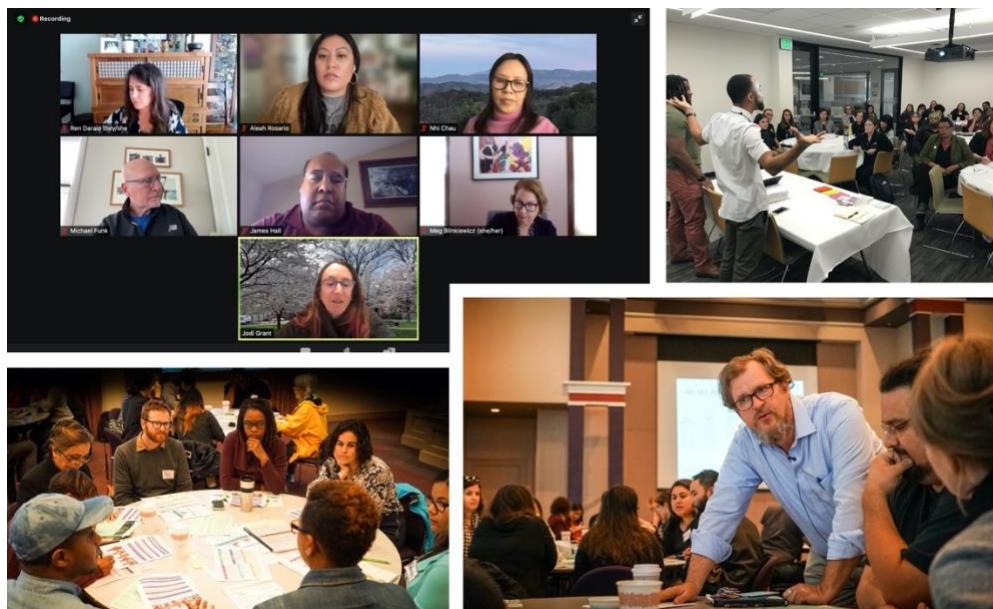




AFTERSCHOOL PROFESSIONAL DEVELOPMENT: A HOME-GROWN “HYBRID” MODEL



A RESOURCE GUIDE

By Sam Piha and Samantha Fasen

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INTRODUCTION

The COVID-19 pandemic wreaked havoc on afterschool programs. Many had to close down their youth programs and change their work to serve their communities during the shutdowns. Others lost staff, and later suffered from a staffing shortage. They saw their budgets and attendance shrink and professional development efforts disrupted. According to many program leaders they are now seeking to hire a large number of new staff that will need training on “youth work basics” or trainings that are foundational to youth work. The silver lining in all of this was the abundance of new distance/online professional development resources.

Program leaders are now thinking about using a “hybrid” model for professional development - a mixture of recorded/online training offerings and written briefing papers that can be shared with local staff, followed by on-site discussions facilitated by in-person leaders. This hybrid model can be tailored to the needs of the local program, to be more relevant, intimate, inexpensive, and safe.



In this guide we identify “Basics” professional development resources with links for free, easy access (recorded videos, briefing papers, blogs, etc.). These were developed by Temescal Associates and The How Kids Learn Foundation (HKLF). Also included are worksheets, discussion guides and other resources to support programs in leading their own professional development and reflection activities. (NOTE: Most of the resources cited in this paper were produced by Temescal Associates and HKLF and many more resources can be found on these topics online from other sources.)

HOW TO USE

Whether it is the plan to have staff review a video and/or written materials, we think it would be most impactful to be clear about the intent of any review. What is the intention? Is it intended to:

- inform and educate staff on the topics of the chosen resource;
- promote reflection on your current program practices; or
- assess and align with the concepts explored in the videos/ articles using a program improvement process?

We recommend that program staff engage in discussion/ reflection activities after the review to ensure full retention of the concepts and how they might apply to the program, their own practice or promote improvement. Have a discussion when the participants have responded to some questions. (Question examples below.)

Before getting started, program leaders should consider whether the discussion/ reflection activities will be done in a large or small groups, reviewed individually or remotely. If using video recordings, consider projecting it on a wall or large screen. If reviewing a short-written resource, ask participants to circle or highlight keywords. If reviewing a longer document, small groups of participants can review an assigned number of pages and share their findings with the whole group.

On pages 37-38 are some questions that can help leaders promote a discussion and reflection on the video or written resource that is being reviewed. Questions can be selected according to the purpose of the staff discussion/ reflection activity.



We welcome your feedback on how this listing benefitted your program and how it could be improved. Please send your feedback and comments to info@temescalassociates.com.

TERMS AND DEFINITIONS

Afterschool- There are many terms that refer to school-based and community-based youth programs outside of the classroom. They include “afterschool,” “out-of-school time (OST),” “expanded learning programs (EXL),” “summer programs,” and “youth programs.” For the purposes of this paper, we will primarily use the term “afterschool” to refer to all these programs.

Hybrid Model- Program leaders are now thinking about using a “hybrid” model for professional development - a mixture of recorded/online training offerings and written briefing papers that can be led with local staff, followed by on-site discussions facilitated by in-person leaders. This hybrid model can be tailored to the needs of the local program, to be more relevant, intimate, inexpensive and safe.

Youth Work Basics- These are topics that are foundational to youth work.

Professional Development Resources- These are resources developed by Temescal Associates and The How Kids Learn Foundation focused on the growth and success of youth workers and afterschool stakeholders. These resources can be shared according to your unique setting and need. Some of these resources are defined below.

Speaker’s Forum/ Webinar- These are trainings/ webinar recordings sponsored by Temescal Associates and The How Kids Learn Foundation that are posted to the [How Kids Learn Youtube channel](#).

