Perry Sweet agreed to a sale price of \$55,000, probably lower than the actual value. Transfer of the deed for the property was accomplished in November of 1983.

Over the years, much work has been done restoring the interior and exterior of the house and surrounding properties. Since the main portion of the house dates from 1825, there was initial concern about its structural soundness. Inspections revealed that it was in good condition. However, the electrical wiring was primitive and not trustworthy; it was disconnected as much as feasible. For a few years, the membership depended on kerosene lamps for light during evening functions. New wiring was installed in stages, by Lewis Biddle.

Funding for the Boalsburg Heritage Museum has been an interesting, and at times, difficult process. In 1997, Mrs. Ruth Corter passed away leaving a significant portion of her estate to the Museum. This enabled the Board of Directors to finish paying off mortgage and loans and to set aside some reserves for use in case of emergencies. Much credit is due to the original and succeeding Boards of Directors for careful management of finances.

A stated purpose of the museum has been to promote awareness of Harris Township's rich

heritage and to interest and educate the public. Exhibits, lectures, and social events have been an important part of this effort. From the onset, classes of elementary school children have made field trips to tour the museum and often the blacksmith shop and other village attractions as well. Other groups frequently request tours as part of their visit to the area.

Most rooms in the house are set up as semi-permanent exhibits with the gallery reserved for displays of shorter duration. The gallery has been the locale for many interesting and varied displays. Often they have spilled over in the parlor and dining room areas. Exhibits have been by local artists, craftspeople, photographers, hobbyists, guilds, and collectors. Many have been of historical importance. Over the years, many gifts have been donated to the museum. These gifts have added to the collection of historical and community artifacts for exhibition.

Source: <http://www.boalsburgheritagemuseum.org>

### **Kevin Bannon, 2014**

I was fortunate to have had the opportunity to work at the Boalsburg Heritage Museum this summer. Phyllis Favorite, my museum supervisor, was extremely helpful and very hands-on with helping me succeed. At the beginning of my internship, we listed all of the goals that I hoped to achieve; Phyllis made sure I kept on track and arranged for all of the accommodations I needed to achieve these goals. I learned all aspects that form, maintain, and expand a museum. In order to achieve this goal of learning all aspects of the museum, I worked under three coordinators: Paula Ralph, Barbra Gragigano, and Earl Kessler; I learned about property maintenance, docents, and acquisitions and archiving from them. Phyllis supervised and worked with me on the policy and legal aspect of the museum. When the end of my internship arrived, I felt comfortable and confident to propose a list of recommendations to the museum's board of directors on how to improve their organization based on what I observed and learned from the directors and coordinators I previously listed.

Memorial Day was a fantastic kick-start to my internship. I only had a few days prior to Memorial Day to train as a museum docent or tour guide. This was not an easy task; the



museum has an abundance of artifacts, and it would take weeks to properly learn about them all. Moreover, the exhibits were poorly labeled and didn't offer much information on the items or their history. I knew right away that better training of docents and a revamp of the tour system was needed.

The most exciting and interesting part of the internship was working with Phyllis Favorite on the administration end of things. This was also the area that I could relate the most to public policy. We discussed museum finances, marketing, and special events. We also represented the Boalsburg Heritage Organization at various other township meetings and committees. One major role I played at the museum this summer was an auditor of sorts. After discussing the museum's current condition with Phyllis, we decided that my goal should be to find the museum's flaws and figure out ways to improve them, and I then could incorporate this into my internship's final project. I enjoyed this challenge because I was in a position to possibly help a great cause of preserving an area's heritage. I look forward to a career of helping improve other organizations or individuals; I want my occupation to be as meaningful as possible.

Overall, I found this internship to be extremely informative and a great learning experience that will reflect on my future career. The museum I was placed at, though small, is significant to the local community and has to deal with many of the same issues that larger more established museums must face. While I don't intend to work for a museum in the future, this internship has prepared me on how to deal with people and politics. The experience and networking that has taken place during my internship is more valuable to me than the content; I may never have to archive or docent at my future profession. However, the skill set that I have improved since beginning my internship, will certainly be one I will use every day in both my

professional and personal life. I encourage future Education and Public Policy majors to pursue an internship with the Boalsburg Heritage Museum. In my opinion, this is a strong and well-established organization in the community; moreover, they are always in need of volunteers and fresh ideas on how to improve and expand.

## **\*Talent Search Penn State University**

### **Talent Search Mission Statement**

We believe that education is the best pathway to economic parity and social equality. We encourage and support students from families where educational attainment, finances, or other resources may limit opportunities to achieve their educational goals beyond high school. We strive to ensure that through our services and support, students will be successful against personal odds.

### **What is the Talent Search Program?**

Penn State University Talent Search is a federally funded program through the U.S. Department of Education's TRIO programs.

Created in 1964, TRIO programs help youth and adults from families with limited financial resources who would be the first in their families to attend college and receive a baccalaureate degree. The Penn State University Talent Search Program is designed to provide services, information, direction, and guidance to middle and high school students in grades 6 through 12 with the two major goals of helping program participants to successfully complete secondary education as well as successfully enroll in some form of post-secondary education or training.

### **Who participates in Talent Search?**

Most Talent Search students come from households with limited financial resources where no one has completed a higher education degree. It is students from these backgrounds who often face the most difficult challenges in completing secondary education and then going on to higher education. It is a requirement of the federal legislation, which governs TRIO programs that at least two-thirds of the participants be potential first-generation college students. The remaining one third of participants need not meet either requirement.

- Penn State's Talent search has been in operation for over 13 years and has helped over 2000 student graduate high school, representing over 90% of students served. 80% of participants also enrolled in post secondary education
- All program services are offered at no cost to participants due to a Department of Education TRIO grant.

### **Conor Searles, 2013**

To say that my internship was amazing would not do it justice. Words simply cannot describe how fortunate I am to have had the opportunity to take part in such an amazing internship. My time at the Talent Search offices at Penn State has only made me more eager to begin working in the professional field of education and policy.

When it came time to go to Washington D.C. I couldn't have been more excited, I knew there was a long car ride in-between but being able to show that I was excited for this trip that early in the morning showed her that I was passionate and serious about maximizing my experience. Once we arrived in D.C. we only had about 30 minutes of downtime from the car ride until we had to venture over to Capitol Hill to meet with members of Talent Search who had already been lobbying.

Once we entered the Rayburn building the rest of the day was a blur, I recall being able to sit only 2-3 times for the 7 hours of lobbying. It was a phenomenal experience to actually see how lobbying was done, how political politics actually is, and how overwhelming a day on capitol hill can actually be. That was an experience when i can honestly say that I learned more

in one day of lobbying about politics and policy than i could have hoped to learn in a semesters worth of classes and lectures. Experiencing everything I did that day has opened my eyes to how the world of educational policy works, and I am not ashamed to say that it was rather intimidating, and had me questioning whether or not I wanted to pursue a career in the policy side of education.

I was eager to start my experience in the offices here at University Park, and truly sink my teeth into how a federally funded program runs. Being that it is a federally funded program precise records must be kept in case the government ever decides to audit Talent Search, and I was told from the get go that all of the documentation that I was doing was essential to the success of the program. This made me feel much better about the work that I was doing. The following details, in order, the work that I was completing for the most recent set of schools and students enrolled in the program who had just finished their high school careers:

- Calculating students GPA
- Cross checking student transcripts with rigorous curriculum check sheet
- Process student college choice forms, sort by college, prepare for faxing to given registrars office

With well over 500 students enrolled in the program this work always kept me busy, but the order in which i was completing it allowed me to see the progression of each student, which track they might be likely headed down, and which university they would be pursuing a college degree at. Being that the majority of these students are either low-income, or first generation college students it was remarkable to see how much of an impact the talent search program, and its counselors from the 6 various areas in western PA had on this students and the opportunities it was giving them.

