Call for Book Proposals: October 1 - January 8, 2021

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 by stimulating discussion about: research-informed practice and practice-informed research; emerging, innovative strategies in the field; groundbreaking research that is deepening our understanding of the what, why, and how of OST; and areas left unexplored or issues that demand our urgent attention in order to improve the equity, access, quality, and diverse outcomes for all children and youth.


The audience for this book series is wide-ranging, including: teachers and youth-serving professionals, 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.

About the Call for Book Volume Ideas
The call for edited book volumes will be open from October 1 to January 8, 2020. The series welcomes ideas for book topics that bring a multi-disciplinary approach, illuminate relevant issues in the field, and would appeal to a broad range of audiences both within the OST field and beyond. We
are looking for individuals and/or editorial teams who bring diverse perspectives. Book editors should have expertise in the subject matter proposed in their book.

Please note: Although a more complete proposal is helpful for the review process, applicants do not need to specify every detail for a successful proposal. For example, although the submission requirements below ask for an exploratory table of contents, you do not need to contact or have confirmation from every chapter author before submitting a proposal. A managing editor and the Publication Board for the series will work closely with book editor(s) throughout the process to further develop ideas and assist to identify chapter authors.

We welcome fresh, innovative book topic ideas from scholars and practitioners alike. Ideas that are covered by previous published or forthcoming books in this series will not be considered. We also do not accept proposals that are outside of the OST field or are too narrow and niche. Below is a list of principles and a sample list of broad topics that we designed to stimulate ideas and is in no way exhaustive:

Guiding Principles for the Books in this Series:

- 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
- Is intended to spark cross-sectoral conversations and collaborations

Topic Idea Suggestions (not an exhaustive list):

1. The role of OST in reaching and supporting youth and families, particularly in times of crisis and uncertainty (such as Covid-19 pandemic, racial injustice)

2. Investigations of OST programs’ impact across diverse outcomes (e.g., school performance, educational attainment, youth development, health)

3. Analysis of content-based learning in OST programs (e.g., STE[A]M, arts, college and career preparation, civic education)

4. The role of OST in prevention and supporting healthy lifestyles

5. Research and strategies supporting OST staff learning and development

6. Research on factors influencing anytime, anywhere learning (e.g., the role of technology in rural contexts or digital divide in the times of crisis)

7. Leveraging public/private/philanthropic dollars to support OST programs and systems

8. Diverse global voices and cultural perspectives on OST

**Submission Requirements**
To submit your book idea, please provide the following:

1. A tentative title (subtitles allowed; no more than 15 words total)
2. Overview/summary of the proposed book volume (250-word max) Analysis of content-based learning in OST programs (e.g., STE[A]M, arts, college and career preparation, civic education)

3. Rationale (up to 2 double-spaced page)
   a. Purposes and objectives
   b. Theoretical framework/guiding literature
   c. Significance – How does the book expand current knowledge in the OST field?
   d. Contribution to all the outlined guiding principles

4. An exploratory, annotated table of contents (up to 6 double-spaced pages). A list of proposed chapter titles with 100-word brief description of each chapter titles with 100-word brief description of each chapter (suggested authors for each chapter are welcome if known). The number of chapters will vary by volume; most books will be between 200-300 print pages.

5. 250-word biographies of book proposal editors emphasizing subject matter expertise and experience working on collaborative projects.

6. Please tell us how you heard about this call (1-3 sentences).

Please adhere to the page limits. Use 1” margins, 12-point Times New Roman font. All proposals will undergo a peer review process. Feedback on the proposals will be available by the end of February 2021.

Deadline for submission is December 1, 2020. Please email your submission as one Word Document attachment (file name structure: IAP_OST_Book_Proposal_ ) to currentissuesinost@icloud.com.

Frequently Asked Questions

• **Are there topics of particular interest or topics that are not likely to be selected?** The list of topics included in the call is meant to stimulate your thinking but is not exhaustive. Our emphasis is on pressing topics for the OST field broadly. Please consider the timeliness of your topic, relevance, and applicability across the OST field, and whether it is likely to remain timely given the length of the publication process. Proposals that duplicate topics from the series’ volumes, as well as niche topics or those outside of the OST field, will not be considered.

• **What are the primary review criteria for proposals?** Book proposals will be reviewed on: a) the overall fit and quality; b) theoretical framework and approach(es) the bridge between research and practice; c) intentional connection to the guiding principles; d) clear outline of goals and objectives; e) timeliness, relevance, and significance of the topic to the OST field; f) clear description of the annotated table of contents.

• **What credentials do authors need? How do I know if I am qualified to propose a volume?** There are no right or wrong authors or editors for these volumes. The goal is to represent a wide cross-section of research and practice for the OST field. Our hope is that authors will represent both those who study OST and those who work in the field.

• **If my proposal is not selected for publication, are there other avenues to publish my work/ideas?** There are a variety of options for practitioners and researchers to publish. The journals Afterschool Matters, the Journal of Youth Development, and School Community Journal are peer-reviewed journals accepting articles at least once a year. The National Afterschool Association, the Afterschool Alliance, and the National Summer Learning Association, for instance, also have regular
newsletters and occasionally seek contributors. There may also be opportunities to contribute a chapter for another book in the series.

• **What kind of editorial support is available to editors and authors?** The Editorial Review Committee will engage in a peer review process, and the Committee chair will send the peer review summary to the editors of the selected volume. A managing editor will be appointed by the Committee to work with the book volume co-editors through the publication process. The publisher offers typesetting services; however, editors and authors are responsible for editing, copyright clearances, and indexing. All editorial responsibilities and duties will be articulated within the book contract and the accompanying Memorandum of Understanding. For more information from IAP about developing a manuscript, see their [general manuscript guidelines](#).

• **How often will calls be released for book proposals?** A call for proposals will be released annually in the fall, with a submission window starting Oct. 1st and concluding Jan. 8th.

• **What is the general timeline for publishing a book?** The books in the series will be spaced out to release one edited volume annually. Books will be selected by late winter. Book contract and associated paperwork will be executed by early to mid-Spring. Volume editors will work over the summer to engage in outreach of authors, inviting first drafts early fall, final drafts in the winter, and submitting the full manuscript into production to the publisher in early spring, roughly one year from being selected. The book production takes six months from submission to the publisher till release (slated for roughly October 1st each year). The series is currently looking to identify books that could be released in the Fall of 2022.

• **How/where will the book be sold and marketed?** The books are sold through Information Age Publishing and their digital distribution partners. The Publisher offers broad domestic and international marketing and promotional services through its website. It markets and promotes materials to librarians, professors, and professionals throughout the world. The Publisher also has prominent presence at major professional conferences in the field. The book series’ Publications Board, alongside in-kind marketing partners, will promote individual books via diverse channels. Potential book launch opportunities could include: Twitter chats, webinars, author and editor interviews, exposure at professional conferences and via e-newsletters of major membership organizations in the out-of-school time field.

**Questions/More Information**
For questions about this book series, please contact currentissuesinost@icloud.com.

**Books in this series:**

- 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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**Special Paperback Set Price:**
$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit:

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
Measure, Use, Improve! Data Use in Out-of-School Time

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


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.


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


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

“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

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

Sara Hill; Femi Vance


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 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, expansive manner.


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


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
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

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 Order Form

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