Positive Youth Development Through Sport

After-School Programs to Promote Positive Youth Development

Early Childhood Environment Rating Scale (ECERS-3) This unique resource provides a practical overview of the research and best practices that can be easily adapted and applied in the development of highly effective after-school programs.

After-School Programs that Promote Child and Adolescent Development

52 After School Activities There has been a huge increase in government and foundation funding for after-school programs, but there is very little published research on processes and outcomes (what is available is single-program analysis, often in the form of reports to funding agencies). This collection provides data on the operation of many programs and takes community contexts into account, showing what children actually like and how programs can attract and retain them.

Links to Learning What are the components of high-quality after-school care for children ages 5–12? How can we evaluate these programs? These are the challenges facing caregivers, schools, agencies, and parents as after-school programs proliferate. The School-Age Care Environment Rating Scale©, Updated Edition provides an easy-to-use resource for defining and assessing the quality of both public and private programs caring for school-age children during out-of-school time. This updated, spiral-bound edition is re-formatted so that each item appears on its own page, along with Notes for Clarification and Questions. The expanded Scoresheet can be copied from the book or downloaded from the TC Press website: www.tcppress.com. Selected revised Items make scoring more accurate and informative. The SACERS Updated Edition consists of 47 items, organized under 7 categories: Space and Furnishings Health and Safety Activities Interactions Program Structure Staff Development Special Needs Supplementary Items The SACERS Updated Edition is designed to be comprehensive in coverage and easy to use. Instructions for using the scale provide options for self-assessment in addition to formal assessments. Who should use the SACERS? Program directors Organizations, states, and agencies doing QRIS and continuous improvement evaluations School districts Program funders School principals Community-based out-of-school programs States receiving Race to the Top funds Teachers Teacher educators Researchers

Before- and after-school care, programs, and activities of children in kindergarten through eighth grade, 2001

Ready-to-Use Activities for Before and After School Programs ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN is a tried and true guide for early childhood education students who want to be directors, as well as a comprehensive resource for those who are already directors. The text emphasizes the role of leaders/managers and their function in relation to new staff, while simultaneously addressing the needs of children, parents, and other staff. Coverage includes a wide variety of information about relevant program elements as well as methods and principles related to supervising student teachers, assistant teachers, teachers, parents, and volunteers. Real-life scenarios equip working directors with problem-solving techniques; readers also learn best practices in child care program management. Highlights include a fresh new design, a new chapter diversity, up-to-date technology information, and new TeachSource Videos integrated into each chapter. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Hanging Out The first Positive Youth Development title to focus on the role of sport, this book brings together high profile contributors from diverse disciplines to critically examine the ways in which sport can be and has been used to promote youth development. Young people are too frequently looked upon as problems waiting to be solved. From the perspective of Positive Youth Development (PYD), young people are understood to embody potential, awaiting development. Involvement with sport provides a developmental context that has been associated with PYD, but negative outcomes can also arise from sport participation and school PE. Sport itself does not lead to PYD; rather, it is the manner in which sport is structured and delivered to children that influences their development. Positive Youth Development Through Sport fills a void in the literature by bringing together experts from diverse disciplines to critically examine the ways in which sport can be and has been used to promote youth development.
Inside the State House After-school programs, also commonly referred to as out-of-school time and expanded learning opportunities, are typically described as safe, structured programs that offer an array of adult supervised activities to promote the learning and development of kindergarten through high school students outside of the school day (Beckett et al., 2009; Harvard Family Research Project, 2008; Lauer et al., 2004). Most after-school programs operate for two to three hours after the school day ends, although they also occur over the summer break, and less frequently before school, on the weekends, and during school holidays (Afterschool Alliance, 2013a; Lauer et al., 2004; Harvard Family Research Project, 2008). A wide range of after-school programs have become available to students in grades K-12 over the past 15 years. Programs are generally grouped within those meeting needs related to academic performance (such as improved school attendance, grades, and achievement scores), social/emotional development, and prevention/behavioral outcomes. High quality studies have identified key components of the most effective after-school programs. Programs best support effective outcomes when they are directed by a clear vision, yet flexible to the changing needs of participants; managed by high quality staff who maintain an adult to student ratio between 1:10 and 1:16; and operate for a sufficient length of time (at least 45 hours). Active and consistent student participation in the program is also necessary to reap the full benefits. Additionally, partnerships with schools, families, and the community strengthen after-school programs. Depending on the type of program and how costs are measured, the annual cost can range between $450 and $7,000 per child. A list of resources is included.

