



Book Series

## *Current Issues in Out-of-School Time*

Series Editors

Helen Janc Malone, *Institute for Educational Leadership*

### **About the Book Series**

The Current Issues in Out-of-School Time (OST) series, published by Information Age Publishing, promotes and disseminates original theoretical and empirical research, promising practices, and policy perspectives from practitioners to further grow and develop the OST field.

The Current Issues in Out-of-School Time book series bridges research and practice, and is guided by the following principles: a) includes a focus on diversity, equity, inclusion, and culture; bridges and includes chapters on research, policy, and practice; appeals to a variety of OST audiences—including researchers, practitioners, policymakers, and philanthropy; elevates youth voices; and is intended to spark cross-sectoral conversations and collaborations.

The first book in the series, [The Growing Out-of-School Time Field: Past, Present, and Future](#) (2017) lays the foundation on which the series rests. [Social and Emotional Learning in Out-Of-School-Time: Foundations and Futures](#) (2018) offers a clear framing of SEL in relation to other OST concepts and initiatives. Our third book, [Changemakers! Practitioners Advance Equity and Access in Out-of-School Time Programs](#) (2019), addresses through an equity lens considerations organizations, programs, and OST professionals should hold when engaging underserved young people and communities. [At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings](#) (2020) brings together the voices of over 50 adults and youth to explore both the promises and challenges of intergenerational work in out-of-school time (OST) programs. Our fifth book, [Measure, Use, Improve! Data Use in Out-of-School Time](#) (2021), shares wisdom on building support for learning and evaluation in OST, creating and sustaining quality improvement efforts, authentically engaging youth people and caregivers in evaluation, and securing funder support for evaluation. Our sixth book, [It Takes an Ecosystem](#) (2022), explores the idea and potential of the Allied Youth Fields—an aspirational term that suggests increased connection across the multiple systems in which adults engage with young people, and provides research and examples to make the case that each young person's learning and development is shaped in positive and negative ways by the interactions they have with all the adults in their life. Our latest book, *The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection, and Transformation* (2023), shines a light on the intricate connections between research and practice touching upon both the vulnerability and triumph of youth development work.

The audience for this book series is wide-ranging, including: teachers and youth-serving professionals, schools and school districts, education and youth development leaders at all levels (including intermediaries, direct-service national/regional/local organization, membership organizations), college students and faculty, evaluators and researchers, funders, and other decision-makers and policy influencers. We look for book volumes that offer diverse perspectives on cross-cutting issues in the OST field.

### **The Book Series Board**

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### **The Book Series Board Service: A Note of Gratitude**

We thank the following former Board members on their service and contribution to advance this book series: Dr. Jennifer Agans, Dr. Tom Akiva, Dr. Karl Alexander, Dr. Ken Anthony, Dr. Dale Blyth, Dr. Corey Bower, Dr. Kimberly Boyer, Dr. Katie Brohawn, Ebony Campbell, Dr. Nikki Dawes, Elizabeth Devaney, Jessica Donner, Dr. Jacquelynne Eccles, Dr. Nia Imani Fields, Terri Fishback, Ayeola Fortune, Ellen Gannett, Dr. Aisha Griffith, Dr. Robert Halpern, Dr. Sara Hill, Laura Johnson, Dr. Sabrina Kataoka, Dr. Reed Larson, Priscilla Little, Sarah Lohnes, Brenda McLaughlin, Dr. Milbrey McLaughlin, Dr. Deborah Moroney, Dr. Gil Noam, Dr. Kolbrún Þ. Pálsdóttir, Karen Pittman, Dr. Mavis Sanders, Chris Smith, Bela Shah Spooner, Dr. Femi Vance, Dr. Deborah Vandell, Dr. Deepa Vasudevan, Gina Warner, and Dr. Roger Weissberg.

### **Questions/More Information**

For questions about this book series, please contact [currentissuesinost@icloud.com](mailto:currentissuesinost@icloud.com).

