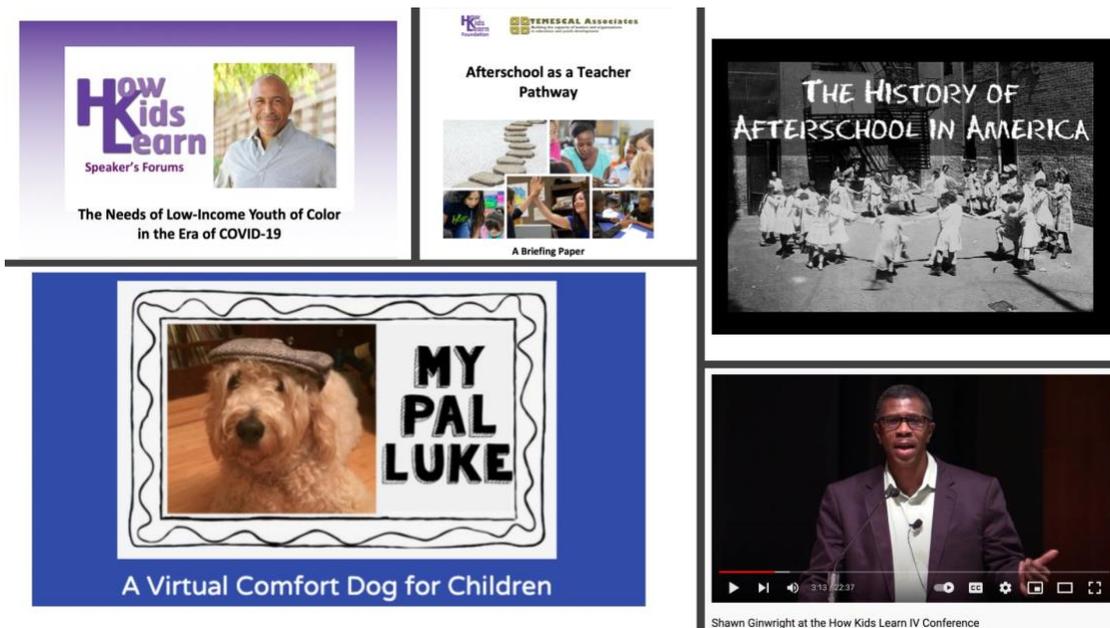


A Catalogue of Professional Development Resources (Written and Video)



**Produced by Temescal Associates and
The How Kids Learn Foundation**

(Updated October 25, 2021)

Publications/Videos

Below we offer a catalogue of the many field building publications and videos produced by The How Kids Learn Foundation and Temescal Associates.

Reports/Policy

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
The ASSETs Learning Lab Project: A Look at the First Year	This paper describes the challenges, and efforts of Bay Area TA providers, and the early promise of a TA model that works by building on afterschool providers' strengths.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/learning_lab_article_final.pdf
The Beacon Young Adolescent Initiative: Strategies to Increase Participation	The San Francisco Beacon Initiative invited several Beacon Centers to join the BYA initiative. They engaged Temescal Associates to design supports for program improvement. This process is described in this paper.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/sf_bya_article_final.pdf
Examining California's Afterschool Movement Post Proposition 49	In the fall of 2006, California's legislature began investing \$550 million per year, as mandated by Proposition 49, to create a broad system of school-based afterschool programs. This investment would eventually lead to the development of afterschool programs in over 4,500 schools. The objectives of this paper are to (1) review the early challenges and milestones, (2) examine the current status of the field, and (3) identify field needs that can guide future decisions.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/examining_californias_afterschool_movement_post_proposition_49.pdf
Holding Afterschool Programs Accountable	This paper considers the expectations we hold for afterschool programs and considers the consequences of limiting the view of success to the improvement of test scores, suggesting there may be other measures that could reliably provide accountability.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/afterschooloutcomes.pdf
Getting the Most from Afterschool: The Role of Afterschool Programs in a High-Stakes Learning Environment	This paper offers a review of the unique opportunities offered by afterschool programs that includes but goes well beyond providing academic supports.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/getting_the_most_from_afterschool.pdf
Windows on Learning: What Afterschool and Educational Leaders are Saying About LIAS	The purpose of this paper is to capture the opinions of leaders in education and afterschool on the value and relevance of the Learning in Afterschool & Summer (LIAS) project. This purpose statement is followed by a listing of the LIAS learning principles and then a series of quotes from important leaders in the field.	http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/windows_on_learning.pdf

