

RESEARCH PAPERS, ISSUE PAPERS AND REPORTS

CRW 30. How After-School Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement: A Report Commissioned by the Boston After-School for All Partnership

By Georgia Hall, Nicole Yohalem, Joel Tolman and Alicia Wilson © 2003 Wellesley Centers for Women, 52pp.

This report, by the National Institute on Out-of-School Time (NIOST) in association with The Forum for Youth (FYI), investigates how after-school programs in Boston can most effectively promote positive youth development as a support to academic achievement.

CRW 29. New Perspectives on Compensation Strategies for the Out-of-School Time Workforce

By Gwen Morgan and Brooke Harvey © 2002 Wellesley Centers for Women, 51pp.

This paper touches briefly upon the unique characteristics of the out-of-school time workforce that contribute to inadequate compensation and explores workforce compensation from the perspective of economics. Promising compensation strategies and initiatives are profiled with an aim to provide practical examples of how in the absence of a national system, compensation is being tackled on the state and local levels.

S7. School-Age Children With Special Needs: What Do They Do When School Is Out?

By Dale B. Fink © 1988, Exceptional Parent Press, 149 pp.

The book describes a diversity of approaches to funding, staffing, administration, and training in programs which are able to meet the child care needs of school-agers and adolescents with handicapping conditions.

M11. Literacy: Exploring Strategies to Enhance Learning in Afterschool Programs

By Kathryn Hynes, Susan O'Connor and An-Me Chung © 1999, 48pp.

This paper explores different ways that afterschool programs can support children's literacy development. Grounded in research, the paper includes information on how children learn to read, many strategies for promoting literacy skills in afterschool programs, and descriptions of model programs.

M1. Homework Assistance and Out-of-School Time: Filling the Need, Finding a Balance

By Susan O'Connor and Kate Maguire © 1998, 46pp.

This research paper is designed to help out-of-school time programs think through their role in providing homework assistance.

M2. Homework Assistance and Out-of-School Time: Filling the Need, Finding a Balance

© 1998, 16pp.

Summarizing the main points in the paper on homework assistance, this short and easy-to-read booklet is great for distributing to parents and staff.

M13. Working Together for Children and Families: A Community's Guide to Making the MOST of Out-of-School Time

By Brooke Harvey and Joyce Shortt © 2001, 36pp.

This paper draws on the experiences and reflections of the three MOST cities and NIOST as its national intermediary, to share with readers the MOST Initiative's unique approach to building a community-based, collaborative out-of-school time system.

M8. Building a Professional Development System that Works for the Field of Out-of-School Time

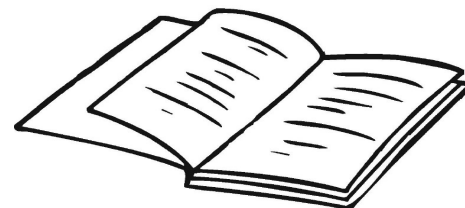
By Joan Costley © 1998, Wheelock College, Center for Career Development in Early Care and Education, 19pp.

Research has established that the most important element in creating quality out-of-school time programs is a workforce with the knowledge and skills necessary to understand and meet the needs of children and youth. This paper introduces the key elements of a professional development system. It discusses questions and issues which must be addressed in order to create an accessible, viable, and useful system of professional development for the out-of-school time field.

M9. Credentialing in Out-of-School Time Programs: A Discussion Paper

By Gwen Morgan © 1998, Wheelock College, Center for Career Development in Early Care and Education.

This paper discusses the potential role for credentialing in the field of out-of-school time. It includes a definition of credentialing and its place within a career development system. It also suggests reasons why out-of-school time programs, providers, and the government might find credentials to be of value, explore the relationship of credentials to compensation, and recommend topics for further discussion.



NIOST WEB RESOURCES

Visit the **NIOST Clearinghouse on the Out-of-School Time Workforce**, at www.niost.org/clearinghouse, which provides information on how local, statewide, and national workforce development initiatives are building training systems, offering school-age and youth development credentials and certificate programs, developing core competencies, and much more.

Download Research briefs from our website at: <http://www.niost.org/publications/briefs.html> or call 781-283-2547 for more information. Visit our website for a complete listing of research briefs and other free downloads.

