

After School Matters Journal

This book addresses the challenges of designing effective afterschool activities, provides quality program models from experts in the field, and aligns learning standards with youth development principles. The issue of racial disproportionality in the child welfare system, particularly as it impacts African-American children and families, has long been a concern to practitioners and policymakers. However, disproportionality is not limited to the African-American community. Latino, Native-American, Asian-American, and Pacific Islander populations experience inequities in treatment. From leading voices on culturally-competent care comes a cutting-edge book that examines disproportionalities across all of these racial and ethnic groups. *Eliminating Racial Disproportionality and Disparities* examines a wide range of systems that often affect and interact with child welfare. Chapters are devoted to the juvenile justice system, mental health, the courts, education, and healthcare, making it the only book to offer a multisystemic approach to disparities and disproportionality. Filled with in-depth case studies, key terms, study questions, and resources, and written to reflect CSWE-mandated competencies, this expansive book gives students, educators, policymakers, practitioners, and administrators new knowledge for providing culturally competent services while simultaneously addressing disproportionality across various systems of care.

Dynamic Physical Education for Elementary School Children (DPE) is the longest-running elementary methods textbook on the market, and this latest edition is just as pertinent, essential, and cutting-edge as ever. DPE does more than provide the foundational knowledge needed to teach quality physical education—it applies this knowledge with an array of physical activities that equip preservice physical educators to teach with confidence from their first day. Now, for the first time, the text is made even more practical with the free interactive website Dynamic PE ASAP, which replaces the previous print resource *Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation*. With the Dynamic PE ASAP site, teachers have access to ready-to-use activities and complete lesson plans, as well as the ability to build their own lesson plans from the provided activities. This resource puts a complete curriculum for quality physical education at teachers' fingertips. DPE also offers practical teaching tips, case studies of real-life situations to spark discussion, and instructor resources (an instructor guide, presentation package, and test package) that will make preparing for and teaching a course a breeze. The 19th edition has been updated to reflect the latest knowledge and best practice in physical education, including the following: A new chapter on physical activity and youth Recent research on physical activity and the brain Updated and expanded content on physical activity guidelines and assessment New activities to integrate health concepts into the physical education curriculum A chapter on lesson planning that is aligned with and linked to the Dynamic PE ASAP website New technology features throughout the book The 19th edition emphasizes creating a social and emotional learning environment in which all students can learn and thrive. The ultimate goal of DPE is to help students learn skills, be personally and socially responsible, and embrace the joy of physical activity for a lifetime. The first 12 chapters of *Dynamic Physical Education for Elementary School Children* lay the foundation for becoming an effective instructor of quality physical education. These chapters highlight the importance of physical activity and delve into identifying developmental needs, designing curriculum, writing lessons and assessments, and navigating school procedures. Chapters 13 through 30 explore how to teach the objectives of physical education, including these: Foundational skills, such as locomotor and manipulative skills Specialized skills, such as game skills and gymnastics Lifetime activities and sport skills, such as basketball and hockey These chapters include an array of field-tested activities, all listed in progression from easiest to most difficult, enabling teachers to incorporate proper skill sequencing. With its emphasis on skill development and the promotion of lifelong healthy activity, *Dynamic Physical Education for Elementary School Children* is highly applicable for both physical educators and classroom teachers. It is an ideal text to support an elementary methods PE course, providing the detail that PETE students need. The content is also very accessible to students learning to become elementary education teachers. With this latest edition, *Dynamic Physical Education for Elementary School Children* remains the go-to book for both preservice and in-service teachers—just as it started out as 19 editions ago.

Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. *Educating the Student Body* makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

Discussions of China's early twentieth-century modernization efforts tend to focus almost exclusively on cities, and the changes, both cultural and industrial, seen there. As a result, the communist peasant revolution appears as a decisive historical break. Kate Merkel-Hess corrects that misconception by demonstrating how crucial the countryside was for reformers in China long before the success of the communist revolution. In *The Rural Modern*, Merkel-Hess shows that Chinese reformers and intellectuals created an idea of modernity that was not simply about what was foreign and new, as in Shanghai and other cities, but instead captured the Chinese people's desire for social and political change rooted in rural traditions and institutions. She traces efforts to remake village education, economics, and politics, analyzing how these efforts contributed to a new, inclusive vision of rural Chinese life. Merkel-Hess argues that as China sought to redefine itself, such rural reform efforts played a major role, and tensions that emerged between rural and urban ways deeply informed social relations, government policies, and subsequent efforts to create a modern nation during the communist period.