Digital Media and Technology in Afterschool Programs, Libraries, and Museums The childcare industry is a four-billion dollar-a-year business. However, you don’t need millions of dollars to make a difference in childrens lives and make a profit. You just need a guide to the secrets of how to open, maintain, and grow a healthy and profitable childcare center. Im that guide! I will show you how even when you are underfinanced and out of resources, you can develop a program that sets you ahead of the rest. Follow the principles of this book and success will follow you! You can check our website at Daycareman.com.

Before- and After-school Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade, 2001 An easy-to-use, hands-on guide for understanding and teaching the success skills - grit and mindset - in the afterschool program environment. Are you working with kids your afterschool program who have potential but don’t want to do anything? Here is a commonsense resource for busy afterschool program leaders and their staffs who face the challenges of helping kids increase their perseverance and develop the mindset and motivation to complete homework and fully engage in out-of-school learning experiences. This book is packed full of ready-to-use professional development, resources, trips, vignettes, and instructional activities. It is organized in four parts, five chapters within each part. Part I reviews research about mindset theory, grit, social emotional learning and connects those findings to practice in schools and afterschool programs. Part II outlines grit and mindset needs of adult employees. Part III includes strategies for teaching growth mindset and grit characteristics for children and youth. Part IV addresses the role that parents must play in learning about, adopting, nurturing, and developing growth mindset and grit. Conceptual frameworks for including grit and mindset discussions in daily interactions, conferences, extracurricular activities, social functions, and family night activities are presented. This book should be read by: -early childhood, afterschool, and youth development professionals. -school leaders who work with before and after school care. -practicing and aspiring teachers. -21st Century Community Learning Center (21st CCLC) program leaders, trainers, and consultants. -college and university instructors. -professional association leaders. -related afterschool youth programs (YMCA, Boys & Girls Clubs, Parks & Recreation, etc.)

Teaching Adolescent English Language Learners

Investment in After-school Programs

Great Afterschool Programs and Spaces That Wow! Get all the tools your after-school program needs for a well-balanced program. This resource provides an overview of learning and child development; offers tips and tools for selecting, planning, developing and evaluating after-school activities; and demonstrates how to link these activities to sample learning and quality standards. The book also introduces the reader to curriculum resources focusing on seven key learning areas believed to be central to comprehensive, high-quality, after-school programs.

"6 to 6" Extended Scool Day Program

Physical Activity and Learning After School An investigation of how three kinds of youth organizations have integrated digital practices into their programs. Digital media and technology have become culturally and economically powerful parts of contemporary middle-class American childhoods. Immersed in various forms of digital media as well as mobile and Web-based technologies, young people today appear to develop knowledge and skills through participation in media. This MacArthur Report examines the ways in which afterschool programs, libraries, and museums use digital media to support extracurricular learning. It investigates how these three varieties of youth-serving organizations have incorporated technological infrastructure and digital practices into their programs; what types of participation and learning digital practices support; and how research in digital media and learning can contribute to better integration of technology within and across these organizations. The authors review a range of programs (including the long-running Computer Clubhouse movement, established in 1993 in partnership with MIT’s Media Lab), and then use the idea of "media ecologies" to investigate the role that digital media play (or could play) in these "intermediary spaces for learning." They call for less anecdotal, more empirical and methodologically sound studies to help us understand the affordances of digital media for learning within and across these programs; for research focused on the relationship between digital media and the effectiveness of youth-serving organizations; and for further study of schools within childhood media ecologies.