Videos- These are educational and recordings of topical conference presentations that are posted to the [How Kids Learn Youtube channel](#).

Program Guides & Curriculum- These are program and curriculum guides for afterschool leaders.

Papers- These are relevant papers, literature reviews/ articles on afterschool youth program topics.

Learning In Afterschool & Summer (LIAS) Blogs- These are blog entries posted to the Learning in Afterschool & Summer website on topics relevant to afterschool youth programs, featuring interviews with national afterschool leaders.

Worksheets & Other Tools- These are additional resources to assist afterschool leaders in further exploring multiple topics relevant to afterschool programs.

Discussion Questions- These are discussion and reflection questions that are designed to support afterschool leaders and staff in exploring relevant topics to afterschool programs.

Youthwork Basics



Source: Spotlight: Girls

HISTORY OF AFTERSCHOOL IN AMERICA



Afterschool programs are now a part of the community landscape. This has been driven by a family need for afterschool supervision of youth as well as the need for youth to have access to expanded learning opportunities. Over 10 million kids across the country are participating in afterschool programs, involving over 550,000 workers. Few of these workers or other afterschool stakeholders are aware that afterschool has been around for a long time or of the important contributions afterschool programs have made, dating back to the early 1900s.

HOW TO USE: Every stakeholder (including teachers, new and existing program staff) is encouraged to be familiar with the long history of afterschool in America. The documentary cited below and accompanying materials can be shared with program partners and used to orient/ on-board new staff.

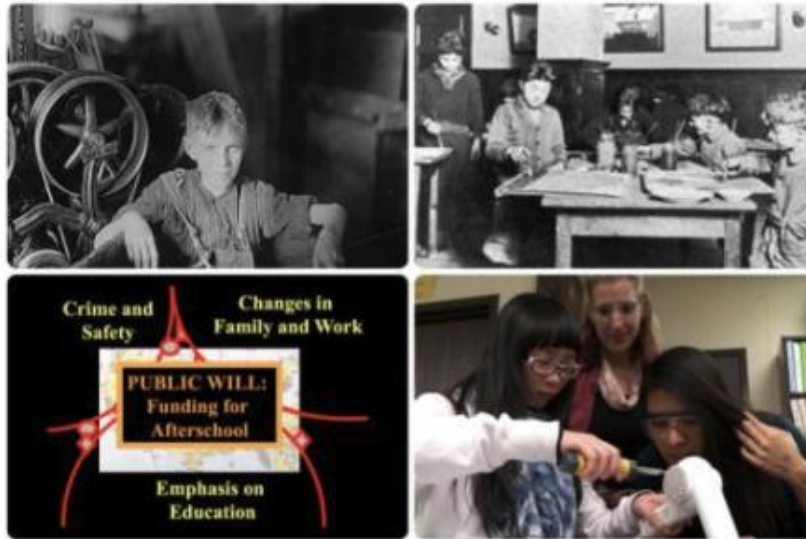
RESOURCES:



VIDEO: DOCUMENTARY- [The History of Afterschool in America](#)

To educate afterschool stakeholders, Temescal Associates and HKLF created a 60-minute documentary, narrated by Dr. Pedro Noguera. It examines the early pre-conditions and growth of the afterschool movement from the early 1900s to present day. It examines the growing demand for child supervision, afterschool's role as a unique institution serving low-income youth, and the lessons we can draw from this history. It also looks at the contemporary field and considers the future of afterschool programs.

"The History of Afterschool should be required for all practitioners who seek a career in the field and for all college instructors and trainers who teach them. This documentary illuminates our shared history and undoubtedly will contribute to the professionalization of the afterschool field." - Ellen S. Gannett, Senior Strategist, National Institute on Out-of-School Time, Wellesley Centers for Women



Source: *The History of Afterschool in America* Documentary



LIAS BLOGS: These blogs focus on the [history of afterschool](#).



DISCUSSION QUESTIONS: [The History of Afterschool in America Learning Guide](#)

This learning guide was developed to assist afterschool leaders in the sharing of The History of Afterschool in America documentary and to promote learning outcomes using activities and discussion questions. This guide also includes a list of keywords, their definitions, and a historical timeline.



OTHER TOOLS: [The History of Afterschool in America Media Kit](#)

The media kit includes key information from the documentary, such as FAQ's and sample text for use in newsletters, social media posts, etc.

YOUTH DEVELOPMENT



Source: L to R: Wings for Kids, Champions, Town Kitchen

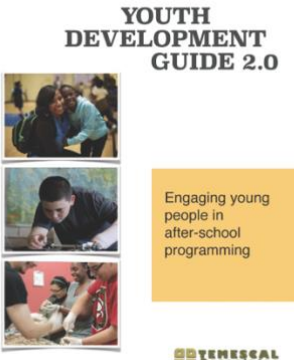
The Youth Development approach draws on a substantial body of research about young people's developmental needs and the role that the environment plays in young people's lives as they move through childhood and toward adulthood. It also draws on years of evidence from the field about "what works" in creating environments that promote young people's healthy development and learning.

RESOURCES:



PROGRAM GUIDE: [Youth Development Guide 2.0: Engaging Young People in After-School Programming](#)

The *Youth Development Guide 2.0* is foundational to designing/ developing and implementing youth programs. We believe that this guide should be on the bookshelf of all youth program leaders and used for the professional development of staff. Each chapter offers worksheets, self-assessments and exercises for program staff and youth participants. This Guide (168 pages) is designed to offer an introduction to youth development principles and practices for the diverse group of people involved in creating and implementing afterschool programs—program directors, school administrators, teachers, staff, volunteers, community partners, and others. Adopting a youth development approach when designing and implementing afterschool programs will help ensure that young people get the most out of these engaging programs.