### **Books in this series:**

- The Heartbeat of the Youth Development Field
- It Takes an Ecosystem
- Measure, Use, Improve!
- At Our Best
- Changemakers!
- Social and Emotional Learning in Out-Of-School Time
- The Growing Out-of-School Time Field

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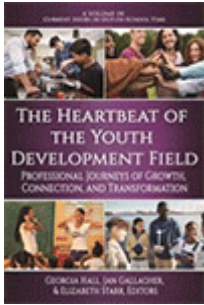
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## The Heartbeat of the Youth Development Field Professional Journeys of Growth, Connection, and Transformation

Georgia Hall, National Institute on Out-of-School Time (NIOST) at Wellesley College; Jan Gallagher, Clear Effective Communication; Elizabeth Starr, National Institute on Out-of-School Time (NIOST) at Wellesley College

2023. Paperback 979-8-88730-089-4 \$52.99. Hardcover 979-8-88730-090-0 \$94.99. eBook 979-8-88730-091-7 \$85.

Youth work is a sacred opportunity to make a significant difference in the lives of children and youth. Through research and personal essay narrative, *The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection, and Transformation* shines a light on the intricate connections between research and practice, touching upon both the vulnerability and triumph of youth development work. The passionate voices of youth workers in this volume lead to the inescapable conclusion that programs and policies for youth must be informed by these same voices and the values they express.

We hope this book shows OST workers, researchers, funders, and policymakers, as well as other education professionals, how youth workers' lived experiences inspire their ability to build the relationships that are the foundation of positive and healthy youth development. From relationships comes engagement, and from engagement, transformation—centered in equity, inclusion, and belonging. No one is better able to advocate for these truths than the professionals who found themselves—by whatever means—working with young people to bring positive change to their lives, their communities, and our world.

### ENDORSEMENTS:

*"The Heartbeat of the Youth Development Field: Professional Journeys of Growth, Connection and Transformation is a timely discussion about what we in the Out-of-School Time and youth development field know already - that this work is an integral part of the success, survival, and thriving of youth. This book will be a catalyst for ensuring the professionalization of our field and additional support and resources for out-of-school time and youth development professionals."* — Ebony Grace, NJSACC: The Statewide Network for New Jersey's Afterschool Communities

*"The Heartbeat of the Youth Development Field provides a window into the lives of youth workers and experiences that led to their work with young people. It beautifully illustrates the importance of building positive relationships with youth, and details the practices and strategies successfully employed by youth workers. While this book will be immeasurably valuable to researchers, funders, and policymakers, it is also an important resource for program leaders to promote reflection and discussion among youth worker staff as part of staff development."* — Sam Piha, The How Kids Learn Foundation and Temescal Associates

**CONTENTS:** Acknowledgments. Foreword, *Michelle Seligson*. Introduction, *Georgia Hall, Jan Gallagher, and Elizabeth Starr*. **SECTION I: THEORY.** Relational-Cultural Theory: At the Heart of the OST Field, *Betsy Nordell*. **SECTION II: PATHWAYS.** Creating and Supporting Pathways to Sustained Careers in Youth Work, *Nancy Peter*. Turning Points, *Brandis Stockman*. Journey of the Heart, *Jocelyn Wiedow*. Taking Equity Full Circle, *Mariana Lopez Quintanilla*. Sweet Spot, *Marisela Montoya*. Investing in Communities of Color, *Kourtney Andrada*. Reflection Questions. **SECTION III: ENGAGEMENT.** Shifting the Paradigm: Simple and Radical Ways to Create Safe, Supportive, and Engaging Settings With Youth, *John Weiss and Thomas Akiva*. Creating Windows Through Words, *Devan Blackwell*. Knowing Who I Am, *Terrance Cauley*. Afterschool as Mission, *Edward Franklin*. Mentoring Lessons: Paying It Forward, *Anthony Pound*. Keeping Relationship-Building at the Center, *Brad Lademann*. Reflection Questions. **SECTION IV: TRANSFORMATION.** Transformative Influence in OST Programs, *Ingrid A. Nelson*. Sanctuary, *Brittany Jacobs*. Transformative Power of the Arts, *Emily Ustach*. A Mirror for Black Boys, *Amy M. Franks*. You Can't Fake the Funk! *Priscilla Parchia*. Healing Toward Transformation, *Keith F. Miller, Jr.* Reflection Questions. **SECTION V: EQUITY.** Centering Equity in the OST Field, *Jimena Quiroga Hopkins*. Conclusion: Now More Than Ever, *Jane Quinn*. About the Authors.



