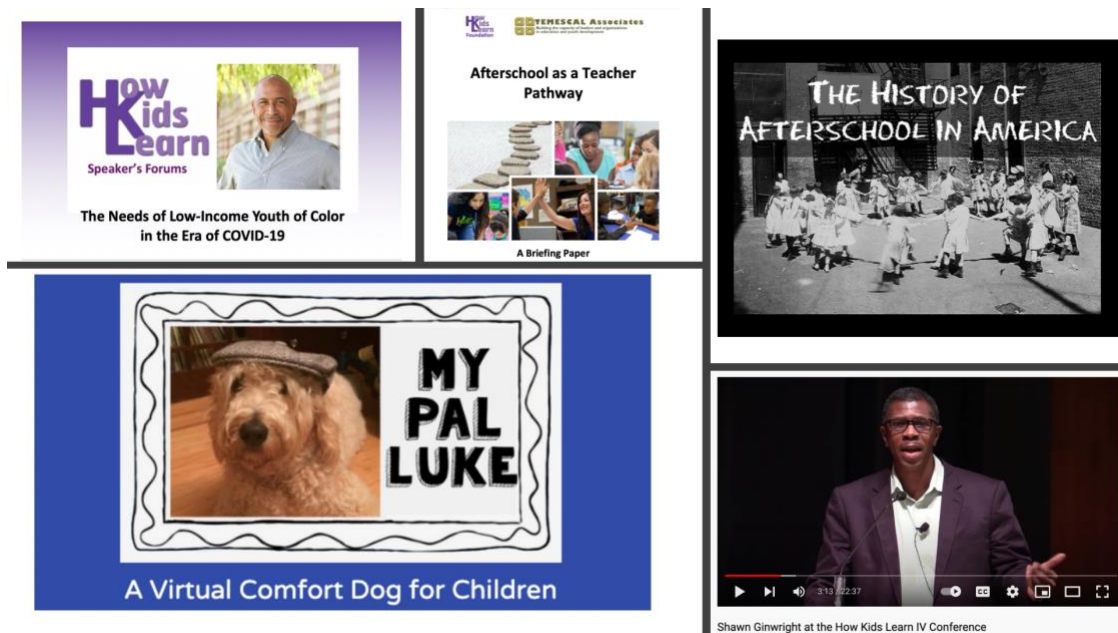


# A Catalogue of Professional Development Resources (Written and Video)



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

(Updated November 9, 2023)

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# 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
<b>The ASSETS Learning Lab Project: A Look at the First Year</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/learning_lab_article_final_draft_intout.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/learning_lab_article_final_draft_intout.pdf</a>
<b>The Beacon Young Adolescent Initiative: Strategies to Increase Participation</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/bya_article_1st_draft.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/bya_article_1st_draft.pdf</a>
<b>Holding Afterschool Programs Accountable</b>	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.	<a href="http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/holding_ca_afterschool_programs_accountable.pdf">http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/holding_ca_afterschool_programs_accountable.pdf</a>
<b>Getting the Most from Afterschool: The Role of Afterschool Programs in a High-Stakes Learning Environment</b>	This paper offers a review of the unique opportunities offered by afterschool programs that includes but goes well beyond providing academic supports.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/getting_the_most.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/getting_the_most.pdf</a>
<b>Windows on Learning: What Afterschool and Educational Leaders are Saying About LIAS</b>	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.	<a href="http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/windows_on_learning.pdf">http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/windows_on_learning.pdf</a>
<b>Glossary for Afterschool and Summer Program Terms</b>	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.	<a href="http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/042213_updated_glossary_for_afterschool_and_summer_program_terms.pdf">http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/042213_updated_glossary_for_afterschool_and_summer_program_terms.pdf</a>
<b>A Crosswalk: LIAS Learning Principles and Afterschool Quality Measurement Tools</b>	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.	<a href="http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/a_crosswalk_between_the_learning_in_afterschool_learning_principles_and_ypqa_copy.pdf">http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/a_crosswalk_between_the_learning_in_afterschool_learning_principles_and_ypqa_copy.pdf</a>
<b>Full LIAS Position Statement</b>	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.	<a href="http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/lia_position_statement_final.pdf">http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/lia_position_statement_final.pdf</a>

<b>VOICES FROM THE FIELD: Lessons and Take-Aways from 2020</b>	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.	<a href="https://drive.google.com/file/d/1wOMhmQk2A-0xWuhGQL7j6F1bg0MwtuKS/view?usp=sharing">https://drive.google.com/file/d/1wOMhmQk2A-0xWuhGQL7j6F1bg0MwtuKS/view?usp=sharing</a>
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## Videos

