

MAKING PLAY WORK

The Promise of After-School
Programs for Low-Income Children

Robert Halpern

Making Play Work The Promise Of After School Programs For Low Income Children

Carol Brandt, Heidi B Carlone



Making Play Work The Promise Of After School Programs For Low Income Children:

Making Play Work Robert Halpern, 2003-01-01 After school programs are becoming an important developmental support for low and moderate income children This book describes the historical development current status and critical issues facing these programs Divided into historical eras for easy reference the text examines The evolution of after school programs and their role in the lives of children providing a framework for reflecting on broader contemporary issues such as the effects of poverty on children in the United States The rationales for and objectives of these programs and how both were shaped by prevailing societal ideas about children Patterns of sponsorship and staffing describing daily routines and exploring the nature of children s experiences in different kinds of programs The relationship between after school programs and schools analyzing how these programs have responded to the dilemma of balancing children s needs for guidance and supervision with their equally important need for spontaneity and self expression Current directions and expectations for the future of after school programs *After-School Programs to Promote Positive Youth Development* Nancy L.

Deutsch, 2017-07-01 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 *Informal Learning and Digital Media* Kirsten Drotner, Hans Siggaard Jensen, Kim Christian Schrøder, 2009-12-14 The book provides an engaging overview of the ways in which digital media impact on current understandings of informal learning and it offers a range of grounded studies of the changing relations between digital media and informal learning processes with a particular focus on young people A variety of international scholars examine these processes across a number of sites and settings from Japan to Finland and the USA and they discuss their implications for education ICT and media The volume is an ideal resource for graduate students as well as for practitioners and policy makers New Literacies Practices Margaret C. Hagood, 2009 New

literacies have been researched with various age groups in a variety of settings illustrating how text uses differ across contexts and highlighting stark divides between schooled and out of school literacies Not surprisingly schools have difficulty staying abreast of the technological and social aspects associated with new literacies New Literacies Practices Designing Literacy Learning takes into account these two concerns the dichotomy of contextual uses of new literacies across spaces and concerns that schooled instructional attempts with new literacies reify conventional literacy practices Authors in this volume include classroom teachers and researchers who begin from a stance that in an interconnected multimodal world new literacies exist across spaces It is no longer appropriate to consider if literacies between contexts such as out of school and in school dovetail Instead we must shape examinations according to how they dovetail The essays in this volume forge the amorphous divide between out of school and in school literacies through a design of pedagogy and examine how teachers and researchers collaborate to design instruction that accounts for students new literacies This book acknowledges that new literacies must be embedded into the curriculum not just included as an add on course or activity to the school day

Schoolwide Enrichment Model Reading Framework Sally M. Reis,Elizabeth A. Fogarty,Rebecca D. Eckert,Lisa M. Muller,2023-04-28 Based on research conducted by The National Research Center on the Gifted and Talented this guidebook presents a framework for increasing reading achievement fluency and enjoyment The Schoolwide Enrichment Model Reading Framework SEM R focuses on enrichment for all students through engagement in challenging self selected reading accompanied by instruction in higher order thinking and strategy skills A second core focus of the SEM R is differentiating instruction and reading content coupled with more challenging reading experiences and advanced opportunities for metacognition and self regulated reading Chapters cover each of the three phases of the framework implementation variations and organization strategies and the appendices provide handouts booklists charts and more *Social Problems* Anna Leon-Guerrero,2018-07-10 Empower your students to become part of the solution The new Sixth Edition of Anna Leon Guerrero s *Social Problems Community Policy and Social Action* goes beyond the typical presentation of contemporary social problems and their consequences by emphasizing the importance and effectiveness of community involvement to achieve real solutions With a clear and upbeat tone this thought provoking text challenges readers to see the social and structural forces that determine our social problems to consider various policies and programs that attempt to address these problems and to recognize and learn how they can be part of the solution to social problems in their own community New to This Edition Many of the social policy discussions including immigration LGBTQ rights the Affordable Care Act and Internet neutrality have been updated to reflect the most recent government actions and debates More recent data and new data sources have been incorporated throughout both in the main narrative and in the Exploring Social Problems features New Voices in the Community subjects on gender work and the economy and war and terrorism appear in several chapters New In Focus topics include Black Lives Matters assault weapons and college drug problems The chapter on gender has been substantially

updated with new or expanded coverage of binary cisgender transgender identification gender nonconformity discrimination sexual misconduct on college campuses and the rights of trans and intersex individuals Other new or expanded coverage elsewhere includes economic anxiety robotization in the workplace white nationalists feminist theories about race fake news net neutrality community policing gentrification and segregation in U S cities and the immigration and environmental policies of the Trump administration

Uncivil Youth Soo Ah Kwon,2013-04-05 Soo Ah Kwon explores youth of color activism focusing on the political conditions that enable and limit youth of color from achieving meaningful change given the entrenchment of nonprofits within the logic of the neoliberal state