## It Takes an Ecosystem Understanding the People, Places, and Possibilities of Learning and Development Across Settings

Thomas Akiva, University of Pittsburgh; Kimberly H. Robinson, Forum for Youth Investment

2022. Paperback 978-1-64802-667-6 \$52.99. Hardcover 978-1-64802-668-3 \$94.99. eBook 978-1-64802-669-0 \$85.

*It Takes an Ecosystem* explores the idea and potential of the Allied Youth Fields—an aspirational term that suggests increased connection across the multiple systems in which adults engage with young people. Recent research and initiatives make a strong case for what developmentalists have argued for decades: A young person’s learning and development is shaped in positive and negative ways by the interactions they have with all the adults in their life. Now is the time to reshape our systems to support this scientific understanding. The chapters in this book provide ideas, tools, examples, and visions for a more connected, more equitable world for young people and the adults in their lives.

### Endorsements for *It Takes an Ecosystem*

*"It Takes an Ecosystem offers a powerful and timely engagement of the possibilities and challenges facing the Out-of-School Time sector...this book charts a path forward for scholars, practitioners, community members to imagine OST anew---in ways that are socially just and affirming, centered on the optimal development of youth and the power of community."*

— Bianca Baldrige

University of Wisconsin Madison

*"The book's emphasis on an ecosystem approach, anchored in commitments to equity and racial justice, combines evidence-based analyses with a future-oriented call to action for the allied youth fields. This book will be a must-read for those committed to radically re-thinking how we bring sectors together to support thriving for children and youth."*

Ben Kirshner

University of Colorado

**CONTENTS:** Dedication. Foreword, *Karen Pittman*. **SECTION I: AN ECOSYSTEM OF YOUTH-SERVING FIELDS.** Introduction: A New Way Forward, *Kimberly H. Robinson and Thomas Akiva*. Using a Learning and Development Ecosystem Framework to Advance the Youth Fields, *Thomas Akiva, Marijke Hecht, and Dale A. Blyth*. Why Narrow Definitions of How, Where, and When Learning Happens Undermine Equity: How OST Leaders Can Help, *Karen Pittman, Jill Young, David Osher, Rob Jagers, Hal Smith, Merita Irby, and Poonam Borah*. Mattering in Allied Youth Fields: Summoning the Call of Black Lives Matter to Radically Affirm Youth Through Programming, *Roderick L. Carey, Camila Polanco, and Horatio Blackman*. **SECTION II: THE PEOPLE AND PRACTICES THAT SUPPORT HEALTHY LEARNING AND DEVELOPMENT ECOSYSTEMS.** Fostering, Facilitating, and Connecting: Families are a Critical Part of Young People’s Learning and Development Ecosystems, *Lori Delale-O’Connor*. The Power of Simple, Ordinary Interactions in Developmental Relationships Across Contexts, *Junlei Li and Dana Winters*. Who are the Adults Who Work with Youth? Unpacking the Occupational Identities of Library and Afterschool Workers in the Context of Learning and Developmental Ecosystems, *Sharon Colvin and Annie White*. Organizing for Equity: Addressing Institutional Barriers and Creating Learning Opportunities, *Fatima Brunson, DaVonna Graham, Tanja Burkhard, and Valerie Kinloch*. **SECTION III: POSSIBILITIES: TOOLS AND STRUCTURES FOR SHAPING LEARNING AND DEVELOPMENT ECOSYSTEMS.** Just Quality: How Youth Justice Programs Can Inform Program Quality Efforts to Support Equitable Learning & Development Ecosystems, *Alicia Wilson-Ahlstrom and David J. Martineau*. The Role of Out-of-School Time Intermediaries in Contributing to Equitable Learning and Development Ecosystems, *Priscilla Little and Jessica Donner with Wokie Weah, Mike Snell, LaRon Henderson, Jessica Werner, and Eddie Cleofe*. From System to (Eco)System: Policy Examples that Foster Cross-Sector Collaboration, *Michelle J. Boyd-Brown, Jill Young, and Deborah Moroney*. **SECTION IV: PLACES: CASE STUDIES OF LEARNING AND DEVELOPMENT ECOSYSTEMS.** The Role of Philanthropy, Research, and Evaluation in Shaping Learning and Development Ecosystems: The Case of Creative Learning in Pittsburgh, *Mac Howison, Esohe Osai, and Thomas Akiva*. Connected Learning & Libraries: An Essential Part of the OST Ecosystem, *Linda W. Braun and Lance Simpson*. The Growing Role of Out-of-School Time in Driving Equitable Career Exploration and Preparation, *Candace Brazier Thurman and Saskia K. Traill*. Expanded Learning as a Vehicle to Advance Whole-Child, Whole-Family Health and Wellness, *Jeff Davis*. **SECTION V: LOOKING AHEAD.** Building Forward Together: Toward Equitable Ecosystems for Young People, *Merita Irby, Karen Pittman, Hal Smith, and Deb Moroney*. Biographies.