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
<b>(VIDEO) Beyond Expectations - The Power of High School Afterschool</b>	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.	<a href="https://www.youtube.com/watch?v=-RzGnc2XRO98&amp;feature=youtu.be">https://www.youtube.com/watch?v=-RzGnc2XRO98&amp;feature=youtu.be</a>
<b>(VIDEO) The Trailer for The History of Afterschool in America Documentary</b>	This 2.5 minute trailer previews the History of Afterschool in America documentary (60- minutes).	<a href="https://youtu.be/732VWygEqFg">https://youtu.be/732VWygEqFg</a>
<b>(VIDEO) The History of Afterschool in America Documentary</b>	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.	<a href="https://www.youtube.com/watch?v=F15pPfiMWkw&amp;feature=youtu.be">https://www.youtube.com/watch?v=F15pPfiMWkw&amp;feature=youtu.be</a>
<b>(VIDEO) Learning in Afterschool &amp; Summer Project - How Kids Learn</b>	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.	<a href="https://www.youtube.com/watch?v=gkg2Q11Y-5E">https://www.youtube.com/watch?v=gkg2Q11Y-5E</a>
<b>(VIDEO) OST Leaders Discussing the LIAS Principles</b>	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.	<a href="https://www.youtube.com/watch?v=M951rqJBW-8">https://www.youtube.com/watch?v=M951rqJBW-8</a>
<b>(VIDEOS) How Kids Learn Conference Presentations</b>	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.	<a href="https://www.youtube.com/user/HowkidsLearn/videos">https://www.youtube.com/user/HowkidsLearn/videos</a>
<b>(VIDEOS) What Afterschool Leaders Are Saying About the LIAS Learning Principles</b>	These are short video interviews with national afterschool leaders regarding the LIAS Learning Principles. These are listed on one of our You Tube channels.	<a href="https://www.youtube.com/user/LearningInAS/videos?view_as=subscriber">https://www.youtube.com/user/LearningInAS/videos?view_as=subscriber</a>
<b>(VIDEO SERIES) My Pal, Luke</b>	<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.	<a href="https://www.youtube.com/channel/UCc-qZ0MNMm1XiQu-OP81FrA/videos?pbjreload=102">https://www.youtube.com/channel/UCc-qZ0MNMm1XiQu-OP81FrA/videos?pbjreload=102</a>

## Webinar Recordings

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
<b>COVID-19 Era- Afterschool's Whole Child Approach</b>	<p>Speakers: Katie Brackenridge (Turnaround for Children) and Dr. Deborah Moroney (AIR). Participants will:</p> <ul style="list-style-type: none"> <li>• Explore the science of learning and development, and the practices that are most essential in this COVID-19 era.</li> <li>• 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.</li> <li>• Strategize about the language and approach that best positions afterschool in this vital role.</li> <li>• Learn about movements across the country to leverage the assets of afterschool and summer programs.</li> </ul>	<a href="https://www.youtube.com/watch?v=A5KRb2DQ5Bw&amp;t=1043s">https://www.youtube.com/watch?v=A5KRb2DQ5Bw&amp;t=1043s</a>
<b>Not Business as Usual: The Needs of Low-Income Youth of Color in the Era of COVID-19</b>	<p>Speaker: Dr. Pedro Noguera (USC).</p> <p>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.</p>	<a href="https://www.youtube.com/watch?v=IrzZnvxMm08&amp;t=15s">https://www.youtube.com/watch?v=IrzZnvxMm08&amp;t=15s</a>
<b>“Check-In” with Youth Remotely? There’s an App for That</b>	<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>	<a href="https://www.youtube.com/watch?v=MZMIqCZkEP0&amp;t=16s">https://www.youtube.com/watch?v=MZMIqCZkEP0&amp;t=16s</a>
<b>Pause: Cultivate Grace for Yourself and Your Community</b>	<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>Speakers: Stacey Daraio (Temescal Associates) and Laurie Grossman (Inner Explorer).</p>	<a href="https://www.youtube.com/watch?v=v67xKQpalc&amp;t=22s">https://www.youtube.com/watch?v=v67xKQpalc&amp;t=22s</a>
<b>Healing the Impact of Racial Injustice and Inequity: The Role of Afterschool</b>	<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>	<a href="https://www.youtube.com/watch?v=Kba4TwUrFpw&amp;t=28s">https://www.youtube.com/watch?v=Kba4TwUrFpw&amp;t=28s</a>

<b>The Art of Distance Learning in Afterschool</b>	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.	<a href="https://www.youtube.com/watch?v=9oq4yR4Nn1I&amp;t=150s">https://www.youtube.com/watch?v=9oq4yR4Nn1I&amp;t=150s</a>
<b>Heartset® Education: A Compassionate Model for Culture Change</b>	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.	<a href="https://www.youtube.com/watch?v=6g9oRA0cW74">https://www.youtube.com/watch?v=6g9oRA0cW74</a>
<b>Trauma Informed Practice in Afterschool in the Era of COVID-19</b>	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.	<a href="https://www.youtube.com/watch?v=M9VrsGzDw8Q">https://www.youtube.com/watch?v=M9VrsGzDw8Q</a>
<b>Unmasking Healthy Relationships: Showing Up as Your Authentic Self</b>	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 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.	<a href="https://www.youtube.com/watch?v=2eL_5V0Wa4A">https://www.youtube.com/watch?v=2eL_5V0Wa4A</a>
<b>Helping Youth Thrive When They Return to Afterschool Programs Post COVID</b>	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?	<a href="https://youtu.be/yGknKI5W24w">https://youtu.be/yGknKI5W24w</a>
<b>Summer Programming: A Gateway for Youth Returning to School</b>	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?  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), Autrilla 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.	<a href="https://www.youtube.com/watch?v=MbnG6hGsfAk">https://www.youtube.com/watch?v=MbnG6hGsfAk</a>