Glossary for Afterschool and Summer Program Terms	There are a growing number of important terms that are used in the expanding field of out-of-school learning. This glossary lists some of these terms and offers working definitions.	http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/042213_updated_glossary_for_afterschool_and_summer_program_terms.pdf
A Crosswalk: LIAS Learning Principles and Afterschool Quality Measurement Tools	This paper identifies the overlap between the learning principles promoted by the Learning in Afterschool & Summer project with items from 6 established, program quality measurement tools.	http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/a_crosswalk_between_the_learning_in_afterschool_learning_principles_and_yppa_copy.pdf
Full LIAS Position Statement	The Learning in Afterschool Project is promoting five core learning principles that should define afterschool programs. This position statement articulates the underlying research that supports the 5 LIAS learning principles.	http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/lias_position_statement_final.pdf
VOICES FROM THE FIELD: Lessons and Take-Aways from 2020	Between the COVID-19 pandemic, school closures, police shootings and the calls for racial justice, 2020 was a very difficult year. We asked people from the afterschool community to share any lessons or take-aways they've gained from this crazy year.	https://drive.google.com/file/d/1wOMhmQk2A-0xWuhGQL7j6F1bg0MwtuKS/view?usp=sharing

Videos

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
(VIDEO) Beyond Expectations - The Power of High School Afterschool	This video of high school youth and leaders in the field explain the importance and power of afterschool programming and the role it has played in their lives. Created in conjunction with the youth of the YMCA of Greater Long Beach and Change Agent Productions, a youth-run multimedia program.	https://www.youtube.com/watch?v=RzGnc2XRQ98&feature=youtu.be
(VIDEO) Beyond Expectations - The Power of High School Afterschool	This video of high school youth and leaders in the field explain the importance and power of afterschool programming and the role it has played in their lives. Created in conjunction with the youth of the YMCA of Greater Long Beach and Change Agent Productions, a youth-run multimedia program.	https://www.youtube.com/watch?v=RzGnc2XRQ98&feature=youtu.be
(VIDEO) The Trailer for The History of Afterschool in America Documentary	This 2.5 minute trailer previews the History of Afterschool in America documentary (60- minutes).	https://youtu.be/732VWygEqFg
(VIDEO) The History of Afterschool in America Documentary	This documentary examines the history of afterschool programs in the United States, including the pre- conditions that resulted in an increased need for child supervision. This also looks at the demand that came with World War II and the influences that drove the expansion of afterschool programs to the present day. The film features interviews with 15 prominent afterschool leaders, historical imagery, and narration by Dr. Pedro Noguera.	https://www.youtube.com/watch?v=F15pPfiMWkw&feature=youtu.be
(VIDEO) Learning in Afterschool & Summer Project - How Kids Learn	This 14- minute video describes the 5 LIAS learning principles that are key to promoting young people's learning. It features interviews with national leaders including Dr. Pedro Noguera, Deborah Vandell, as well as, young people.	https://www.youtube.com/watch?v=gkg2Q11Y-5E