Making the Case for Children and Youth: A Fact Sheet on Out-of-School Time

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An overview of current research and trends about children and youth during out-of-school time. Free download from the NIOST website: www.niost.org

Making an Impact on Out-of-School Time

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A manual offering tips, training materials, and resources to support Corporation for National Service programs that are involved in out-of-school activities for children. Free download from the NIOST website: www.niost.org

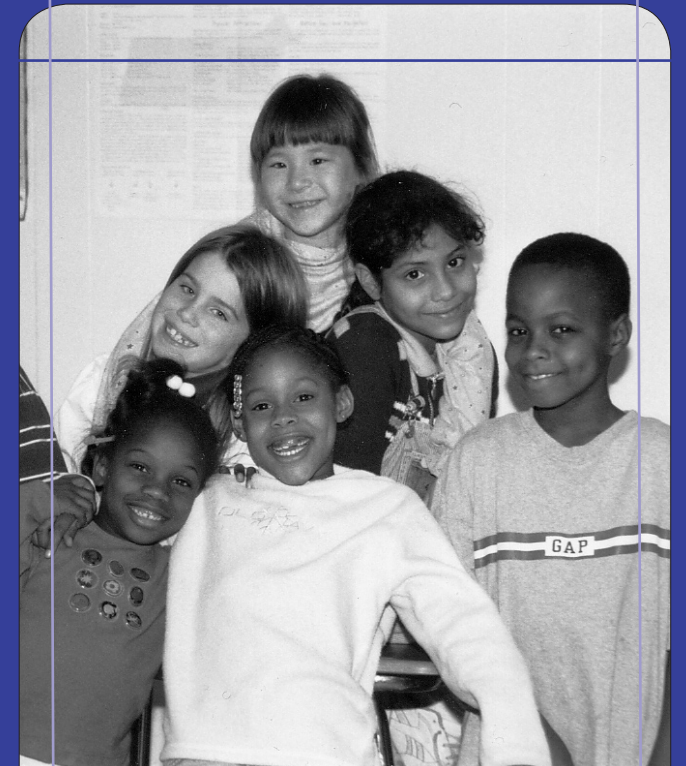
Tip Sheets and Training Materials on homework, activities, service-learning, literacy, summer programming and programming for older children are also available. Call 781-283-2547 or visit the NIOST website at: www.niost.org

OTHER RESOURCES

ASQ-Program Observation Tool

Now part of the ARQ (Advancing and Recognizing Quality) Kit that contains self-study materials for school-age program improvement and accreditation, available from NAA, 529 Main Street, Suite 214, Charlestown, MA 02129 tel: 800-617-8242 / 617-778-6020 fax: 617-788-6025 Web: www.naaweb.org

NIOST



Training, Evaluation & Publications

The National Institute on Out-of-School Time

is part of the



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Wellesley Centers for Women
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Training and Curriculum Development

In addition to its research endeavors, NIOST is a national leader in curriculum development for the out-of-school time field and in providing highly interactive, research-based training with an emphasis on building local leadership. Our audience includes afterschool directors and staff, school administrators, community leaders, and others committed to providing high-quality afterschool programs for children and youth.

NIOST provides training in several ways:

- Workshops and seminars: Offered by NIOST in Boston in July, on topics such as Staff Development, Effective Management, Links to Learning, and our nationally recognized Quality Advisor Training.
- NIOST staff and its cadre of national trainers conduct customized 2-3 day trainings for multi-site programs, school districts, cities, and states throughout the country.
- Multi-year, community-based program improvement Initiatives are also available.

For a detailed description of each training, please visit our website at www.niost.org or call us at (781)283-2547

or email us at NIOST@wellesley.edu

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TRAININGS

Quality Advisor Training

Quality Advisor Training prepares participants to provide technical assistance to programs working on improvement. During this 2-day training, program directors and/or consultants with extensive supervisory experience will develop skills in providing technical assistance to afterschool programs by learning how to help programs assess their strengths and develop improvement plans; to promote group processes and organizational change; to use the ASQ program observation tool during a practice session at a local afterschool program; and to support program improvement

Leadership Institute for a Changing Afterschool Landscape

With rapid changes taking place in the afterschool field, are you finding it more challenging than ever to provide leadership and technical assistance? If you are coping with a flood of new information, changing requirements of funders, or staff who may be resisting new directions, this 2-day seminar will help you guide programs through successful improvement. Join program leaders to listen and reflect on these changes and learn how to provide a balanced approach to technical assistance that is in concert with the best practices in organizational development, consultation and supervision. Topics include learning supports and academic outcomes, safety and supervision, wellness and fitness, and social/emotional competence.