## Measure, Use, Improve! Data Use in Out-of-School Time

Christina A. Russell, Policy Studies Associates; Corey Newhouse, Public Profit

2021. Paperback 978-1-64802-253-1 \$52.99. Hardcover 978-1-64802-254-8 \$94.99. eBook 978-1-64802-255-5 \$85.

Measure, Use, Improve! Data Use in Out-of-School Time shares the experience and wisdom from a broad cross-section of out-of-school time professionals, ranging from internal evaluators, to funders, to researchers, to policy advocates. Key themes of the volume include building support for learning and evaluation within out-of-school time programs, creating and sustaining continuous quality improvement efforts, authentically engaging young people and caregivers in evaluation, and securing funder support for learning and evaluation.

This volume will be particularly useful to leadership-level staff in out-of-school time organizations that are thinking about deepening their own learning and evaluation systems, yet aren't sure where to start. Authors share conceptual frameworks that have helped inform their thinking, walk through practical examples of how they use data in out-of-school time, and offer advice to colleagues.

### Book reviews and associated articles:

[Journal of Youth Development](#): Book Review - Measure, Use, Improve! Data Use in Out-of-School Time

[Sperling Center](#): Q&A with Christina A. Russell and Corey Newhouse

[The Forum for Youth Investment](#): Measure, Use, Improve! Data Use in Out-of-School Time