After School Programs Unique resource that outlines the many aspects of designing quality physical, temporal, and interactive out-of-school-time environments for school-age children.

Before- and After-school Program in Illinois Public Schools As more parents work and the number of children left alone after school grows, before- and after-school programs are taking on greater importance. The programs can be designed to keep kids constructively involved and out of trouble; improve literacy, test scores and grades; or reduce risky behavior. This book is a collection of six vignettes. Each describes the legislation, the process behind its implementation and the people who made it work. --Publisher's description.

Lead the Way! David's teacher has her hands full. From running in the halls to chewing gum in class, David's high-energy antics fill each school day with trouble-and are sure to bring a smile to even the best-behaved reader.
Before and After School Physical Activity Programs

Administration of Programs for Young Children These playfully illustrated activities will cure even the worst case of after-school doldrums. From snacks and crafts to games and homework tips, these handy cards offer 52 fun ways to pass the time after school, after work, after dinner, or anytime.

David Goes to School As featured on Humans of New York “David’s joyful folk-art illustrations hop from the gray-toned, jazzy vibrancy of a bustling city neighborhood to the colorful harvest of a lush urban farm.” — The New York Times “An inspiring picture book for youngsters with meaningful ties to the environment, sustainability, and community engagement.” — Booklist Discover the incredible true story of Harlem Grown, a lush garden in New York City that grew out of an abandoned lot and now feeds a neighborhood. Once In a big city called New York In a bustling neighborhood There was an empty lot. Nevaeh called it the haunted garden. Harlem Grown tells the inspiring true story of how one man made a big difference in a neighborhood. After seeing how restless they were and their lack of healthy food options, Tony Hillery invited students from an underfunded school to turn a vacant lot into a beautiful and functional farm. By getting their hands dirty, these kids turned an abandoned space into something beautiful and useful while learning about healthy, sustainable eating and collaboration. Five years later, the kids and their parents, with the support of the Harlem Grown staff, grow thousands of pounds of fruits and vegetables a year. All of it is given to the kids and their families. The incredible story is vividly brought to life with Jessie Hartland’s “charmingly busy art.” (Booklist) that readers will pore over in search of new details as they revisit this poignant and uplifting tale over and over again. Harlem Grown is an independent, not-for-profit organization. The author’s share of the proceeds from the sale of this book go directly to Harlem Grown.

After-School Clubs for Kids

The After School Day Care Handbook The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale® (ECERS-3), focuses on the full range of needs of preschool- and kindergarnten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional items assessing developmentally appropriate literacy and math activities. Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R. Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website (www.ersi.info). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERSI family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

Harlem Grown This resource gives teachers and supervisors in extended day programs a store of high-quality yet easy-to-do activities that are both challenging and relaxing for children. The 200 activities included are so clearly presented that many students can complete them independently. Includes crafts, songs, rainy day activities, and more.

Day Care Dna Lead the Way provides short, self-guided overviews that both aspiring and practicing after school professionals need to thrive in their roles. The 24 fundamental insights and strategies can be used as professional development topics with after school program staff, laying the foundation for the program to recruit, retain, and grow effective leaders.

Before and After School Day Care Programs This report summarizes the presentations and discussion at a workshop entitled Opportunities to Promote Child and Adolescent Development During the After-School Hours, convened on October 21, 1999. The workshop was organized by the Board on Children, Youth, and Families and its Forum on Adolescence of the National Research Council and the Institute of Medicine, with funding from the David and Lucile Packard Foundation. This workshop brought together policy makers, researchers, and practitioners to examine research on the developmental needs of children and adolescents—ages 5 to 14 years—and the types of after-school programs designed to promote the health and development of these young people. Intended to provide a forum for discussion among the various stakeholders, the workshop did not generate conclusions about the types of programs that are most effective, nor did it generate specific recommendations about after-school programs or promote a particular approach. The workshop coincided with release of the Packard Foundation’s fall 1999 issue of The Future of Children, entitled “When School Is Out.” Focusing on after-school programs, the journal provided some context for the workshop, providing a backdrop for discussing the importance of after-school programs, the types of programs that exist across the country, and the policy climate that surrounds after-school programs. This report summarizes the workshop.