Engaging young people in after-school programming

TEMSCAL

"The principles highlighted in the Youth Development Guide 2.0 are at the heart of a high-quality afterschool and summer learning experience. Research continues to clearly support what practitioners inherently understand- programs that reflect these principles, can profoundly impact children and youth experiencing risk, promote youth success, and support social emotional learning."— Jeff Davis, California Afterschool Network



PAPER: [Multiple Reflections: Comparison of Frameworks for Promoting Youth Learning and Healthy Development](#)

The purpose of this paper (20 pages) is to compare recent youth development frameworks and note their commonalities. This paper offers a summary or overview of

many of these frameworks as well as resources to learn more. It also provides a Crosswalk Chart to learn where their critical features overlap.



LIAS BLOGS: These blogs focus on the issues regarding [youth development](#).



WORKSHEETS: The [Youth Development Guide 2.0](#) contains many worksheets and several self-assessment tools for both youth participants and program staff.



DISCUSSION QUESTIONS: The [Youth Development Guide 2.0](#) contains many worksheets and discussion tools for both youth participants and program staff.

LEARNING IN AFTERSCHOOL & SUMMER (LIAS) LEARNING PRINCIPLES



The Learning in Afterschool & Summer (LIAS) Learning Principles (<http://www.learninginafterschool.org/>) are a response to discussions within the afterschool movement on what we know about children and their learning. What these principles seek to do is focus not on what young people *should learn*, but rather on *how children learn* along with program approaches that promote learning and development.

"I think that the Learning Principles in the Learning in Afterschool and Summer Project really get at the core of learning for students starting in early childhood going through the university." - Deborah Vandell, former Dean of the School of Education, UC Irvine, and leading afterschool researcher

HOW TO USE: The LIAS Learning Principles are foundational to anyone designing, developing and implementing youth programs. The resources below, especially the video (*Learning in Afterschool & Summer Project - How Kids Learn*) can be shared with all program staff and stakeholders.

RESOURCES:



VIDEOS: [*Learning in Afterschool & Summer Project - How Kids Learn*](#)

This video (14 min) describes five learning principles that are key to promoting young people's learning. It features educational and afterschool leaders and researchers.

[*OST Leaders Discussing the LIAS Principles \(compilation\)*](#)

Out of School time leaders discuss the importance and impact of the Learning in Afterschool Principles in and out of the classroom. This video (18 min) features interviews with leaders Tom Torlakson, former Superintendent of Public Instruction for the California Department of Education; Dr. Deborah Vandell, Professor of Education and Psychology and Dean of the School of Education at UC Irvine; Andi Fletcher, Afterschool and Educational Consultant for the Center for Collaborative Solutions; Carol Tang, Director of The Coalition for Science After School; Jennifer Peck, former CEO of Partnership for Children and Youth; Dr. Pedro Noguera, Professor of Education at USC; Dr. Paul Heckman, Associate Dean and Professor at UC Davis; Steve Amick, Director of School District Partnerships at THINK Together; and many more!

Individual OST Leaders Discuss the LIAS Principles

On our [LIAS Youtube channel](#) are 21 individual video interviews (3-17 min) with OST leaders (see above) sharing their thoughts on the LIAS Learning Principles.



PAPERS: The LIAS Learning Principles Position Statement

This paper (4 pages) details each of the 5 LIAS Learning Principles and serves as an excellent handout for program staff, parents and key stakeholders.

Afterschool Programs that Reflect the Learning in Afterschool & Summer Learning Principles

The purpose of this paper (49 pages) is to describe the practices of actual afterschool programs that exemplify the learning principles promoted by the Learning in Afterschool & Summer (LIAS) Learning Principles. This paper offers background information and a full description of the Learning in Afterschool & Summer project and its five learning principles that define quality afterschool programming.

A Crosswalk Between the Learning in Afterschool Learning Principles and Afterschool Quality Measurement Tools

This paper (8 pages) identifies the overlap between the LIAS Learning Principles with items in six program quality measurement tools. These identifiers serve as good examples of measurement tools for afterschool programs.

Summer Programs That Reflect the Learning in Afterschool & Summer Learning Principles

This paper (16 pages) highlights the expansive ways California summer learning programs are using the LIAS principles to engage and inspire learning in young people.



LIAS BLOGS: These blogs focus on the issues regarding [the LIAS Learning Principles](#).



DISCUSSION QUESTIONS: On pages 37-38 below are examples of discussion question prompts.



OTHER TOOLS: [LIAS Observation Rubric and Self-Assessment Tool](#)

YOUTHWORK FUNDAMENTALS and LITERATURE REVIEWS



Source: EduCare Foundation

Like Youth Worker Basics, Youthwork Fundamentals are core to afterschool work. We also offer literature reviews of important concepts, such as character education, growth mindsets and school climate.

RESOURCES:



PAPERS: [Youth Work Fundamentals: Building A Positive Program Climate](#)

Have you ever walked onto a school campus or into an afterschool program where there's joy, acceptance, consideration, and kindness? It's in the air. You can feel it. Where listening to different people's points of view is the norm? Where support and encouragement are commonly shared? Where authentic, human connection is acknowledged and felt? These foundational elements of a positive program climate lay the nurturing soil from which the seeds of impassioned teaching and learning in afterschool programs sprout.

[Youth Work Fundamentals: Relationship Building Between Adults and Youth](#)

For many years, there has been a drive to improve the quality of afterschool programs - and along with it has come the expansion of literature, research, and tools to help aid afterschool leaders on their road to improvement. However, as decades of research and experience has shown, there are a few fundamentals of quality youth work that remain unchanged over time. This briefing paper focuses on one youth work fundamental: *relationship building between adults and youth*.