My bosses for this internship were amazing and really took an active role in making sure that I was enjoying my experience and rewarding me for my hard work. The two major projects

that I was working on when I was not processing student paper work was the 20th anniversary brochure that Talent Search would be distributing in their newsletter, and my presentation as the guest speaker at the Penn State Talent Search's annual in-service meeting to conclude the school year. The fact that they felt confident in my abilities to give me projects of this magnitude only reaffirmed that I was working hard during my time at talent search, and was very motivating to continue to produce high quality work.

### **\*St. Paul's United Methodist Church**

St. Paul's United Methodist Church is located in the heart of State College, bordering The Pennsylvania State University and downtown State College. The congregation of St. Paul's is committed to ministry in this strategic location with students and permanent residents alike. Steeped in a rich heritage of classical worship, St. Paul's also incarnates the outreaching spirit that is typical of United Methodists. In the name of Jesus, the congregation of St. Paul's is eager to nurture a generation of Christian leaders for the 21st century.

#### **Our Vision**

St. Paul's United Methodist Church is called to be a welcoming and inclusive community in Christ, empowering persons to serve as Christ's hands, feet, and heart.

#### **Mission Statement**

Call--Nurture—Send

#### **Core Values**

In our life as a congregation, we will follow the way of Jesus Christ as revealed in the scriptures, through the power and inspiration of the Holy Spirit. With the guidance of the Holy Spirit and using Christ as our model, we strive to embody the following values:

**PRAYER:** We will focus on the power and priority of individual and corporate prayer as an expression of our love for and dependence on God.

**WORSHIP:** We will honor God by celebrating God's presence in our daily lives individually and as a community.

**OUTREACH:** We will serve in the world beyond our walls through the work of our hands, faith sharing, and financial support. We will share and serve with enthusiasm, energy, and joy in response to the love of God and the grace of Jesus.

**SERVANT LEADERSHIP:** We will demonstrate humility, accountability, and genuine care for people, while encouraging and empowering others to use their gifts in the body of Christ.

**EMPOWERMENT:** We will foster the discovery of each person's gifts, passions, and calling from God. We will creatively provide the resources necessary to enable individuals and congregations to grow in faith, to be effective in ministry, and to equip others to reach their full potential in Christ.

**COMMUNITY:** We will be provide an open and hospitable place where all people are honored. We will be an intentionally loving, nurturing, and healing community in Christ that seeks to meet the spiritual, physical, emotional, and social needs of one another.

**RELEVANCE:** We will seek to follow God's will in a changing world.

Source: <http://www.stpaulsc.org/>

### **Erin Blose, 2014**

My time spent at St. Paul's was very instructive. I learned a lot about working within groups of people creating policies, groups of people who have to work with policies that they may not agree with or know how to follow, and that, while they were very kind to me, working at a church is not a good fit for me. My expectations were, while not entirely wrong, were not quite correct either.

At St. Paul's, I learned that even institutions that have been around for 125 years often lack policies that seem to be necessary. The church has had thousands of funerals conducted in it, but they never took the time to write a funeral policy. This led to many issues, up to and including weddings being scheduled right before funerals, creating issues with logistics and with giving every person the attention they needed. Institutions will wait until a major event happens that necessitate the policy to be written, and then they may even wait until someone is around to either push the project or to complete the project on their own. That is why I feel that I was given the policy to write. No one else was very interested in writing it, and I was interested in learning about writing policy. So I received that project.

In writing this policy, I learned that one of the most important things is to research what the policy looks like for other institutions. I read as many different funeral policies as I could for other churches, read up on how the local funeral homes handle them, and then looked up what St. Paul's had done in the past. In doing so I learned what parts of the policy had to be permissive, and which parts were to be mandates. The mandates were the easier parts of the policy to write. They gave exact directions, and they had to be followed. This covered things like the fact that people were not to drill holes in the wall to hang things, or do other damage to the sanctuary. The harder part of writing the policy was to make parts of it permissive enough that people can still follow their cultural traditions, while also following the church's doctrine. Balancing these different parts, while still being sensitive to those who would be grieving while reading the documents was a challenge. And became the major project I completed.

The biggest thing that had to change was the fact I was not able to complete the procedural book. While I was given permission to do it by the Head Pastor, I was too busy learning what the policies were to try and write procedures for them. I started with the policy manual, but the majority of the policies contained within it did not need procedures spelled out. The procedures that needed to be written down were the ones that no one talked about overtly, such as how to use the online calendars, how to announce events to others and how to communicate with other staff members. The communication within St. Paul's between staff member depends entirely on multiple meetings discussing the same things several times. If they had a regular procedure on how to announce events other than the meetings, they could conceivably cut down on meetings and still know what events are happening and avoid conflicts. It was small, unwritten things that took time to learn, and unfortunately as a summer intern doing other projects I did not have the time.

In the end, I felt like I did gain experience working at St. Paul's that will be useful. I learned how it was to work with people every day, I learned more about making policy, and I learned that a church is not the place for me. I am not driven by religion like everyone there was, and I was not fulfilled there. I felt like the church, while doing a lot of good, was too wrapped up in its quest to grow and forgot that there were people who needed help. Yes, St. Paul's helps a lot of people every day, and it has several programs that I find admirable, but its basic premise is to grow in religion. That is something that I cannot work with all day every day.

## **Scranton, PA**

### **\*Head Start**

**The Idea:** The idea for a Head Start association was born in 1973 in Kansas City, Missouri, at a national conference for directors of community action agencies. A handful of Head Start program directors attending the conference discussed the need for a private, national association that could advocate specifically for the Head Start community in Congress. They were concerned by the Nixon administration's threat to eliminate community action agencies, which sponsored the majority of Head Start programs.

Over the past 25 years, NHSA's mission has changed from simply defending Head Start in Congress to actively expanding and improving the program. Membership types have been created for Head Start agencies, Head Start state and regional associations, and both commercial and nonprofit organizations. NHSA has an impressive portfolio of services and programs that support and advocate for Head Start.

**NHSA Mission:** Our mission is to coalesce, inspire and support the Head Start field as a leader in early childhood development and education.

We are compelled to fulfill this mission by the promise of all the possible outcomes:

- one powerful, united Head Start voice;
- a collegial, collaborative Head Start field, one that is a valuable and valued partner and resource to early childhood development and education;
- nonpartisan support of increased Federal commitment to Head Start and, ultimately
- healthier, empowered children and families and stronger, more vibrant communities.

**NHSA Values:** We are determined to play a valued leadership role in this country's efforts to educate and serve its most vulnerable children and families.

We are actively committed to being a high-impact organization.



We value partnerships and collaboration and are intent on transforming ourselves into a relationship-based organization.

We are accountable to our members and funders, practicing the highest standards of governance and financial stewardship, ensuring transparency in our operations and living up to the highest standards of quality.

<http://www.nhsa.org>

### **Thomas Carlucci, 2012**

I found my first internship at Head Start in Scranton, Pennsylvania. However, they were not advertising for a summer intern. I just figured I would email all the places in the location I targeted, and sure enough Head Start was the first hopeful to email me back and set up an interview. I had multiple projects to choose from once i started in May. The options ranged from grant writing, and policy revamping, to redesigning information for parents and communities. I took on the redesign and grant writing project as I knew the grant writing skill would be essential when working with non-profits. And let's face it with this degree your either working in a non-profit or going back to school to do either research or take on a leadership role in education management.

Redesign Parent/Student Transition Book - I was presented with an opportunity to redesign the information source in which head start provided parents for the Preschool transition stage. Head Start was giving and sometimes lending parents an actual 50 page book parents could follow in assisting them in the decisions required when enrolling their child into a Preschool. Thankfully I experienced a few house visits with one of the field agents before I did this project. The visit allowed the realization to kick in that half of these parents won't even open

the book, where the other half may not even be capable of comprehending sentences. Therefore I redesigned this book into booklet form, including bullet points and pictures making it not only easy to read as a beginner reader but fun to share with their children.

The booklet project wasn't as interactive as I would of hoped in terms or practicing my professionalism within an office setting. However, when I had the opportunity to convey what I learned in terms of professionalism I tried my best whether it was through emails, phone calls, or timely updates during the projects development.