<b>COVID-19 and Young People's Mental Health: How Afterschool Staff Can Help</b>	<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>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>	<a href="https://www.youtube.com/watch?v=G9oUE0DGGCs">https://www.youtube.com/watch?v=G9oUE0DGGCs</a>
<b>Youth Civic Engagement and Activism in Afterschool</b>	<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>	<a href="https://www.youtube.com/watch?v=eTb9y_cGhk">https://www.youtube.com/watch?v=eTb9y_cGhk</a>
<b>Engaging Youth as Workers in Afterschool</b>	<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>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 &amp; 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>	<a href="https://youtu.be/LTDbxUwPHo">https://youtu.be/LTDbxUwPHo</a>

<b>Afterschool as a Teacher Pathway</b>	<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.</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: Aleah Rosario (PCY), Eric Gurna (LA's BEST), Soo-Hyun Han Harris (OUSD), and Darielle Vigay (Life Academy).</p>	<a href="https://youtu.be/Ct95g7qPaAY">https://youtu.be/Ct95g7qPaAY</a>
<b>Afterschool Programs: Important Spaces for Emotional Learning of Teens</b>	<p>In this webinar, 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 of 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.</p> <p>Hosted by Ren Daraio. Panelists include: Bill Fennessy (CalSAC), Ashanti Branch (Ever Forward Club) and Amal Aziz (Girls Leadership).</p>	<a href="https://youtu.be/k2GWGWMUIos">https://youtu.be/k2GWGWMUIos</a>
<b>Responding to the Afterschool Worker Shortage</b>	<p>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.</p> <p>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.</p> <p>Hosted by Ren Daraio and James Hall (Lassen COE), Michael Funk (CDE), Jodi Grant (Afterschool Alliance), Aleah Rosario (PCY), Nhi Chau (East Bay Asian Youth Center), and Meg Blinkiewicz (Kalamazoo Youth Development Network).</p>	<a href="https://youtu.be/YHhOwZxWm20">https://youtu.be/YHhOwZxWm20</a>
<b>Heartset® for Self-Care and Resiliency</b>	<p>The How Kids Learn Speaker's Forum, Heartset® for Self-Care and Resiliency 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 &amp; 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.</p> <p>Presented by: Stu Semigran, Margalit Ward and Armando Diaz from the EduCare Foundation.</p>	<a href="https://youtu.be/cp3Qcpsyr7E">https://youtu.be/cp3Qcpsyr7E</a>



<b>Responding to Grief and Loss in Afterschool Programs</b>	<p>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.</p> <p>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.</p> <p>Hosted by Ren Daraio. Panelists include: Brittany Collins (Grief Responsive Teaching), Sam Intrator (Smith College), Reggie Jones (Bryn Mawr College) and Sharim Hannegan-Martinez (University of Kentucky).</p>	<a href="https://youtu.be/hfUxAO58Mgs">https://youtu.be/hfUxAO58Mgs</a>
<b>Meaningful Writing in Afterschool: Poetry, Spoken Word and Journaling</b>	<p>Providing opportunities for youth to reflect on and express their thoughts and feelings are critical strategies for any afterschool program. These opportunities are essential to promoting youth voice, healthy youth development, social emotional skills and resiliency, especially for those who have experienced trauma.</p> <p>The integration of writing is a very powerful way to do this. Strategies and activities include poetry, spoken word and journaling. This Speaker's Forum will focus on the above strategies.</p> <p>Presenters include: PETER KAHN is a former Chicago social worker, and has been an English teacher since 1994 and a Spoken Word Educator since 2003 at Oak Park River Forest High School. DANIEL B. SUMMERHILL is Assistant Professor of Poetry/Social Action and Composition Studies at California State University - Monterey Bay. NOELLE AIISA BERRY artistically known as “Aiisa la Mala”, is a 2011 Alum from Oak Park and River Forest High school. During her high school career Noelle performed in 8 of the 12 spoken word showcases and was captain of 6 of those 8.</p> <p>Hosted by REN DARAIO, co-director at Temescal Associates.</p>	<a href="https://youtu.be/d2OKoXFrji4">https://youtu.be/d2OKoXFrji4</a>
<b>Preparing Youth in Afterschool for the Workforce and Building Your Own Youth Worker Pipeline</b>	<p>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.</p> <p>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.</p>	<a href="https://youtu.be/vc1mlao7pIE">https://youtu.be/vc1mlao7pIE</a>