(VIDEO) OST Leaders Discussing the LIAS Principles	This 17- minute video features state and national out- of- school time (OST) leaders discussing the importance of the 5 LIAS learning principles. Leaders include Tom Torlakson, Pedro Noguera, and Michael Funk.	https://www.youtube.com/watch?v=M951rqJBW-8
(VIDEOS) How Kids Learn Conference Presentations	These are short (15-20 minute) videos capturing key presenters in the How Kids Learn Conferences that are listed on one of our You Tube channels.	https://www.youtube.com/user/HowkidsLearn/videos
(VIDEOS) What Afterschool Leaders Are Saying About the LIAS Learning Principles	These are short video interviews with national afterschool leaders regarding the LIAS Learning Principles. These are listed on one of our You Tube channels.	https://www.youtube.com/user/LearningInAS/videos?view_as=subscriber
(VIDEO SERIES) My Pal, Luke	<i>My Pal, Luke</i> is a series of digital hangouts for children 5-9. This series 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. It can be easily embedded in distance learning efforts or used with in- person programming.	https://www.youtube.com/channel/UCc-qZ0NMmIXiQu-OP81FrA/videos?pbjreload=102

Webinar Recordings

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
COVID-19 Era-Afterschool's Whole Child Approach	Speakers: Katie Brackenridge (Turnaround for Children) and Dr. Deborah Moroney (AIR). Participants will: <ul style="list-style-type: none"> • Explore the science of learning and development, and the practices that are most essential in this COVID-19 era. • Understand the urgency of engaging afterschool programs – which provide many of these essential practices – in supporting young people, ideally through authentic partnership with schools and school districts. • Strategize about the language and approach that best positions afterschool in this vital role. • Learn about movements across the country to leverage the assets of afterschool and summer programs. 	https://www.youtube.com/watch?v=A5KRb2DQ5Bw&t=1043s
Not Business as Usual: The Needs of Low-Income Youth of Color in the Era of COVID-19	Speaker: Dr. Pedro Noguera (USC). The COVID-19 pandemic has hit low-income communities of color particularly hard in terms of number of cases and deaths, negative impacts on youth due to school and program closures and poor internet access. As we consider how afterschool programs can best serve the needs of low-income youth of color, both during the Summer and Fall, we need to understand these dynamics. Dr. Pedro Noguera will share his thoughts on these issues.	https://www.youtube.com/watch?v=IrzZnvxMm08&t=15s

<p>“Check-In” with Youth Remotely? There’s an App for That</p>	<p>Speakers: Brandon Sportel and Ryan Sportel (HelloYello).</p> <p>The HelloYello App is for strengthening student/staff relationships. It is a web-based app that students use to "check-in" with their teachers to express their thoughts and feelings, and share their daily experiences. Teachers, educators, counselors, and afterschool staff can use HelloYello to understand all of their students from a "whole child" perspective, monitor their students' emotional wellness, and sustain trusting relationships.</p>	<p>https://www.youtube.com/watch?v=_MZMIqCZkEP0&t=16s</p>
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<p>Pause: Cultivate Grace for Yourself and Your Community</p>	<p>Speakers: Stacey Daraio (Temescal Associates) and Laurie Grossman (Inner Explorer).</p> <p>Grace is most easily found in the present moment. Journey with us to learn mindfulness practices that you can share with your community to live in the present. You will leave calmer than when you arrived and with resources to use and share.</p>	<p>https://www.youtube.com/watch?v=v67xKQpgalc&t=22s</p>
<p>Healing the Impact of Racial Injustice and Inequity: The Role of Afterschool</p>	<p>Speaker: Dr. Shawn Ginwright (SFSU, Flourish Agenda).</p> <p>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?</p>	<p>https://www.youtube.com/watch?v=_Kba4TwUrFpw&t=28s</p>
<p>The Art of Distance Learning in Afterschool</p>	<p>In this Speaker's Forum webinar (66 mins) Autrilla Gillis of ISANA Academies and EduCare Foundation staff share their distance learning models and discuss how they prepared/ supported staff, recruited participants and their lessons learned navigating this new model.</p>	<p>https://www.youtube.com/watch?v=_9oq4yR4Nn1I&t=150s</p>
<p>Heartset® Education: A Compassionate Model for Culture Change</p>	<p>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 is grounded in proven SEL practices. It is an experience of bringing the human connection inside our digital connection.</p>	<p>https://www.youtube.com/watch?v=_6g9oRA0cW74</p>
<p>Trauma Informed Practice in Afterschool in the Era of COVID-19</p>	<p>In this forum Eric Gurna (LA’s BEST) explores the definition of "trauma" and the kinds of practices and strategies we can use in our afterschool programs to address this. He also takes 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, also featuring Stu Semigran of EduCare Foundation.</p>	<p>https://www.youtube.com/watch?v=_M9VrsGzDw8Q</p>
<p>Unmasking Healthy Relationships: Showing Up as Your Authentic Self</p>	<p>This session, led by Ashanti Branch (Ever Forward Club) 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</p>	<p>https://www.youtube.com/watch?v=_2eL_5V0Wa4A</p>