**CONTENTS:** Foreword, *Beth Gamse, Julie Spielberger, and Angeline Spain*. Introduction, *Christina Russell*. **PART I: SETTING THE STAGE: THE VALUE OF MEASUREMENT AND EVALUATION.** Taking Stock: Investing in Measuring Our Work in Out-of-School Time, *Regino Chávez*. What's Your Why? Matching Evaluation Approach to Organizational Need, *Jason Spector*. Using Data for Learning: A Funder's Perspective, *Rebecca M. Goldberg, Ashleigh L. Halverstadt, and Alex C. Hooker*. **PART II: BUILDING BLOCKS FOR EVALUATION.** Demystifying Data: Strategies and Tools for Making Data More Meaningful in OST Programs, *Hannah Lantos, Zakia Redd, Brandon Stratford, and Aasha Joshi*. Navigating Data Systems Selection: Tools to Ease the Journey, *Betsy Block*. So What, Now What: A Game-Winning Plan for Capacity Building, *Tasha Johnson and Aasha Joshi*. From Quantity to Quality: Lessons Learned From an Ongoing Statewide Initiative, *Kim Firth Leonard, Celeste Janssen, and Belle Cantor*. Putting Data to Work for Young People: Bridging Practice and Research Through Continuous Improvement, *Jessica Donner, Anamarie Auger Whitaker, Ann Durham, and Lisa Gomi Hui*. Youth Participation in Evaluation: Lessons From the Past, Opportunities for the Future, *Joseph Luesse and Kim Sabo Flores*. **PART III: DEVELOPING SYSTEMS OF EVALUATIVE THINKING.** Building Effective Continuous Quality Improvement Systems: The Need for Evaluative Thinking About Out-of-School Time Program Quality, *Tiffany Berry and Michelle Sloper*. Building Evaluative Thinking Skills and Capacity Through M3® (Making Meaning with Multiple Data Sets), *Jocelyn Wiedow and Jennifer Griffin-Wiesner*. A Reservoir of Insight: Tapping Youth Feedback to Inform Continuous Learning, *Valerie Threlfall*. How a Frontier State Grew OST Quality From the Ground Up, *Linda Barton, Kathy Schleyer, and Ellen Gannett*. Beyond Youth Outcomes: Thinking Outside the Logic Model, *Bryan Hall and Brenda McLaughlin*. **PART IV: USING DATA AND EVALUATION TO IMPROVE STAFF CAPACITY.** Giving Data a Voice Through Coaching: The Michigan Example, *Jamie Wu, Trevor Davies, Lorraine Thoreson, and Laurie Van Egeren*. Walk the Path Together: Partnering to Advance Data Use, *Miranda Yates, Stephanie Mui, and Jennifer Nix*. Using Data Informed Practices to Support the Onboarding and Retention of Youth Development Professionals, *Jaynemie Enyonam Angbah*. Epilogue, *Corey Newhouse*. Resources. About the Contributors.



## At Our Best Building Youth-Adult Partnerships in Out-of-School Time Settings

Gretchen Brion-Meisels, Harvard Graduate School of Education; Jessica Tseming Fei, Harvard Graduate School of Education; Deepa Sriya Vasudevan, Wellesley College

2020. Paperback 978-1-64113-975-5 \$52.99. Hardcover 978-1-64113-976-2 \$94.99. eBook 978-1-64113-977-9 \$85.



At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings brings together the voices of over 50 adults and youth to explore both the promises and challenges of intergenerational work in out-of-school time (OST) programs. Comprised of 14 chapters, this book features empirical research, conceptual essays, poetry, artwork, and engaged dialogue about the complexities of youth-adult partnerships in practice. At Our Best responds to key questions that practitioners, scholars, policymakers, and youth navigate in this work, such as: What role can (or should) adults play in supporting youth voice, learning, and activism? What approaches and strategies in youth-adult partnerships are effective in promoting positive youth development, individual and collective well-being, and setting-level change? What are the tensions and dilemmas that arise in the process of doing this work? And, how do we navigate youth-adult partnerships in the face of societal oppressions such as adultism, racism, and misogyny? Through highlighting contemporary cases of authentic youth-adult partnerships in youth programs, this fourth volume of the IAP series on OST aims to introduce, engage, and sharpen educators' understandings of the power and promise of these relationships. Together, the authors in this volume suggest that both building youth-adult partnerships and actively reflecting on intergenerational work are foundational practices to achieving transformational change in our OST organizations, schools, neighborhoods, and communities.