Why Afterschool Matters Rutgers University Press

Few decisions by a school district are more controversial than the decision to close a school. School staff, students and their families, and even the local community all bear a substantial burden once the decision is made to close a school. Since 2001, Chicago Public Schools (cps) has closed 44 schools for reasons of poor academic performance or underutilization. Despite the attention that school closings have received in the past few years, very little is known about how displaced students fare after their schools are closed. This report examines the impact that closing schools had on the students who attended these schools. The authors focus on regular elementary schools that were closed between 2001 and 2006 for underutilization or low performance and ask whether students who were forced to leave

these schools and enroll elsewhere experienced any positive or negative effects from this type of school move. They look at a number of student outcomes, including reading and math achievement, special education referrals, retentions, summer school attendance, mobility, and high school performance. They also examine characteristics of the receiving schools and ask whether differences in these schools had any impact on the learning experiences of students who transferred into them. The authors report six major findings: (1) Most students who transferred out of closing schools reenrolled in schools that were academically weak; (2) The largest negative impact of school closings on students' reading and math achievement occurred in the year before the schools were closed; (3) Once students left schools slated for closing, on average the additional effects on their learning were neither negative nor positive; (4) Although the school closing policy had only a small overall effect on student test scores, it did affect summer school enrollment and subsequent school mobility; (5) When displaced students reached high school, their on-track rates to graduate were no different than the rates of students who attended schools similar to those that closed; and (6) The learning outcomes of displaced students depended on the characteristics of receiving schools. Overall, they found few effects, either positive or negative, of school closings on the achievement of displaced students. Appended are: (1) School Closings and New Openings; and (2) Data, Analytic Methods, and Variables Used. (Contains 5 tables, 12 figures and 53 endnotes.)[For the (What Works Clearinghouse (wwc) Quick Review of this report, see ed510790].

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

"A foundational tenet of the Out-of-School Time (OST) field is that all youth deserve impactful and engaging learning experiences. That requires that organizations, programs, and OST professionals remain responsive to the emerging needs of their diverse youth population and the communities in which they live. This book illustrates the tensions that arise when organizations and OST professionals try to engage all youth, especially the underserved - when infrastructure, funding, and mindsets have not kept pace with the evolving needs of youth and their communities. The issues raised in this book - funding, outreach, engagement of immigrant families - have yet to be fully explored with an equity lens. Within these broad topics, this book will bring to the surface the equity and access challenges as well as posit solutions and strategies. Each chapter is written from an insider's perspective, by practitioners themselves, who articulate some of the key, and relevant issues in the field. Each chapter ends with a Research-Practice Connection section written by the editors, which discusses the topic from a research lens, and generates a set of questions that can be used by researchers in future studies to explore the topic in a more in-depth, and expansive manner"--

In *The Means to Grow Up*, Robert Halpern describes the pedagogical importance of "apprenticeship"—a growing movement based in schools, youth-serving organizations, and arts, civic, and other cultural institutions. This movement aims to re-engage youth through in-depth learning and unique experiences under the guidance of skilled professionals. Employing a "pedagogy of apprenticeship," these experiences combine specific, visceral, and sometimes messy work with opportunity for self-expression, increasing responsibility, and exposure to the adult world. Grounded in ethnographic studies, *The Means to Grow Up* illustrates how students work in unique ways around these meaningful activities and projects across a range of disciplines. Participation in these efforts strengthens skills, dispositions, and self-knowledge that is critical to future schooling and work, renews young peoples' sense of vitality, and fosters a grounded sense of accomplishment. In unearthing the complexities of apprenticeship learning, Halpern challenges the education system that is increasingly geared towards the acquisition of de-contextualized skills. Instead, he reveals how learning alongside experienced adults can be a profoundly challenging and complex endeavor for adolescents and offers readers an exciting vision of what education can and should be about.

