



Book Series

Current Issues in Out-of-School Time

Series Editors

Helen Janc Malone

The 2017 Call for Book Ideas is closed. Please check this page in the Fall 2018 for our next call.

About the Series:

The OST field has grown significantly over the past twenty years. The emergence of the 21st Century Community Learning Centers funding, an annual federal investment of over \$1 billion, has created access to before- and after-school and summer learning programs for millions of children. Research and an intense field-wide focus on continuous improvement and capacity building have led to the development and implementation of quality standards and practices during OST. In addition, systemic, coordinated local and state efforts have created ongoing investments and incentives for intentional linkages across diverse institutions in support of OST learning. Today, the OST field has visibility, legitimacy, and relevance in the public sphere as a central partner in young people's development and learning across contexts.

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

The first book in the series, *The Growing Out-of-School Time Field: Past, Present, and Future* (2018) lays the foundation on which the series will rest. Forthcoming books in 2018, selected from the first call for book proposals, are: 1) *Social and Emotional Learning in Out-Of-School-Time: Foundations and Futures*; and 2) *Changemakers! Practitioners Advance Equity and Access in Out-of-School Time Programs* (both working titles).

About the Series Audience:

The audience for this new book series is wide-ranging, including: teachers and youth serving professionals, education and youth development leaders at all levels, college students, evaluators and researchers, funders, and other decision-makers. We are looking for book volumes that will offer diverse perspectives on cross-cutting issues in OST field.

FREQUENTLY ASKED QUESTIONS:

Are there topics of particular interest or topics that are not likely to be selected? The list of topics included in the call is meant to stimulate your thinking but is not exhaustive. Our emphasis is on pressing topics for the OST field broadly. Please consider the timeliness of your topic, relevance and applicability across the OST field, and whether it is likely to remain timely given the length of the publication process (12-18 months). Proposals that duplicate topics for the two volumes in production will likely not be considered (see details earlier in this call).

What are the primary review criteria for proposals? Books proposals will be reviewed on their overall fit and quality; whether the proposal articulates a theoretical framework or approach(es); how well they outline the goals and objectives of the volume; if the proposed volume is applicable to both researchers and practitioners; and the timeliness and relevance of the topic to the OST field.

What credentials do authors need? How do I know if I am qualified to author a chapter or propose a volume? There are no right or wrong authors for these volumes. The goal is to represent a wide cross-section of research and practice for the OST field. Our hope is that authors will represent both those who study OST and those who work in the field. The Editorial Review Board for the book series is available to help editors identify individual chapter authors as well as to help authors shape their chapters and hone their writing once a volume is in development. At this stage, the most important consideration is a core idea that is timely and relevant to the field, an idea that is evidence/practice based.

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

What kind of editorial support is available to editors and authors? Selected book ideas will be supported by a team of scholars and practitioners from our Editorial Review Board, who will work with the book editors to provide assistance as needed on: author identification and outreach, exploration of themes within the book, writing and editing support. The publisher offers typesetting services; however, editors and authors are responsible for editing, copyright clearances, and indexing. For more information from IAP about developing a manuscript, see their general manuscript guidelines at: <http://www.infoagepub.com/authors.html>

How often will calls be released for book proposals? A call for proposals will be released annually in the fall, with a submission window starting Oct. 1st and concluding Dec. 15th.

What is the general timeline for publishing a book? The books in the series will be spaced out 6-8 months apart. The process from final manuscript submission to the publisher to book release takes approximately 6 months. The development process depends on editors and authors, but typically takes 8-12 months. The series is currently looking to identify books that could be released in the Fall of 2019.