<b>Education Culture Wars and Maintaining Bipartisan Support for Afterschool</b>	<p>Over the past 30 years the afterschool movement has enjoyed public support and the support of elected leaders from both sides of the aisle, at the local, state and federal levels. However, this is being threatened by a political climate that is plagued by polarization, misinformation and the rise of education culture wars. The core values of many afterschool programs are being scrutinized including issues concerning equity, mindfulness, identity (racial and LGBTQ+), growth mindsets and social emotional learning (SEL). This webinar will review afterschool's bipartisan history, the rise of today's education culture wars, and ways that afterschool programs can avoid entanglement in these controversies.</p> <p>Speakers include: Dr. Terry Peterson (Afterschool Alliance), Melissa Schlinger (CASEL), Michael Funk (CDE), Bridget Laird (WINGS for Kids) and hosted by Dr. Femi Vance (AIR).</p>	<a href="https://youtu.be/FBhMW-Nfl-U">https://youtu.be/FBhMW-Nfl-U</a>
<b>The Sounds of Learning: The Importance of Music in Afterschool</b>	<p>We know from personal experience and research that music and music making is important to young people and their development. We also know that it is a great way to engage young people and excite them about learning- something that is more important than ever, post COVID. Afterschool programs are perfectly positioned to do this with great effectiveness.</p> <p>This webinar features innovative afterschool practitioners who excel at incorporating music in their programs (teaching how to play an instrument, DJ skills, making beats, music writing and recording, etc.). We will also feature researchers who have examined the importance of music and music making in the lives of young people. Participants will have an opportunity to ask our speakers questions, discuss ways to get started and share what they have created in their afterschool programs</p> <p>Speakers include: Les Peters (LBYMCA/ Youth Institute), Jon Bernson (BACR/ SNBC), Patricia Shehan Campbell (UW) and Youth Institute Alumni, Kevin Peraza. Hosted by Ren Daraio (Temescal Associates).</p>	<a href="https://youtu.be/eWprO-gQl9k">https://youtu.be/eWprO-gQl9k</a>
<b>How Afterschool Programs Can Respond to the Youth Mental Health Crisis</b>	<p>Since the return of young people to school and afterschool programs after the COVID shutdowns, there have been major concerns raised by educators and youth workers regarding youth mental health.</p> <p>This webinar offers a deep dive into the issue of youth mental health (stress, trauma, anxiety and depression) and how best to respond to this in afterschool programs. This webinar features developmental psychologist, Dr. Gil Noam, Associate Professor at Harvard Medical School and founder of Partnerships in Education and Resilience (PEAR). Dr. Noam discusses how these issues manifest, who we should involve if we have concerns, and what strategies we can use in afterschool to help alleviate these issues.</p>	<a href="https://youtu.be/OKJjWYtu730">https://youtu.be/OKJjWYtu730</a>

<b>Managing Challenging Behavior in Afterschool</b>	<p>Since the return of young people to school and afterschool programs after the COVID shutdowns, a major concern of educators and youth workers has been challenging youth behavior. This webinar focuses on managing challenging behavior, supporting kids who struggle, finding your footing (spot) when the behavior of certain kids (or parents!) pushes your buttons. Our featured presenter is family therapist, school consultant and parenting expert, Sheri Glucoft Wong, LCSW. We also hear from a panel of afterschool leaders, Autrilla Gillis (ISANA Academies) and Ludecea Nunis, MSW, ASW (YMCA Urban Services Bureau), and open up the rest of the time for comments and questions of the registrants.</p>	<a href="https://youtu.be/HFFgHybh-sQ">https://youtu.be/HFFgHybh-sQ</a>
<b>Promoting Kindness in Afterschool Programs</b>	<p>It seems we live in a time in which meanness is in vogue, whether it's social media, schoolyard or cyber bullying, political discourse or threats of political violence. But we can promote kindness and kind acts in afterschool.</p> <p>This interactive webinar focuses on strategies of how we can promote kindness in our afterschool programs. Our featured presenter is Stu Semigran, Co- Founder and President of The EduCare Foundation. He just authored a book entitled, <i>Heartset Education: A Way of Living and Learning</i>. Following his presentation, registrants share their strategies and ask questions.</p>	<a href="https://youtu.be/cxCa30iFUfk">https://youtu.be/cxCa30iFUfk</a>
<b>Staying Calm When Your Kids Are Not</b>	<p>Do your children or students trigger you? Do you match anger with more anger? Or do you want to hide from conflict? When we face certain situations, our bodies react with fight/flight reactions. You CAN interrupt these reactions and replace them with productive responses. You can hold calm power, both inside and out.</p> <p>This webinar dives into the habits, tools, and techniques that help both you and your kiddos stay regulated. It covers:</p> <ul style="list-style-type: none"> <li>• Your reactivity profile</li> <li>• Closing the stress cycle,</li> <li>• Regulation techniques for kids and grown-ups,</li> <li>• Mindfulness for the fidgety,</li> <li>• Personal wellness plans,</li> <li>• What to do when the sh*t hits the fan.</li> </ul>	<a href="https://youtu.be/VxdJQu8RdxE">https://youtu.be/VxdJQu8RdxE</a>
<b>Youth-Led Efforts to Improve Mental Health</b>	<p>The concerns of youth declining mental health are not new. Nor is the shortage of mental health professional in our schools and communities. Both were issues before the pandemic and as a result of the pandemic these issues are of greater concern and youth want to be part of the solution. There are several reasons why involving youth is a good idea: there is a shortage of adult helpers, youth are very effective as youth are more comfortable speaking with a peer, youth can handle the responsibility of serving as a peer-to-peer helper, and there are many benefits accrued by youth helpers when engaging in this type of work.</p> <p>This webinar features youth leaders who have worked to improve youth mental health and are associated with Simply Wholehearted, Hope Squad and YouthLine (providing peer-to-peer mental health support). We hear their perspectives on the importance of engaging youth in mental health initiatives. Our speakers share their programs they are involved with, direct participants to resources, and answer any questions.</p>	<a href="https://youtu.be/ikcpEPFByKw">https://youtu.be/ikcpEPFByKw</a>