**Grant writing** - My supervisor gave me a potential grant they were thinking about applying for towards the end of my internship. I began the grant which aimed to acquire 3.3 million dollars for the program. However, with recent studies showing negative outcomes for the governmental organization as a whole, I focused strongly on the progress Lackawanna County was making. This focus allowed this Head Start program to receive a strong portion or this Grant. When I followed up this following spring I was told they would be receiving the full grant, but later was notified they hadn't received the full amount. Not sure what happened, but the experience was gratifying for me at least and gave me a big resume booster.

## **Office of Robert Casey, United States Senate**

U.S. Senator Bob Casey knows that public service is a privilege and that he was elected to fight for Pennsylvania priorities and Pennsylvania values. He is working to foster financial security for American families, protect our children and invest in their futures and ensure safety at home and respect abroad.

Senator Casey has made it his top priority to work to help create and incentivize the creation of family sustaining jobs and to help workers who lost their jobs through no fault of their own. As the new Chairman of the Joint Economic Committee, Senator Casey will continue this work while providing Pennsylvania with a stronger voice on job creation and economic policy. Senator Casey has voted to provide billions for tax cuts to encourage businesses to hire workers and he voted for legislation that provided tens of billions in capital for small businesses to expand their operations. And he has been a strong critic of unfair trade policies that put American manufacturing at a disadvantage. He has repeatedly pushed for the U.S. government to take stronger action against China in response to the undervaluing of its currency and other policies that result in American job loss. He also voted for legislation to eliminate tax incentives corporations receive to send U.S. jobs overseas.

### **Awards:**

- Champion for Children Award from First Focus
- Children's Champion Award from the Children's Hospital of Philadelphia
- Delaware Valley Association for the Education of Young Children Chamption for Young Children Award

Senator Casey is the Chairman of the Near Eastern and South and Central Asian Affairs Subcommittee of the Foreign Relations Committee which has jurisdiction over Afghanistan, Pakistan, Iraq, Iran, Israel and the Middle East. He is a leader in promoting nuclear security and combating the threat posed by terrorists obtaining nuclear material.

To protect our troops in Afghanistan, Senator Casey has been the Senate's leader to increase international pressure to stop the flow of ammonium nitrate, a prime component in IEDs that have killed or wounded thousands of troops and civilians. Senator Casey is also working with the Department of Defense and State Department to make sure they have the tools they need to stop the IED assembly line.

Since taking office, Senator Casey has had the opportunity to tackle many issues affecting Pennsylvania by sitting on several Senate Committees, including;

- Senate Committee on Finance
- Foreign Relations Committee

- Health, Education, Labor and Pensions
- Joint Economic Committee
- Special Committee on Aging

Source: <http://www.casey.senate.gov/>

## **Bethlehem**

### **Lehigh Carbon Community College**

**LCCC Mission:** Responding to the community by providing affordable, accessible, and high quality education.

**Vision for Excellence at LCCC:** National prominence and academic excellence as a comprehensive community college.

**Goals:** To advance the Mission and Vision of Lehigh Carbon Community College, three major categories of collegewide goals have been identified: Transforming Students' Lives, Transforming the Learning Environment, and Transforming the College Organization. The specific objectives related to these goals change annually; however, the college's emphasis on these three goals remains constant.

#### **Components**

Lehigh Carbon Community College seeks to offer to those individuals who have the ability to benefit, programs and services related to the following components of a comprehensive community college:

- Career Programs
- Developmental and Remedial Education
- Lifelong Learning and Community Education
- Transfer Programs
- Alumni

Lehigh Carbon Community College's alumni base has more than 19,000 members and is ever growing. There are many ways to stay involved with the happenings on campus, even years after graduation - volunteer at an event, make a gift to the LCCC Foundation, or serve on a committee, to name a few. We want to hear from you and stay up on what's new in your life - maybe you got married, had a baby, got a new job or another degree - we want to know! Please update your information at the link listed below. Hope to hear from you soon!

Source: <http://www.lccc.edu/>

## **Shippensburg**

### **Shippensburg University Athletic Director's Office**

**Mission Statement:** The mission of intercollegiate athletics is to provide quality athletic programs for the undergraduate students and the graduate students of the university. To succeed, we must furnish the needed/required resources, i.e., operating budgets; scholarship funds and financial aid; equipment and supplies; full-time coaching staff; support staff; facilities (indoor and outdoor); public relations staff; and other related resources.

The university shall encourage alumni, various “support groups” and friends to support this mission.

The university's athletic program shall continue to be flexible and responsible for the needs and interests of the students.

The university shall afford the students an opportunity for total growth and development and an opportunity for obtaining a baccalaureate degree or master's degree.

**Philosophy Statement:** Shippensburg University (SU) intercollegiate athletics provides opportunities for participation in an environment that encourages the achievement of athletic excellence and the ideals of sportsmanship. The Department of Athletics is committed to maintaining a proper balance between athletics and academics where the physical, emotional, and social well-being of the student-athlete is of primary concern.

**The SU athletic experience:**

- Helps prepare the student-athlete for life-long accomplishment,
- Provides an environment conducive to academic and athletic success,
- Encourages the achievement of individual and team competition, and
- Promotes appreciation among varying genders, races, religions, national origins, and sexual orientations while representing the institution.

The Department of Athletics consistently reflects the high standards of honor, ethical behavior,

and dignity while adhering to the policies and regulations set forth by the National Collegiate Athletic Association (NCAA), the Pennsylvania State Athletic Conference (PSAC), and Shippensburg University.

**Jeff Michaels, Director of Athletics**

Michaels served as Shippensburg’s acting director of athletics for the 2009-10 and 2010-11 academic years before being permanently appointed to the post in 2011. His previous four years (2005-2009) were spent as the university’s associate director of athletics.

Source: <http://www.shipraiders.com>

# Massachusetts



## **Boston**

### **Boston University**

#### **Mission Statement**

Boston University is an international, comprehensive, private research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. Boston University is committed to generating new knowledge to benefit society.

We remain dedicated to our founding principles: that higher education should be accessible to all and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community—local and international. These principles endure in the University’s insistence on the value of diversity, in its tradition and standards of excellence, and in its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students and an ever-changing world.

#### **About BU**

Boston University is no small operation. With over 33,000 undergraduate and graduate students from more than 140 countries, 10,000 faculty and staff, 16 schools and colleges, and 250 fields of study, our two campuses are always humming, always in high gear. Meet the people and places that keep the University running smoothly.

Source: <http://www.bu.edu>

## **Massachusetts House of Representatives, Office of Ruth Balser**

The daughter of two educators, Ruth developed a lifelong appreciation of and commitment to public education. Following her graduation from the University of Rochester, she was awarded a PhD in clinical psychology from New York University. Before serving in the legislature, she worked for many years as a psychologist. In fact, she is the first psychologist to ever serve in the Massachusetts legislature. She is a leader on mental health issues, an environmentalist, and a representative for the Garden City

### **Awards and Recognition**

- Mental Health Legal Advisors Committee - Certificate of Appreciation - to Rep.Ruth Balser "Tireless Advocate for the Rights of Persons with Psychiatric Histories" - February 2013
- Equal Justice Coalition - 2012 Beacon of Justice Award - January, 2013
- Providers' Council for Caring Communities - Special Recognition - 2012
- National Association of Social Workers (NASW) - Elected Official of the Year - 2009
- National Organization of Women (MA Chapter) - Legislator of the Year - 2008
- Massachusetts Coalition for Addiction Services - Ending Insurance Discrimination Champion Award - 2008
- Riverside Community Care - Leadership Award - 2008
- Hope House - Spirit of Hope Award - 2007
- Massachusetts Family Planning Association - Family Planning Leadership Award - 2007
- Massachusetts Association of Alcohol and Drug Abuse Counselors - "For outstanding legislative actions contributing to treatment of the chemically dependent." - 2006
- Riverside Community Care - Leadership Award - 2006
- Disability Law Center - Legislative Leadership Award - 2006
- Massachusetts Coalition for Addiction Treatment - Certificate of Appreciation - 2006
- American Psychological Association - State Legislator of the Year - 2006
- The Recovery Homes Collaborative - "For your integrity and your keen sense of responsibility to the community for seeking the value in recovering individuals, and supporting our efforts we thank you." - September 14, 2006



- Massachusetts General Hospital Endowment for the Advancement of Psychotherapy - Leadership Award for the Advancement of Mental Health - 2006
- National Alliance on Mental Illness Greater Boston Consumer Advocacy/Affiliate Network (NAMI GB CAN) - Representative of the Year - 2006
- MassPIRG - The Global Warming Hero Award - June, 2006
- MassPIRG - Public Interest Champion - 2006

Source: <http://www.ruthbalsler.org/>

## **\*Institute on Urban Health Research Northeastern University**

### **Mission:**

An Institute devoted to knowledge discovery and its practical application to improve personal and public health within urban communities. The IUHR is particularly focused on understanding the social and environmental conditions of urban living in order to inform public health intervention strategies, policies and professional training.