[Youth Work Fundamentals: Facilitation](#)

The drive to improve the quality of afterschool programs has brought along the expansion of literature, research, and tools to help aid afterschool leaders reach successful learning outcomes, as they strive towards performance improvement. However, as decades of research and experience has shown, there are a few fundamentals of quality youth work that are unchanged over time. This briefing paper focuses on one youth work fundamental: *the art of facilitation*.

Character Education: A Literature Review

This Literature Review defines character education and the major categories it falls into as well as discuss best practices and examples of current programs.

Growth Mindsets: A Literature Review

In this document, we discuss what the difference is between a fixed mindset and a growth mindset and how that affects one's ability to learn, grow and ultimately succeed.

School Climate: A Literature Review

Educators have recognized the importance of school climate for many years. However, it was not until the 1950s that educators and researchers began to study school climate and create assessment tools to assist schools in achieving positive school climate.



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

SOCIAL EMOTIONAL LEARNING



Source: WINGS for Kids

“Social emotional learning (SEL) can help all young people and adults thrive personally and academically, develop and maintain positive relationships, become lifelong learners, and contribute to a more caring, just world.

We define social and emotional learning as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” – [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

RESOURCES:



VIDEOS: CONFERENCE PRESENTATIONS: [Dr. Gil Noam at the How Kids Learn IV Conference](#)

Dr. Gil Noam Founder and Director of Partnerships for Education and Resilience (PEAR) at the Graduate School of Education, Harvard University, shares PEAR’s Leaf Model of social emotional learning.



Dr. Gil Noam

[Dr. Shawn Ginwright at the How Kids Learn IV Conference](#)

Dr. Shawn Ginwright, Associate Professor of Education & Africana Studies at San Francisco State University, presents on the limits and possibilities of social emotional learning with a focus on youth of color.



PAPERS:

[Social Emotional Learning, Teens and Afterschool Programs](#)

The purpose of this paper is to inform and encourage afterschool programs to think more deeply about the SEL needs of older youth and how they can best offer youth opportunities to build their SEL skills. This paper also includes a discussion of the impact

of the COVID-19 pandemic and examines how the SEL framework fits within other important youth program frameworks.

[Promoting SEL and Character Skills in Expanded Learning Programs](#)

This paper provides an overview of social emotional and character-building skills. It goes on to provide examples of activities and practices for expanded learning programs provided for, and by, Expanded Learning Programs and Technical Assistance organizations. To identify expanded learning practices and activities, we reached out to organizations across California.



LIAS BLOGS: These blogs focus on the issues surrounding [social emotional learning](#).



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

SELF-CARE



Source: How Kids Learn Conference IV

These past few years have seen so much in flux, combined with uncertainties and challenges being thrust upon us each day. How can we find a sense of peace and stability? Our children need us now more than ever, but we may feel that we are floundering or ill equipped to provide the guidance and support that they need. How might we find ourselves to be a steadying force during these whirlwind times?

Perhaps the very first step is taking care of ourselves. When we take care of ourselves, we can better help take care of others. As we commit to and support our own emotional and mental health and resilience, we can then be more available to truly be there for others. As healthy, authentic role models, we then can deeply assist our students as they navigate and strengthen their positive emotional and mental health. Our attention to our self-care needs to be at the core.

RESOURCES:



SPEAKER'S FORUMS VIDEOS/ WEBINAR: [Heartset for Self-Care and Resiliency](#)

This Speaker's Forum (63 min) is an informative, engaging, and inspirational webinar sharing EduCare Foundation's highly respected and practical tools for greater self-care and resilience. Included is an introduction to EduCare's "8 Heartset Skills for Teaching & Learning." When these become our personal baseline, then we can create a kind and compassionate climate for learning in our programs and practices that deeply impact and elevate our young people.

[Heartset® Education- A Compassionate Model for Culture Change](#)

As we navigate through the current times, taking care of ourselves so we can better take care of others is essential. *EduCare's 8 Skills for Heartset® Education* deepen our empathy for ourselves and others while assisting us in how to turn current challenges into learning opportunities. This highly interactive session (61 min) is grounded in proven SEL practices. This session's experience brings the human connection inside our digital connection.

Based on EduCare's field-tested ACE Program that has reached nearly 50,000 students in the U.S. and internationally, participants learn and practice heart-centered strategies for teaching students' self-

awareness (mindfulness), emotional self-management, relationship building, and wise decision-making skills.

Growth Heartset®- Establishing a Culture of Caring

As we navigate through the COVID-19 pandemic, taking care of ourselves so we can better take care of others is essential. *Growth Heartset®* provides practical skills for deepening our kindness and empathy for ourselves and others while learning how to turn our current challenges into learning opportunities. This interactive session (63 min) focuses on shaping successful learning environments that thrive upon a foundation infused with caring, connectivity, and proven SEL practices. It is an experience of bringing the human connection inside our digital connection.



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

HEALING THE IMPACT OF RACIAL INJUSTICE AND INEQUITY



The COVID-19 pandemic and the long list of African Americans killed by police has laid bare the racial injustice and inequity in our society. We know that many adult staff and many of our youth participants in afterschool are people of color. In the wake of this turmoil, how can we address the needs of our staff? How can we prepare staff and redesign our programs to promote racial healing? What is the best way to facilitate discussions of systemic racism? How is afterschool positioned for this? Should we urge/support youth to engage in civic action? And is there a way to do some of this work remotely, as programs may not re-open in the Fall?

“A key component of Healing Centered Engagement is taking loving action, by collectively responding to political decisions and practices that can exacerbate trauma. By taking action, (e.g. school walkouts, organizing peace march, or promoting access to healthy foods) it builds a sense of power and control over their lives. Research has demonstrated that building this sense of power and control among traumatized groups is perhaps one of the most significant features in restoring holistic wellbeing.” – Dr. Shawn Ginwright, *The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement*

HOW TO USE: This topic is important to all youth program leaders and staff, as we work to move from trauma informed care to healing centered engagement.

