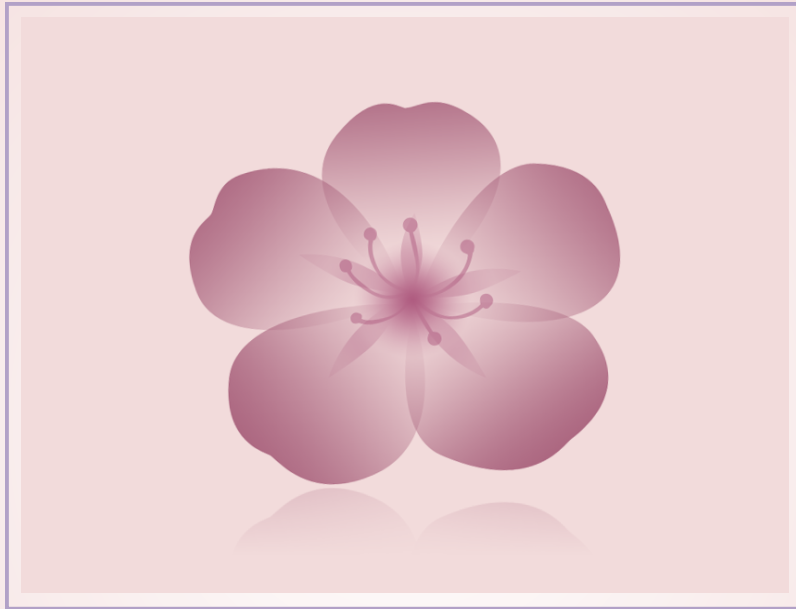


# Glossary



## Afterschool and Summer



## Program Terms

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**EDITED BY SAM PIHA**

## Introduction

There are a growing number of important terms that are used in the expanding field of out-of-school learning. Below we list some of these terms and offer working definitions. It should be noted that sometimes terms have different definitions depending on the user, organization or the geographic location in which it is used.

This glossary is a wiki-like effort with contributions coming from a number of programs across the country. If you would like to see us add a term, you can send the term and definition to [spiha@temescalassociates.com](mailto:spiha@temescalassociates.com). We will periodically expand the glossary and reissue it to the field. Definitions, which are taken directly from other sources, are noted and the references can be found in the endnotes.

There is also a myriad of acronyms that are commonly used. We refer our readers to lists of acronyms compiled by ASAPConnect ([http://asapconnect.org/images/PDF/After\\_School\\_Alphabet.pdf](http://asapconnect.org/images/PDF/After_School_Alphabet.pdf)) and the BOOST Collaborative ([www.boostcollaborative.org/boostopedia](http://www.boostcollaborative.org/boostopedia)).

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## Glossary: Afterschool and Summer Program Terms

### **achievement gap/opportunity gap**

The achievement gap refers to the difference in academic performance, often expressed by graduation rate or standardized test scores between different groups of children (racial groups, socioeconomic status, etc.). This gap is most pronounced between white children and those that are classified as African-American and Latino. The opportunity gap refers to access to learning opportunities in school and outside of school and the gap between different groups of children (racial groups, socioeconomic status, etc.). Typically, what we see is that white children and those that are more affluent have greater access to and experiences of expanded learning opportunities such as those provided by summer camps, museums, and other extracurricular activities.

## Glossary: Afterschool and Summer Program Terms

### **active / learning that is active**

The LIAS project uses the term “active” in two ways. First, that young people learn best by being active, which means using all of their senses, not just listening and watching. Rather, they learn best by “doing” – as in project-based learning. Also, young people should have the opportunity to be physically active while they are learning.

### **aligned curriculum**

This refers to the alignment of afterschool and summer activities and curriculum with the curriculum and standards used during the school day.

### **apprenticeship**

In *The Means to Grow Up*, Robert Halpern describes the pedagogical importance of “apprenticeship”—a growing movement based in schools, youth-serving organizations, and arts, civic, and other cultural institutions.<sup>i</sup> This movement aims to re-engage youth through in-depth learning and unique experiences under the guidance of skilled professionals. Employing “pedagogy of apprenticeship,” these experiences combine specific, visceral, and sometimes messy work with opportunity for self-expression, increasing responsibility, and exposure to the adult world.

In apprenticeships, students work in unique ways around these meaningful activities and projects across a range of disciplines. Participation in these efforts strengthens skills, dispositions, and self-knowledge that is critical to future schooling and work, renews young peoples’ sense of vitality, and fosters a grounded sense of accomplishment.