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

ADVISORY BOARD: Dr. Dale Blyth (Chair) Extension Professor Emeritus, *College of Education and Human Development, University of Minnesota*. Dr. Kimberly Boyer, *Editor-in-Chief, Journal of Expanded Learning Opportunities*. Dr. Nickki Dawes, *Assistant Professor of Psychology, College of Liberal Arts, University of Massachusetts, Boston*. Ayeola Fortune, *Director, Education Team, United Way Worldwide*. Ellen Gannett, *Senior Strategist, National Institute on Out-of-School Time*. Dr. Sara Hill, *Editor, Youth Today Out-of-School Time Hub*. Dr. Reed Larson, *Professor, Family Ecology, Department of Human and Community Development, University of Illinois*. Priscilla Little, *Evaluation and Strategy Consultant*. Dr. Milbrey McLaughlin, *Emeritus Professor, Graduate School of Education, Stanford University*. Dr. Deborah Moroney, *Managing Director, American Institutes for Research*. Dr. Gil Noam, *Founder and Director of the Program in Education, Afterschool & Resiliency (PEAR), Harvard University; Associate Professor, Harvard Medical School and McLean Hospital*. Karen Pittman, *President & CEO, The Forum for Youth Investment*. Dr. Mavis Sanders, *Professor of Education, Department of Education, University of Maryland, Baltimore County*. Dr. Deborah Vandell, *Professor, School of Education, University of California, Irvine*. Gina Warner, *CEO, The National AfterSchool Association*. Dr. Roger Weissberg, *Chief Knowledge Officer, CASEL; NoVo Foundation Endowed Chair in Social and Emotional Learning, Professor of Psychology and Education, University of Illinois at Chicago*.

The Founding Advisory Board also included: Dr. Karl Alexander, *Executive Director, Thurgood Marshall Alliance & John Dewey Professor Emeritus of Sociology and Professor of Education, Johns Hopkins University*. Dr. Jacquelynne Eccles, *Professor, School of Education, University of California, Irvine*. Dr. Robert Halpern, *Chair of the Research Council, Erikson Institute*. We thank them for their service.

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- Social and Emotional Learning in Out-Of-School Time
- The Growing Out-of-School Time Field

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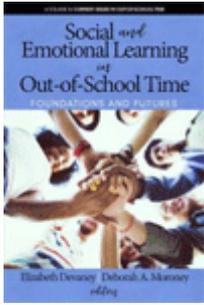
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Social and Emotional Learning in Out-Of-School Time Foundations and Futures

Elizabeth Devaney, Children's Institute, University of Rochester; Deborah A. Moroney, American Institutes for Research

2018. Paperback 978-1-64113-384-5 \$45.99. Hardcover 978-1-64113-385-2 \$85.99. eBook 978-1-64113-386-9 \$65.

This volume focuses on social and emotional learning (SEL) from a variety of perspectives. The goal of the volume is to offer a clear framing of SEL in relation to other related out-of-school time concepts and initiatives. SEL has gained popularity as a concept in recent years and there remains confusion as well as great interest in the meaning and implementation of SEL in OST. Policymakers, researchers, and practitioners are pursuing work related to SEL in OST and this volume offers an opportunity to share that work by:

- Defining and explaining SEL in a variety of out of school contexts and highlighting opportunities for integration and alignment with other fields (e.g., formal education)
- Clarifying the language and framework confusion and honoring the field's foundation in thinking about social and emotional development through high quality youth development practice
- Sharing information about current trends and new developments and how that work is shaping the field across the developmental continuum
- Making the research to practice connection by including in each chapter foundational research on the topic, evidence of effective efforts, and practical implications
- Offering recommendations for researchers, practitioners, and policymakers related to SEL in OST settings

ENDORSEMENTS

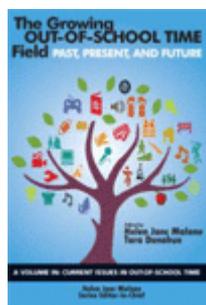
"The social and emotional development of our nation's youth is a common, essential concern of those working in school and out of school. This volume will be the catalyst for long overdue conversation, collaboration, and synergy. It is essential reading for practitioners, researchers, and policy makers in both contexts who are concerned with preparing children for the tests of life, and not a life of tests." ~ Maurice J. Elias, Ph.D., *Rutgers University, Co-director, Academy for Social-Emotional Learning in Schools and After School Settings*