Special Needs, Community Music, and Adult Learning Gary E. McPherson,Graham F. Welch,2018-05-03 Special Needs Community Music and Adult Learning is one of five paperback books derived from the foundational two volume Oxford Handbook of Music Education Designed for music teachers students and scholars of music education as well as educational administrators and policy makers this fourth book in the set focuses on issues and topics that help to broaden conceptions of music and musical involvement while recognizing that development occurs through many forms The first section addresses music education for those with special abilities and special needs authors explore many of the pertinent issues that can promote or hinder learners who share characteristics and delve deep into what it means to be musical The second section of the volume addresses music as a shared community experience and the diverse and constantly evolving international practice of community music The chapters in the third section provide evidence that the process of music education exists as a lifelong continuum that encompasses informal formal and non formal methods alike The authors encourage music educators to think in terms of a music learning society where adult education is not peripheral to the priority of other age groups but is instead fully integral to a vision for the good of society By developing sound pedagogical approaches that are tailored to take account of all learners the volume endeavors to move from making individual adaptations towards designing sensitive universal solutions Contributors Carlos R Abril Mary Adamek Kenneth S Aigen Chelcy Bowles Mary L Cohen William M Dabback Alice Ann Darrow John Drummond Cochavit Elefant David J Elliott Lee Higgins Valentina Iadeluca Judith A Jellison Janet L Jensen Patrick M Jones Jody L Kerchner Thomas W Langston Andreas C Lehmann Katrina McFerran Gary E McPherson David Myers Adam Ockelford Helen Phelan Andrea Sangiorgio Laya H Silber Marissa Silverman Rineke Smilde David S Smith Kari K Veblen Janice Waldron Graham F Welch

Suffer the Children Gary Scott Smith,Jane Marie Smith,2017-01-31 We all say that we care about children We all know that millions of children around the world including in the United States are suffering physically materially and emotionally and are unable to reach their full potential Moreover their material deprivation and physical ills often prevent them from responding to the gospel Most of us conclude that we cannot do anything significant to help the impoverished children living in our own backyards let alone those living in the slums of Nairobi or the hinterlands of Haiti We can however do much to improve their lives materially and spiritually Through praying giving generously sponsoring children volunteering

with aid organizations living more simply investing and shopping more prudently and advocating more zealously in the political arena we can make a difference We can prod politicians business executives and church leaders to prioritize aiding destitute children We can support one of the hundreds of organizations that are working effectively to help indigent children have better lives *Suffer the Children* describes the plight of poor children and provides many practical ways we can participate in one of the most important crusades to improve our world The authors have assigned all their royalties to organizations working to aid children

Disruptive Fixation Christo Sims,2017-03-28 In New York City in 2009 a new kind of public school opened its doors to its inaugural class of middle schoolers Conceived by a team of game designers and progressive educational reformers and backed by prominent philanthropic foundations it promised to reinvent the classroom for the digital age Ethnographer Christo Sims documented the life of the school from its planning stages to the graduation of its first eighth grade class *Disruptive Fixation* is his account of how this school for digital kids heralded as a model of tech driven educational reform reverted to a more conventional type of schooling with rote learning an emphasis on discipline and traditional hierarchies of authority Troubling gender and racialized class divisions also emerged Sims shows how the philanthropic possibilities of new media technologies are repeatedly idealized even though actual interventions routinely fall short of the desired outcomes often dramatically so He traces the complex processes by which idealistic tech reform perennially takes root unsettles the worlds into which it intervenes and eventually stabilizes in ways that remake and extend many of the social predicaments reformers hope to fix Sims offers a nuanced look at the roles that powerful elites experts the media and the intended beneficiaries of reform in this case the students and their parents play in perpetuating the cycle *Disruptive Fixation* offers a timely examination of techno philanthropism and the yearnings and dilemmas it seeks to address revealing what failed interventions do manage to accomplish and for whom

Dangerous or Endangered? Jennifer Tilton,2010-10-03 How do you tell the difference between a good kid and a potential thug In *Dangerous or Endangered* Jennifer Tilton considers the ways in which children are increasingly viewed as dangerous and yet simultaneously as endangered and in need of protection by the state Tilton draws on three years of ethnographic research in Oakland California one of the nation's most racially diverse cities to examine how debates over the nature and needs of young people have fundamentally reshaped politics transforming ideas of citizenship and the state in contemporary America As parents and neighborhood activists have worked to save and discipline young people they have often inadvertently reinforced privatized models of childhood and urban space clearing the streets of children who are encouraged to stay at home or in supervised after school programs Youth activists protest these attempts demanding a right to the city and expanded rights of citizenship *Dangerous or Endangered* pays careful attention to the intricate connections between fears of other people's kids and fears for our own kids in order to explore the complex racial class and gender divides in contemporary American cities

The Oxford Handbook of Music Education, Volume 2 Gary McPherson,Graham Welch,2012-07-15 Music education takes

place in many contexts both formal and informal Be it in a school or music studio while making music with friends or family or even while travelling in a car walking through a shopping mall or watching television our myriad sonic experiences accumulate from the earliest months of life to foster our facility for making sense of the sound worlds in which we live The Oxford Handbook of Music Education offers a comprehensive overview of the many facets of musical experience behavior and development in relation to this diverse variety of contexts While the first volume primarily focuses on children during school age years this second collects an international list of contributors to explore how music learning takes place outside of the traditional classroom environment Discussing a range of issues such as music education for the special needs population music learning in adulthood and music learning through media and technology these chapters help to broaden conceptions of music and musical involvement Whether they are used individually or in tandem the two volumes of The Oxford Handbook of Music Education update and redefine the discipline and show how individuals across the world learn enjoy and share the power and uniqueness of music