### **assess their own progress**

Learning is more meaningful when the learning goals are explicit and known by the learners. The learners next need a way to self-assess their progress in meeting these goals. This can be done through facilitated reflection or by using a tool, such as a rubric, that is in the control of the learners.

### **blended learning**

A blended learning approach combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. In the past, digital materials have served in a supplementary role, helping to support face-to-face instruction.

For example, a blended approach to a traditional, face-to-face course might mean that the class meets once per week instead of the usual three-session format. Learning activities that otherwise would have taken place during classroom time can be moved online.

As of now, there is no consensus on a single agree-upon definition for blended learning. In addition, the terms “blended,” “hybrid,” and “mixed-mode” are used interchangeably in current research literature.<sup>ii</sup>

### **challenging / challenging learning experiences**

Challenging experiences require participants to stretch beyond their current range of knowledge and skills and offer opportunities to test and master their skills in the real world.<sup>iii</sup>

## Glossary: Afterschool and Summer Program Terms

### **character education**

“Character education should not be defined without first defining ‘character.’ Character is the culmination of habits, resulting from the ethical choices, behaviors, and attitudes an individual makes, and is the ‘moral excellence’ an individual exhibits when no one is watching. It includes an individual’s desire to do one’s best, concern for others’ well-being, cognition of critical thinking and moral reasoning, and the development of interpersonal and emotional skills that allow individuals the capability to work effectively with each other in everyday situations... ‘Character education’ broadly defined can include anything from ‘values clarification,’ to citizenship, to moral guidance. More narrowly defined, character education refers to a specific style of moral teaching... character education addresses the cognitive, affective, and behavioral aspects of education, and utilizes all dimensions of school life to foster character development.”<sup>iv</sup>

### **child/adolescent development**

Child and adolescent development refers to “the biological and psychological changes that occur in human beings between conception and the end of adolescence, as the individual progresses from dependency to increasing autonomy.”<sup>v</sup>

### **collaboration skills**

These are skills that young people and adults need to operate successfully as a team. These skills allow team members to be more productive. They include active listening, communication, conflict resolution, giving and receiving feedback, and building consensus.

### **collaborative / learning that is collaborative**

Research suggests that people are more effective learners and more productive when knowledge is socially centered, which allows young people to learn in teams. This is often done by placing individuals in teams and projects where they have a common task. Members are accountable to one another in completion of the task. Working together on a project requires that the team members already have developed a clear set of collaborative skills. See above. Collaborative learning is an important ability to those in the workforce and is a major tenet of the LIAS project.

### **common core standards**

The Common Core Standards were developed by the National Governor’s Association and the Council of Chief State School Officers. They have been adopted by 46 states, and focus on “fewer standards at a deeper level than do many of the models used in the past. The standards also emphasize higher order thinking skills; that is, they focus more on demonstrating understanding of content and analyzing written materials rather than on memorizing specific content.”<sup>vi</sup> Many of those working to draw a link between learning outside of the classroom<sup>vii</sup> point to the Habits of Mind, which focus on “knowledge, skills, and dispositions that operate in tandem with the academic content in the standards... and offer a portrait of students who, upon graduation, are prepared for college, career, and citizenship.”<sup>viii</sup>

## Glossary: Afterschool and Summer Program Terms

### **community involvement**

Community involvement in this context refers to activities that increase young people's knowledge of the community beyond their program. It allows them to give back to their community and as a result, they experience a sense of connection to it. These experiences, along with concrete knowledge of the community and its resources, are critical for promoting young people's healthy development and learning. Creating opportunities for community involvement is one of the five key youth development practices described in CNYD's Youth Development Guide<sup>ix</sup>

### **critical thinking**

"Critical thinking means making reasoned judgments. Basically, critical thinking is using criteria to judge the quality of something, from cooking to a conclusion of a research paper. In essence, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something (statements, news stories, arguments, research, etc.)".<sup>x</sup>

### **culminating event**

This term refers to an event where young people can showcase their newly acquired knowledge and skills. These events are often scheduled upon the termination of an afterschool or summer club. Examples include an art exhibition, a film screening, a special presentation or other event that allows young people to demonstrate their abilities to their family, peers, or larger community.

