



Temescal Associates and the HKL Foundation, a 501(c)(3) organization, are both dedicated to improving the effectiveness of settings that support the education and healthy development of youth. We are supported by private donations and awards from philanthropic organizations.

Projects of the How Kids Learn Foundation



BY THE NUMBERS - 2022 (as of 12/1/22)

2022:

- **47:** Number of Learning in Afterschool & Summer (LIAS) blog posts
- **51,400:** Number of views of the LIAS blog
- **397:** Total number of participants registered for 2022 HKL Speaker’s Forums (10)
- **1,314:** Number of views of Speaker’s Forums on Youtube
- **1,329:** Total number of views of the History of Afterschool Trailer
- **5,873:** Total number of views of the History of Afterschool full documentary
- **7,080:** Total number of dollars we raised in our HKLF Summer Share Fundraiser

By the Numbers- to date

- **539:** Number of LIAS blog posts
- **781,955:** Number of views of the LIAS blog

- **4,743:** Number of views of our LIAS *Learning Principles for Afterschool and Summer* video
- **41,294:** Number of views on the HKL YouTube channel

PROJECT UPDATES

Below are additional updates on our current program projects.



***History of Afterschool in America* Documentary:**

This year we have reached out to afterschool stakeholders to raise awareness of this resource. To date we have received 11,322 views.



HKL Speaker's Forums: The HKL Speaker's Forums are dedicated to providing those who are interested in improving youth outcomes with thought-provoking, educational opportunities. These HKL educational events offer access to national thinkers and researchers, innovative practitioners, and networking opportunities. Due to the COVID-19 pandemic, we sponsored 9 Speaker's Forums in a webinar format. The forums were posted and are available online.



HKLF Summer Share Fundraiser: We raised over \$7,000 from our HKLF Summer Share fundraising campaign which secured donations from 15 donors. We want to thank Ronnie Gravino for serving as Fundraising Ambassador.

We conducted 9 Speaker’s Forums in a webinar format and below is a list of the Forums.

Date	Speaker	Title	# Registrants/ Recording Views
1/20/22	Dr. Reed Larson, University of Illinois and Dr. Natalie Rusk, MIT Media Lab	Afterschool Programs: Important Spaces for Emotional Learning of Teens	59 reg./ 92 views
1/27/22	Michael Funk, CDE plus panel	Responding to the Afterschool Worker Shortage	75 reg./ 217 views
2/23/22	Stu Semigran, EduCare Foundation plus panel	Heartset for Self-Care and Resiliency	71 reg./ 39 views
3/17/21	Brittany Collins, Grief-Responsive Teaching, plus panel	Responding to Grief and Loss in Afterschool Programs	36 reg./ 94 views
4/13/22	Peter Kahn, Spoken Word Educator, plus panel	Meaningful Writing in Afterschool: Poetry, Spoken Word and Journaling	18 reg./ 30 views
5/31/22	Ren Daraio, Temescal Associates and Laurie Grossman, Inner Explorer	Integrating Mindfulness into Youth Programs: A Mini Course	33 reg.
6/30/22	Bill Fennessy, CAN, plus panel	Preparing Youth in Afterschool for the Workforce	70 reg./ 75 views
9/13/22	Dr. Terry Peterson, Afterschool Alliance, plus panel	Education Culture Wars and Maintaining Bipartisan Support for Afterschool	17 reg./ 740 views
11/7/22	Patricia Shehan Campbell, University of Washington, plus panel	The Sounds of Learning: The Importance of Music in Afterschool	17 reg./ 39 views
	SPEAKER’S FORUMS: 9	Total Number of Registrants/ Number of Recording Views	396 reg./ 1,326 views



Training and Facilitation: This year has seen a renewed need for youth development training. Jamestown Community Center received a basic youth development training over 6 Saturdays for their 40 youth development professionals. The YMCA of San Francisco has contracted for a year-long youth development program quality learning network. 100% College Prep received facilitation for a 2-day staff retreat. The City of San Pablo is receiving facilitation to support a cooperative effort between the City and providers to develop a cradle-to-career pathway.