Scientific research and science-guided practice based on the promotion of an individual's strengths constitutes a radical shift in a new and growing area of study within the field of human development. Its trademark term is 'positive youth development'. This approach to human development is based on the idea that, in addition to preventing problems, science and practice should promote the development of competencies, skills, and motivation in order to enhance individuals' developmental pathways. *Approaches to Positive Youth Development*, is based on this concept and brings together authors from across Europe and America who are leaders in their respective fields. The main focus of the book, beyond a clarification of the paradigmatic foundations, concerns the major contexts of adolescents and young adults, namely, neighbourhoods and leisure locales, school and family, and the major themes of healthy psychosocial development, namely, competences and knowledge, prosocial behaviour, transcending problems of delinquency, civic

engagement, identity, agency, and spirituality.

The performing arts is one particular area of youth community practice that can be effectively tapped to attract youth within schools and out-of-school settings, or what has been referred to as the "third area between school and family." These settings are non-stigmatizing, highly attractive community-based venues that serve youth and their respective communities. They can supplement or enhance formal education, providing a counter-narrative for youth to resist the labels placed on them by serving as a vehicle for reactivity and self-expression. Furthermore, the performing arts are a mechanism through which creative expression can transpire while concomitantly engaging youth in creative expression that is transformative at the individual and community level. Music, Song, Dance, and Theater explores the innovative programs and interventions in youth community practice that draw on the performing arts as a way to reach and engage the target populations. The book draws from the rich literature bases in community development and positive youth development, as well as from performing arts therapy and group interventions, offering a meeting point where innovative programs have emerged. All in all, the text is an invaluable resource for graduate social work and performing arts students, practitioners, and scholars.

Optimal Learning Environments to Promote Student Engagement analyzes the psychological, social, and academic phenomena comprising engagement, framing it as critical to learning and development. Drawing on positive psychology, flow studies, and theories of motivation, the book conceptualizes engagement as a learning experience, explaining how it occurs (or not) and how schools can adapt to maximize it among adolescents. Examples of empirically supported environments promoting engagement are provided, representing alternative high schools, Montessori schools, and extracurricular programs. The book identifies key innovations including community-school partnerships, technology-supported learning, and the potential for engaging learning opportunities during an expanded school day. Among the topics covered: Engagement as a primary framework for understanding educational and motivational outcomes. Measuring the malleability, complexity, multidimensionality, and sources of engagement. The relationship between engagement and achievement. Supporting and challenging: the instructor's role in promoting engagement. Engagement within and beyond core academic subjects. Technological innovations on the engagement horizon. Optimal Learning Environments to Promote Student Engagement is an essential resource for researchers, professionals, and graduate students in child and school psychology; social work; educational psychology; positive psychology; family studies; and teaching/teacher education.

The essential reference for human development theory, updated and reconceptualized The Handbook of Child Psychology and Developmental Science, a four-volume reference, is the field-defining work to which all others are compared. First published in 1946, and now in its Seventh Edition, the Handbook has long been considered the definitive guide to the field of developmental science. Volume 4: Ecological Settings and Processes in Developmental Systems is centrally concerned with the people, conditions, and events outside individuals that affect children and their development. To understand children's development it is both necessary and desirable to embrace all of these social and physical contexts. Guided by the relational developmental systems metatheory, the chapters in the volume are ordered them in a manner that begins with the near proximal contexts in which children find themselves and moving through to distal contexts that influence children in equally compelling, if less immediately manifest, ways. The volume emphasizes that the child's environment is complex, multi-dimensional, and structurally organized into interlinked contexts; children actively contribute to their development; the child and the environment are inextricably linked, and contributions of both child and environment are essential to explain or understand development. Understand the role of parents, other family members, peers, and other adults (teachers, coaches, mentors) in a child's development Discover the key neighborhood/community and institutional settings of human development Examine the role of activities, work, and media in child and adolescent development Learn about the role of medicine, law, government, war and disaster, culture, and history in contributing to the processes of human development The scholarship within this volume and, as well, across the four volumes of this edition, illustrate that developmental science is in the midst of a very exciting period. There is a paradigm shift that involves increasingly greater understanding of how to describe, explain, and optimize the course of human life for diverse individuals living within diverse contexts. This Handbook is the definitive reference for educators, policy-makers, researchers, students, and practitioners in human development, psychology, sociology, anthropology, and neuroscience.