Praise for *At Our Best*:

"There is nothing more powerful in our efforts to improve our society than understanding how to cultivate deep and meaningful partnerships with young people. "At Our Best" offers key insights about the power of youth-adult partnerships in out-of-school time settings. Brion-Meisels, Fei & Vasudevan have compiled a powerful and comprehensive collection of voices of people who are blazing a new path in partnering with youth. This book is a must read for researchers and practitioners searching for fresh analysis and innovative insights into building youth-adult partnerships." ~ **Shawn Ginwright, Ph.D**, Associate Professor of Education & Africana Studies, San Francisco State University  
Chief Executive Officer, Flourish Agenda, Oakland CA

"There are few books that consider how youth and adults work as partners for the benefit of their schools, their communities and themselves. "At Our Best" changes the status quo. It takes seriously the urgency and centrality of intergenerational inclusion by bringing together the voices of educators, academics, artists, youth workers, organizers and students. The chapters move between theory and practice, providing rich reflections on foundations of youth-adult partnerships while also detailing best practices in out-of-school time. The authors generously share the struggles and joy of this work. In so doing, they provide a roadmap for navigating the complex work of youth-adult partnerships in our current social and political context." ~ **Shepherd Zeldin**, Professor Emeritus, Civil Society and Community Studies, University of Wisconsin-Madison

#### **Book reviews and associated articles:**

[Journal of Youth Development](#): Book Review—At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings

[Learning in Afterschool & Summer](#): Promoting Youth-Adult Partnerships in the Era of COVID-19

[Sperling Center](#): Q&A with Gretchen Brion-Meisels, Deepa Vasudevan, and Anna West

[Youth Today](#): Collaborating With Youth in OST Setting Is Best for Goals

**CONTENTS:** Foreword: Intergenerational Solidarity When the House Is on Fire, *Maria Elena Torre*. Acknowledgments. Introduction, *Gretchen Brion-Meisels, Deepa Sriya Vasudevan, and Jessica Tseming Fei*. **SECTION I: THE FOUNDATIONS OF PARTNERSHIP.** Trust Formation in Youth-Adult Relationships in Out-of-School Time Organizations, *Aisha N. Griffith and Xue Jiang*. Art Education and the Problem-Posing Methodology: A Critical Approach to Learning From and Working With Students and Their Communities, *Luis-Genaro Garcia*. Critical Reflections on Tensions in Authentic Youth-Adult Partnerships, *Juan C. Medina, Bianca J. Baldrige, and Tanya Wiggins*. **SECTION II: ON RELATIONAL PRACTICES.** Let the Show Begin, *Kelsey Tonacatl-Cuatzo*. Rewind: Ten Years of a Youth-Adult Partnership, *Marcellina Angelo and Deborah Bicknell*. A Delicate Dance, *Sylvia Boguniecki*. "To Pick up a Pen Instead of a Gun": Rewriting Richmond Through RAW Talent, *Donté Clark and Molly Raynor*. Picture of Jennifer, *Arie Dowe*. Ricans With Pride, *Arianna Ayala*. Care/ful Kinship: An Intergenerational Reflection on the Risks and Possibilities of Youth Work, *Amanda Torres and Anna West*. **SECTION III: ON ORGANIZATIONAL PRACTICES.** Profiles, Key Moments, and a Continuum of Youth-Led Participation: An Inclusive Model of Youth Development Work, *Pegah Rahmanian*. The Differences, *Tianna Davis*. Better Together: The Promise, Preconditions, and Precautions of a Youth-Adult Partnership Approach to Collaborative Research, *Sarah Zeller-Berkman, Mia Legaspi-Cavin, Jessica Barreto, Jennifer Tang, and Asha Sandler*. To Partner With Us, Trust Our Ideas: Washington Heights Expeditionary Learning School Educators' Support of Youth Researchers/Activists, *Yohely Comprés*. Hip-Hop Music-Making as a Context for Relational Equity Among Youth and Youth Workers, *Erica Van Steenis and Ben Kirshner*. Voila! *Latifat Odetunde*. Building the Beloved Community: Intergenerational Organizing at the Highlander Research and Education Center, *Jessica Tseming Fei with Nayir Vieira Freeman, Rush George, Ash-Lee*