<b>Nurturing Creativity and Social Emotional Learning Through Play</b>	<p>Play comes natural to kids and to out-of-school time educators! Research across youth development and education fields have identified principles that define playful learning and the positive youth outcomes that can come from intentional play. In this webinar, featuring Dr. Carol Tang, Executive Director of San Francisco's Children's Creativity Museum, we explore this topic and learn about free resources you can use to incorporate high-quality playful learning opportunities into your programs and how to advocate for more play in the lives of children.</p>	<a href="https://youtu.be/-s1N7MiOH2Y">https://youtu.be/-s1N7MiOH2Y</a>
<b>Employing Youth and Workforce Development in Afterschool- A Virtual Visit with Fab Youth Philly</b>	<p><b>VIRTUAL VISITS</b> are designed to bring together afterschool workers and innovative practitioners to focus on one topic. These online visits provide a look into an exemplar program without the research, costs, logistics and planning of an actual site visit.</p> <p>This <i>Virtual Visit</i> will feature a meeting with Rebecca Fabiano, Founder and ED of FAB Youth Philly and it will focus on employing youth and offering workforce development opportunities in afterschool. Rebecca will detail their multi-prong approach including work permits for teens, Play Captain Initiative, Safety Captain Initiative, Little Library Stewards, Youth Advisory Board and Lifeguard Certification Training. She will also share their efforts to promote financial literacy. Bill Fennessy is a Program Specialist for the California AfterSchool Network (CAN) with a focus on equity, quality and workforce development and responds to Rebecca's presentation.</p>	<a href="https://youtu.be/URpUUCxF1RY?si=UcrAho2bq4PKrP8-">https://youtu.be/URpUUCxF1RY?si=UcrAho2bq4PKrP8-</a>
<b>Promoting Financial Literacy for Youth in Afterschool Programs</b>	<p>Financial well-being is a growing problem for today's youth. We know from research that young people who are financially literate make much better decisions regarding their future finances. However, most young people, especially youth of color, lack access to financial literacy information. This is referred to as America's financial literacy gap. Afterschool programs are especially well positioned to address the need for financial literacy.</p> <p>They have the kids- nationally, 10.2 million young people participate in afterschool programs.</p> <p>This webinar features afterschool practitioners who have successfully integrated financial literacy in their programs. It also features financial literacy experts on why financial literacy is important for youth, available curriculum and materials, and how to get started offering financial literacy in your afterschool program.</p>	<a href="https://youtu.be/wQfMXwWxE-w?si=65oBL2N9BzoDIMpg">https://youtu.be/wQfMXwWxE-w?si=65oBL2N9BzoDIMpg</a>
<b>Restorative Justice Practices in Afterschool Programs</b>	<p>Restorative justice can be a valuable and effective approach in afterschool youth programs for addressing conflicts and behavioral issues among young participants. By incorporating restorative justice principles into these programs, facilitators and staff can create a supportive and inclusive environment that encourages positive behavior, builds stronger relationships, and fosters personal growth.</p> <p>This webinar features afterschool practitioners who have successfully integrated restorative justice practices into their programs. It also features restorative justice experts on why it is important for youth, available curriculum and materials, and how to get started using restorative justice practices in your afterschool program.</p>	<a href="https://youtu.be/d7bCWfx8mvI?si=AOQrrJ41g3-BgMjU">https://youtu.be/d7bCWfx8mvI?si=AOQrrJ41g3-BgMjU</a>

<b>Rural Afterschool Programs: Meeting the Challenge</b>	<p>In rural communities, afterschool and summer programs are nothing short of treasures. These programs go beyond mere convenience; they're invaluable resources that adapt their offerings to fit the unique needs of local children and families.</p> <p>However, the path these programs tread isn't without hurdles. They confront distinct challenges that set them apart from their urban counterparts. The most striking contrast lies in the fact that in less populated rural areas, there are often no other organizations to turn to for assistance. Despite these obstacles, these programs continue to thrive, serving as beacons of hope in the communities they support.</p>	<a href="https://youtu.be/pNv06_vhjnU?si=P7kLfAjQM65GDES1">https://youtu.be/pNv06_vhjnU?si=P7kLfAjQM65GDES1</a>
<b>How Afterschool Can Reduce Absenteeism in Schools</b>	<p>We know that school attendance is key to student success. Students who attend school regularly are more likely to master academic content, get good grades, feel connected to their community, develop healthy habits, and ultimately graduate from high school.</p> <p>The COVID pandemic resulted in a spike in school absenteeism. Before the pandemic, about 8 million U.S. students were considered chronically absent, according to the research group Attendance Works. This increased to nearly 14.7 million by Spring 2022. This webinar focuses on the importance of school attendance, absenteeism trends, and how afterschool programs can help reduce chronic absenteeism.</p>	<a href="https://youtu.be/m-U2WvKFXco?si=tl8uzg6gOc3eDskn">https://youtu.be/m-U2WvKFXco?si=tl8uzg6gOc3eDskn</a>
<b>Strengthening OST With Daily Mindfulness Practices</b>	<p>Integrating mindfulness activities into youth programs to benefit young people and educators has been a very popular educational concept. It appears in the literature on emotional regulation, trauma-informed practice, social emotional learning, grief-responsive teaching, and other leading topics. Youth who engaged in mindfulness activities report a greater sense of optimism and well-being, and a reduction in depression, anxiety, stress, and anger. They also benefit academically.</p> <p>This webinar provides attendees with hands-on training to support the integration of mindfulness activities in afterschool, curriculum, teaching tips and other tools. This webinar also includes implementation examples as well as the challenges and benefits of integrating mindfulness into afterschool programs. Because the term “mindfulness” has been entangled in recent educational culture wars, we discuss how the language needs to be adapted for different communities.</p>	<a href="https://youtu.be/CI7WJv90rqs?si=kNOn77QRGwI0N-K">https://youtu.be/CI7WJv90rqs?si=kNOn77QRGwI0N-K</a>