The evidence base of the impact and effectiveness of healthy eating and physical activity interventions in the out-of-school setting is continuing to emerge. By sponsoring this special issue, the National AfterSchool Association provides a platform for the sharing of a range of research studies that can inform and shape current discussion of best policies and practices to support child and youth wellness. The body of work presented in this issue adds considerably to our knowledge of healthy eating and physical activity interventions in out-of-school programs, and highlights the substantial contribution towards childhood obesity prevention that we envision from our field. This is the 143rd volume of New Directions for Youth Development, the Jossey-Bass quarterly report series dedicated to bringing together everyone concerned with helping young people, including scholars, practitioners, and people from different disciplines and professions.

Minority youth unemployment is an enduring economic and social concern. This book evaluates two new initiatives for minority high school students that seek to cultivate marketable job skills. The first is an after-school program that provides experiences similar to apprenticeships, and the second emphasizes new approaches to improving job interview performance. The evaluation research has several distinct strengths. It involves a randomized controlled trial, uncommon in assessments of this issue and age group. Marketable job skills are assessed through a mock job interview developed for this research and administered by experienced human resource professionals. Mixed methods are utilized, with qualitative data shedding light on what actually happens inside the programs, and a developmental science approach situating the findings in terms of adolescent development. Beneficial for policy makers and practitioners as well as scholars, Job Skills and Minority Youth focuses on identifying the most promising tactics and addressing likely implementation issues.

While Comprehensive Community Initiatives (CCIs) provide promising avenues to support the positive development of all young people, research findings assessing the relation between CCIs and community-level child and youth outcomes have been mixed. Although there are exceptions, few evaluations on the impact of CCIs on positive youth development have been conducted. In this edited collection, the

authors draw on the field of developmental science to provide a basis for why CCIs are a powerful tool for providing all young people with opportunities to thrive. The collection begins with a brief history of CCIs and their impacts to illustrate why a developmental framework is needed, followed by a discussion of the editors' proposed framework. Each chapter that follows offers some of the most rigorous research and extant knowledge of CCIs. In the final chapter, the editors provide recommendations for future research that can systematically explore the impact of CCIs, better indicating their effectiveness and offering proven strategies that can be implemented in varying contexts. Altogether, this collection offers researchers and practitioners in the field a means by which to better incorporate theory into the vision and practices of CCIs and, as such, the tools to better measure the outcomes of the CCIs.

The definitive handbook on peer relations has now been significantly revised with 55% new material. Bringing together leading authorities, this volume presents cutting-edge research on the dynamics of peer interactions, their impact on multiple aspects of social development, and the causes and consequences of peer difficulties. From friendships and romance to social withdrawal, aggression, and victimization, all aspects of children's and adolescents' relationships are explored. The book examines how individual characteristics interact with family, group, and contextual factors across development to shape social behavior. The importance of peer relationships to emotional competence, psychological well-being, and achievement is analyzed, and peer-based interventions for those who are struggling are reviewed. Each chapter includes an introductory overview and addresses theoretical considerations, measures and methods, research findings and their implications, and future directions. New to This Edition

- *Chapters on neuroscience, social media, social inequality, prosocial behavior with peers, and sociological approaches.
- *Expanded coverage of applied issues: chapters on interventions for socially withdrawn children, activity programs that promote positive youth development, and policy initiatives.
- *Chapters on same- and other-sex peer relationships, peer influence, educational environments, evolutionary models, the self-concept, personality, and animal studies.
- *Increased attention to variations in peer relations due to culture, gender, and race.
- *Many new authors and topics reflect a decade's worth of theoretical and methodological advances, including the growing use of complex longitudinal methods.

This book presents research involving learning opportunities that are afforded to learners of science when the focus is on linking the formal and informal science education sectors. It uses the metaphor of a "landscape" as it emphasizes how the authors see the possible movement within a landscape that is inclusive of formal, informal and free-choice opportunities. The book explores opportunities to change formal school science education via perspectives and achievements from the informal and free-choice science education sector within the wider lifelong, life-wide education landscape. Additionally it explores how science learning that occurs in a more inclusive landscape can demonstrate the potential power of these opportunities to address issues of relevance and engagement that currently plague the learning of science in school settings. Combining specific contexts, case studies and more general examples, the book examines the science learning landscapes by means of the lens of an ecosystem and the case of the Synergies longitudinal research project. It explores the relationships between school and museum, and relates the lessons learned through encounters with a narwhal. It discusses science communication, school-community partnerships, socioscientific issues, outreach education, digital platforms and the notion of a learning ecology.