### **Areas of Interest:**

The IUHR's research focuses on health issues that disproportionately impact urban communities. Research also investigates racial and ethnic health disparities and the cultural and community contextual factors that impact health status and health care access.

### **Dissemination of Knowledge:**

Findings stemming from the IUHR's research and other scholarly activities are disseminated through academic publications and presentations, scientific meetings, conferences and forums for practitioners and policy makers, the Institute web site and other media.

### **Learning and Leadership:**

The Institute creates pathways for student involvement in research and equips scholars and researchers to assume leadership roles in urban health research through our Fellowships and Faculty Scholars Program in Urban Health Research.

Source: <http://www.northeastern.edu/bouve/research/centers/IUHR/>

### **Julien Nagarajan, 2011**

The project I have been working on at Northeastern's Institute on Urban Health Reform is part of a new component of a project funded by the Kellogg Foundation that was transported from Harvard's School of Public Health to IHUR. The Kellogg project emphasized research that builds on Diversity Data, a website created at HSPH that is a composite of a vast array of what are termed "indicators" of quality of life for those in metropolitan areas. Diversity Data has over 100 measures of diversity, opportunity and quality of life in 362 metro areas in the U.S. Newest reports from Diversity Data analyze the gaps between the quality of schools that black and Hispanic children attend in comparison to their white counterparts. At IUHR there is a major focus on issues of poverty and health that disproportionately affect people of color. The expansion of Kellogg project at IUHR to include issues for children with special health care needs was deemed important in particular because of the overrepresentation of minorities among disabled students (it should be noted too that students of minority background with disabilities often encounter greater difficulties in securing resources for advocacy efforts). Overall, the project has gone very well. It has been interesting learning about the range of issues relevant to children with special health care needs and their families. When I first began doing the reading

of research I found that I had to learn a lot of new terminology. It was almost as if it was a new language. ADL (activities of daily living), SHCN (special health care needs) are just two of the many abbreviations that are used throughout texts and even in face to face discussion.

It has been equally interesting learning about organizations like the Massachusetts Advocates for Children and the Center for Law and Education. These non-profits provide important advocacy services as well as even legal representation. They serve as vital resources for families who have children with disabilities and want to ensure the fairest treatment in the school system. Because I have interest in perhaps working at an organization like the MAC or the CLE it has been very helpful to get an introduction into the type of work they do and see how that is facilitated by our research at IUHR. I feel I have been successful in large part in getting a good knowledge base on the research that I have been assigned. Initially I thought I may have difficulty in contributing to the convening in terms of identifying experts in the field. However, through scanning the literature on these issues that has become much easier. I do feel as though now I am more aware of who in the Boston area may have particularly helpful insight and expertise both in a research and clinical sense. I think the most difficult aspect of my work at NEU on this project has been trying to balance all the different responsibilities I have and ensure that I give time to each in the two days I am there. I have had to really learn how to budget time and organize time with respect to working on Endnote, the Lit. Reviews, the convening, and I have realized that there are often additional responsibilities that are given such as the work I have done in helping organize the Wiki Page for the project. Balancing administrative work with more conceptual analysis is something I am still working on getting better at.

The work environment has been very comfortable at NEU, however, because it is very self directed I have had more difficulty in feeling a sense of structure to my work. I would say in some ways this project has been easier to work on and in others harder.

# New York



## **Albany, NY**

### **\*Camp Erin**

*“This camp addresses the needs of grieving children by decreasing their sense of isolation and normalizing their experience and feelings. This camp is especially unique because of the therapeutic value of combining the healing elements of nature and the wonderful activities that provide safe outlets for the expression of their grief. It was an honor to be a witness to the magic and healing that occurred at Camp Erin. I am extremely grateful for the generosity of The Moyer Foundation and their mission to assist in the healing process of grieving children.”*

*- Cheri Masshardt, grief counselor Providence Hospice of Seattle*

### **How does a grieving child benefit from an experience like Camp Erin?**

- Grieving children learn that they are not alone.
- Grieving children learn that their feelings are perfectly normal.
- Grieving children have an opportunity to address their feelings and memorialize their loved ones.

### **Who runs Camp Erin - Albany?**

The camp is staffed by bereavement counselors from The Community Hospice, and community volunteers who are professionally trained by Hospice staff.

Registered Nurses are on staff and available 24 hours a day during Camp Erin - Albany weekend.

### **What activities are provided at Camp Erin - Albany?**

Children grieve in many ways, and very differently than adults. They require physical activity as well as emotional outlets, coping skills and community-building to cope with loss.

*Activities include:*

- memorializing their loved ones by making a collage with their photographs
- opportunities to talk about their loved ones
- sharing memories, nature walks
- writing in journals
- singing songs
- drumming
- making smores over a bonfire
- canoeing
- arts and crafts

Source: <http://www.camperinalbany.org/>

### **Marnie Blum, 2013**

Overall my experience working with Camp Erin has been very positive. I have gained a lot of valuable knowledge, advice, as well as a mentor. The environment I worked in was a very positive one and I gained a lot of positive reinforcement from my supervisor every step of the way. She also was very grateful to have me there, which made me feel helpful to the overall goals of the project. She introduced me to others working with Camp Erin as well as made me feel part of the counselor training session where she introduced me to the counselor staff and described some of the tasks I have done for her. As an intern that made me feel like I was a valuable part of the project, which was a great reinforcement. I really enjoyed working with my supervisor, which was an essential part of my internship. I was able to work with her one on one and ask questions whenever I had them. This allowed me to feel comfortable in my work environment while learning a lot about the field and overall process of a non-profit camp. My supervisor has also become a mentor for me in this entire experience. She has already allowed

me to gain a lot of knowledge on work experience, professionalism, and non-profits. I am looking forward to keeping in contact with her even after my internship ends. I am also looking forward to staying involved with Camp Erin after this summer.

I have learned many new skills from working with my supervisor and Camp Erin. I have learned how to contact local newspapers and media sources as well as how to write a press release. I have also learned how to organize files, create spreadsheets as well as adapt new forms. Often my supervisor would give me projects so she can better organize the campers and counselor staff. This internship has allowed me to gain more confidence in my skills and abilities. Most importantly, I have seen what it takes to start a non-profit from the ground up. I have been in contact with my supervisor from the beginning of this process and now that it has gotten closer to the end I have really seen the entire process come full circle. It is interesting to see all the little details that go into making a functioning and worthwhile program. Through seeing this process from beginning to end I have learned a lot about non-profits specifically non-profit camps especially what it takes to begin a non-profit. I also appreciated that prior to my internship my supervisor sat down with me and showed me all the work she has done since beginning Camp Erin New York City. This includes everything from getting corporate sponsors, press releases, organizing camper forms as well as counselors forms, organizing a staff, and sending professional emails to individual families.. She emphasized the importance of learning from the experience and not getting frustrated. She also expressed to me what she has learned from her time working with Camp Erin and what it has taught her. Working with Camp Erin is a new experience for her as well so to have her explain to me what she has learned has greatly helped me learn more about the organization. It has truly been a privilege working with my supervisor and I have gained invaluable knowledge from her.