	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.	
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Helping Youth Thrive When They Return to Afterschool Programs Post COVID	As schools prepare to re-open, afterschool program staff need to consider the experiences of youth who have been away from school and their friends due to the COVID-19 pandemic. We know these vary greatly depending on family income and racial/ethnic background. What are young people's needs? What should we, as afterschool staff, do to help youth thrive when they return to afterschool programs post COVID? How might we build back school and program culture and a sense of "family" spirit and connection in our afterschool programs?	https://youtu.be/yGknKI5W24w
Summer Programming: A Gateway for Youth Returning to School	<p>Young people are just now returning to school, in a face- to- face or hybrid model after a full year of isolation. This Fall youth are likely returning to school full time.</p> <p>Summer programs will be an important gateway to returning to school and healing from a year of isolation. How should we be thinking about our gateway summer youth programs? What do youth need from their summer program experiences? How will this year's summer programming differ from past years?</p> <p>This Speaker's Forum/ webinar discussion is moderated by Ayala Goldstein (Director of Programs, California School- Age Consortium). She is joined by Aaron Dworkin (CEO of National Summer Learning Association), Atrilla Gillis (Director of Expanded Learning, ISANA Academies), Rebecca Fabiano (President & Founder, FAB Youth Philly) and Selekha Ramos (Mighty Writers) who share their thoughts and respond to questions.</p>	https://www.youtube.com/watch?v=-MbnG6hGsfAk
COVID-19 and Young People's Mental Health: How Afterschool Staff Can Help	<p>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 kinds of stressors translate into behavior.</p> <p>What should afterschool program leaders be thinking about with the return of their youth? What behaviors should they expect and how best should they respond? When should certain behaviors raise concern, and possibly call for a discussion with supervisors, parents, or referral to mental health professionals?</p> <p>Sheri Glucoft Wong, LCSW is a family therapist, and a nationally known parent educator and school consultant. In addition to her clinical practice, Ms. Wong provides consultation and training to teachers, afterschool staff, playground supervisors and school administrators, as well as to a wide range of other professionals who work with children and their families, including pediatricians, family medicine practitioners and counselors.</p>	https://www.youtube.com/watch?v=G9oUE0DGGCs

<p>Youth Civic Engagement and Activism in Afterschool</p>	<p>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.”</p> <p>The purpose of this webinar, hosted by Ren Daraio (Temescal Associates), is to inform and encourage expanded learning leaders on how best to offer youth opportunities to be civically engaged. Civic engagement strategies are participatory strategies. It is our intention to capture and share valuable and intriguing ideas.</p> <p>Speakers include representatives from: The Changeist, Bay Area Community Resources, RYSE Youth Center and Flourish Agenda.</p>	<p>https://www.youtube.com/watch?v=eTb9y_cGhk</p>
<p>Engaging Youth as Workers in Afterschool</p>	<p>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.</p> <p>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 is more relevant to other youth participants. Afterschool programs can also offer work roles providing administrative support to the afterschool program. These roles include marketing, guiding tours, assisting with recruitment and outreach, taking attendance, and data entry.</p> <p>The purpose of this webinar is to inform and encourage afterschool programs to offer youth opportunities to serve as workers within these programs. It is our intention to capture and share valuable and intriguing ideas and information to help programs enlist youth as workers.</p> <p>Hosted by Rebecca Fabiano (FAB Youth Philly), 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).</p>	<p>Coming Soon!</p>