The Information Age Publishing new book series, Current Issues in Out-of-School Time, is designed with a purpose to disseminate original research and promising practices that further the OST field. This first book sets the foundation on which the series rests upon, by offering an analysis of the progress made since the 2000s, as well as by looking toward the future for areas of considerations. Leading OST experts explore latest knowledge, intentionally bridging research and practice, and propose new areas of inquiry within each of the following six sections: 1. OST as a vehicle for young people's development; 2. socio-cultural dimensions of OST; 3. professional development within OST; 4. research- and evaluation-informed field; 5. OST advocacy; and 6. future directions for the OST field. The OST field has grown considerably over the last two decades. Today, we have the frameworks, practice- and research-based knowledge and tools, and burgeoning paths to advance the field across multiple dimensions: demographic, stakeholder groups, contexts, systems and sectors, and disciplines. The hallmark of the OST field has been the ability to remain agile and adaptable to change in a way that complements the field and supports all children and young people in diverse ways. This anthology is designed to be a platform for research-practice discussions and future directions that could further grow, sustain, and improve the field. We hope this book inspires both reflections and conversations on the OST field. Endorsements: It has been clear for some time that the so-called achievement gap is driven in part by gaps in educational opportunities. Providing access to high quality out-of-school learning experiences is one of the most important measures that can be taken to reduce disparities and level the playing field. The authors in this important new book show us not only how to create such programs but why it matters to our collective future. Timely, relevant, and readable, this book is an invaluable resource for anyone seeking to close gaps in educational opportunities. Pedro A. Noguera, PhD, Distinguished Professor of Education, UCLA Graduate School of Education & Information Studies As the chair of the NAS/NRC committee that wrote the report Community programs to support youth development, I am delighted by this book. When we wrote the report in 2002, there were few systematic attempts to organize and theorize the emerging field of positive youth development. As the editors and chapter authors in this book make very clear, a great deal has happened at all levels of scholarship in this field over the last 15 years. Both this volume and the new book series that it is initiating signal the maturing of this field from childhood, through adolescence, and now into emerging adulthood. The breadth of work discussed in this collection is exceptionally broad, ranging from psychological theorizing about the impact of youth serving programs in the out-of-school time period to social policy analyses of how to grow the profession of OST Youth Professionals and create steady funding streams to support OST programming. All topics are critically discussed and new directions are suggested. I consider this book to be required reading of all students, scholars, professional, and practitioners in the field of positive youth development and OST programming. I go even further by suggesting it be read broadly by anyone interested in the education and development of young people around the world. There is no better collection available for educators, parents, community activists, and social policy makers concerned with positive youth development. I believe this collection lays a very strong foundation for achieving the goal set forth by Karen Pittman for the field to move from "Where and when to what and how." Jacquelynne S. Eccles, Distinguished University Professor of Education, University of California, Irvine The impressive growth of OST programs represents one of the brightest spots on the American educational landscape. Importantly, as this book portrays, what began a series of programs and local initiatives has now grown into a maturing field, with standards, scholarship, organizations, policies, and funding at the national, state, and local levels. And more than a field, OST carries the urgency, energy, and passion of a movement for social justice. The Growing Out-of-School Time Field offers a comprehensive review of earlier decades of work and points the way forward for the field's future development. It should be read not only by those involved in the OST field, but by all educators who seek to create inclusive and powerful learning environments. Policymakers, as well, would benefit from deeper knowledge of this movement. It holds a key to preparing today's youth for an uncertain future, where the nature of work is changing, norms of society are shifting, and multicultural, global perspectives are needed. Milton Chen, Ph.D., Senior Fellow & Executive Director, Emeritus, George Lucas Educational Foundation (edutopia.org)

