

After-school Education

Approaches
to an
Emerging Field



Gil G. Noam
Gina Biancarosa
Nadine Dechausay

Afterschool Education Approaches To An Emerging Field

Barton J. Hirsch



Afterschool Education Approaches To An Emerging Field:

Afterschool Education Gil G. Noam, Gina Biancarosa, Nadine Dechausay, 2002-01-01 The authors survey the current afterschool landscape and bring to light important issues and practices within the field explore the challenges and opportunities facing afterschool education programs and point to future directions for these burgeoning educational ventures Afterschool education has grown in recent years into a vast and diverse enterprise In the United States young people spend almost a third of their organized time including school hours in afterschool and summer programs Yet there is little clear and conclusive research on afterschool programs research that would help guide the practice of existing afterschool programs and establish guidelines for the creation of new programs An indispensable guide for practitioners administrators policy makers and parents Afterschool Education will serve as the cornerstone for all future accounts of and proposals for this crucial educational field

The Growing Out-of-School Time Field Helen Janc Malone, Tara Donahue, 2017-10-01 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 [Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index](#) Eugene F. Provenzo, John P. Renaud, Asterie Baker Provenzo, 2009 The Encyclopedia provides an introduction to the social and cultural foundations of education The first two volumes consist of A Z entries featuring essays representing the major disciplines including philosophy history and sociology and a third volume is made up of documentary photographic and visual resources

After-School Centers and Youth Development Barton J. Hirsch, Nancy L. Deutsch, David L. DuBois, 2011-09-12 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 Changemakers! Sara Hill,Femi Vance,2019-08-01 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 Book reviews and associated articles Afterschool Matters Practitioners Advance Equity and Access Learning in Afterschool Summer Equity and Access in OST Programs *Handbook of Reading Research, Volume IV* Michael L. Kamil,P. David Pearson,Elizabeth Birr Moje,Peter Afflerbach,2011-03-17 The Handbook of Reading Research is the research Handbook for the field Each volume has come to define the field for the period of time it covers Volume IV follows in this tradition The editors extensively reviewed the reading research literature since the publication of Volume III in 2000 as portrayed in a wide array of research and practitioner based journals and books to identify the themes and topics covered As in previous volumes the focus is on reading research rather than a range of literate practices When taken as a set the four volumes provide a definitive history of reading research Volume IV brings the field authoritatively and comprehensively up to date **Learning and Community** Joseph and Martha Mendelson Associate Professor of American Jewish History and Director of the Archives of Conservative Judaism Jack Wertheimer,2009-07-15 Rich ethnographies of Jewish supplementary schools drawn from every region in the U S Chinese Education Models in a Global Age Chuing Prudence Chou,Jonathan Spangler,2016-04-06 China s rise an increasing emphasis on international education benchmarking and a global recognition of East Asian countries success in this regard have brought the issue of Chinese education to the forefront of public consciousness In particular the concept of a Chinese education model is one that has sparked debate and

quickly become a major focus of education research around the world especially in light of regional achievements vis vis university rankings bibliometric indices the Programme for International Student Assessment PISA Trends in International Mathematics and Science Study TIMSS and other such benchmarks Chinese Education Models in a Global Age tackles this controversial issue head on by synthesizing a diversity of analyses from a world class team of twenty seven authors It reveals that Chinese education models which are present in many different geographic and institutional contexts have an important influence on social and institutional norms as well as individual belief systems and behaviors in China and beyond The first of its kind this edited volume establishes a foundation for future research while providing a nuanced and tightly integrated compilation of differing perspectives on the role and impact of Chinese education models worldwide It is essential reading for all scholars policymakers students parents and educators interested in the rising demographic and economic influence of people of Chinese descent on education around the world

The Globe's Emigrating Children Kathleen A. Stark, 2008 The Globe's Emigrating Children describes one teacher's experiences teaching twenty four immigrant students during their first year in the United States From diverse places including Vietnam Iraq Somalia Sudan Mexico El Salvador and Haiti these children brought their many languages and cultures to a first grade sheltered English classroom in a large urban school district Kathleen A Stark's thoughts and conversations with her students and her struggles to address each of the children's emotional and learning needs while guiding them to recognize and question the assumptions of the world around them provide a much needed intimate look into the lives and education of immigrant children Stark's beautifully written reflections about the teacher's role and the role of education in general are supremely original honest and thought provoking This book should be read by any teacher involved in such areas as immigration early childhood theory literacy foreign language education and critical pedagogy It is also suited to pre service college courses devoted to these topics

STEM Education

2.0 Alpaslan Sahin, Margaret J. Mohr-Schroeder, 2019-08-12 STEM Education 2.0 discusses the most recent research on important selected K 12 STEM topics by synthesizing previous research and offering new research questions The contributions range from analysis of key STEM issues that have been studied for more than two decades to topics that have more recently become popular such as maker space and robotics In each chapter nationally and internationally known STEM experts review key literature in the field share findings of their own research with its implications for K 12 STEM education and finally offer future research areas and questions in the respected area they have been studying This volume provides diverse and leading voices in the future of STEM education and STEM education research

Job Skills and Minority

Youth Barton J. Hirsch, 2015-11-19 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