## Program Tools

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
<b>Youth Development Guide 2.0: Engaging Young People</b>	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.	<a href="https://www.dropbox.com/s/2n0suao4fc4nsp7r/YD%20GUIDE%202.0%20Final.pdf?dl=0">https://www.dropbox.com/s/2n0suao4fc4nsp7r/YD%20GUIDE%202.0%20Final.pdf?dl=0</a>

<b>Youth Work Fundamentals: Building A Positive Program Climate</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/youth_work_fundamentals_-_building_a_positive_program_climate.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/youth_work_fundamentals_-_building_a_positive_program_climate.pdf</a>
<b>Youth Work Fundamentals: Relationship Building Between Adults and Youth</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/relationship_building_between_adults_and_youth.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/relationship_building_between_adults_and_youth.pdf</a>
<b>Youth Work Fundamentals: Facilitation</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/facilitation_-_reduced.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/facilitation_-_reduced.pdf</a>
<b>Youth Work Fundamentals: A Facilitation Case Study</b>	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 facilitation practices discussed in <i>Youth Work Fundamentals: Facilitation, A Briefing Paper for Afterschool Professionals</i> .	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/a_facilitation_case_study.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/a_facilitation_case_study.pdf</a>
<b>The Virtual Vacation Leader's Guide</b>	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.	<a href="https://www.dropbox.com/s/z64yiwpccc0dw4/Virtual%20Vacation%20Leaders%20Guide%20PRINT.pdf?dl=0">https://www.dropbox.com/s/z64yiwpccc0dw4/Virtual%20Vacation%20Leaders%20Guide%20PRINT.pdf?dl=0</a>
<b>LIAS Self-Assessment Tool</b>	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.	<a href="http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/lias_observation_rubric.pdf">http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/lias_observation_rubric.pdf</a>
<b>Putting It All Together: Steps for Integrating Social-Emotional and Character Skills</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/putting_it_all_together_-_reduced.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/putting_it_all_together_-_reduced.pdf</a>
<b>Mindfulness in Afterschool</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/[reduced]_mindfulness_in_afterschool_curriculum.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/[reduced]_mindfulness_in_afterschool_curriculum.pdf</a>



## Literature Reviews/Briefing Papers

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
<b>Multiple Reflections: Comparison of Frameworks for Promoting Youth Learning and Healthy Development</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/framework_crosswalk.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/framework_crosswalk.pdf</a>
<b>Youth Civic Engagement and Activism in Expanded Learning Programs</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/promoting_civic_engagement_3.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/promoting_civic_engagement_3.pdf</a>
<b>Engaging Youth as Workers in Afterschool Programs</b>	<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>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-engaging_youth_as_workers_in_afterschool_programs.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-engaging_youth_as_workers_in_afterschool_programs.pdf</a>
<b>Afterschool as a Teacher Pathway</b>	<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. <b>Afterschool/ out of school time (OST)/ expanded learning programs (ELP) can be part of the solution.</b> 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>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-afterschool_as_a_teacher_pathway.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-afterschool_as_a_teacher_pathway.pdf</a>



<b>Social Emotional Learning, Teens and Afterschool Programs</b>	<p>We know from research that social emotional learning (SEL) is vital for young people’s healthy development. We also know that out-of-school and afterschool youth programs are excellent settings to promote the SEL skills of older youth. We’ve seen that programs focused on SEL skills are better with younger children but for older youth, ages 13-18, this is more complex.</p> <p>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.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/social_emotional_learning_of_teens_in_afterschool_programs.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/social_emotional_learning_of_teens_in_afterschool_programs.pdf</a>
<b>Understanding the Shortage of Workers in Afterschool Programs</b>	<p>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.</p> <p>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.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/understanding_the_shortage_of_afterschool_workers.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/understanding_the_shortage_of_afterschool_workers.pdf</a>
<b>Character Education: A Literature Review</b>	This literature review defines character education and the major categories it falls into as well as discuss best practices and examples of current programs.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/literature_review_on_character_education.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/literature_review_on_character_education.pdf</a>
<b>Engaging Youth as Workers Within High School Afterschool Programs: A Briefing Paper</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/engaging_youth.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/engaging_youth.pdf</a>
<b>Growth Mindsets: A Literature Review</b>	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 and ultimately succeed.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/growth_mindsets_lit_review.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/growth_mindsets_lit_review.pdf</a>
<b>School Climate: A Literature Review</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/school_climate.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/school_climate.pdf</a>
<b>Responding to Grief and Loss in Afterschool Programs: A Briefing Paper</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-responding_to_grief_and_loss_in_afterschool_programs.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-responding_to_grief_and_loss_in_afterschool_programs.pdf</a>