The first volume of this SpringerBrief presents a series of papers compiled from a conference about how after-school programs may be implemented to promote positive youth development (PYD) hosted by Youth-Nex, the University of Virginia Center to Promote Effective Youth Development. This volume reviews the importance of after-school programs for PYD and discusses key components of effective after-school programs. It also discusses issues related to the evaluation and measurement of quality in after-school programs. In addition, the brief presents suggestions for how researchers, policy makers, and practitioners can move the field forward and maximize the potential of after-school time and programs for promoting positive youth development for children and adolescents. Topics featured in this brief

include: The history of the relationship between after-school programs and positive youth development. Specific features of programs that are important for advancing positive youth development. Issues in and approaches to measuring quality in after-school programs. The Quality, Engagement, Skills, Transfer (QuEST) model and its use for measuring effective after-school programs. A case study evaluation of the Girls on the Run program. After-School Programs to Promote Positive Youth Development, Volume 1, is a must-have resource for policy makers and related professionals, graduate students, and researchers in child and school psychology, family studies, public health, social work, law/criminal justice, and sociology.

In an information age of youth social movements, Youth Media Matters examines how young people are using new media technologies to tell stories about themselves and their social worlds. They do so through joint efforts in a range of educational settings and media environments, including high school classrooms, youth media organizations, and social media sites. Korina M. Jocson draws on various theories to show how educators can harness the power of youth media to provide new opportunities for meaningful learning and “do-it-together production.” Describing the impact that youth media can have on the broader culture, Jocson demonstrates how it supports expansive literacy practices and promotes civic engagement, particularly among historically marginalized youth. In Youth Media Matters, Jocson offers a connective analysis of content area classrooms, career and technical education, literary and media arts organizations, community television stations, and colleges and universities. She provides examples of youth media work—including videos, television broadcasts, websites, and blogs—produced in the San Francisco Bay Area, Los Angeles, New York, and St. Louis. At a time when educators are increasingly attentive to participatory cultures yet constrained by top-down pedagogical requirements, Jocson highlights the knowledge production and transformative potential of youth media with import both in and out of the classroom.

Out-of-school time (OST) settings are powerful contexts for youth development when programs and services are intentionally designed. Youth Development Principles and Practices in Out-of-School Time Settings was written to increase the capacity of students and professionals to facilitate youths optimal transition to adulthood through maximizing the developmental benefits accrued by participating in OST programs and experiences. Peter A. Witt and Linda L. Caldwell, two well-respected researchers in the youth development field, have brought together a group of outstanding authors who provide an exceptional blend of theory- and practice-based information critical to anyone seeking to conceptualize, design, and evaluate OST programs. All chapters are based on tenets of positive youth development necessary to enable youth to thrive. The book is divided into five sections: (1) youth development principles and foundational information (e.g., youth today as well as an historical perspective on youth work); (2) developing youths potential (including specific chapters on leisure and recreation, youth sport, nature-based activities and the arts); (3) systematic program planning and evaluation of youth programs. (4) the role of adults and families in the lives of youth; (5) issues of diversity in youth development (e.g., race and ethnicity, immigrant, LGBT, and ability level). A final chapter discusses the knowledge, skills, and behaviors necessary to become a skilled youth professional. Each chapter ends with thought-provoking discussion questions and assignments that encourage application and further exploration of the chapters content. The book is a must read for students and practitioners seeking to understand youth today and support their development through out-of-school time programs.

The second volume of this SpringerBrief presents a series of papers compiled from a conference addressing how after-school programs can promote positive youth development (PYD) hosted by Youth-Nex, the University of Virginia Center to Promote Effective Youth Development. It examines summer learning and best practices for different types of after-school programs by drawing on the experiences of researchers, program staff, and youth participants. It also presents case studies of five specialized programs and discusses their strengths, limitations, and challenges. In addition, the brief offers recommendations drawn from across the two volumes for how researchers, policy makers, and practitioners can move the field forward and maximize the potential of after-school time and programs to promote positive youth development for children and adolescents. Featured case studies of specialized after-school programs include: Richmond, Virginia’s ROSMY. The Clubhouse: Where Technology Meets Imagination. The Young Women Leaders Program (YWLP). Whatever It Takes (WIT) Program. UTEC of Lowell, Massachusetts. After-School Programs to Promote Positive Youth Development, Volume 2, is a must-have resource for policy makers and related professionals, graduate students, and researchers in child and school psychology, family studies, public health, social work, law/criminal justice, and sociology.