"Having spent all of my adult life working with, and advocating for, high-quality youth programming, I understand the critical role out-of-school-time (OST) programs play in the social and emotional development of young people. As the Executive Director of the New York State Network for Youth Success, I am thrilled to see such a comprehensive view of current best practices and research on social-emotional learning (SEL) in OST programs. It is exciting and encouraging to see so much documented progress with SEL in OST condensed into one comprehensive book that furthers understanding of both research-informed practices and systems building around policy. This book, edited by two leading researchers in the field, Elizabeth Devaney and Deborah Moroney, should be required reading for any practitioners, policy makers, and educators in the field. Both the editors' and contributors' emphasis on making SEL an "intentional practice" is the exact conversation we all should be having right now." ~ Kelly Malone Sturgis, *Executive Director, New York State Network for Youth Success*

"Social Emotional Learning and Out-Of-School-Time: Foundations and Futures is an extremely important and timely publication. The scope and depth of this work makes it a must read for any serious out-of-school-time or K-12 educator. In 2014 California identified social emotional learning as the most promising bridge to bring coherence between expanded learning programs and the school day. (A Vision for Expanded Learning in California - Strategic Plan 2014-2016) I have found this to be the exact case. All across California, school day and out-of-school-time professionals are having deep and authentic conversations about youth centered collaborative efforts. We also know that providing social emotional development opportunities is a corner stone for any high quality out-of-school-time program. I plan to share this publication widely with K-12 educators, policy makers, parents and so many others." ~ Michael Funk, *Director, Expanded Learning Division, California Department of Education*

CONTENTS: Foreword: Social and Emotional Learning In and Out of School Benefits Young People, *Joseph I. Mahoney and Roger P. Weissberg*. **SECTION I: SEL IN OST: BACKGROUND AND FRAMEWORKS.** Focusing and Framing SEL in OST: An Introduction to the Volume, *Elizabeth Devaney and Deborah Moroney*. The Challenges of Blending Youth

Development and Social and Emotional Learning: Getting More Intentional About How Competencies Are Both Caught and Taught in Out-of-School Time, *Dale A. Blyth*. **SECTION II: RESEARCH-INFORMED SEL PRACTICE.** From Quality to SEL: A Community in Motion, *Christina Dandino, Luiz A. Perez, and Carla Stough Huffman*. Social and Emotional Learning in Elementary School, *Bridget Durkan Laird, Jolie Logan, and Elizabeth Mester*. A Combined Approach to Summer, SEL, and STEM in Boston and Providence, *Hillary Salmons and Chris Smith*. Supporting Social and Emotional Learning Among Teens Through Instructor Practice, *Mary Ellen Caron and Jill Young*. Social and Emotional Learning and Connections to the School Day, *Katie Brohawn and Saskia Trull*. How Out-of-School Time Can Support College and Career Readiness Through Social and Emotional Learning, *Jennifer Brown Lerner and Carinne Deeds*. **SECTION III: SEL SYSTEMS AND POLICY.** Building a System of SEL: A Pathway to Change, *Leona Hess, Denice Williams, J. Tyler McCormick, and Jessica Jackson*. The Role of Statewide After-School Networks in Social and Emotional Learning Systems Building, *Ken Anthony*. Building Capacity for Social and Emotional Learning at the District and State Level, *Katie Brackenridge*. Social and Emotional Learning in Out-of-School Time: Public Opinion and Policy Landscape, *Jodi Grant and Dan Gilbert*. SEL: Fertile Ground for Philanthropy, *Rebecca Goldberg, Haviland Rummel Sharvit, and Polly Singh*. **SECTION IV: SEL RESEARCH, MEASUREMENT, AND ASSESSMENT.** The Measurement of Youth Social and Emotional Competencies in OST Settings, *Gil G. Noam, Patricia J. Allen, and Bailey Triggs*. Describing and Measuring Adult Instructional Practice in OST Settings for Middle and High School Youth, *Kiley Bednar, Karen Pittman, Joseph Bertoletti, Poonam Borah, Stephen C. Peck, and Charles Smith*. Measuring Social and Emotional Skills in OST Settings: Opportunities and Challenges, *Neil Naftzger and Sarah Terry*. Closing Commentary, *Karen Pittman*.