Effective Management

Effective Management is a 2 or 3-day training designed to support out-of-school time program directors by developing leadership and advocacy skills and establishing a peer network. The training focuses on the components of a quality afterschool program; strategies for recruitment and retention; staff development and training; effective systems to manage fiscal resources and administrative policies; workplace issues; ideas for building a family-responsive program; building a "learning organization;" leadership and management styles; and use of technology resources for program improvement.

Project Based Learning

Project Based Learning will help you design in-depth and long-term projects that apply knowledge and skills young people have learned in school and the community. The workshop will cover the strategies for conducting successful child/youth directed projects: beginning a project; coaching the learners through a project; assessing child/youth's efforts; meeting their developmental needs; identifying the learning standard links to literacy, science, math, problem solving, arts, and social studies within the project; and mapping the project components, directions, phases, and outcomes.

Links to Learning

Links to Learning is a 2 or 3-day training on designing, describing, and informing curriculum activities for out-of-school time programs. The components of Links to Learning Training include: "Activity Planning" that integrate arts, science, math, and literacy development linked to state standards.

Links to Learning Curriculum Planning Guide (item # S13)

This book gives afterschool programs the tools they need for planning a well-balanced program, one that responds to the increasing call for academics in afterschool while addressing the full range of children's needs.

For additional resources, see our supplementary Links to Learning videotapes.

First Steps on the Path to Continuous Quality Improvement

The First Steps Training will familiarize participants with standards for quality afterschool programs and begin a process of making program improvements which reflect those standards. Through interactive group sessions and hands-on activities, participants are introduced to the NAA's six elements of quality: Human Relationships, Outdoor Environments, Activities, Safety, Health and Nutrition, and Administration.

TeamsWork! On the Road to Program Improvement & Accreditation

TeamsWork! Training is designed for program teams comprised of program directors, staff, parents, hosts, or other program stakeholders interested in making targeted program improvements. This training provides a review of the NAA accreditation process and the ASQ Program Observation Tool.

SEMINARS

The **NIOST Annual Summer Seminars** provide opportunities for professionals working in out-of-school time to attend one or two trainings, for example: Links to Learning, Leadership Institute for a Changing Afterschool Landscape, and Quality Advisor Training in Boston, Massachusetts in July.

Please visit our website at www.niost.org for current offerings.

NIOST EVALUATION

NIOST has played a leading role in conducting program research and assessment, evaluation, and continuous program improvement as well as developing innovative evaluation tools. NIOST specializes in identifying and measuring the links between program practices and youth outcomes. Our goal is to help after-school programs more effectively contribute to overall positive youth development and success in school. We are able to provide evaluation as well as conduct evaluation in the following areas:

- Assessment of Program Features and Staff Skills
- Self-Assessment Strategies
- Introduction to Evaluation
- Mapping Programming & Youth Outcomes
- Assessing Child & Youth, Staff, and Program Outcomes

VIDEOTAPES

M17. Links to Learning: Supporting Literacy in Out-of-School Time, © 2003, 12 min.

This video highlights the multiple ways that afterschool practitioners can promote and incorporate literacy into their program activities and curriculum.

M14. Links to Learning: Supporting Learning in Out-of-School Time Programs, © 2002, 13 min.

This lively video examines the unique role afterschool programs play in supporting children's learning and development. It also shows a variety of programs that exemplify the skills outlined in *The Basic Skills for the New Economy* (Murnane and Levy): literacy and numeracy, written and oral communication skills, knowledge of and comfort with technology, ability to work with diverse groups of people.

M16. Links to Learning Series

Order both Links to Learning videos: Supporting Learning in Out-of-School Time and Supporting Literacy in Out-of-School Time for one low price. Please see order form for the cost.

M12. *A Place of Their Own: Designing Quality Space for Out-of-School Time*, © 2000, 15 min. This video demonstrates effective and creative strategies for planning and designing quality space for out-of-school time programs.

M3. *Making the MOST of Out-of-School Time: The Human Side of Quality*, © 1998, 11 min. This video portrays the importance of the relationships that children develop in out-of-school time programs, with thoughts on how to support children's social and emotional health.

National Institute on Out-of-School Time

ORDER FORM

prices effective January 2006

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