RESOURCES:



SPEAKER'S FORUMS VIDEOS/ WEBINAR: [Healing the Impact of Racial Injustice and Inequity: The Role of Afterschool](#)

This (80 min) Speaker's Forum features Dr. Shawn Ginwright. He offers a presentation on the *Healing Impact of Racial Injustice and Inequity: The Role of Afterschool*. Dr. Ginwright addresses the questions cited in the intro above and answers

participants' questions.



PAPER: [The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement](#) by Dr. Shawn. Ginwright

This paper (11 pages) details healing centered engagement and how it is different from trauma informed care.



LIAS BLOGS: This blog focuses on [healing centered engagement](#).



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

RELATIONSHIP BUILDING



Source: Ever Forward Club

Relationship building is the development of caring, supportive relationships between adults and young people, and among young people and their peers. We know relationship building is happening and young people feel supported when they report that they feel “known” and accepted by others in the program, when they experience the program as a place where they receive emotional and practical encouragement and support, and when they can turn to adults for personal guidance and assistance.

What does relationship building look like in an effective afterschool program? Staff members spend time with young people, getting to know them and developing trust. Adults respect young people and treat them with courtesy and care. Young people learn to treat each other with respect as well and develop a group identity that includes all members. Staff members know that building positive, trusting relationships with young people is not a separate part of the work, but rather an integral part of every activity and interaction.

RESOURCES:



SPEAKER’S FORUMS VIDEOS/ WEBINAR: [Unmasking Healthy Relationships: Showing Up as Your Authentic Self](#) with Ashanti Branch, Ever Forward Club

This session (67 min) models a safe, virtual space for individuals and small groups to engage in an uncommonly open, honest dialogue. Each person has a set of shared human needs - for support, expression, recognition, meaning, and connection. By

closing the gap between who we are on the inside and who we show up as - at work, school, online or onsite, - we create more meaningful connections, healthier communication, deeper engagement - and ultimately more powerful results. You will leave this session with a simple, straightforward tool to help start courageous conversations about the social-emotional well-being of yourself and your community.



PAPERS: [*Youth Work Fundamentals: Relationship Building Between Adults and Youth*](#)

For many years, there has been a drive to improve the quality of afterschool programs and with it has come the expansion of literature, research, and tools to help aid afterschool leaders on their road to improvement. However, as decades of research and experience has shown, there are quality youth work fundamentals that are unchanged over time. This briefing paper focuses on one youth work fundamental: *relationship building between adults and youth*.

[***Youth Development Guide 2.0: CH 5, Encouraging Relationship Building, Pages 65-86***](#)

Relationships are core to youth development and we have dedicated an entire chapter to this subject.



LIAS BLOGS: These blogs focus on the issues of [relationship building](#). These blogs focus on the issues of [boys of color](#). These blogs focus on [the needs of girls](#).



WORKSHEETS & DISCUSSION QUESTIONS [***Youth Development Guide 2.0: CH 5, Encouraging Relationship Building, Pages 65-86***](#)

You will find at the end of chapter 5 a large collection of worksheets and discussion questions.

Specific Issues



Source: NHP Foundation

TRAUMA, GRIEF AND LOSS



Photographer: Mike Labrum

There is a growing awareness of the importance of emotional regulation, social emotional learning, trauma- informed practice and healing- centered engagement, yet rarely is grief included in the conversation. It is important that we understand more about the needs of youth who are grieving or experiencing loss due to the COVID-19 pandemic (deaths and illness, as well as the loss of “normal”), the opioid crisis, the rising gun and racial violence that is plaguing the country. Western society’s cultural aversion to discussing the topic of death intensifies the chasm loss creates between young people and adult staff, causing and compounding the lack of bereavement discourses in professional preparation/ development of youth workers and educators.

RESOURCES:



SPEAKER’S FORUMS VIDEOS/ WEBINAR: [Responding to Grief and Loss in Afterschool Programs](#)

This (96 min) Speaker's Forum provides an overview for afterschool leaders on the issues/ types of grief and loss experienced by young people, grief- responsive teaching, and related program strategies. It features Brittany Collins, founder of Griefresponsiveteaching.com.

[Trauma Informed Practice in Afterschool in The Era Of Covid-19](#)

In this forum we explore the definition of "trauma" and the effective practices and strategies we can use in our afterschool programs to specifically address this subject. We also take a closer look at the trauma that young people suffer directly and indirectly as a result of the COVID-19 pandemic, and how we can address this in our programs. This forum features Eric Gurna of LA's BEST and Stu Semigran of EduCare Foundation.

[COVID-19 And Young People's Mental Health: How Afterschool Can Help](#)

After a year of being away from school as a result of COVID-19, young people have experienced a number of stressors (family illness and death; employment, home and/or food insecurity; isolation, etc.). We know that these stressors were particularly high among low-income communities and communities of color. We also know that these stressors translate into behavior. What should afterschool program leaders be focused on with the return of their youth? What behaviors could they expect and how best to respond to these behaviors? When certain behaviors could raise concern, and possibly call for a discussion with supervisors, parents, or a referral to mental health professionals? Our speaker, Sheri Glucoft-Wong, LCSW, offers an overview of pandemic issues, including communication with kids and with parents. She addresses limit-setting and how to support kid's resilience.



PAPER: [Responding To Grief And Loss In Afterschool Programs](#)

The purpose of this paper (20 pages) is to provide an overview for afterschool leaders on the issues of grief and loss experienced by young people, grief-responsive teaching, and related program strategies. It is not our intent to pathologize young people as they are both strong and resilient. Rather, our intent is to expand the awareness of people's grief/loss experiences and use this as a lens to look at our program responses.



