



We asked Linda Eisele, Professional Development Lead for the Wisconsin Afterschool Network (WAN),

“Why are programs that serve school-age children important?”

“Afterschool programs are today’s neighborhoods for children. With more than 70 % of the families of school-age children in the workforce, afterschool programs are a vital partner with families, schools and communities to assure the safety and success of children. It is estimated that more than 168,000 children between the ages of 5 and 12 are in afterschool programs in Wisconsin.

High quality afterschool programs do make a difference. Research shows that high quality afterschool programs that offer expanded learning opportunities can increase academic performance, increase attendance in school, significantly improve behavior, and support positive social emotional development. In addition to the benefits to the children, a study of working parents found that afterschool programs promote youth safety and family stability.*

The hands-on learning that takes place in afterschool programs helps children master skills, develop friendships, grow in independence, and move to new levels of thinking and understanding about themselves and the world. It is an exciting and challenging responsibility to work in afterschool programs that create a supportive environment for a group of school-age children.

Just like the children they serve, afterschool programs come in all sizes and shapes. The primary location for afterschool programs is the school, with programs being operated by the school district, or a community based organization such as the YMCA, YWCA or independent provider. Many programs are offered at community centers, churches and as a part of a group child care center. Afterschool programs may be regulated by the Wisconsin Department of Children and Families or are legally exempt from licensing.

Regardless of program type, the key to a high quality afterschool program is a skilled and knowledgeable staff. Caring for and enriching the lives of school-age children beyond the school day requires a unique set of skills that combines and crosses many professional disciplines and is grounded in an understanding of the growth and development of children between the ages of 5 and 12. The Wisconsin Afterschool Network is working with many of the state agencies and organizations to build a professional development system to provide more opportunities and greater access to meet the specific training needs of the afterschool providers.

The Wisconsin Child Care Information Center has joined in the efforts by providing a much expanded library of current afterschool resources.”

*Vandell, D., et al., The Study of Promising After-School Programs, Wisconsin Center for Education Research, 2007
 Welsh, M., Russell C., Williams, I., Reisner, E., and Whites, R., Promoting Learning and School Attendance through After-School Programs, Policy Studies Associates, 2002
 Balfanz, R. and Byrnes, V. Chronic Absenteeism: Summarizing What We Know From Nationally Available Data, The John Hopkins University, 2012
 Durlak, J. and Weissberg, R., The Impact of Afterschool Programs that Seek to Promote Personal and Social Skills, Collaborative for the Advancement of Social and Emotional Learning, 2010
 Barnett and Gareis, Parental After-School Stress and Psychological Well-Being, Journal of Marriage and the Family, 2006

WHAT'S WAN?

The Wisconsin Afterschool Network (WAN) is an intermediary organization bringing together over 200 stakeholders representing governmental agencies, state and local associations and organizations, youth serving organizations, and funders. The mission of WAN is to support school and community partners in delivering high quality afterschool programs to diverse children and youth that increase academic achievement, improve health, enhance youth development and encourage family involvement.

As an intermediary, WAN is working with state agencies and key stakeholders around afterschool policy and regulation, professional development, and braided funding options. Through the work of the Professional Development Committee, WAN developed and received Registry approval for a 4-course, 12-credit Afterschool and Youth Development Credential for providers of afterschool programs. WAN is working with the Wisconsin Department of Children and Families to develop and assure that specific training opportunities are available to meet educational requirements of quality criteria. In collaboration with state university campuses, WAN is developing a series of courses and institutes to provide high quality professional development opportunities.

To learn more about the Wisconsin Afterschool Network you may go to the network website at wiafterschoolnetwork.org or you may contact Randy Neve, WAN Lead, at neve.randy@marshfieldclinic.org or 715-221-8404; Stan Kocos, WAN Policy Lead, at skocos@greenbay.k12.wi.us or 920-448-3578; or Linda Eisele, WAN Professional Development Lead, at lindaeisele@tds.net or 608-233-2904.

WI Department of
Children and Families
dcf.wisconsin.gov

WI Child Care
Information Center
ccic.wi.gov

WI Department of
Public Instruction
dpi.wi.gov

If everyone is thinking alike, then somebody isn't thinking.

~George S. Patton

Social and Emotional Learning, Relationship Building & Behavior Guidance

BOOKS to BORROW

1. Everybody Wins!: 100 Social-emotional Games That Children Should Play. Dianne Schilling. Wellington, FL: Innerchoice Publishing, 2010. 155 p.

2. Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages. Susan Ragsdale & Ann Saylor. Minneapolis, MN: Search Institute Press, 2007. 225 p.

3. The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe, and Get Along. 146 p.

Intended for use with:

4. A Leader's Guide to The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe, and Get Along. 115 p. Naomi Drew. Minneapolis, MN: Free Spirit Publishing, 2004.

5. Disarming the Playground: Violence Prevention Through Movement & Pro-Social Skills. Training Manual 230 p.

Intended for use with:

6. Disarming the Playground: Violence Prevention Through Movement & Pro-Social Skills. Activity Book 274 p. Oklahoma City, OK: Wood and Barnes, 2002.

7. Teaching with the Brain in Mind. Eric Jensen. Alexandria, VA: Assoc. for Supervision and Curriculum Development, 2005. 186 p.

8. Being Your Best: Character Building for Kids 7-10. Barbara Lewis. Minneapolis, MN: Free Spirit Press, 2000. 165 p.

9. Discipline in School-Age Care: Control the Climate, Not the Children. Dale Borman Fink. Nashville, TN: School-Age NOTES, 1995. 43 p.

10. Teaching Young Children Through Service: A Practical Guide for Understanding and Practicing Service-Learning with Children Ages 4 through 8. Ann Shoemaker. St. Paul, MN: National Youth Leadership Council, 1999. 65 p.

11. But They Spit, Scratch, and Swear!: The Do's and Don'ts of Behavior Guidance with School-Age Children. Mary Steinder Whelan. Minneapolis, MN: A-ha Communications, 2000. 382 p.

12. No Room for Bullies, From the Classroom to Cyberspace: Teaching Respect, Stopping Abuse, and Rewarding Kindness. Boys Town, NB: Boys Town Press, 2005. 217 p.

13. Yardsticks: Children in the Classroom, Ages 4-14: A Resource for Parents and Teachers. 3rd ed. Chip Wood. Turner Falls, MA: Northeast Foundation for Children, 2007. 216 p.

14. Great Group Games for Kids: 150 Meaningful Activities for Any Setting. Susan Ragsdale & Ann Saylor. Minneapolis, MN: Search Institute Press, 2010. 223 p.

15. The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8. Allan L. Beane. Minneapolis, MN: Free Spirit Publishing, 1999. 168 p.

16. Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes. Alfie Kohn. Boston, MA: Houghton Mifflin, 1993. 431 p.

VIDEOS to BORROW

17. Brain Rules.

How do we learn? What exactly do sleep and stress do to our brains? Why is multi-tasking a myth? Why is it so easy to forget—and so important to repeat new knowledge? Is it true that men and women have different brains?

Book and 45 min DVD - Seattle, WA: Pear Press, 2013.

Video also available FREE online: brainrules.net/about-brain-rules

18. Human Relationships: The Key to Social and Emotional Development.

Supervisors discuss the characteristics of an effective group worker for school-age children. This video demonstrates the conflict resolution skills utilized by experienced group workers and the techniques they use in working with nine-to-twelve-year old youth. Includes boy/girl relationships as well as the importance of health and hygiene in developing self-esteem.

29 min VHS or DVD - Barrington, IL: Magna Systems, 2005.

ARTICLES

For a printed copy of any of these articles call CCIC at 1-800-362-7353

19. Building Resiliency Skills Helps Children Manage Anger.

ExtendED Notes (formerly School-Age NOTES). November 2012

Sometimes conflict occurs because children don't recognize their own abilities. When children underestimate their ability, others may become impatient and angry. When children overestimate their ability, they may fail to live up to promises.

20. Social, Emotional Competencies Can Benefit Children in All Areas.

Susanna Palomares. ExtendED Notes (formerly School-Age NOTES). January 2011

We all want young people of today to become the knowledgeable, responsible, empathetic citizens and leaders of tomorrow. The skills developed through social and emotional learning experiences are key to this outcome, and afterschool programs are an ideal venue for this development to take place.

21. Collaboration Between Afterschool Practitioners and In-School Teachers.

AnnMarie Schamper. Afterschool Matters, Spring 2012

A school-day teacher discovers how collaboration with her afterschool counterpart benefits their students.

22. Afterschool and Service-Learning.

Afterschool Alliance: Issue Brief No. 9. August 2004

Service-learning provides youth the opportunity to design their own projects to address community needs. Many afterschool programs use service-learning to help improve youth's academic achievement, develop their leadership skills and strengthen ties to their community.