The advice I would give to future students of EDTHP 395 is to find an internship where the supervisor is willing to be a mentor. It is helpful to find a supervisor that will not only give you an opportunity to work for them but also the opportunity to learn from the experience. This includes being able to ask questions as well as learn from their experiences. I found that learning from my supervisor was the most important part of my internship experience. It allowed me to feel comfortable in my work environment and ask questions about anything from non-profits to her experiences in the work force. Also look for a mentor that can be there for you after the internship because they can be helpful for networking as well as advice later on. Try and find an internship that fits your interests as it can narrow down what you would like to do with education public policy, as this degree allows you to seek a lot of different work experiences.

## **New York City**

### **\*\*New York City Department of Education**

The New York City Department of Education is the largest system of public schools in the United States, serving about 1.1 million students in over 1,700 schools.

#### **Key Facts:**

- 1.1 Million students
- More than 1,700 schools
- 576 new schools since 2002
- 75,000 teachers
- \$24 billion annual budget

(as of 2013)

#### **DOE Divisions:**

- Division of Finance
- Division of Academics, Performance, and Support
- Division of Equity and Access
- Division of Portfolio Planning



- Division of Operations
- Division of Talent, Labor and Innovation
- Division of Students with Disabilities and English Language Learners
- General Counsel and Legal Services
- Public Affairs
- External Affairs, Communications and Media Relations
- Division of Family and Community Engagement
- Strategic Partnerships

Source: <http://schools.nyc.gov>

### **Kelli Bradley, 2010**

Throughout this internship so far, I have had opportunities to experience working in both Intergovernmental Affairs and Library Services. I have found this to be very helpful for my past and present learning's. While interning for the Department of Education, I have taken what I have learned from my experiences within the class and connected them to my responsibilities as an intern. On the other hand though, I have been forced to learn new material while adapting to the environment around me in order to be successful in the office.

While spending some time with Intergovernmental Affairs, I have certainly connected courses I have taken with what I have experienced in this department. For instance, in Intergovernmental Affairs I experienced many policies that were going to possibly be implemented throughout the NYC public school districts, once being presented to the senate. Since I have previously been exposed to creating a policy and presenting that to peers in Edthp 420, I was able to convey this to the policy briefings I attended.

My encounter with working in Library Services has been a complete different understanding for me. I believe one of the only reasons for this is because Intergovernmental Affairs deals mostly with working directly with Chancellor Klein on formulating policies and detecting laws. While working in the Intergovernmental Affairs office, I have come to the conclusion that more action occurs due to the fact that many people report straight to the Chancellor, causing much stress in instances. I have also learned that Intergovernmental Affairs has to deal with many law cases, such as helping families who have certain preferences of where his/her children attend public school. This department has the responsibilities of receiving court cases while directly dealing with students and parents, which can in many times be stressful.

Library Services has shown me a complete different side of how the Department of Education works. Library Services controls all of the NYC public school libraries by formulating them, deciding the curriculum and making sure children are learning at the appropriate level. Overall, I have had to learn the way in which Library Services operates. Since Library Services has recently been granted \$8 billion dollars, it has been interesting to see how the money is implemented throughout the NYC public schools. Library Services certainly does not deal with policy like Intergovernmental Affairs does.

Learning about policy in a classroom and experiencing it in the real world are two different aspects. Learning in the courses I have taken has been great, but it really does manifest once given a chance to practice it. Although I have learned a great amount of information in a classroom, I have also become educated while interning this summer. I feel that the only way to get the full understanding of what has been learned in the past is to practice it and gain knowledge in the real world.

Interning for the New York City Department of Education has been one of the most astonishing experiences for me so far. For example, I have had have the opportunities of meeting Mayor Michael Bloomberg, Chancellor Klein and the Deputy Mayor, who helped Bloomberg campaign for mayoral control in 2001. The Department of Education has presented me with the experience of attending meetings in City Hall as well. In addition, I have not only had an excellent experience of applying my knowledge to the work force, but I have been able to see how things can go wrong and how people deal with them.

### **Sydney Fitzgerald, 2012**

It was bittersweet seeing my internship with the Department of Education come to an end. I have to say those long days, two hour commute, 5 am wake up calls, and endless work were all worth it. Although I do not miss the fact that my normal sleep schedule was interrupted during this time, I must say the time flew by much (much) faster than expected. I know that it may have seemed that I was complaining often, about the amount of data I was dealing with, when I secretly wish my time was spent writing. I think that over time it grew on me, and I am upset that I didn't fully embrace the experience on my hands until the final weeks of work. I think that the Department of Education is an ideal work environment for anyone interested in any type of education and/ or policy. It was interesting to me seeing that only one of the interns (out of 20) was in a teacher prep program. Basically what I am saying is I find it very appealing that such a diverse group of people, from very different fields of study can find work in one common place such as the department of education. If you even looked in my office alone, you

had previous teachers, economics specialists, math, policy, and information technology, all working together for the benefit of the children as a whole.

Even though my office placement is not an ideal location for me in the future, there is not one thing I would change about it. I was treated although I was an equal, not necessarily looked down upon as an intern. My flaws and questions were openly accepted without harsh criticism, and I was given very honest and uplifting advice for my future goals. I learned very quickly that if you have a question, your best bet is to come forth and address someone. If you fail to ask, you could waste precious working time looking in all the wrong places for an answer that may have been right in front of you from the beginning,

One of the most interesting lessons I learned, is one that cannot be taught in a classroom environment which is the dynamic of office politics. When you enter an office, know that different personalities do not always mesh well. From my understanding, I believe that if you are the kind of person who is flexible to change and different ideas, as well as being a hard worker, you may be better off in the long run. It's almost as if in order to be successful in an office environment, you should have a clear understanding of the basics of psychology. If you can read different personalities, you are more likely to have a better work experience.

A lesson that I really need to work on strengthening within the next two years of school is my ability to work in high stress situations, as well as high noise. Typically, I like to find the quietest, most desolate location to sit down and do my work. The building that the DOE is located in was not meant to be an office, as the second oldest building in NYC, it is a historic landmark with high ceilings and open doorways. Therefore, it is a very loud room that you are working on due to echoes. I need to learn not to get distracted by noise; way too often I found myself staring at other people getting their work done instead of doing my own. Especially at

times when our team was facing a strict deadline, I needed to be getting work done, not daydreaming.

I think this was the absolute perfect time for me to do my internship with the Department of Education. At the half way point in my college career, it allowed me to adapt what I have learned, but reinforced that I still have much more to learn in the future. I think that the DOE definitely is not the place for anyone, you definitely have to get a feel for the vibe of the workplace and see if it is the right fit for you. As for future interns with Penn State's EDTHP 395 class, if I were to give one piece of advice it would be this. Don't settle for any internship; shoot for one in an area which you see yourself ideally working in the long run. This way: if it is not what you expected you can spend your final year(s) of college finding a new area if interest.

### **\*National Urban League Education and Youth Department/ Black Executive Exchange Program**

The National Urban League is a historic civil rights organization dedicated to economic empowerment in order to elevate the standard of living in historically underserved urban communities. Founded in 1910 and headquartered in New York City, the National Urban League spearheads the efforts of its local affiliates through the development of programs, public policy research and advocacy. Today, the National Urban League has 95 affiliates serving 300 communities, in 35 states and the District of Columbia, providing direct services that impact and improve the lives of more than 2 million people nationwide.

#### **Black Executive Exchange Program Objectives:**

- Augmentation of faculty teaching strengths with rotating visits from Black executives and professionals from the public and private sectors.
- Providing students with positive Black role models who have achieved measurable success in their careers.
- Supplementing of the college curricula with additional practitioner-oriented lecture presentations and career-oriented subject matter.
- Fostering and establishing a new lines of communication and partnership between Black colleges and businesses, industry, and government.
- Conference opportunities for African American professionals to learn from one another at a workshop presented at our annual conference.

- Provision of opportunities for Black college students to bridge the career planning gap and prepare them for diversity in the workplace.