Briefing Papers:



By Sam Piha & Samantha Fasen

Understanding the Shortage of Workers in Afterschool Programs: A Briefing Paper (21 pages)

Recruiting, hiring, and retaining afterschool workers have been longstanding issues. Then the COVID-19 pandemic hit—and these issues were greatly exacerbated. They had resulted in programs closing, drastically reducing capacity, and adding stress to afterschool workers. Many of these challenges are not unique to the afterschool field—they are being experienced by those in education and a wide range of fields. We felt it is important to summarize this issue and share what we know in the time of COVID-19. In this paper, we examine the reasons for the current worker shortage, the impact of the COVID-19 pandemic, equity issues, and what we can do now.



By Brittany Collins
Edited by Sam Piha and Samantha Fasen

Responding to Grief and Loss in Afterschool Programs: A Briefing Paper (20 pages)

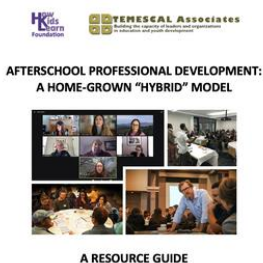
There is a growing awareness of the importance of emotional regulation, social emotional learning, trauma informed practice and healing centered engagement, yet rarely is grief included in the conversation. It is important that we understand more about the needs of youth who are grieving. The purpose of this paper 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.



By Sam Piha and Samantha Fasen

The War in Ukraine and the Role of Afterschool Programs: A Briefing Paper (10 pages)

The coverage of the Russian invasion of Ukraine has dominated TV and social media, resulting in horrific images of buildings exploding in fire, families bloodied and injured from missile attacks, and fearful children and parents attempting to flee to safety. This is being viewed by children and teenagers as well as adults. Foundational to every afterschool program is promoting a sense of emotional safety and reliable information. We believe this includes how to talk to kids about war and how to decipher real vs. fake news. In this paper we offer some thoughts and resources to assist afterschool leaders.



Afterschool Professional Development: A Home-Grown "Hybrid" Model (39 pages)

In this guide (39 pages) 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.



AFTERSCHOOL AND THE EDUCATION CULTURE WARS



A Briefing Paper

By Sam Piha and Samantha Fasen

Afterschool and the Education Culture Wars (14 pages)

We live in a political climate where differences are not explored, they are weaponized. In recent months schools and educators have been attacked under the guise of critical race theory, parent rights and the call to ban certain books. While afterschool programs have not been attacked directly, there are certain core values and program initiatives that have come under scrutiny. They include *equity, identity (LGBTQ+ and racial), mindfulness, growth mindsets, grit* and *social emotional learning (SEL)*. This paper presents important terms and definitions, examines the history of bipartisan support for afterschool and the recent uptick in criticism of afterschool’s core concepts, and provides tips and resources to avoid entanglement in education culture wars.



SOUNDS OF LEARNING IN AFTERSCHOOL: The Importance of Music and Music Making in the Lives of Young People



VOICES FROM THE FIELD
Bridget Peep

Sounds of Learning in Afterschool: The Importance of Music and Music Making in the Lives of Young People (32 pages)

Sounds Of Learning in Afterschool seeks to make a compelling case for the incorporation of opportunities for youth to participate in music programs after school, particularly ones that are most relevant to the interest of youth. This paper offers important terms and definitions, as well as comments from afterschool practitioners, youth and researchers. It goes on to profile afterschool programs across the country that have incorporated music and music making into their programs (teaching how to play an instrument, DJ skills, making beats, music writing and recording and more).



A Catalogue of Professional Development Resources (Written and Video)



Produced by Temescal Associates and
The How Kids Learn Foundation
(Updated October 25, 2022)

UPDATED: A Catalogue of Professional Development Resources (Written and Video) (16 pages)

A comprehensive listing of professional development resources produced by Temescal Associates and The How Kids Learn Foundation.