LIAS BLOGS: These blogs focus on the issues of [children and grief](#). These blogs focus on the issues of [trauma](#).



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

YOUTH CIVIC ENGAGEMENT AND ACTIVISM IN EXPANDED LEARNING PROGRAMS



According to the Afterschool Alliance, “The afterschool field is an essential partner in ensuring that all children have the ability to participate in immersive, relevant, and hands-on civic engagement opportunities.”

“Not only do young people have the capacity to understand the world around them, they have the capacity to lead it.” - Gabe Abdellatif, youth contributor and former trustee, America’s Promise Alliance

RESOURCES:



SPEAKER’S FORUMS VIDEOS/ WEBINAR: [Youth Civic Engagement and Activism in Afterschool](#)

The purpose of this webinar (115 min) is to inform and encourage expanded learning leaders on how best to offer youth opportunities in becoming civically engaged. Civic engagement strategies are participatory strategies. It is our intention to capture and share valuable and intriguing ideas. Speakers include representatives from: The Changeist, Bay Area Community Resources, RYSE Youth Center and Flourish Agenda.



PAPER: [*Youth Civic Engagement and Activism in Expanded Learning Programs*](#)

The purpose of this paper (44 pages) is to inform and encourage expanded learning programs to offer youth opportunities in becoming civically engaged. Civic engagement strategies are participatory and contribute to the positive development of youth and our democracy. There are many program resources on the topic, some of which are detailed in the end notes. Thus, we are not looking to “reinvent the wheel”. Rather, it is our intention to capture and share valuable and intriguing ideas.



LIAS BLOGS: These blogs focus on the issues of [youth civic engagement and activism](#).



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

PREPARING YOUTH FOR THE WORKFORCE



We know that involving older youth as workers within afterschool programs makes a great deal of sense. Engaging youth in this way helps them address their developmental tasks and personal interests. It offers experiences that builds life, workforce and career skills. It also offers: important leadership roles and opportunities to serve others, creates career pathways to professions such as teaching and social work, and ensures the program has added relevance to other youth participants. Afterschool programs can also offer work roles providing administrative support to the afterschool program. These roles include: marketing programs, guiding tours, assisting with recruitment/ outreach activities, taking attendance and performing data entry.

Many 21st Century Community Learning Center (CCLC) high school afterschool programs in California strive to engage high school age youth as responsible workers and helpers within the program. However, because afterschool programs for older youth are relatively new, there is confusion in the field regarding the use of 21st CCLC funds for youth employment and compensation and there is a lack of knowledge about which effective practices to use.

RESOURCES:



SPEAKER'S FORUMS WEBINAR: [*Engaging Youth as Workers in Afterschool*](#)

The purpose of this webinar (120 min) is to inform and encourage afterschool programs to offer youth opportunities to serve as program workers. It is our intention to capture and share valuable and intriguing ideas and information to help programs enlist youth as workers. Rebecca Fabiano, President & Founder of FAB Youth Philly acts as moderator. Our panelists include: Les Peters, Executive Director of Youth Institute & Curriculum Development, YMCA of Greater Long Beach; Bill Fennessy, Educational Consultant (formerly with Think Together and World Fit for Kids) and Dr. Carol Hill, Executive Director, San Francisco Beacon Initiative.

[Preparing Youth in Afterschool for the Workforce and Building Your Own Youth Worker Pipeline](#)

We know that when asked, older youth say they are most interested in acquiring the skills needed to get a job. Also, we know that as youth program leaders, it is our job to help prepare young people for success in adulthood, which includes creating opportunities to explore careers and gather work-based skills. Afterschool, sometimes referred to as Expanded Learning (ExL), is well positioned to help older youth to acquire these skills.

Bill Fennessy, Program Specialist of Workforce Initiatives at the California Afterschool Network (CAN), is an expert on how expanded learning programs prepare youth for the workforce. In this Speaker's Forum webinar, Bill is joined by Lupita Perez (CAN), Donny Faaliliu (ASAS-LA) and Erin Sipes (EGUSD). They provide information on and examples of, a series of workshops on employment skills for youth. They also discuss how high school expanded learning programs can employ their older youth in elementary school expanded learning programs, thereby creating a pipeline for program staff to address the worker shortage.



VIDEO: CONFERENCE PRESENTATION: [Laura Rasmussen Foster on Employability Skills at How Kids Learn Conference V](#)

Laura Rasmussen Foster, Program Director of Adult Education Studies at RTI International, is a leader in developing this Employability Skills framework and shares it with participants in this 15-minute video.



PAPERS: [Engaging Youth as Workers Within High School Afterschool Programs: A Briefing Paper](#)

This paper (50 pages) offers experiences that build workforce and career skills, create leadership roles and opportunities for service. These experiences also create career pathways to professions such as teaching and social work, and ensures the program is more relevant to other youth. The purpose of this paper is to inform and encourage expanded learning programs to engage youth as workers in these programs.

[Engaging Youth as Workers in Afterschool Programs](#)

The purpose of this paper (12 pages) is to clarify guidelines regarding the employment of youth and to share strategies that are currently being used by After School Safety and Enrichment for Teens (ASSETs) programs to engage high school age youth through work within their afterschool programs.



LIAS BLOGS: These blogs focus on the issues of [engaging youth as workers in afterschool programs](#). These blogs focus on the topic of [employability skills](#).



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

MINDFULNESS IN AFTERSCHOOL



Mindfulness training for young people has been successfully used by schools across the country to help young people throughout the school day. These mindfulness sessions (20-25 minutes) have helped young people exhibit increased attention in the classroom, control their impulses and anger, reduce their stress levels, and create a healthier school community. Our belief is that extending mindfulness to the afterschool setting will generate similar results.