**Seminar Activities:**

- The Career Awareness and Planning Seminar
- Innovations for Women
- The Special Business Seminar

Source: <http://nul.iamempowered.com/>

**Rebekah Severe, 2014**

I had such a great experience working at the National Urban League this summer. It was definitely a different experience from my previous years. I was given more responsibilities, met new people, and strengthened relationships. The Education and Youth Division was where I worked. My main projects were the Black Executive Exchange Program Leadership Summit (B.E.E.P), the National Urban League Youth Leadership Summit and the Volunteer Zone at the National Urban League's Annual Conference. I acquired various skills through each of these projects. Each project helped me strengthen my communication skills. I interacted with various students, sponsors, speakers, campus liaisons, colleges, vendors and urban league staff from across the country. The communication between each group varied based on the demographic which was a great skill to develop for the future.

The Youth Leadership Summit Conference was where I acquired even more invaluable, life-centered skills. I managed staff assignments, lead the Urban Voices session, and was part of

the advanced team. My responsibility as advanced team was managing the logistics of the conference, which included movement and transitions of students, arriving at the venues prior to the arrival of students to do walk-throughs and prepare for any sudden changes. I also created various “run of shows” for events and spoke with speakers and panelists prior to their events to make sure they had everything they needed.

One of the things I really appreciated about working in this environment was that my supervisors trusted me to be lead and manage various aspects of conference. I also appreciated the interest the team had in my aspirations and goals. They always made themselves available, checked in to find out how I was doing. If I needed help they were there. They made sure every project strengthened my skills for my future endeavors. One of the frustrating things was incomplete assignment interns needed to have prepared for specific events.

My expectations for this summer were definitely exceeded. My first expectation was to get further knowledge and understanding of the nonprofit world, which I did. I learned about sponsorship, contracts, development, execution, budget, budget analysis, etc. I was able to see how my department impacted the organization and movement as a whole. My second expectation was to strengthen my relationship with the staff, not only my department but also other departments. There are so many people who offered me recommendations, gave me contact information of people that could bring me closer to my goals and I have become so much closer to staff I met when I first interned three years ago. Another expectation was to work on my communication skills specifically oral presentations. I accomplished this throughout the whole summer, specifically at the Youth Leadership Summit where I co-lead the Urban Voices SPEAKOUT session. My last expectation was to get more experience on the logistics of running

the conferences. I was on the advanced team for all conference so I was able to learn and gain experience from each.

This experience increased my passion of becoming a social worker, and working in the non-profit sector with youth. Most of the students who attended come from urban areas where they have limited exposure and resources. It really warmed my heart to see the students so engaged telling their unique stories. Hearing how much the conference impacted the students reassured my passion.

### **\*Citizen Schools**

Citizen Schools is dedicated to helping all children discover and achieve their dreams.

We mobilize a team to enable public middle schools in low-income communities to provide a longer learning day rich with opportunities. Our deep partnerships with schools put young adults on track to succeed by connecting the resources of communities, companies, governments, and philanthropies.

#### **The opportunity gap**

There is a critical gap in education. But it isn't an "achievement gap" as the media often describes it. It's an opportunity gap.

Students in upper-income families spend 300 more hours each year with adults than do the three million students in lower-income families. Upper-income students also benefit from almost \$8,000 worth of enrichment activities yearly—robotics camp, piano lessons, academic tutoring, and more.

We can close this gap, and help these three million students discover and achieve their dreams, by connecting students who want to learn and adults who have something to teach...families with big dreams and volunteers with big hearts...visionary school leaders and a non-profit with a proven model...citizens and schools.



We can fill children's afternoons with the kinds of moments of discovery that the nation's most privileged parents don't think twice about paying for.

### **An innovative model**

Citizen Schools teachers become a special part of schools' faculty, and are made up of passionate AmeriCorps members, aspiring educators, and community volunteers driven to fill afternoons with inspiring learning experiences.

Our partnerships help us unlock meaningful, sustained change—in students, in ourselves, and in our society. Join us.

Source: <http://www.citizenschools.org/>

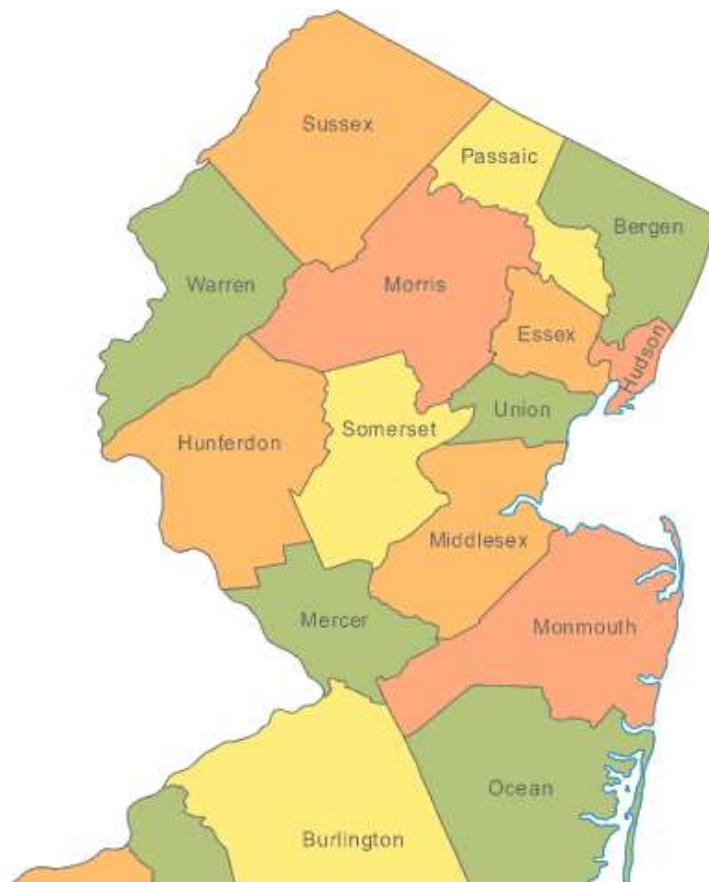
### **Christine O'Hare, 2014**

I spent the summer of 2013 living with my grandparents in Rockland County, New York and commuting three days a week to the Financial District of New York City. I worked for a national education non-profit called Citizen Schools. The mission of Citizen Schools is to close the opportunity gap or the achievement gap by providing students in inner cities with the opportunity to work with a professional in a specific field. Citizen Schools recruits volunteer professionals from STEM (Science, Technology, Engineering, and Math) fields and other areas to teach middle school students about the importance of staying in school. The volunteers are assigned a group of students whom they work with for the thirteen-week semester on a project. At the end of the semester the students present their project to their friends and family in what is referred to as a WOW! The main goal of Citizen Schools is to keep students interested in schooling and showing them all the possibilities they have if they choose to stay in school.

I worked as an intern in the External Relations Department of the Citizen Schools New York office. My main job was to track and log email correspondence between our office and potential donors and volunteers. I had various other projects including formulating a curricula library for the website, classifying and logging over three hundred business contacts, and working with our managing director on an education policy reform presentation. I learned so much from this valuable experience. I learned how to work with others in a professional manner and I also learned that even as an intern, I had ideas that were worth sharing. One really unique aspect of working for Citizen Schools is that I felt like an equal not just an intern, most of the people I was working with were only a few years older than I am now. They all made sure that my voice was heard and that I understood the direction they were giving me. This experience really solidified what I want to do after I graduate and helped me to form goals for my own professional career.

I know that many of you are in classes are geared towards government work but I would encourage underclassmen to look into the non-profit sector as a first post-graduation job. There are so many opportunities to experience educational issues on the ground level that can help future policymakers think of more effective education policies that actually attack the issues. I really enjoyed that opportunity to work with such a great education non-profit.