Governments, local authorities, school leaders, and teachers all over the world want to improve the educational attainment and participation of all students, and to minimise any systematic differences in outcomes for social and economic groups. A particular concern is for those students from backgrounds that may objectively disadvantage them at school and beyond. However, considerable effort and money is currently being wasted on policies, practices and interventions that have very little hope of success, and that may indeed endanger the progress that is being made otherwise. The poor quality of much education research evidence, coupled with an unwillingness among users of evidence to discriminate appropriately between what we know and do not know, means that opportunities are being missed. At a time of reduced public spending it is important that proposed interventions are both effective and efficient. Overcoming Disadvantage in Education is unique in the way that it: Shows where the solutions to underachievement and poverty lie combines primary(new), secondary (official) and published (review) evidence distinguishes between those possible causes of underachievement that are largely fixed for individuals, and those that are modifiable. There are evidence-informed ways forward in handling under-achievement and increasing social justice in education. This book shows which the more likely approaches are, and where further work could yield further benefits. This book will be a key text for students, developing academic researchers and supervisors in the social sciences, and for those research users charged with improving educational outcomes.

Increasingly, educational researchers and policy-makers are finding that extracurricular programs make a major difference in the lives of disadvantaged youth, helping to reduce the infamous academic attainment gap between white students and their black and Latino peers. Yet studies of these programs typically focus on how they improve the average academic performance of their participants, paying little attention to individual variation. Why Afterschool Matters takes a different approach, closely following ten Mexican American students who attended the same extracurricular program in California, then chronicling its long-term effects on their lives, from eighth grade to early adulthood. Discovering that participation in the program was life-changing for some students, yet had only a minimal impact on others, sociologist Ingrid A. Nelson investigates the factors behind these very different outcomes. Her research reveals that while afterschool initiatives are important, they are only one component in a complex network of school, family, community, and peer interactions that influence the educational achievement of disadvantaged students. Through its detailed case studies of individual students, this book brings to life the challenges marginalized youth en route to college face when navigating the intersections of various home, school, and community spheres. Why Afterschool Matters may focus on a single program, but its findings have major implications for education policy nationwide.

This timely volume explores essential themes, issues, and challenges related to adolescents' lives and learning in underserved urban areas. Distinguished scholars provide theoretically grounded, multidisciplinary perspectives on contexts and forces that influence adolescent development and achievement. The emphasis is on what is positive and effective, what can make a real difference in the lives and life chances for urban youths, rather than deficits and negative dysfunction. Going beyond solely traditional psychological theories, a strong conceptual framework addressing four domains for understanding adolescent development undergirds the volume: developmental continuities from childhood primary changes (biological, cognitive, social) contexts of development adolescent outcomes. A

major federal government initiative is the development of programs to support underserved urban areas. Directly relevant to this initiative, this volume contributes significantly to gaining a realistic understanding of the contexts and institutions within which urban youths live and learn.

Every school day, more than 10 million children attend after-school programs in the United States. This book provides a research-based blueprint for offering students in grades 1-5 innovative programming that combines intensive physical activity and social-emotional skills development with academic enrichment in reading, mathematics, and social studies. Presented is an integrative approach that has been developed and tested to meet the needs of all students, including those in high-poverty schools. The volume includes explicit guidance for setting up a program, implementing cognitively engaging physical games and learning activities, working effectively with mixed-age groups, and monitoring outcomes. Reproducible forms and lesson plans can be downloaded and printed in a convenient 8 1/2" x 11" size. How to teach big understandings and the ideas that matter most Everyone has an opinion about education, and teachers face pressures from Common Core content standards, high-stakes testing, and countless other directions. But how do we know what today's learners will really need to know in the future? Future Wise: Educating Our Children for a Changing World is a toolkit for approaching that question with new insight. There is no one answer to the question of what's worth teaching, but with the tools in this book, you'll be one step closer to constructing a curriculum that prepares students for whatever situations they might face in the future. K-12 teachers and administrators play a crucial role in building a thriving society. David Perkins, founding member and co-director of Project Zero at Harvard's Graduate School of Education, argues that curriculum is one of the most important elements of making students ready for the world of tomorrow. In Future Wise, you'll learn concepts, curriculum criteria, and techniques for prioritizing content so you can guide students toward the big understandings that matter. Understand how learners use knowledge in life after graduation Learn strategies for teaching critical thinking and addressing big questions Identify top priorities when it comes to disciplines and content areas Gain curriculum design skills that make the most of learning across the years of education Future Wise presents a brand new framework for thinking about education. Curriculum can be one of the hardest things for teachers and administrators to change, but David Perkins shows that only by reimagining what we teach can we lead students down the road to functional knowledge. Future Wise is the practical guidebook you need to embark on this important quest.