RESOURCES:



SPEAKER'S FORUM VIDEO/ WEBINAR: [Pause: Cultivate Grace for Yourself and Your Community](#)

Ren Daraio (Temescal Associates) and Laurie Grossman (Inner Explorer) lead a webinar on Mindfulness in Afterschool. Grace is most easily found in the present moment. Journey with them to learn mindfulness practices that you can share with your community to live in the present. You will leave calmer and with resources to use and share.



CURRICULUM: [Mindfulness in Afterschool](#)

This 16-session curriculum is designed to assist afterschool leaders in offering mindfulness activities to youth in their programs. The number of sessions conducted each week (1 or 2 per week) is the decision of the program leader. Each session should run between 20-25 minutes.



LIAS BLOGS: These blogs focus on the issues surrounding [mindfulness](#).



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

SERVING THE NEEDS OF YOUTH IN HIGH SCHOOL AND CONTINUATION SCHOOLS



The bedrock of any effective program serving youth is a strong understanding of the young people they serve and the direct implications for the design and implementation of the program. For those running programs, do they have a strong understanding of the needs, behaviors, and developmental tasks unique to older youth, ages thirteen to nineteen? The needs of older youth are very different than those of younger children. Below are resources that may be helpful considering the design and implementation of programs serving older youth.

RESOURCES:



SPEAKER'S FORUMS VIDEOS/ WEBINAR: [*Afterschool Programs: Important Spaces for Emotional Learning of Teens*](#)

Emotional skills are now widely recognized as essential skills for young people so they can survive and thrive across all aspects of their lives. Teens develop powerful new skills for understanding and managing their emotions. They also learn skills for using the valuable functions of emotions. But this learning isn't automatic; it depends on experience. The purpose of this webinar is to engage afterschool leaders in thinking about ways to promote emotional learning among teens.

In this webinar (120 min), Dr. Reed Larson and his collaborator Dr. Natalie Rusk highlight key elements of youth programs that make them important contexts for youth's active engagement in emotional learning. They present examples from research on how program staff facilitate youth development skills to manage and use emotions. Our panel of expert afterschool practitioners respond to their presentation and speak to the relevancy of this research to those who focus on youth of color, the needs of girls, and preparing youth for the workforce.



VIDEO: [*Beyond Expectations: The Power of High School Afterschool*](#)

In this video (14 min) high school youth shed light on the importance and power of afterschool programming and the role it has played in their lives.



PAPERS: [Bedrock to Rooftop: Building Successful High School Afterschool Programs](#)

For those running programs serving older youth, do they have a strong understanding of the needs, behaviors, and developmental tasks unique to youth, ages thirteen to nineteen? The purpose of this paper is to explore the critical components of a high school afterschool program.

[I Feel Like I'm Somebody: Older Youth and High School Afterschool Programs in a Rural California Town](#) by Logan Robertson, PhD, Cutler-Orosi School District and edited by Sam Piha.

The term "urban" is often conflated with "youth," a practice that tends to diminish or even make invisible the distinct experiences of youth who do not live in "the inner-city." The urban context is understood as standard, while the rural context is usually conceptualized in terms of myths of the idealized countryside and the idyllic childhood.

[Continuation High School Afterschool Programs – Partnerships with Community Colleges](#) - This PowerPoint was used for a Temescal-hosted conference call that featured a panel of continuation high school afterschool programs that partner with community colleges. The conference call also featured a review of the survey we conducted with afterschool programs in continuation high school settings.

[Full article: Going the Extra Mile: Afterschool in Continuation High School Settings](#) - In this long version of *Going the Extra Mile*, we focus on the potential of afterschool programs to serve the needs of older youth in California continuation high schools. We offer an overview of continuation high schools in California, describe afterschool programs currently operating in the state, use information from an interview with a continuation high school afterschool program supervisor, and draw on a survey of other programs we conducted as part of our research. We also include a case study and interviews with two different continuation high schools.

[General article: Going the Extra Mile: Afterschool in Continuation High School Settings \(Short Version\)](#) - In this shortened version of *Going the Extra Mile*, we provide an overview of continuation high schools in California, describe afterschool programs currently operating in the state, and use information from an interview with a continuation high school program supervisor. We also include information from a survey of afterschool programs statewide currently operating in continuation schools.

[Case study: The SPOT Afterschool Program at Ralph J. Bunche Continuation School](#) - This case study of The SPOT afterschool program at Bunche Academy focuses on the efforts of afterschool staff to create a career exploration and job readiness program.

[Interviews with Continuation Schools and their Afterschool Programs](#) - We interviewed teachers, afterschool program staff, and youth afterschool participants at two continuation high schools. See what they had to say.

[Survey Report: Continuation High School Afterschool](#) - Temescal Associates initiated a project to raise the awareness of school-based, afterschool programs that operate within continuation high school settings. We sought to identify their unique contributions to continuation high school youth and the schools that serve them.

Program Pillars Middle School and High School Transition Support and Preparation - Transition programs provide a bridge for youth during a difficult transition period between middle and high school. High school can be a difficult transition for any young person: a larger school with multiple classes, unfamiliar classmates, more homework, and greater importance placed on grades. Transition support and preparation programs target youth before they leave middle school and provide the needed support to successfully transition to their new high school campus and their high-school afterschool program.



LIAS BLOGS: These blogs focus on the issues of [high school afterschool](#). These blogs focus on the issues of [continuation high school](#).



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

Additional Resources



PROGRAM CURRICULUM GUIDES



It's one thing to introduce afterschool workers to new ideas and concepts. It's another thing to provide program curriculum and guides which offer a sequence of activities that implement these ideas and concepts.