# New Jersey



## **Newark, New Jersey**

### **Institute on Education Law and Policy, Rutgers University**

#### **Mission**

The Institute on Education Law and Policy is New Jersey's premier center for interdisciplinary research and innovative thinking on education policy. Founded in 2000 by Professor Paul Tractenberg of Rutgers Law School-Newark as the capstone to his career in education reform, the Institute's mission is four-fold:

- to promote education reform and improvement through research, policy analysis and public discussion
- to mobilize lawyers, scholars and education practitioners to address complex and controversial issues in education law and policy in a comprehensive, in-depth manner
- to improve public understanding of these issues
- to serve as a center for learning and innovative thinking about legal and public policy issues relating to education

Issues affecting New Jersey's urban students and educators are the Institute's primary focus, but those issues are addressed in the context of the state's wide diversity and with an eye toward their ramifications for the nation as a whole. The Institute's work includes:

- applied collaborative research by legal scholars and social scientists
- reports and other publications
- invitational meetings and conferences
- analysis of education law and policy issues for the benefit of policy makers and the public

The Institute has four substantive areas of special interest and expertise:

**School Finance** – Maintenance and Support of a Thorough and Efficient System of Education; Education Funding Considerations for State Fiscal and Economic Policy  
**Education Accountability** – State Oversight and Intervention in Local School District Operations  
**School Choice** – The Role of Parental Choice and School Choice Programs  
**Successful Schools** – Examination and Replication of Successful School Programs

Source: <http://ielp.rutgers.edu/>

**\*AARP**  
**American Association of Retired Persons**

AARP is a nonprofit, nonpartisan organization, with a membership of more than 37 million, that helps people turn their goals and dreams into real possibilities, strengthens communities and fights for the issues that matter most to families such as healthcare, employment security and retirement planning. We advocate for consumers in the marketplace by selecting products and services of high quality and value to carry the AARP name as well as help our members obtain discounts on a wide range of products, travel, and services.

A trusted source for lifestyle tips, news and educational information, AARP produces *AARP The Magazine*, the world's largest circulation magazine; *AARP Bulletin*; [www.aarp.org](http://www.aarp.org); AARP TV & Radio; and AARP Books. AARP does not endorse candidates for public office or make contributions to political campaigns or candidates.

AARP Foundation is an affiliated charity that provides security, protection and empowerment to older persons in need with support from thousands of volunteers, donors and sponsors. AARP has staffed offices in all 50 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands.

Meet the 22-member volunteer AARP Board of Directors – the governing body of our organization, and the members of our Executive Team to learn more about their backgrounds and leadership responsibilities.

Members' views shape our decisions about everything from advocacy positions to volunteer opportunities to new online health tools.

Input from AARP's diverse membership shapes everything we do as an organization. Feedback comes from surveys, public opinion polls, phone calls, emails, and letters to the editors of our publications, face-to-face conversations with volunteer leaders and staff, and more

Source: <http://states.aarp.org/category/new-jersey/>

## **Brittany Chubbuck, 2014**

### **WHAT I LIKED ABOUT MY INTERNSHIP**

Interning for AARP New Jersey has been an exciting and rewarding experience. Below are the many things I enjoyed about my Summer internship:

- 1. The Staff: The AARP New Jersey State Office has 11 people on their staff, all of whom I have worked with.** They were friendly and always willing to include me in their work if I was interested. I was able to explore issues on Medicare, utilities, Caregiving, and Complete Streets thanks to their generosity. They valued my input and I always felt more of a colleague to them than an intern.
- 2. Experiences: Working for AARP New Jersey, provided me with opportunities to attend important legislative meetings and events throughout**

**the state.** I have attend press conferences for the New Jersey Affordable Power coalition, meetings with the state Complete Streets coalition, Tele-Town Halls with various Assemblymen and women, advocacy and event planning meetings, and even a Bilingual Medicare/Social Security issues forum. These unique experiences have prepared me for what a career in advocacy would look like.

### **WHAT I DISLIKED ABOUT MY INTERNSHIP**

Working for AARP this Summer was a pleasure. There was however, one small hiccup:

**1. My Supervisor's Vacation Time:My supervisor was inconsistently out of the office due to his vacation time.** This caused some unnecessary headaches as all of my work needed to be approved by him. My work was occasionally at a standstill if he did not call or email me back right away.

### **MY CAREER PLAN**

**My internship experience at AARP New Jersey has reinforced my future career plans.** I want to continue focusing on advocacy and grassroots efforts into the education sector. I am particularly interested in working within higher education. While I have learned a great deal about AARP issues such as Medicare and Complete Streets, I am not interested enough to turn it into a potential career.

### **ADVICE FOR EDTHP 395 Students**

**My advice to future interns would be to take advantage of every opportunity.** If there is something that you are interested in, you should pursue it. I would have never become involved in all aspects of AARP if I did not ask to become a part of them. I stayed informed and learned valuable knowledge that I can transition into my career and my own life. You are an intern. You

aren't supposed to know everything, which means becoming involved in your interests can only be beneficial.

# Other Locations Within the United States





## **Seattle, Washington**

### **Gay, Lesbian, Straight Education Network (GLSEN)**

GLSEN, the Gay, Lesbian & Straight Education Network, is the leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community.

#### **OUR MISSION**

The Gay, Lesbian & Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression.

We believe that such an atmosphere engenders a positive sense of self, which is the basis of educational achievement and personal growth. Since homophobia and heterosexism undermine a healthy school climate, we work to educate teachers, students and the public at large about the damaging effects these forces have on youth and adults alike. We recognize that forces such as racism and sexism have similarly adverse impacts on communities and we support schools in seeking to redress all such inequities.

GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes in creating a more vibrant and diverse community. We welcome any and all individuals as members, regardless of sexual orientation, gender identity/expression or occupation, who are committed to seeing this philosophy realized in K-12 schools.

#### **Diversity Statement**

GLSEN applies this commitment to diversity and increased cultural competence to our programs and outreach, developing and carrying out our advocacy, leadership development, coalition building, research, education, resource development and fundraising efforts in ways designed to incorporate a diverse base of allies and advance safe schools issues in all communities. GLSEN is committed to learning about the unique needs of our constituents, so that we can effectively

support them in their safe schools advocacy, and advocate for safe schools legislation, policies and interventions that are effective for members of different and overlapping communities. GLSEN understands that our work around diversity is an on-going process, and will continue to prioritize the learning, dialogue and reevaluation that are central to the advancement of our work and mission.

Source: <http://www.glsen.org>

# International



## **Korea**

### **\*Handong International School**

**Mission statement:** HIS strives to provide a God-centered, Christian environment, geared specifically towards missionary students, where teachers and faculty offer a biblically directed quality education. Our goal is to help students gain knowledge and develop discernment in order to dynamically impact the world as disciples of Jesus Christ.

#### **Philosophy of Education:**

No neutrality. Facts are not neutral. They are charged with the presence of God as channels through which God talks to us. As image bearers, we are both privileged and obligated to respond to Him with awe, love, praise and service.

Jesus is the Truth. Truth is a Person, Jesus Christ. There are not two kinds of truth: spiritual and ordinary or scientific. Ordinary things, such as mathematics, point beyond themselves to Him as the truth and as our creator.

Since all areas of study point to God because He created and upholds them, truth is embodied solely in God.

Knowing is doing. The biblical concept of knowledge is completely different from the secular concept. It is active, not passive. We begin to understand creation by recognising that God is talking to us through the knowledge of the Word, and by responding to Him, we can connect deeper with Him. The fear or awe of God is the beginning of wisdom. Students should make it a lifetime goal to grow and develop. School education is inevitably limited. Rather, we see it as a platform or stepping stone to enable students to acquire knowledge, understanding and wisdom.

Importance of Community. The development of community is of primary importance at HIS. Community encompasses the relationships in the classroom, among the faculty, between the teachers and administration and of parents to the school and to each other. Reflecting our relationship to God, HIS's school educational programme is relational at its core. Community is basic to the Body of Christ and it is the responsibility of the Christian school to try to restore it.

Seeking First the Kingdom. Christians are to seek first the kingdom of God and His righteousness. We instruct students to seek His kingdom in the whole of their lives. Christ desires to be king of their study lives, their recreational lives, their family lives and all other facets of their lives.

**Our Supreme Goal:** Our supreme goal at HIS is to guide students in becoming disciples who respond to God's calling and take responsibility of the world for Him.