### **deficits**

Deficits refer to young people's participation in problem behaviors, or the risk factors in their lives that suggest they may potentially participate in such behaviors. Deficits are often discussed in connection with "risk factors" in a young person's environment.<sup>xi</sup>

### **deficit approach/deficit based programming**

The deficit approach sets "fixing" young people's problem behaviors as the goal of youth programming. Deficit-based programming focuses on preventing or reducing specific problem behaviors among groups of young people who are determined to be at risk for these particular behaviors, based on the presence of certain risk factors in their environments. Deficit-based programs tend to be narrowly focused interventions; program success is defined as the reduction or elimination of the particular negative behaviors.<sup>xii</sup>

### **developmental youth outcomes/developmental outcomes**

Developmental youth outcomes are the intermediate milestones that measure young people's progress toward successful early adult outcomes. Developmental outcomes may also be described as the most fundamental skills that young people must learn to successfully transition into healthy adulthood: how to be productive, how to connect with others and how to navigate. After school programs, along with families, schools, and communities, can contribute to these outcomes by helping young people experience a sense of safety, positive relationships, meaningful participation, community involvement, and challenging and engaging learning experiences. No single program can be responsible for young people attaining these developmental youth outcomes.<sup>xiii</sup>

## Glossary: Afterschool and Summer Program Terms

### **digital literacy**

Digital literacy is the awareness, attitude, and ability of individuals to appropriately use digital tools and facilitates to identify, access, manage, and integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, and create media.<sup>xiv</sup>

### **doing**

This term refers to an active approach to learning where young people learn by using their hands, producing a product, and/or exploring a problem and seeking a solution. This is contrasted with the expectation that young people learn best by sitting still and listening or watching.

### **engaging /engaging learning experiences**

Learning experiences are engaging when they tap into a young person's natural curiosity and interest in discovery, at the same time motivating, rather than discouraging their eagerness to try new activities. <sup>xv</sup>

### **enrichment**

Afterschool and summer programs are often characterized as offering activities that are "enriching". These are most often activities that are not offered in school such as visual or performing arts programming or filmmaking. Enrichment activities can also be related to school day learning but in a way that makes the learning fuller, more meaningful, and/or rewarding.

### **expands horizons / learning that expands horizons**

Young people benefit by learning opportunities that take them beyond their current experience and expand their horizons. Learning about new things and new places promotes a greater sense of potential of what they can achieve and brings a sense of excitement and discovery to the learning environment. Meeting new people can expand social networks in ways that create new opportunities. Afterschool programs have the flexibility to go beyond the walls of their facilities. They can use the surrounding community as a classroom and bring in individuals and businesses that young people may not otherwise come into contact with.

Expanding young people's horizons also includes helping them to develop a global awareness. This includes increasing their knowledge of other cultures and places and their understanding of the issues and problems we have in common across cultural and political divides. Learning that expands horizons is a major principle of the LIAS project.

### **expanded learning opportunities (ELO)**

"Expanded Learning Opportunities (ELOs) help improve outcomes for children by providing expanded academic enrichment and engagement, leveraging community resources to offer instruction and experiential learning opportunities in core and other subjects. ELOs incorporate strategies such as hands-on learning, working in teams and problem-solving to contribute to a well-rounded education. Services may be delivered through a variety of approaches, including afterschool, before school, summer and extended day, week or year programs. Partnerships between schools and community organizations are at the core of strong ELOs."<sup>xvi</sup>

## Glossary: Afterschool and Summer Program Terms

### **expanded learning time (ELT)**

“Expanded learning time is an emerging concept that begins with a school site extending its daily hours or school year. The models currently being tested take many forms, from simply increased classroom time, or an extended day, to more innovative models that build off the successes of afterschool programs and leverage the resources of community partners. The research varies by model and is early in its development. The variance of models makes it hard to gauge public support; however, in general, parents are not widely supportive of more classroom time.”<sup>xvii</sup>

### **fading facilitation**

Fading facilitation refers to the process of an adult leader’s presence receding into the background as young people gain the experience and skills to take on more responsibility and more meaningful roles. Fading facilitation is a useful strategy for adults to increase meaningful youth participation.<sup>xviii</sup>

### **global awareness**

“Global awareness promotes the kind of understanding and acceptance of ethnic, cultural, and religious differences required in an increasingly diverse society. Our schools will help students recognize the interdependency of the world’s cultures and inspire them to act with tolerance and understanding within their own communities.”<sup>xix</sup>

### **grit**

Grit is a relatively new category in psychology that measures perseverance or how determined one is to achieve their goals. It refers to the ability to “stick-to-it” even when the task becomes difficult or tedious. This term was most recently popularized by author Paul Tough in his book entitled “How Children Succeed”<sup>xx</sup>.