RESOURCES:



[**The Virtual Vacation Leader's Guide**](#) - This guide (93 pages) was written as a resource for those who oversee, develop, and implement afterschool programs. It features a structured approach that combines academics, culture, and creativity. Virtual Vacation is particularly well-suited to elementary age children but can be adapted for older youth. The Virtual Vacation approach was developed by afterschool leaders who operate afterschool programs within affordable housing settings for the NHP Foundation. This guide was developed by Temescal Associates and NHP staff. Temescal also offers training on its use.

[**Mindfulness in Afterschool**](#) - This 16-session curriculum is designed to assist afterschool leaders in offering mindfulness activities to youth in their programs. The number of sessions conducted each week (1 or 2 per week) is the decision of the program leader. Each session runs between 20-25 minutes.



DISCUSSION QUESTIONS: On pages 37-38 are examples of discussion question prompts.

A COMPREHENSIVE LISTING OF PROFESSIONAL DEVELOPMENT RESOURCES



Temescal Associates and The How Kids Learn Foundation has published a comprehensive listing of professional development resources they have produced over several years. This catalog includes links to recorded Speaker's Forums/ Webinars, educational videos and conference presentations, briefing papers and more.

RESOURCE



PAPER: [*A Catalogue of Professional Development Resources \(Written and Video\)*](#)

A comprehensive listing of professional development resources produced by Temescal Associates and The How Kids Learn Foundation. This catalog provides quick, easy access to professional development resources listed above plus many others.



DISCUSSION / REFLECTION QUESTIONS

Whether it is the plan to have staff review a video or written materials, we think it would be most impactful to be clear about the intent of any review. Is it intended to:

- inform and educate staff on the topic of the chosen resource;
- promote a reflection of your current program practices; or
- bring your program into alignment integrating concepts explored in the video/ article using a program improvement process?

We recommend that program staff engage in discussion/ reflection activities after the review to ensure full retention of the concepts and how they might apply to the program, their own practice or promote improvement. Encourage a conversation after participants have responded to some questions.

Before getting started, program leaders should consider whether the discussion/ reflection activities will be done in a large or small groups, reviewed individually or remotely. If using video recordings, consider projecting it on a wall or large screen. If reviewing a short-written resource, ask participants to circle or highlight keywords. If reviewing a longer document, small groups of participants can review an assigned number of pages and share their findings with the large group.

Below are some questions that can help leaders promote a discussion and reflection of the resource that is being reviewed.

DISCUSSION QUESTIONS FOR STAFF

1. What is one word or phrase that stood out to you?
2. What did you like about (the article, video, etc.)?
3. What didn't you like so much?
4. Can you summarize the main points?
5. What were your general thoughts or impressions?
6. What do we do in our program that best reflects these ideas?
7. How would you know if the program reflects these concepts?
 - a. What would you see?
 - b. What would young people say? The most reliable way to assess is to ask the young people directly about their own experience of the program.
8. What do we do in our program that contradict these ideas?
9. What is one action you can take as the result of this (article, video, conversation)?

DISCUSSION QUESTIONS FOR PROGRAM IMPROVEMENT

1. What is one program improvement idea that stood out for you?
2. What is easy about program improvement?
3. What is difficult about program improvement?
4. What steps can the program make to better reflect these ideas?
5. What practices would you like to strengthen or adopt in your program?
6. Can you list specific steps we can take to strengthen or adopt these practices in your program?
For instance, should we:
 - a. Set aside ongoing staff time to thoroughly plan?
 - b. Assess the need for additional staff development and training?
 - c. Assess how our school or agency needs to change organizational practices or reallocate resources (time, space, money)?
 - d. Specify how should we involve young people?
 - e. Determine if information and other resources will be needed to implement the step(s)?
 - f. How will we determine if the step(s) have been implemented as planned and are achieving the expected results?
 - g. Other thoughts and ideas?

ACKNOWLEDGEMENTS

ABOUT THE AUTHORS



Sam Piha has served as founder and president of Temescal Associates since 2007. 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. He later founded Temescal Associates and The How Kids Learn Foundation, both dedicated to improving the quality of afterschool programs.

Sam served as editor and contributing author of several important practice guides and journal articles on afterschool programming. Sam holds a master's degree in Social Welfare.



Samantha Fasen joined Temescal Associates and the How Kids Learn Foundation in 2019 and has fully embraced her work with the afterschool field. She helps to coordinate and develop marketing campaigns and multimedia elements to reach a wider audience and share with people the importance of out-of-school time and youth development.



Ren Daraio brings over 35 years of experience working in the field of youth development as a facilitator, trainer, and coach. She has experience training and coaching diverse audience groups, from afterschool practitioners and parents to funders and technical assistance providers. Prior to her work with Temescal Associates, Ren was the Deputy Director at the Community Network for Youth Development and a consultant for the Institute for Research and Reform in Education.

ABOUT THE ORGANIZATIONS

[Temescal Associates](#) is dedicated to building the capacity of leaders and organizations in education and youth development who organizations, and policy makers.

[The How Kids Learn Foundation](#) (HKLF) is a 501(c)(3) organization. It is dedicated to improving the effectiveness of settings that support the education and healthy development of youth. This includes schools and out-of-school time programs. The HKL Foundation provides educational and training activities that promote the capacity of organizations that support the education and healthy development of youth. Examples of activities include conferences, speaker forums, screenings of relevant films, training sessions, coaching sessions, the awarding of digital badges to acknowledge exemplar programs and the learning that happens within these settings. Activities also include the development and distribution of educational materials (papers, self-assessment tools, videos, program guides, etc.).

PARTNERS: Much of our work is done in partnership with other organizations and individuals, too numerous to name. We want to thank them and acknowledge their contributions to the field.