Science in the Making at the Margin Jrène Rahm, 2010-01-01 We know little about diverse youths engagement in science outside of school the form such engagement takes and its impact on science literacy development and identity as a potential insider to science We need to know more about why how and for whom out of school settings make a difference *Science in the Making at the Margin* offers some answers through an in depth and theoretically well grounded multisited ethnography of three very different out of school settings an afterschool program for girls only a youth garden program and a Math and Science Upward Bound Program Grounded in sociocultural historical theory this book explores youths meaning making of science and co constructions of new levels of understandings of science as well as how they come to position themselves in relation to science through participation in science practices at the margin The author highlights the multiplicity of learning becoming and hybridity that constitute the learning of science in the three sites studied Her analysis suggests that most youth position themselves as science users as youth who are creating with and learning through science with others in textually rich environments and situations and in ways that are meaningful to them Their identity as users of science is grounded in the forms of engagement supported by the three science practices The challenge is then to leverage such literacy beyond the practices themselves

Ethnographies of Science Education

Carol Brandt, Heidi B Carlone, 2015-09-25 Researchers who conduct ethnography in science education tend to have a deep commitment for transforming science to improve the lives of people in underserved communities This edited volume explores how contemporary ethnographers in science education bring to light the local production of scientific knowledge and the ways it is implicated in larger social and political struggles Ethnographies in science education contribute to understanding the experiences of linguistically racially and economically diverse populations who have been historically excluded from participation in science An anthropological approach has also been instrumental in explicating the situated practices by which students enact science in the classroom and in their lives beyond schools This edited volume brings together

ethnographers in science education to contribute a global perspective on science teaching and learning in school and university classrooms at home and after school programs Included are examples of ethnography in science education from the UK Argentina Canada and the USA in which contributors point to promising directions for theorizing the culture of science education as we undertake educational reform The authors in this volume argue that ethnography is not only a valid approach for the study of science education but also they contend that it is essential to the development of more equitable practices for instruction and learning This book was originally published as a special issue of *Ethnography and Education*

Learning in Places Zvi Bekerman, Nicholas C. Burbules, Diana Silberman-Keller, 2006 *Learning in Places* is a concerted effort undertaken by an outstanding group of international researchers to create a resource book that can introduce academic professional and lay readers to the field of informal learning education and its potential to transform present educational thinking The book presents a wealth of ideas from a wide variety of disciplinary fields and methodological approaches covering multiple learning landscapes in museums workplaces classrooms places of recreation in a variety of political social and cultural contexts around the world *Learning in Places* presents the most recent theoretical advances in the field analyzing the social cultural political historical and economical contexts within which informal learning develops and must be critiqued It also looks into the epistemology that nourishes its development and into the practices that characterize its implementation and finally reflects on the variety of educational contexts in which it is practiced

Positive Youth Development Through Sport Nicholas L. Holt, 2007-09-12 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

Mobility and Cosmopolitanism Vered Amit, Pauline Gardiner Barber, 2018-04-19 In academic descriptions of cosmopolitanism one particularly important distinction often recurs Specifically scholars have been concerned to distinguish between cosmopolitanism as a set of mundane practices and or competences on the one hand and cosmopolitanism as a cultivated form of consciousness or moral aspiration on the other For anthropologists whose ethnographic studies reveal many different expressions of cosmopolitanism this distinction between aspiration and practice can often be quite ambiguous This book therefore brings together five contributions from anthropologists who are reporting on encounters and aspirations that reveal different forms of spatial

mobility scales of commitment or risk and are often transient ambivalent and precarious These are circumstances in which cosmopolitanism emerges as uneven and partial rather than as a comprehensive or unequivocal transformation of practice and outlook This book was originally published as a special issue of *Identities Global Studies in Culture and Power* *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 **Better Together** Barbara C. Jentleson, 2015-04-24 This is the dramatic story behind the transformation of Duke University from an isolated exclusive institution to the dynamic civically engaged campus that exists today Better Together examines the first decade of the Duke Durham Neighborhood Partnership DDNP and its involvement with Project HOPE six quality community based afterschool programs The author uses case studies and extensive interviews with university and community leaders to describe the development of this successful partnership The text answers many frequently asked questions about how to create partnerships and includes a range of programming activities that educators and community organizers can use to improve their work with all children especially low income minority youth

Bringing Yourself to Work Michelle Seligson, Patricia Jahoda Stahl, 2003 This groundbreaking professional development book outlines the support and skills staff need to increase self awareness sustain healthy relationships and improve group dynamics Building on the latest research in emotional intelligence relational theory and group relations this hands on guide includes activities a self assessment tool and advice for dealing with issues commonly faced by staff such as learning how to respond to difficult situations with colleagues children and patients

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