<p>Afterschool as a Teacher Pathway</p>	<p>Our national teacher shortage predated COVID-19, however there is growing evidence that suggests that the shortage of educators will grow in coming years due to the pandemic. We also know that families of color were disproportionately affected by COVID-19 which will only exacerbate the shortage of teachers of color. Afterschool/ out of school time (OST) programs can be part of the solution. There are many reasons to think about OST as a teacher pathway. The first is that the knowledge and skills that OST workers gain is very similar to those required of teachers. Another reason is that many OST workers are people of color and bring a unique understanding of the communities that their young people reside in. Have afterschool leaders explored this option or pathway with their staff?</p> <p>The purpose of this webinar is to inform and encourage OST leaders on how best to develop/join and promote an afterschool to teacher pathway. It is our intention to capture and share valuable and intriguing ideas from educational and OST leaders.</p> <p>Hosted by Ren Daraio our panelists include: TBD</p>	
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Program Tools

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
<p>Youth Development Guide 2.0: Engaging Young People</p>	<p>This guide is designed to offer an introduction to youth development principles and practices to the diverse group of people involved in creating and implementing afterschool programs—program directors, school administrators, teachers, staff, volunteers, community partners, and others.</p>	<p>https://www.dropbox.com/s/nrj6qyv7adzgd3/YD%20GUIDE%202.0%20Final.pdf?dl=0</p>

<p>Youth Work Fundamentals: Building A Positive Program Climate</p>	<p>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. It is felt. 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.</p>	<p>https://e1360-365.weebly.com/uploads/1/1/0/6/110631901/youth_work_fundamentals_-_building_a_positive_program_climate.pdf</p>
<p>Youth Work Fundamentals: Relationship Building Between Adults and Youth</p>	<p>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: relationship building between adults and youth.</p>	<p>https://e1360-365.weebly.com/uploads/1/1/0/6/110631901/relationship_building_between_adults_and_youth_-_reduced.pdf</p>
<p>Youth Work Fundamentals: Facilitation</p>	<p>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.</p>	<p>https://e1360-365.weebly.com/uploads/1/1/0/6/110631901/facilitation_-_reduced.pdf</p>
<p>Youth Work Fundamentals: A Facilitation Case Study</p>	<p>We offer a brief facilitation case study regarding a request to assist a school in developing a conflict resolution program. Stacey Daraio facilitated meetings with classroom teachers and youth. We hope that this case study illustrates some of the</p>	<p>https://e1360-365.weebly.com/uploads/1/1/0/6/110631901/a_facilitation_case_study.pdf</p>

	facilitation practices discussed in <i>Youth Work Fundamentals: Facilitation, A Briefing Paper for Afterschool Professionals</i> .	
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The Virtual Vacation Leader's Guide	This guide 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 in affordable housing settings for the NHP Foundation. Temescal also offers training on its use.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/virtual_vacation_leaders_guide_sample.pdf
LIAS Self-Assessment Tool	This program tool provides an observation rubric and self-assessment on how well a program is promoting the 5 Learning in Afterschool & Summer learning principles.	http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/lias_observation_rubric.pdf
Putting It All Together: Steps for Integrating Social-Emotional and Character Skills	All children and youth need social-emotional and character skills in order to thrive in school, work, and life. (By “skills”, we are referring to actual skills as well as attitudes and beliefs.) A broad body of research substantiates that academic ability works in tandem with social-emotional and character skills. This document suggests a number of intentional steps to promote these skills in expanded learning programs. It is important to note that promoting these skills is an important part of promoting a quality program.	http://e1360-365.weebly.com/uploads/1/1/0/6/110631901/putting-it-all-together.pdf
Mindfulness in Afterschool	This 16-session curriculum is designed to accompany the <i>Mindfulness in Afterschool</i> training offered by Temescal Associates. These mindfulness sessions (20-25 minutes) have helped young people better pay attention in the classroom, control their impulses and anger, reduce their stress levels, and create a healthier school community.	https://e1360-365.weebly.com/uploads/1/1/0/6/110631901/[reduced]_mindfulness_in_afterschool_curriculum.pdf