<b>The War in Ukraine and the Role of Afterschool Programs</b>	<p>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.</p> <p>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.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/the_war_in_ukraine_and_the_role_of_afterschool_programs.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/the_war_in_ukraine_and_the_role_of_afterschool_programs.pdf</a>
<b>Afterschool Professional Development: A Home-Grown "Hybrid" Model</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/afterschool_pd_a_home_grown_hybrid_model.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/afterschool_pd_a_home_grown_hybrid_model.pdf</a>
<b>Afterschool and the Education Culture Wars</b>	<p>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 <i>equity, identity (LGBTQ+ and racial), mindfulness, growth mindsets, grit and social emotional learning (SEL)</i>.</p> <p>This paper (14 pages) 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.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-afterschool_and_the_education_culture_wars.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-afterschool_and_the_education_culture_wars.pdf</a>
<b>SOUNDS OF LEARNING IN AFTERSCHOOL: The Importance of Music and Music Making in the Lives of Young People</b>	<i>Sounds Of Learning in Afterschool</i> (32 pages) 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 href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-the_sound_of_learning.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-the_sound_of_learning.pdf</a>
<b>Youth-Led Efforts to Address the Youth Mental Health Crisis</b>	<p>The concerns of youth declining mental health are not new. Nor is the shortage of mental health professional in our schools and communities. Both were issues before the pandemic and as a result of the pandemic these issues are of greater concern.</p> <p>In this briefing paper we examine reasons to involve youth directly in efforts to address youth mental health, current youth-led efforts dedicated to improving youth mental health, interview two youth leaders working to improve the mental health of their peers, and offer resources if readers want to learn more.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-youth-led.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-youth-led.pdf</a>

<b>The COVID Pandemic and Youth Mental Health</b>	<p>Young people have proven to be especially vulnerable to mental health issues related to the COVID-19 pandemic. School closures, having to learn remotely, and isolating from friends due to physical distancing have been sources of stress and loneliness. While COVID learning loss in math and reading are of high concern, research about how students are doing mentally and emotionally since the coronavirus pandemic began indicates they are not doing well.</p> <p>In this briefing paper we examine the facts of how the pandemic has impacted young people's mental health, what we can do in afterschool, the radical power of kindness and joy in afterschool programs, current youth-led efforts to address the mental health crisis, promoting the mental health and self-care of afterschool workers and offer additional resources if readers want to learn more.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_mental_health.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_mental_health.pdf</a>
<b>Supporting LGBTQ+ Youth in Afterschool Programs and Opposing Anti-LGBTQ+ Attacks</b>	<p>This paper is designed to raise understanding and awareness of the anti-LGBTQ climate and identify ways afterschool leaders can address these issues and support LGBTQ+ youth. We recommend that program leaders share this paper with organizational leaders and program staff and consider the best ways to respond to this.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_lgbtq.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_lgbtq.pdf</a>
<b>Promoting Financial Literacy for Youth in Afterschool Programs</b>	<p>Every child and adolescent should be exposed to financial literacy education. One would think that schools are the obvious place for this, which would also address the financial literacy gap. However few states require this as part of their requirements for high school graduation. And because of the concern around COVID learning loss, low test scores in math and reading, and other pressures, many schools are not in a position to add financial literacy to their curriculum.</p> <p>This paper is designed to raise understanding and awareness of the need for youth financial literacy and identify ways afterschool leaders can address these issues. We recommend that program leaders share this paper with organizational leaders and program staff and consider the best ways to respond to this need.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/financial_literacy_briefing_paper_3.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/financial_literacy_briefing_paper_3.pdf</a>
<b>Learning About Artificial Intelligence (AI) in Afterschool</b>	<p>Almost every day there is a piece in the news about the opportunities and dangers of Artificial Intelligence (AI). Many young people, even those who are very tech savvy, know little about this topic. Adults, including those in afterschool programs, know even less. Yet, AI is being used by companies more and more. We believe that youth need to understand more about AI. Afterschool is a perfect place to do this, but are afterschool leaders equipped for this?</p> <p>This paper is designed to introduce AI, raise understanding and awareness of artificial intelligence and identify ways afterschool leaders can educate their program participants. And if appropriate, offer hands-on experiences allowing youth to engage in AI projects.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_ai.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_ai.pdf</a>

<b>Restorative Justice Practices in Afterschool Programs</b>	<p>Restorative justice is a values-based practice. It creates a safe environment and builds trusting relationships, which are critical features of quality afterschool programs. These are the foundation on which afterschool programs can integrate restorative justice practices.</p> <p>This paper is designed to raise understanding and awareness of restorative justice practices and identify ways afterschool leaders can integrate them. We recommend that program leaders share this paper with organizational leaders and program staff and consider the best ways to respond to personal harm and conflicts among youth participants.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_res_justice.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/briefing_paper_res_justice.pdf</a>
<b>Chronic School Absenteeism and the Role of Afterschool</b>	<p>We know that school attendance is key to student success. Students who attend school regularly are more likely to master academic content, get good grades, feel connected to their community, develop healthy habits, and ultimately graduate from high school. The COVID pandemic resulted in a spike in school absenteeism. Before the pandemic, about 8 million U.S. students were considered chronically absent, according to the research group Attendance Works. By spring 2022, that number had doubled to around 16 million.</p> <p>This paper is designed to raise understanding and awareness of the impact of chronic absenteeism and how afterschool programs can positively impact this crisis. It also provides resources for afterschool and organizational leaders.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-_absenteeism_and_the_role_of_afterschool.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-_absenteeism_and_the_role_of_afterschool.pdf</a>
<b>Gardening in Afterschool Programs</b>	<p>Research tells us that young people's connection to the outdoors and nature contributes to their healthy development. This connection can be promoted by involving youth in gardening. And afterschool programs are particularly well positioned to offer gardening activities.</p> <p>The contents of this paper are drawn from existing writings on gardening with youth. This paper is designed to raise understanding and awareness of the impact of gardening on youth and how afterschool programs can utilize this activity. It also provides resources for afterschool and organizational leaders. We recommend that program leaders share this paper with organizational leaders (school leaders and staff, supervisors at the parent non-profit org, etc.) and program staff as they consider the best ways to incorporate gardening into their program.</p>	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-gardening.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/paper-gardening.pdf</a>