After-School Programs to Promote Positive Youth Development “This study focuses on discovering what background information and strategic plan is crucial for a large Evangelical Christian Church to understand before implementing a Christian based after-school program for elementary children in their community. The background information examined in the study includes the history, the current trends affecting After-School programs, the risks children face without adequate after school care, the benefits of after-school programs, and the essential components of a successful after-school program.”—Leaf 4.

School-Age Care Environment Rating Scale Updated (SACERS) Barton J. Hirsch identifies the strengths of after-school settings while challenging them to raise to new levels of excellence. He describes his research conducted over a four-year period at six Boys & Girls Clubs all located in low income, predominantly minority, urban neighbourhoods.

Before- and After-school Program in Illinois Public Schools 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.

Statutes of California and Digests of Measures 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 other 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.

Evangelical Christian Churches' Opportunity Strategies and best practices that promote reading, writing, listening, and speaking for ELLs across all subject areas.

Before & After School Programs


A Place to Call Home

Teaching Grit and Mindset in Afterschool 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.

The Fifth Dimension Summary: With children's schedules packed more than ever, offering high-quality programming will help parents see the library as an essential part of the children's education. Shaia has integrated books, music, and projects around popular themes and series books, divided into three grade levels, and shows you how to revitalize your children's department.

Educating the Student Body The significant increase in the number of working mothers over the last twenty years has led to widespread worries about the plight of “latchkey kids,” who return from school each day to empty homes. Concerned that unsupervised children might be at greater risk of delinquency, schools and communities across the nation began providing after-school activities. But many of these programs were hastily devised with little understanding of what constitutes a quality program that meets children's developmental needs. The Fifth Dimension explores and evaluates one of the country's most successful and innovative after-school programs, providing insightful and practical lessons about what works and doesn't work after-school. The Fifth Dimension was established in the 1980s as a partnership between community centers and local colleges to establish an educational after-school program. With an emphasis on diversity and computer technology, the program incorporates the latest theories about child development and gives college students the opportunity to apply their textbook understanding of child development to real learning environments. The Fifth Dimension explores the design, implementation, and evaluation of this thriving program. The authors attribute the success of the Fifth Dimension to several factors. First, the program offers a balance of intellectually enriching exercises with development enhancing games. Second, by engaging undergraduates as active participants in both learning and social activities, the program gives local community organizations a large infusion of high-quality help for their educational efforts. Third, by rewarding children for their achievements and good behavior with greater flexibility in choosing their own schedules, the Fifth Dimension acts as a powerful, enduring motivator. The Fifth Dimension program serves as a model for what an enriching after-school program can be. The product of years of innovation and careful assessment, The Fifth Dimension is a valuable resource for all who are interested in developing successful community-based learning programs.

Building Effective Afterschool Programs This is the first book to offer a critical examination of the delivery of before and after-school physical activity programs, from global perspectives. It introduces key theory and best practice in before and after-school physical activity research and programming, and is an essential resource for educators involved in the design and implementation of after-school programs. With contributions from leading international researchers and practitioners in the field of health and physical education, the book provides an overview of research methods in before and after-school physical activity. It offers insight on theoretical frameworks and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs. The book also explores inclusive before and after-school physical activity programs and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs. The book also explores inclusive before and after-school physical activity programs and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs. The book also explores inclusive before and after-school physical activity programs and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs. The book also explores inclusive before and after-school physical activity programs and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs. The book also explores inclusive before and after-school physical activity programs and the implementation of programs as they relate to policy in schools, as well as an overview of social and emotional learning in after-school programs.
programming for underserved communities, covering key topics from Positive Youth Development and urban programming to developing adult leaders and working with LGBTQI populations and children with disabilities. This book is important reading for researchers in health and physical education, and policy-makers, teachers, youth workers and coaches working with children in physical education, health education, physical activity or sport.