<p>Multiple Reflections: Comparison of Frameworks for Promoting Youth Learning and Healthy Development</p>	<p>The purpose of this paper is to compare recent 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.</p>	<p>http://www.temescalassociates.com/uploads/1/1/0/6/110631901/framework_crosswalk.pdf</p>
<p>Youth Civic Engagement and Activism in Expanded Learning Programs</p>	<p>The purpose of this paper is to inform and encourage expanded learning programs to offer youth opportunities to be civically engaged. Civic engagement strategies are participatory strategies and contribute to the positive development of youth and our democracy. There are already 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. Start today infusing civic engagement and activism in your afterschool curriculum and settings.</p>	<p>http://www.temescalassociates.com/uploads/1/1/0/6/110631901/promoting_civic_engagement_3.pdf</p>
<p>Engaging Youth as Workers in Afterschool Programs</p>	<p>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 build workforce and career skills, offers important leadership roles and opportunities for service, creates career pathways to professions such as teaching and social work, and ensures the program is more relevant to other youth.</p> <p>The purpose of this paper is to inform and encourage expanded learning programs to engage youth as workers in these programs.</p>	<p>http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-engaging_youth_as_workers_in_afterschool_programs.pdf</p>
<p>Afterschool as a Teacher Pathway</p>	<p>Our national teacher shortage predated COVID-19, however there is growing evidence that suggests that the shortage of educators will grow in coming years due to the pandemic. We also know that families of color were disproportionately affected by COVID-19. This will only exacerbate the shortage of teachers of color. Afterschool/ out of school time (OST)/ expanded learning programs (ELP) can be part of the solution. There are many reasons to think about OST as a teacher pathway.</p> <p>The purpose of this paper is to inform and encourage expanded learning programs to develop afterschool to teacher pathways.</p>	<p>http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-afterschool_as_a_teacher_pathway.pdf</p>

Literature Reviews/Briefing Papers

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
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.	http://e1360-365.weebly.com/uploads/1/1/0/6/110631901/literature-review-on-character-education.pdf
Engaging Youth as Workers Within High School Afterschool Programs: A Briefing Paper	The purpose of this paper 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.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/eengaging_youth.pdf
Growth Mindsets: A Literature Review	In this document, we will discuss what the difference is between a fixed mindset and a growth mindset and how that affects one's ability to learn and ultimately succeed.	http://e1360-365.weebly.com/uploads/1/1/0/6/110631901/growth-mindsets-lit-review.pdf
School Climate: A Literature Review	For many years, educators have recognized the importance of school climate. However, it was not until the 1950s that educators and researchers began to study school climate and create assessment tools to help assist schools in achieving positive school climate.	http://e1360-365.weebly.com/uploads/1/1/0/6/110631901/school-climate.pdf