**Core Value:** Faith - Bible, Worship, Prayer, Disciples

Personality - Courtesy, Habit, Honesty, Respect, Consideration, Responsibility, Humility

Ability - Language, Thinking, Creation, Variety, Communication

Commitment - Community, Love, Service, Membership, Leadership

**Educational Emphasis:** Christian Education - Teaching based on Christianity  
Nationality Education - Education in Korean  
Global Education - bilingual Education

Source: <http://his.handong.edu>

**Jennifer Lee, 2013**

I believe I was extremely fortunate to work at Handong International School (HIS). I truly enjoyed my work and I was able to gain a variety of different experiences. I came to the school expecting to work in the administration office mostly performing paper work. However, I was placed in one of the teacher's offices and had the chance to experience every single detail of what actually went around in the school. I participated in a variety of school activities and also had the opportunity to audit and teach various at different grade levels. There were a number of conflicts and problems the school staff faced during the time I was interning, but even those issues were given care with warmth and love by the teachers and the students. I actively involved myself in all of the different activities that took place in the school.

My favorite part of the internship was something that I had never expected – teaching. I truly enjoyed and *loved* being in a classroom performing duties as a teacher. I had come to Education Public Policy thinking that I wanted to do something for education beyond teaching, but I realized that the very fundamental step of education starts from within the classroom between the teacher and the student. Theoretically knowing how to best educate a child versus actually interacting with each individual and learning about the ways each of them think, react, learn, and express themselves was much more different than I had expected.

While I was at HIS, I had the opportunity to teach a variety of grade levels – 1<sup>st</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>. I taught various subject levels including English reading, writing, science (physics), social studies, Korean reading, and TOEIC (English proficiency examination for

college entrance abroad). The experience and the teacher's teaching style were different throughout the grade levels and I always had to modify my approach in each classroom. Moreover, the experience was different not only among each grade but also in each class even if the kids were in the same grade level learning the same lesson at the same pace. I enjoyed the difference and quickly adjusted my focus and the approach of the lesson for each class. My favorite was being with the 1<sup>st</sup> graders because I taught them the longest and was able to develop a close relationship with each member of my reading group. Middle school students at HIS had the most behavior-related issues in classrooms. They were very energetic and many teachers were having problems with classroom management. I tried to approach them at their mental level and had fun hanging out with them. Many teachers commented that I was a natural teacher and that I excelled at interacting with the kids.

The most valuable factor I gained from this internship is that I found my passion for teaching. I truly enjoyed the environment of being with the kids and closely interacting with each of them. Of course there were issues and problems that the school faced such as student behavior, conflicts with administrators, budget distribution, etc.; to be honest, however, I even enjoyed discussing those matters with the staff and it thrilled me to know that the entire school was always working hard towards establishing a better school for the sake of the kids. The past six weeks flew by and I am very disappointed that the internship is over. I plan to make visits to the school and will continue to help out certain teachers with their paper work through email. My internship experience was far greater and better than what I had expected initially. I learned various skills of working with students, interacting with teachers, organizing school activities as well as rules. I had hoped to get more experience in administration but the school had just recently gone through a change in leadership and it was not the appropriate timing for an intern

to be working in the main office. However, I do not think I would have enjoyed the work in the office as much as teaching., I would like to give a personal suggestion to my EPP colleagues to gain experience in an actual classroom setting.

## **Hunan Province, China**

### **\*Hunan University Research Assistant**

Carrying on good educational tradition during the long history of personnel cultivation, Hunan University has focused on the pith of the admonition of "Seeking Truth from Facts; Daring to be Pioneers" and the style of "Be Profound, Intelligent, Diligent and Dedicated to the Pursuit of Knowledge", and taken shape of distinctive teaching featuring "solid foundation, active thinking, strong adaptability, and good comprehensive quality". Since the founding of the People's Republic of China, the university has produced more than 160,000 senior professionals, of whom large numbers of the graduates have grown into academic expertise, entrepreneurs and managers in governmental departments, and 13 alumni have been elected as members of the Chinese Academy of Science or the Chinese Academy of Engineering.

#### **Be Profound, Intelligent, Diligent and Dedicated to the Pursuit of Knowledge**

"Be Profound" means "to learn profoundly", which requires the teachers and the students to learn to enrich themselves in the sea of knowledge. It has been a major characteristic of Yuelu Academy.

"Be intelligent" requires the teachers and the students to think actively, effectively and deeply in order to achieve in-depth thinking, independent thinking, creative thinking and open thinking. It embodies the emphasis on thinking in the educational tradition of Yuelu Academy.

"Be Diligent" advocates the students' spirit of studying hard and making constant progress and at the same time requires the teachers to be fully involved in their educational work. It is also an important requirement of the Code of Conduct for the Students of Yuelu Academy.

"Be Dedicated to the Pursuit of Knowledge" requires the teachers and the students to be engaged in the endless pursuit of knowledge to practical affairs. It is a good embodiment of Yuelu Academy's educational tradition of "laying emphasis on practice and practical affairs" and a good expression of Huxiang Culture's characteristic of "being steadfast to morality and bearing current affairs in mind".

#### **Origin of the Style of Hunan University**

"Be Profound" has been a major characteristic of Yuelu Academy, stressing "study extensively, inquire prudently".

"Be intelligent" embodies the emphasis on thinking in the educational tradition of Yuelu Academy.

"Be Diligent" is also an important requirement of the Code of Conduct for the Students of Yuelu Academy.

"Be Dedicated to the Pursuit of Knowledge" is a good embodiment of Yuelu Academy's educational tradition of "laying emphasis on practice and practical affairs" and a good expression of Huxiang Culture's characteristic of "being steadfast to morality and bearing current affairs in mind".

Source: <http://www-en.hnu.edu.cn>

**Yunyi Deng, 2014**

My summer internship in the department of Foreign Languages and International Studies in Hunan University was my first hands-on research and teaching experience, I feel that I gained a lot of insight on the graduate and professional world of education. I learned professional skills as a researcher, such as how to set up a research question precisely and clearly, how to do the literature review, or how to cooperate and negotiate with other group members and how to deal with new problems that come up in each process of the project. In addition, this internship also examined my skills as a classroom teacher, and now I feel more comfortable illustrating my ideas, explaining my methods and answering students' questions or parents' concerns. I find myself made big progress in understanding long, complex research articles and being proficient at lecturing, and summarizing ideas from other literature.

Not only did my internship offer experience and a way to see what it is really look like in education fields in China, but it also provides me relevant experience to include in my resume as well as providing me with professional reference and networking contacts. My supervisor introduced me to the Dean in this department, and I became friends with another professor, who received her PhD degree in Florida State University. I am honored I am working with graduate students and my professor. I also feel glad that those policy analysis skills I learned from Penn State and the experience in United States can bring them a new perspective. In addition, my research skill is more efficient and deeply delved into a new level. Before, I am not sure of what I want to do after I graduate from Penn State. This summer internship helped me to explore



different career fields such as researcher/faculty members in college, classroom teachers. It makes me able to narrow down exactly what piques my career interests. It led to a decision that I want to further pursue my PhD degree, rather than go to the real job market later on.

Something I found frustrating came from my teaching periods. Due to the situation of “a large class” (that consists of 300 people), English Language classes are hard to handle. The problems associated with teaching in large classes can be physical, psychological and technical. Sometimes I feel physically weary. In hot summer days, students are easy to distract because of the weather (Not every classroom has air-conditioner). Psychologically, I feel that when facing a large “crowd” of students in a language learning class, our communication time and interaction is not enough. Not enough at all, because I could not reach majority part of my students and listen to their feedbacks, especially at the beginning days, when I do not have much idea who my students are, what level are they in and what they are expecting from me. Technically, I am encouraged by other teachers to use more computer stuff and other technology, such as power point slides, because they think as long as they post their slides on web-course platform, it can save much time in their class so they can finish more lessons in chapters on the textbook. However, when I did a survey in student groups, my students told me they prefer to hear me “talk” more instead of “read” more, being more active than “follow the teaching scripts passively. Inadequate use of such classroom equipment always lead to the lack of interest and involvement of my students in the classroom learning. Other problems such as monitoring attendance and checking assignments are also constantly worrying me involved in large class teaching.

Applying my college courses to outside work has been accomplished in my summer internship. This is more than my expectations.