### **hands-on learning**

“Hands-On Learning is an instructional technique where students play with and manipulate classroom materials to help develop an understanding of the concepts. For example, science teachers can choose to teach students chemical processes by having them read about the information in a book. However, it may be easier for students to understand the processes by creating chemical reactions safely in a controlled classroom environment.”<sup>xxi</sup>

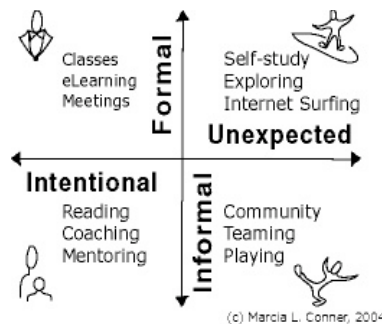
### **indicators**

Indicators in a youth development context are signs that can be seen and measured showing that a program is effectively implementing a specific practice.<sup>xxii</sup>

## Glossary: Afterschool and Summer Program Terms

### informal learning

Afterschool and summer programs are often structured to promote informal learning. “Informal learning can be defined as a *particular way of learning which arises from the activities and interests of individuals and groups*. After having identified and selected interests expressed by learners, informal-learning activities (discussion, talks or presentations, information, advice and guidance) are carried out in a flexible and informal way, in informal community locations.”<sup>xxiii</sup>



### inquiry-based learning

Inquiry-based learning implies learning by using one’s skills and attitudes that “permit you to seek resolutions to questions and issues while you construct new knowledge... ‘Inquiry’ is defined as ‘a seeking for truth, information, or knowledge -- seeking information by questioning.’ Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. The process of inquiring begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling.”<sup>xxiv</sup>

### learning beyond current experience

Learning experiences that allow young people to learn about new ideas, places and things beyond their own immediate surroundings.

### learning experiences/challenging and engaging learning experiences

Learning experiences are those experiences that allow young people to expand their understanding and knowledge of themselves and their environment and master specific new concepts and skills. We described learning experiences as engaging when they tap into young people’s natural curiosity and interest in discovery to motivate, rather than discourage, their eagerness to learn. Learning experiences are challenging when they require young people to “stretch” beyond their current range of knowledge and skills. Providing opportunities for challenging and engaging learning experiences is one of the five key youth development practices discussed in CNYD’s Youth Development Guide.<sup>xxv</sup>



## Glossary: Afterschool and Summer Program Terms

### **meaningful / learning that is meaningful**

Young people are intrinsically motivated when they find their learning meaningful. This means having ownership over the learning topic and the means to assess their own progress. Motivation is increased when the learning is relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance is especially important to new immigrant<sup>xxvi</sup> youth and those from minority cultures.

Rather than learning that is focused on academic subjects, young people in afterschool can be helped to apply their academic skills to their areas of interest and real world problems. Also, when learning involves responsibility, leadership, and service to others, it is experienced as more meaningful. Learning that is meaningful is one of the five LIAS learning principles.

### **non-cognitive skills**

“Non-cognitive attributes and skills are those academically and occupationally relevant skills and traits that are not specifically intellectual or analytical in nature. They include a range of personality and motivational habits and attitudes that facilitate functioning well in school. Non-cognitive traits, skills, and characteristics include perseverance, motivation, self-control, and other aspects of conscientiousness.”<sup>xxvii</sup>

### **opportunity to serve others**

This refers to opportunities that young people have to act in the service of others. It could come in the service of peer tutoring or community service. One of the primary benefits is that young people have the opportunity to move from helpee to helper, thereby experiencing the value that they can bring to others.

### **organizational practices**

Organizational practices refer to the policies, structures and actions of an after school program’s larger, sponsoring organization, such as a school, school district, or agency. Some examples of organizational practices that support effective youth development practices in after school programs include: maintaining a low youth to staff/volunteer ratio, ensuring the availability of safe and reliable program spaces, and allowing flexibility in allocating program resources.<sup>xxviii</sup>

### **ownership**

A sense of personal ownership comes when young people have an opportunity to choose and/or provide input on the selection of program topics to be explored or activities to be offered.