Afterschool Practices Studies

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
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.	https://e1360-365.weebly.com/uploads/1/1/0/6/110631901/promoting_sel_and_character_skills_in_expanded_learning_programs_-_reduced.pdf
Summer Programs That Reflect the Learning in Afterschool & Summer Learning Principles	This paper reviews the LIAS principles, the importance of summer learning and how these learning principles are being applied in summer youth programs.	https://drive.google.com/file/d/1W6KaAOfiEzbCs3azKBALiI9ae2NEa4Oz/view
Afterschool Programs That Reflect the Learning in Afterschool & Summer Learning Principles	The purpose of this paper is to describe the practices of actual afterschool programs that exemplify the learning principles promoted by the Learning in Afterschool & Summer project (LIAS). We also offer some background and a full description of the Learning in Afterschool & Summer project and its five learning principles that should define quality afterschool programming.	http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/afterschool_programs_that_reflect_the_lias_principles_with_program_profiles_copy.pdf

Settings for Afterschool Programs

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
I Feel Like I'm Somebody: Older Youth and High School Afterschool Programs in a Rural California Town	This paper profiles one rural community in California and the PHOENIX program, which provides school-based services to high school age youth.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/ruralarticle.pdf
Going the Extra Mile: Afterschool in Continuation High School Settings	This article focuses on the potential of afterschool programs to serve the multiple needs of older youth in California continuation high school settings. We begin by offering an overview of continuation high schools in California. We next provide a description of afterschool programs currently operating using the 21st CLC funds.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/fullarticlegoingtheextramilelong.pdf
After School and Beyond: A Profile of Hope Through Housing Foundation's Youth Development Program	Hope Through Housing Foundation (HOPE) was established in 1998 to further the mission of community revitalization envisioned by its partner organization, National Community Renaissance (National CORE), a national nonprofit developer of affordable housing.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/afterschoolandbeyondaprofileofhthfyouthdevelopmentprogram.pdf
Afterschool Programs in Affordable Housing Communities	A Growing number of families with school age children reside in affordable housing settings. Many of these intentional communities have access to afterschool programs provided by resident service organizations. Housing-based afterschool programs for children and youth represent the third place for afterschool programs, following those that are operated within public schools and the community.	https://temescalassociates.weebly.com/uploads/1/1/0/6/110631901/afterschoolprogramsinaffordablehousing.pdf

Journal Editor/Books and Book Chapters

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
Preparing Youth for The Crossing from Adolescence to Early Adulthood	Sam Piha served as co-editor and chapter author for this issue (#111) of <i>The New Directions for Youth Development Journal</i> .	http://www.youthpolicy.org/journals/new-directions-for-youth-development/
Youth Development and After-School Time: A Tale of Many Cities	Sam Piha contributed a chapter entitled, "Building the San Francisco Beacons," which was published in issue (#94) of <i>The New Directions for Youth Development Journal</i> .	http://www.youthpolicy.org/journals/new-directions-for-youth-development/
Digital Badges in Education: Trends, Issues and Cases	Sam Piha contributed a chapter entitled, "Afterschool and Digital Badges: Recognizing Learning Where it Happens," which was published by Routledge.	https://www.amazon.com/Digital-Badges-Education-Trends-Issues-ebook/dp/B01DBY44LW
A Guide to Developing Exemplary Practices in Afterschool Programs	Sam Piha served as co-author alongside Dr. Andi Fletcher for this book.	https://afterschoolsolutions.charityfinders.com/documents/GuideFlyerOrderForm.pdf
Expanding Minds and Opportunities	Sam Piha contributed a chapter on high school afterschool to this important book edited by Terry Peterson.	https://www.expandinglearning.org/expandingminds/author/terry-k-peterson

Blog Posts

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
Learning in Afterschool & Summer	Over the years, our LIAS blog posts have focused on cutting edge ideas and issues. We also feature interviews with state and national afterschool leaders. To date, we have posted over 350 posts and attracted nearly 500,000 views.	http://blog.learninginafterschool.org/
Expanded Learning 360/ 365	Over the years, our 360/365 blog posts have focused on cutting edge ideas and issues. We also feature interviews with state and national afterschool leaders. To date, we have posted over 100 posts.	http://www.expandedlearning360-365.com/blog