Making Failure Pay Jill P. Koyama, 2010-08-15 A little discussed aspect of the No Child Left Behind Act NCLB is a mandate that requires failing schools to hire after school tutoring companies the largest of which are private for profit corporations and to pay them with federal funds Making Failure Pay takes a hard look at the implications of this new blurring of the boundaries between government schools and commerce in New York City the country's largest school district As Jill P Koyama explains in this revelatory book NCLB a federally legislated state regulated district administered and school applied policy explicitly legitimizes giving private organizations significant roles in public education Based on her three years of ethnographic fieldwork Koyama finds that the results are political problematic and highly profitable Bringing to light these unproven unregulated private companies almost invisible partnership with the government Making Failure Pay lays bare the unintended consequences of federal efforts to eliminate school failure not the least of which is more failure

The Harvard Education Letter, 2003 **Integrated Approaches to STEM Education** Judy Anderson, Yeping Li, 2020-12-23 This book

provides a platform for international scholars to share evidence for effective practices in integrated STEM education and contributes to the theoretical and practical knowledge gained from the diversity of approaches Many publications on STEM education focus on one or two of the separate STEM disciplines without considering the potential for delivering STEM curriculum as an integrated approach This publication analyzes the efficacy of an integrated STEM curriculum and instruction providing evidence to examine and support various integrations The volume focuses on the problems seen by academics working in the fields of science technology engineering and mathematics STEM and provides valuable high quality research outcomes and a set of valued practices which have demonstrated their use and viability to improve the quality of integrated STEM education

Educating Asian Americans Russell Endo, Xue Lan Rong, 2013-03-01 The achievement schooling and the ethnic identities of Asian American students are among the core areas in the field of Asian American education yet there is much that remains to be uncovered verified contradicted and learned through sound research especially as the Asian American population rapidly increases in size and in the diversification of its characteristics The chapters in this book deal present cutting edge work in these three areas and contain innovative perspectives new qualitative quantitative data and discussions of the implications of findings for educational policies practices and programs These chapters cover such specific topics as academic achievement gaps between Asian American and White students contemporary school experiences of Southeast Asians and of undocumented Asian American students perspectives on

teaching immigrant and refugee students and the development of ethnic identities This work is authored by well known higher education faculty as well as emerging scholars Overall this material represents a valuable timely and useful contribution to the literature on Asian Americans that will be of interest to faculty administrators policymakers researchers and students Leading After-school Learning Communities ,2006 After School programs offer valuable opportunities to support children s learning while ensuring their safety when school day ends This guide contains a wealth of strategies and resources that show how principals can fulfill an essential leadership role in after school programs without assuming additional management responsibilities Provided by publisher The Case for Twenty-First Century Learning Eric Schwarz,Ken Kay,2006-09-11 What skills and attributes will allow young people to succeed in the new global economy This volume addresses the question by examining the topic of twenty first century learning Twenty first century learning frames an increasingly relevant and vital national conversation about what young people need in order to achieve critical thinking problem solving innovation and communication skills The chapters in this volume provide a broad scope of perspectives from business leaders educators researchers youth workers and students on the need opportunity application and outcomes of twenty first century learning The twenty first century calls us to reimagine the learning day building partnerships that engage schools after school programs businesses and community based organizations and to embrace both traditional academic basics as well as small group and project based learning This volume provides the most comprehensive review to date of this important topic This is the 110th issue of New Directions for Youth Development a quarterly journal published by Jossey Bass Click here to view the entire catalog of New Directions for Youth Development titles **Youth Leadership in Sport and Physical Education** D. Hellison,T. Martinek,2009-10-26 This book responds to the needs of urban youth by describing youth development principles in physical activity programs These programs are built on urban kids assets and promise rather than their deficits Included are ways of transferring skills from specific programs to everyday settings

When, Where, What, and How Youth Learn: Blurring School and Community Boundaries Karen J. Pittman,2003-04-16 Explore ways to connect learning experiences that happen inside and outside school buildings and during and after the school day This volume presents new structures and arrangements that are helping to meet the needs of vulnerable urban adolescents and an innovative program to bring together schools community organizations policy makers and the general public to create learning centered communities It explores programs that are community based such as Chicago s After School Matters program and programs for stimulating out of school free choice learning to accomplish educational goals as well as school based programs **Ignatian Pedagogy for Public Schools** Benjamin J. Brenkert,2023-07-27 This book shows how the pedagogical philosophy of the Society of Jesus the Jesuits founder Ignatius of Loyola can be used and applied in public school settings in the USA and around the world without dismantling the separation of church and state Ignatian Pedagogy should be considered a historical precursor to modern practical and pedagogical

theories such as culturally relevant pedagogy and equity frameworks in education with Jesuit foundational texts such as the Ratio Studiorum including material about working within and valuing the context of the culture surrounding schools emphasizing student voice and empowering the student as a co teacher Based on new research carried out in New York City Department of Education NYC DOE schools the author argues for universal character formation programs based on already existing and highly effective programs at Jesuit sponsored schools The research shows that universal character formation programs are highly effective in developing students flourishing strengthening their relationships with themselves and others and enabling critical reflective thought Based on the theory of Ignatius of Loyola and the work of thinkers including Paulo Freire Mahatma Gandhi Elisabeth Johnson and Martin Luther King Brenkert presents a theological philosophical framework for creating a beloved community free from oppression poverty and hate

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