The 2000 Georgetown University Round Table on Languages and Linguistics brought together distinguished linguists from around the globe to discuss applications of linguistics to important and intriguing real-world issues within the professions. With topics as wide-ranging as coherence in operating room communication, involvement strategies in news analysis roundtable discussions, and jury understanding of witness deception, this resulting volume of selected papers provides both experts and novices with myriad insights into the excitement of cross-disciplinary language analysis. Readers will find—in the words of one contributor—that in such cross-pollination of ideas, "there's tremendous hope, there's tremendous power and the power to transform."

This book examines after-school programs in light of their explosive growth in recent years. In the rush to mount programs, there is a danger of promoting weak ones of little value and failing to implement strong ones adequately. But what is quality and how can it be achieved? This book presents findings from an intensive study of three after-school centers that differed dramatically in quality. Drawing from 233 site visits, the authors examine how – and why – young people thrive in good programs and suffer in weak ones. The book features engaging, in-depth case studies of each of the three centers and of six youths, two from each center. Written in a highly accessible style for academics, youth workers, after-school program leaders and policy makers, the study breaks new ground in highlighting the importance of factors such as collective mentoring, synergies among different programs and activities, and organizational culture and practices.

Community Practice and Urban Youth is for graduate level students in fields that offer youth studies and community practice courses. Practitioners in these fields, too, will find the book particularly useful in furthering the integration of social justice as a conceptual and philosophical foundation. The use of food, environmental justice, and immigrant-rights and the book's focus on service-learning and civic engagement involving these three topics offers an innovative approach for courses.

The Seventh Edition of this foundational text represents the most comprehensive source available for connecting multiple and diverse theories to literacy research, broadly defined, and features both cutting-edge and classic contributions from top scholars. Two decades into the 21st century, the Seventh Edition finds itself at a crossroads and differs from its predecessors in three major ways: the more encompassing term literacy replaces reading in the title to reflect sweeping changes in how readers and writers communicate in a digital era; the focus is on conceptual essays rather than a mix of essays and research reports in earlier volumes; and most notably, contemporary literacy models and processes enhance and extend earlier theories of reading and writing. Providing a tapestry of models and theories that have informed literacy research and instruction over the years, this volume's strong historical grounding serves as a springboard from which new perspectives are presented. The chapters in this volume have been selected to inspire the interrogation of literacy theory and to foster its further evolution. This edition is a landmark volume in which dynamic, dialogic, and generative relations of power speak directly to the present generation of literacy theorists and researchers without losing the historical contexts that preceded them. Some additional archival essays from previous editions are available on the book's eResource. New to the Seventh Edition: Features chapters on emerging and contemporary theories that connect directly to issues of power and contrasts new models against more established counterparts. New chapters reflect sweeping changes in how readers and writers communicate in a digital era. Slimmer volume is complemented by some chapters from previous editions available online.

This book presents the concept of group-centered prevention and provides explanations and exercises for learning the method and teaching it to others. Detailed studies offer evidence for the continuing importance of prevention in mental well-being and distinguishes group-centered prevention from other group interventions by its ability to resolve incipient mental health issues and emotional problems. Case examples with adults, children, couples, and others demonstrate successful uses of group-centered techniques as well as illustrate the problems that arise in group settings. The book's ready-to-apply training exercises give prospective group leaders practice in starting new groups, fostering cohesion, integrating therapeutic factors into sessions, and other core skills. Featured topics include: Group-centered prevention in contrast with other group interventions. Characteristics of effective leaders in group-centered prevention. Benefits of prevention groups as opposed to those gained in counseling and therapy. Key constructs of self-efficacy and intrinsic motivation in group-centered prevention. Stages of development in new groups. Formats for developing training exercises. Group-Centered Prevention in Mental Health is an essential resource for scientist-practitioners, clinicians, and researchers as well as graduate students in such disciplines as school psychology, social work, and public health. Its educational uses span classroom, workshop, and training settings across the health and healing disciplines.

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