Woodard Henderson, and Allyn Maxfield-Steele. **SECTION IV: ON THE COMPLEX ROLE OF ADULTS.** Failed by the System, *Emmylou Nicolle*. How Do We Heal Together? Unlearning Trauma in a South Asian, Diaspora, and Indo-Caribbean Youth-Adult Partnership Space, *Melissa Kapadia, Anika Kabani, and Nudar Chowdhury*. Helping Hands, *Gassendina Lubintus*. Tensions of Purpose: Strategies to Strengthen Partnerships and Overcome Barriers Between Youth and Adults and Advance Transformative Social Change, *Samantha Rose Hale, Heang Ly, Nathaniel McLean-Nichols, and Carrie Mays*. If the Goal is Greatness, Expect Greatness From Everyone, *Noelis Tovar*. “Why Couldn’t That Have Been Me?” Reflections on Confronting Adulthood in Education Organizing Spaces, *Kristy Luk, Noah Schuettge, Keith Catone, and Catalina Perez*. Past, Present, Future, *Eduardo Galindo*. Flipping the Script: Leaving Room for Youth to Grow Their Power, *Thomas Nikundiwe*. **SECTION V: LOOKING FORWARD.** “At Our Best”: Youth-Adult Partnership and the Struggle for Collective Well-Being, *Gretchen Brion-Meisels, Jessica Tseming Fei, and Deepa Sriya Vasudevan*. About the Editors. About the Contributors.



## Changemakers! Practitioners Advance Equity and Access in Out-of-School Time Programs

Sara Hill; Femi Vance

2019. Paperback 978-1-64113-620-4 \$41.39. Hardcover 978-1-64113-621-1 \$80.49. eBook 978-1-64113-622-8 \$85.

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 populations 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 traditionally underserved populations — 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 brings to the surface the equity and access challenges as well as positive solutions and strategies.

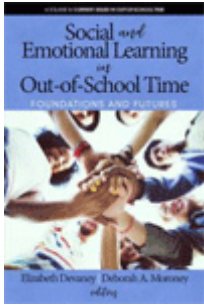
Each chapter is written from an insider’s perspective, by practitioners themselves, who articulate some of the key and relevant issues in the field. Each chapter ends with a Research-Practice Connection section written by the editors, which discusses the topic from a research lens and generates a set of questions that can be used by researchers in future studies to explore the topic in a more in-depth, expansive manner.

### Book reviews and associated articles:

[Afterschool Matters](#): Practitioners Advance Equity and Access

[Learning in Afterschool & Summer](#): Equity and Access in OST Programs

**CONTENTS:** Access in Out-of-School Time Programs, *Sarah Zeller-Berkman*. **PART I: INTRODUCTION.** Introduction, *Sara Hill and Femi Vance*. **PART II: SHAPING ORGANIZATIONS FOR ACCESS AND EQUITY.** Putting Our Minds to It: Implicit Bias and Advancing Equity in Youth Development, *Kathryn Sharpe*. On the Level: Local Networks Creating Deeper and More Equitable School-Community Partnerships, *Ken Anthony*. Extending a Mighty Hand: Outreach and Retention Strategies to Help Our Least Supported Youth, *Rachel Loeper*. Rooted in Scarcity and Deficit: Time to Reconsider the Funding Process, *Rebecca Fabiano*. What Does it Take to Provide Disabled Youth Access to Out-of-School Time Programs? *Suzanne Stolz*. **PART III: EQUITY THROUGH CRITICAL PRACTICE.** Critical Youth Development: Living and Learning at the Intersections of Life, *Merle McGee*. Maintaining Momentum to Empower Boys and Young Men of Color in the Out-of-School-Time Field, *Jon Gilgoff*. Engaging Immigrant Families in Out-of-School Time Activities, *Andrés Henríquez and Sonia Bueno*. **PART IV: SUMMARY AND CONCLUSION.** Summary and Conclusion, *Sara Hill and Femi Vance*. Biographies.