The Growing Out-of-School Time Field Past, Present, and Future

Helen Janc Malone; Tara Donahue

2017. Paperback 9781641130288 \$45.99. Hardcover 9781641130295 \$85.99. eBook 9781641130301 \$65.

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)

CONTENTS: Endorsements. Foreword, Dale A. Blyth. Chapter 1. Introduction, Helen Janc Malone. **Section I: OST as a Vehicle for Young People's Development.** Chapter 2. 15 Years After Community Programs to Promote Youth Development, Sandra Simpkins, Yangyang Liu, and Nickki Pearce Dawes. Chapter 3. High Quality OST Activities and Programs: Using the RISE Approach (Relationships, Interest and Sparks, Empowerment) to Promote Thriving in Youth and Their Settings, Peter C. Scales. **Section II: Social and Cultural Dimensions in OST.** Chapter 4. Access to Out-of-School Time Programs for Underserved Youth, Nickki Pearce Dawes. Chapter 5. Responding to Shifting Demographic Contexts, Judith Cruzado-Guerrero and Gilda Martinez-Alba. Chapter 6. The Role of Out-of-School Time Programs in Bridging the Diversity Gap and Improving Educational Opportunities for African American Students, Mavis Sanders, Karen Lewis-Watkins, and Keshara Cochrane. **Section III: Professional Development within OST.** Chapter 7. The State of Professional Development: Past, Present, and Future, Elizabeth Starr and Ellen S. Gannett. Chapter 8. Core Competencies for the OST Field, Gina Hilton Warner, Heidi Ham, and Melissa S. Pearman Fenton. Chapter 9. Taking It to a New Level: Inquiry-Based Professional Development as a Field-Building Enterprise, Sara L. Hill, Joy Connolly, Thomas Akiva, and Anne McNamara. Chapter 10. The Leadership Imperative, Elizabeth M. Fowlkes and Tony McWhorter. **Section IV: Research- and Evaluation-Informed Field.** Chapter 11. The Growth, Evolution, and State of OST Evaluation, Christina A. Russell. Chapter 12. Innovative Use of Data as Game Changer for OST Programs: The Example of STEM, Gil G. Noam, Patricia J. Allen, Ashima Mathur Shah, and Bailey Triggs. Chapter 13. Exploring the Need for Research-Practice Partnerships, Ken Anthony. Chapter 14. Building Quality in Out-of-School Time, Jaime Singer, Jessica Newman, and Deborah Moroney. **Section V: OST Advocacy.** Chapter 15. Meeting the Growing Demand for Afterschool and Summer Learning Programs: The Role of Federal Education Policy in Closing the Opportunity Gap, Jen Rinehart and Nikki Yamashiro. Chapter 16. Closing the Summer Gap, Sarah Pitcock. **Section VI: Future Directions for the OST Field.** Chapter 17. Out-of-School Time Learning and 21st Century Skills: Building on the Past to Shape the Future, Elizabeth Devaney and Deborah Moroney. Chapter 18. Knowing Better, Doing Better: Three Gaps to Fill in the Next Decade of Research in Out-of-School Time, Joseph L. Mahoney and Shannon Haley-Mize. Chapter 19. Securing the Future: Pivoting OST from Where and When to What and How, Karen Pittman. Conclusion, Tara Donahue. Biographies.



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