### **project-based learning**

Project Based Learning is:

- “an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom...
- teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills,

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research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills... is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

- allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.”<sup>xxix</sup>

### **relationship building**

Relationship building is the development of caring, supportive relationships between adults and young people, and among young people and their peers. The experience of these caring relationships is critical for promoting young people’s healthy development and learning. When young people experience relationship building in their programs, they build knowledge of adults and peers, gain emotional and practical support from adults and peers, and experience guidance from adults. <sup>xxx</sup>

### **relevance**

This term refers to the degree that what young people are learning – the skills and knowledge that they are acquiring – can relate to the world in which they live day-to-day or real world problems. For example, learning about computers can relate to a study of how beats are made for the recording industry or a study of air pollution can be related to a neighborhood with a high level of pollution and a high level of allergies.

### **resiliency/resiliency research**

Resiliency is the quality that allows young people to “bounce back”, recover from negative experiences or overcome obstacles and risk factors in their lives. Research on young people’s resiliency fueled the youth development movement, shifting the focus from young people’s deficits and problem behaviors to the environmental factors that help young people succeed.<sup>xxxi</sup>

### **risk factors**

Risk factors refer to the deficits in young people’s environments which researchers believe put them “at risk” for engaging in problem behavior and/or having difficulty achieving positive outcomes as young adults. <sup>xxxii</sup>

### **S.A.F.E.**

This is an acronym that was presented in research by Joseph Durlak and Roger Weissberg. Their research on afterschool programs revealed that successful programs designed activities that were **sequenced, active, focused, and explicit**.

### **safety**

Safety refers to the experience of physical and emotional safety that young people need in order to learn important life skills they will need in adulthood. When young people experience safety, they know they can depend on the surrounding adults to protect them from physical and emotional harm, and that they will be accepted and valued by their peers. Experiencing safety is crucial to young people’s healthy development and learning.<sup>xxxiii</sup>

## Glossary: Afterschool and Summer Program Terms

### **scaffolding**

“Scaffolding refers to the idea that specialized instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject...

Scaffolding instruction includes a wide variety of strategies, including:

- activating prior knowledge
- offering a motivational context to pique student interest or curiosity in the subject at hand
- breaking a complex task into easier, more ‘doable’ steps to facilitate student achievement
- showing students an example of the desired outcome before they complete the task
- modeling the thought process for students through "think aloud" talk
- offering hints or partial solutions to problems
- using verbal cues to prompt student answers
- teaching students chants or mnemonic devices to ease memorization of key facts or procedures
- facilitating student engagement and participation
- displaying a historical timeline to offer a context for learning
- using graphic organizers to offer a visual framework for assimilating new information
- teaching key vocabulary terms before reading
- guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action
- asking questions while reading to encourage deeper investigation of concepts
- suggesting possible strategies for the students to use during independent practice
- modeling an activity for the students before they are asked to complete the same or similar activity
- asking students to contribute their own experiences that relate to the subject at hand”<sup>xxxiv</sup>

### **sequenced**

If young people are to acquire sophisticated skills that allow them to do something they couldn’t do before or achieve a sense of mastery, program leaders need to sequence the teaching of skills so that later skills build on the acquisition of simpler skills. Programs can also offer sequenced “clubs” that allow young people to advance from a beginner status and club to a more advanced one.

### **service-learning**

“Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Through service-learning, young people—from kindergarteners to college students—use what they learn in the classroom to solve real-life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform.”<sup>xxxv</sup>

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### **social-emotional learning**

This is learning that focused on helping young people develop the skills to handle themselves and their relationships. These skills include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. These are similar to non-cognitive skills and what some refer to as character skills.

### **STEM**

There is a growing movement to increase young people's interest in science, technology, engineering, and math (STEM). However, STEM activities are meant to be more than just content – they need to be designed to motivate and excite young people so that they will be tempted to pursue STEM activities and eventual careers beyond the life of any one activity or program.

### **summer learning loss**

“All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer. Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains.