23. Bullying: What to Do about It.

Mental Health America, 2013

"Although it's always been around, bullying should never be accepted as normal behavior. The feelings experienced by victims of bullying are painful and lasting. Bullies, if not stopped, can progress to more serious, antisocial behavior. Recent incidents of school violence show that bullying can have tragic consequences for individuals, families, schools, and entire communities."

24. Turn Witnesses Into Upstanders to Create a Bully-Free Community.

Darlene FASTER. ExtendED Notes (formerly School-Age NOTES), October 2012

Bullying and physical harassment are more than kids being kids. They are, in fact, public health problems whose effects and implications are very real. Children who are victims of bullying not only struggle with feelings of sadness, fear and depression, but also fall dangerously behind academically.

Children must be taught
how to think,
not what to think.

~Margaret Meade

Social and Emotional Learning, Relationship Building & Behavior Guidance (con't.)

ARTICLES (con't.)

25. Setting the Stage for Children's Success: The Physical and Emotional Environment in School-Age Programs.

Haas-Foletta & Ottolini-Geno. *Exchange*, March/April 2006

A high-quality program sets the environmental stage for children's ongoing physical, social-emotional, and cognitive development. It ensures that responsive, caring, and professional staff will plan for the children's needs, interests, and developmental levels and will provide continuity and consistency through structure and limits. In this type of environment, children feel safe and secure and free to select and pursue activities that challenge and interest them.

26. Service Learning Connects Students with Their Community.

ExtendED Notes (formerly School-Age NOTES), December 2011

Community members, students and educators are discovering that service learning offers participants a chance to be a part of active education of youth while addressing communities' concerns, needs and hopes. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform.

27. Three Principles for Designing Policies to Address Misbehavior.

Dale Borman Fink. *ExtendED Notes (formerly School-Age NOTES)*, November 2010
It's important for afterschool programs to have policies in place that deal with situations that might arise, from staffing issues to child care. Having policies allows directors to deal with problems in a fair manner. One policy area that can be unpleasant is determining if a child's behavior is so disruptive to the program that the child can no longer continue attending. Having a discipline policy in place helps educate staff members on the difference between discipline and punishment. In addition, that knowledge can provide the foundation for determining when a child may be asked to exit the program.

28. Being Specific with Praise Critical for Children's Development.

Darlene D'Arezzo. *ExtendED Notes (formerly School-Age NOTES)*, May 2010

A child's sense of self influences his or her behavior, attitudes, emotional state and ultimate level of success. Children develop their sense of self through perseverance and diligence. Trying again and again, despite adversity and failure, children cultivate self-esteem, self-confidence and self-respect. Afterschool professionals can help in shaping a child's sense of self.

FREE RESOURCES ONLINE

Increasing Family and Parent Engagement in After-School.

The After-School Corporation (TASC). November 2011

A step-by-step guide that provides creative and insightful tips to engage parents and families in afterschool. It also includes outreach ideas, TASC case studies, helpful contact information, family survey tools and letter templates.

statewideafterschoolnetworks.net/increasing-family-and-parent-engagement-after-school

Wisconsin Knows Children's Mental Health Matters Toolkit

The Wisconsin Knows Children's Mental Health Matters toolkit provides materials for communities throughout the state to promote the positive mental health of all children.

wisconsinknowschildrensmentalhealthmatters.wordpress.com

WEBSITES

CENTER ON THE SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING (CSEFEL): csefel.vanderbilt.edu

EDUTOPIA: WINGS FOR KIDS: edutopia.org/stw-social-emotional-learning-after-school-resources-downloads

COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (CASEL): casel.org

WISCONSIN PYRAMID MODEL: collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php

Inclusion

BOOKS to BORROW

29. *Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences.* Thomas Armstrong. Cambridge, MA: Da Capo Lifelong, 2010. 275 p.

30. *Multiple Intelligences & After-School Environments: Keeping All Children in Mind.* David Whitaker. Nashville, TN: School-Age NOTES, 2002. 72 p.

31. *Beyond Sticks & Stones: How to Help Your Child with a Disability Deal with Bullying.* Minneapolis, MN: Pacer Center Inc., 2006. 34 p.

32. *Together We're Better: A Practical Guide to Including Children of All Abilities in Out-of-School Time Programs.* San Diego, CA: Kids Included Together., 2004. 94 p.