## Social and Emotional Learning in Out-Of-School Time Foundations and Futures

Elizabeth Devaney, Children's Institute, University of Rochester; Deborah A. Moroney, American Institutes for Research

2018. Paperback 978-1-64113-384-5 \$52.99. Hardcover 978-1-64113-385-2 \$94.99. eBook 978-1-64113-386-9 \$85.

This volume focuses on social and emotional learning (SEL) from a variety of perspectives. The goal of the volume is to offer a clear framing of SEL in relation to other related out-of-school time concepts and initiatives. SEL has gained popularity as a concept in recent years and there remains confusion as well as great interest in the meaning and implementation of SEL in OST. Policymakers, researchers, and practitioners are pursuing work related to SEL in OST and this volume offers an opportunity to share that work by:

- Defining and explaining SEL in a variety of out of school contexts and highlighting opportunities for integration and alignment with other fields (e.g., formal education)
- Clarifying the language and framework confusion and honoring the field's foundation in thinking about social and emotional development through high quality youth development practice
- Sharing information about current trends and new developments and how that work is shaping the field across the developmental continuum
- Making the research to practice connection by including in each chapter foundational research on the topic, evidence of effective efforts, and practical implications
- Offering recommendations for researchers, practitioners, and policymakers related to SEL in OST settings

### ENDORSEMENTS

"The social and emotional development of our nation's youth is a common, essential concern of those working in school and out of school. This volume will be the catalyst for long overdue conversation, collaboration, and synergy. It is essential reading for practitioners, researchers, and policy makers in both contexts who are concerned with preparing children for the tests of life, and not a life of tests." ~ Maurice J. Elias, Ph.D., *Rutgers University, Co-director, Academy for Social-Emotional Learning in Schools and After School Settings*

"Having spent all of my adult life working with, and advocating for, high-quality youth programming, I understand the critical role out-of-school-time (OST) programs play in the social and emotional development of young people. As the Executive Director of the New York State Network for Youth Success, I am thrilled to see such a comprehensive view of current best practices and research on social-emotional learning (SEL) in OST programs. It is exciting and encouraging to see so much documented progress with SEL in OST condensed into one comprehensive book that furthers understanding of both research-informed practices and systems building around policy. This book, edited by two leading researchers in the field, Elizabeth Devaney and Deborah Moroney, should be required reading for any practitioners, policy makers, and educators in the field. Both the editors' and contributors' emphasis on making SEL an "intentional practice" is the exact conversation we all should be having right now." ~ Kelly Malone Sturgis, *Executive Director, New York State Network for Youth Success*

"Social Emotional Learning and Out-Of-School-Time: Foundations and Futures is an extremely important and timely publication. The scope and depth of this work makes it a must read for any serious out-of-school-time or K-12 educator. In 2014 California identified social emotional learning as the most promising bridge to bring coherence between expanded learning programs and the school day. (A Vision for Expanded Learning in California - Strategic Plan 2014-2016) I have found this to be the exact case. All across California, school day and out-of-school-time professionals are having deep and authentic conversations about youth centered collaborative efforts. We also know that providing social emotional development opportunities is a corner stone for any high quality out-of-school-time program. I plan to share this publication widely with K-12 educators, policy makers, parents and so many others." ~ Michael Funk, *Director, Expanded Learning Division, California Department of Education*

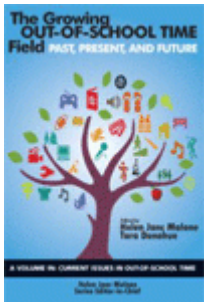
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## The Growing Out-of-School Time Field Past, Present, and Future

Helen Janc Malone, Institute for Educational Leadership; Tara Donahue

2017. Paperback 9781641130288 \$52.99. Hardcover 9781641130295 \$94.99. eBook 9781641130301 \$85.

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)

#### **Book reviews:**

[Journal of Youth Development](#): Book Review of The Growing Out-of-School Time Field: Past, Present, and Future

[Youth Today](#): The Growing Out-of-School Time Field: Past, Present, and Future (book review)

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