## Afterschool Practice Studies

TITLE	BRIEF DESCRIPTION/TOPIC	LINK
<b>Promoting SEL And Character Skills in Expanded Learning Programs</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/promoting_sel_and_character_skills_in_expanded_learning_programs_-_reduced.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/promoting_sel_and_character_skills_in_expanded_learning_programs_-_reduced.pdf</a>
<b>Summer Programs That Reflect the Learning in Afterschool &amp;</b>	This paper reviews the LIAS principles, the importance of summer learning and how these learning principles are being applied in summer youth programs.	<a href="https://drive.google.com/file/d/1W6KaAOfEzbCs3azKBALiI9ae2NEa4Oz/view">https://drive.google.com/file/d/1W6KaAOfEzbCs3azKBALiI9ae2NEa4Oz/view</a>

<b>Summer Learning Principles</b>		
<b>Afterschool Programs That Reflect the Learning in Afterschool &amp; Summer Learning Principles</b>	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.	<a href="http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/afterschool_programs_that_reflect_the_lias_principles_with_program_profiles_copy.pdf">http://www.learninginafterschool.org/uploads/1/1/0/6/110631901/afterschool_programs_that_reflect_the_lias_principles_with_program_profiles_copy.pdf</a>

## Settings for Afterschool Programs

<b>TITLE</b>	<b>BRIEF DESCRIPTION/TOPIC</b>	<b>LINK</b>
<b>I Feel Like I'm Somebody: Older Youth and High School Afterschool Programs in a Rural California Town</b>	This paper profiles one rural community in California and the PHOENIX program, which provides school-based services to high school age youth.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/rural_article_final[reduced].pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/rural_article_final[reduced].pdf</a>
<b>Going the Extra Mile: Afterschool in Continuation High School Settings</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/continuation_high_school_article_final.pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/continuation_high_school_article_final.pdf</a>
<b>After School and Beyond: A Profile of Hope Through Housing Foundation's Youth Development Program</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/afterschool_and_beyond_a_profile_of_hthf_youth_development_program[reduced].pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/afterschool_and_beyond_a_profile_of_hthf_youth_development_program[reduced].pdf</a>
<b>Afterschool Programs in Affordable Housing Communities</b>	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.	<a href="http://www.temescalassociates.com/uploads/1/1/0/6/110631901/afterschool_programs_in_affordable_housing_[reduced].pdf">http://www.temescalassociates.com/uploads/1/1/0/6/110631901/afterschool_programs_in_affordable_housing_[reduced].pdf</a>

## Journal Editor/Books and Book Chapters

<b>TITLE</b>	<b>BRIEF DESCRIPTION/TOPIC</b>	<b>LINK</b>
<b>Preparing Youth for The Crossing from Adolescence to Early Adulthood</b>	Sam Piha served as co-editor and chapter author for this issue (#111) of <i>The New Directions for Youth Development Journal</i> .	<a href="http://www.youthpolicy.org/journals/new-directions-for-youth-development/">http://www.youthpolicy.org/journals/new-directions-for-youth-development/</a>
<b>Youth Development and After-School Time: A Tale of Many Cities</b>	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> .	<a href="http://www.youthpolicy.org/journals/new-directions-for-youth-development/">http://www.youthpolicy.org/journals/new-directions-for-youth-development/</a>

<b>Digital Badges in Education: Trends, Issues and Cases</b>	Sam Piha contributed a chapter entitled, “Afterschool and Digital Badges: Recognizing Learning Where it Happens,” which was published by Routledge.	<a href="https://www.amazon.com/Digital-Badges-Education-Trends-Issues-ebook/dp/B01DBY44LW">https://www.amazon.com/Digital-Badges-Education-Trends-Issues-ebook/dp/B01DBY44LW</a>
<b>A Guide to Developing Exemplary Practices in Afterschool Programs</b>	Sam Piha served as co-author alongside Dr. Andi Fletcher for this book.	<a href="https://afterschoolsolutions.charityfinders.com/documents/GuideFlyerOrderForm.pdf">https://afterschoolsolutions.charityfinders.com/documents/GuideFlyerOrderForm.pdf</a>
<b>Expanding Minds and Opportunities</b>	Sam Piha contributed a chapter on high school afterschool to this important book edited by Terry Peterson.	<a href="https://www.expandinglearning.org/expandingminds/author/terry-k-peterson">https://www.expandinglearning.org/expandingminds/author/terry-k-peterson</a>

## Blog Posts

<b>TITLE</b>	<b>BRIEF DESCRIPTION/TOPIC</b>	<b>LINK</b>
<b>Learning in Afterschool &amp; Summer</b>	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 563 posts and attracted nearly 808,000 views.	<a href="http://blog.learninginafterschool.org/">http://blog.learninginafterschool.org/</a>