More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college. Children lose more than academic knowledge over the summer. Most children—particularly children at high risk of obesity—gain weight more rapidly when they are out of school during summer break.”<sup>xxxvi</sup>

### **supports and opportunities**

In the youth development context, supports and opportunities refer to the crucial support young people need from caring adults and the opportunities they need to grow and develop important skills and competencies. The youth development framework developed by Jim Connell and Michelle Gambone name five key youth development practices, which are sometimes referred to as the positive “supports and opportunities” critical to young people's healthy development: young people need supports which help them experience a sense of safety and build positive relationships; they need opportunities for meaningful participation, community involvement, and challenging and engaging learning experiences that build skills.<sup>xxxvii</sup>

### **supports mastery / learning that supports mastery**

Young people tell us they are most engaged when they are given opportunities to learn new skills. If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that will allow them to become “really good at something.” Afterschool activities should not promote the gathering of random knowledge and skills. Rather, afterschool learning activities should be explicitly sequenced and designed to promote the layering of skills that allows participants to create a product or demonstrate mastery in a way they couldn't do before. Programs often achieve

## Glossary: Afterschool and Summer Program Terms

this by designing activities that lead to a culminating event or product that can be viewed and celebrated by peers and family members. For older youth, many programs are depending on apprenticeship models to assist youth in achieving a sense of mastery.

### **teamwork skills**

See *collaborative learning* above.

### **21<sup>st</sup> century learning skills**

These skills are ones that young people will need to be competitive in a knowledge-based economy of the 21<sup>st</sup> century, they need to learn to collaborate with others and connect through technology. The 21<sup>st</sup> century skills are broken into several categories:

- Ways of thinking - Creativity, critical thinking, problem-solving, decision-making and learning
- Ways of working - Communication and collaboration
- Tools for working - Information and communications technology (ICT) and information literacy
- Skills for living in the world - Citizenship, life and career, and personal and social responsibility

### **youth development**

Youth development refers to the process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood. <sup>xxxviii</sup>

### **youth development approach**

The youth development approach is an approach to working with young people that defines outcomes based on the developmental needs of youth. In contrast to the deficit approach, the youth development approach calls for providing young people with the key experiences shown to promote healthy development. The youth development approach draws on resiliency research, as well as experience from the field. <sup>xxxix</sup>

### **youth leadership**

Youth leadership is a term used to describe high levels of youth participation. As programs increase their levels of youth participation, young people increasingly begin to assume leadership roles. <sup>xl</sup>

### **youth participation/meaningful youth participation**

Meaningful youth participation refers to activities through which young people participate in decision-making, develop and practice leadership skills, and experience a sense of belonging. Experiencing meaningful youth participation is critical to young people's healthy development and learning. Providing opportunities for meaningful youth participation is one of the five key youth development practices discussed in CNYD'S Youth Development Guide. <sup>xli</sup>

### **ABOUT THE LIAS PROJECT**

*The Learning in Afterschool & Summer project is an effort by afterschool advocates and leaders to unify the field of afterschool and focus the movement on promoting young people's learning. The supporters of the Learning in Afterschool & Summer project believe that if afterschool and summer programs are to achieve their full potential, they must be known as important places of learning that excite young people in the building of new skills, the discovery of new interests, and opportunities to achieve a sense of mastery. If you wish to add your name to this movement, go to*

*<http://www.learninginafterschool.org/cosignersignup.htm>.*

### **ABOUT TEMESCAL ASSOCIATES**

*Temescal Associates is dedicated to building the capacity of leaders and organizations in education and youth development that are serious about improving the lives of young people. Their clients include leaders of youth serving institutions and organizations, school and youth program practitioners, public and private funders, intermediary organizations, and policy makers. Their work ranges from building large-scale youth and community initiatives to providing services to young people on a day-to-day basis. To accomplish this, Temescal Associates draws on a pool of gifted and highly experienced consultants who excel at eliciting the internal knowledge and wisdom of those they work with while introducing new knowledge and strategies that can transform the day-to-day practices that lead to improved youth outcomes. For more information, visit [www.temescalassociates.com](http://www.temescalassociates.com).*

### **ABOUT THE EDITOR**

*Sam Piha is the founder and principal of Temescal Associates, a consulting group dedicated to building the capacity of leaders and organizations in education and youth development. Sam began his career in 1974 as an afterschool worker, an experience that led to 13 years of classroom teaching and work as a child and family counselor and school social worker. Between 1989 and 2006, Sam managed school-based youth programs at the regional and national levels, including the San Francisco Beacon Initiative. Sam has served as editor and contributing author of several important practice guides and journal articles on afterschool programming. He holds a Masters Degree in Social Welfare and is a Licensed Clinical Social Worker.*

## END NOTES

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<sup>vi</sup> Elizabeth Devaney and Nicole Yohalem, “The Common Core Standards: What Do They Mean for Out-of-School Time?”, The Forum for Youth Investment, [<http://www.forumfyi.org/content/out-school-time-pol-11>], February 2013

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