



Mid- Year Review 2022

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 BELOW ARE NUMBERS THAT INDICATE SOME OF OUR PROGRESS.

2022 (as of 5/18/22)

- **20:** Number of Learning in Afterschool & Summer (LIAS) blog posts.
- **26,000:** Number of views of the LIAS blog in the last 6 months.
- **283:** Total number of participants registered for 2022 HKL Speaker’s Forums/ webinars (6).
- **400:** Total number of views of the recordings of the 2022 HKL Speaker’s Forums/ webinars.
- **10,635:** Total number of views of the *History of Afterschool* full documentary.

PROJECT UPDATES

Below are additional updates on our program projects.



History of Afterschool in America Documentary:

This year we continue to promote the documentary. To date we have received 10,635 views. (As of 12/2/20 we had 5,449 views).



Expanded Learning 360°/365: Skills for Success in School, Work, and Life is a collaborative project (ASAPconnect, CAN, CalSAC, the Partnership for Children and Youth, and Temescal Associates/HKLF) dedicated to promoting the development of critical skills beyond academics that research has identified as essential to young people's success.



HKL Speaker's Forums: The HKL Speaker's Forums provide 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. This year, to date, we have sponsored 5 Speaker's Forums in a webinar format. All these forums were posted and are available online.

We are also happy to report that several of our webinars were promoted by state and national organizations. See below for two examples from Center for Youth Development Professionals and the Arizona Afterschool Advisor.



Responding to Grief and Loss in Afterschool Programs- a webinar

This Speaker's Forum will provide an overview for afterschool leaders on the issues and types of grief and loss experienced by young people, grief- responsive teaching, and related program strategies.



Speaker's Forum Webinar

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 know that the issue of staff shortages is not new to veteran afterschool program leaders. However, we felt it is important to summarize what we know in the time of COVID-19.

"The most pressing problem facing afterschool is the nationwide shortage of workers." – Michael Funk, Director of CDE Expanded Learning Division

The purpose of this Speaker's Forum Webinar is to examine the nature of the current worker shortage, the challenges to afterschool programs and how best to respond to this as a field. Attendees will be invited to offer comments and ask questions.

We conducted 5 Speaker’s Forums in a webinar format and below is a list of the Forums.

Date	Speaker	Title	# of Reg.
1/20/22	Reed Larson and Natalie Rusk plus panel	Afterschool Programs: Important Spaces for Emotional Learning of Teens	60 registrants + 64 views on YouTube
1/27/22	Michael Funk (CDE), Jodi Grant (AA) , Aleah Rosario (PCY), Nhi Chau (EBAYC) and Meg Blinkiewics (KYDN). Hosted by Ren Daraio and James Hall	Responding to the Afterschool Worker Shortage	75 registrants + 189 views on YouTube
2/23/22	Stu Semigran, Armando Diaz and Margalit Ward (EduCare).	Heartset® for Self-Care and Resiliency	71 registrants + 31 views on YouTube
3/17/22	Brittany Collins (Grief Responsive Teaching), Reggie Jones (BMC), Sam Intrator (Smith College). Hosted by Ren Daraio.	Responding to Grief and Loss in Afterschool Programs	36 registrants + 64 views on YouTube
4/13/22	Peter Kahn (OPRFHS), Daniel Summerhill (CSUMB) and Noelle Berry (OPRFHS Alum). Hosted by Ren Daraio.	Meaningful Writing in Afterschool: Poetry, Spoken Word and Journaling	20 registrants + 12 views on YouTube
5/31/22	Ren Daraio (Temescal Associates), Laurie Grossman (Inner Explorer)	Integrating Mindfulness into Afterschool Youth Programs: A Mini-Course	23 registrants + TBD YouTube views



Trainings and Facilitation: In early 2022 we are contracted to provide training and facilitation support to San Pablo County, Jamestown Community Center, and Riverside County Office of Education. These are led by Ren Daraio. (Temescal Associates and HKLF)



My Pal, Luke is designed to address many social emotional elements through his words and questions, including a check-in with kids. Luke also reads his favorite books and educates kids on how to make sense of current events and the COVID-19 pandemic. These videos can be easily embedded in distance learning efforts or used with in- person programming. My Pal, Luke has attracted a total of 1,458 views. (<https://www.youtube.com/channel/UCc-qZOMNMmIXiQu-OP81FrA/videos>)

BRIEFING PAPERS PRODUCED

(<http://www.temescalassociates.com/temescal-resources.html>)



Social Emotional Learning, Teens and Afterschool Programs (30 pages)

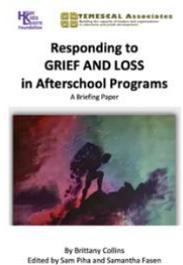
The purpose of this paper is to inform and encourage afterschool programs to think more deeply about the SEL needs of older youth and how they can best offer youth opportunities to build their SEL skills. This paper also includes a discussion of the impact of the COVID-19 pandemic and examines how the SEL framework fits within other important youth program frameworks.



Understanding the Shortage of Workers in Afterschool Programs (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.



Responding to Grief and Loss in Afterschool Programs (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.



The War in Ukraine and the Role of Afterschool Programs (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.



A Catalogue of HCLF Professional Development Resources (Written and Video) (14 pages)

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