FREE RESOURCES ONLINE

[Access, Participation and Support: Inclusion in Out-of-School Time Programs](http://snipsf.org/wp-content/uploads/2011/08/SNIPPET-11-Access-Participation-and-Support-Inclusion-in-OST-Programs.pdf)
snipsf.org/wp-content/uploads/2011/08/SNIPPET-11-Access-Participation-and-Support-Inclusion-in-OST-Programs.pdf

[Inclusion of Children with Special Needs in After School and Summer Programs](http://spannj.org/njiccp/include/modules/resources/childrenspecialneedsbooklet_WEB.pdf)
spannj.org/njiccp/include/modules/resources/childrenspecialneedsbooklet_WEB.pdf

[Maine After School Network: Serving Children and Youth with Special Needs](http://maineafterschool.net/ASN/briefs/4_special_needs.pdf)
maineafterschool.net/ASN/briefs/4_special_needs.pdf

WEBSITES

CALIFORNIA AFTER SCHOOL RESOURCE CENTERS: SPECIAL NEEDS AND INCLUSION - californiaafterschool.org/specialneeds

NATIONAL CENTER ON ACCESSIBILITY: INCLUSION - indiana.edu/~nca/monographs/19inclusion.shtml

KIDS TOGETHER- kidstogether.org/index.htm

NATIONAL DISSEMINATION CENTER FOR CHILDREN WITH DISABILITIES - nichcy.org

Health, Nutrition & Active Play

BOOKS to BORROW

33. Nutrition Fun with Brocc & Roll: A Hands-on Activity Guide Filled with Delicious Learning. Connie Liakos Evers. Portland, OR: 24 Carrot Press, 2012. 64 p.

34. How to Teach Nutrition to Kids. Connie Laikos Evers. Portland, OR: 24 Carrot Press, 2012. 247 p.

35. The Kid's Multicultural Cookbook: Food & Fun Around the World. Deanna F. Cook. Charlotte, VT: Williamson Publishing Co., 1995. 159 p.

36. Food: 25 Amazing Projects. Kathleen M. Reilly. White River Junction, VT: Nomad Press, 2010. 124 p.

37. Character Education: 43 Fitness Activities for Community Building. Donald R. Glover. Champaign, IL: Himan Kinetics, 2003. 241 p.

38. Outdoor Learning and Play, Ages 8-12. Olney, MD: Association for Childhood Education International, 2005. 118 p.

FREE RESOURCES ONLINE

Got Dirt? Garden Initiative

Wisconsin Department of Health Services

Never gardened? The Got Dirt? Garden toolkit is designed to provide simple, step-by-step plans for starting a garden. Even better...tips from garden experts and garden success stories from around Wisconsin are also included.

dhs.wisconsin.gov/physical-activity/FoodSystem/Gardening/GotDirt/index.htm

Active Early:

A Wisconsin Guide for Improving Childhood Physical Activity

fns.dpi.wi.gov/fns_cacfpwellnessaehb

Healthy Bites:

A Wisconsin Guide for Improving Childhood Nutrition

fns.dpi.wi.gov/fns_cacfpwellnessaehb

Get Active: Be Healthy Afterschool Toolkit

afterschoolalliance.org/documents/QuakerGetActiveToolKit.pdf

VIDEOS to BORROW

39. After School Gets Moving: Training for After School Staff and Games Guide.

This 2-part DVD and training guide is for afterschool program directors to train afterschool program staff, paraprofessionals, and volunteers who work in afterschool programs serving children in grades K-5. Together, the DVD and Leaders Guide show how to promote more safe and healthy physical activity in afterschool - particularly in environments where space and other resources are limited.

DVD - Emily Ullman.

Cambridge, MA: Vida health Communications, 2011.

40. Active Play!: Fun Physical Activities for Young Children.

Diane H. Craft and Craig I. Smith. Cortland, NY: Active Play Books, 2010.

DVD + 122-page activity guide.

- 20-week physical activity curriculum
- Easy to lead, fun for both teachers and kids
- Inexpensive, using easy-to-get equipment
- Designed for children to develop fundamental movement skills & physical fitness
- Inclusive of children with varying abilities

ARTICLES

For a printed copy of any of these articles call CCIC at 1-800-362-7353

41. Expanding the Role of Afterschool Programs in Promoting Health and Wellness.

NYSAN Policy Brief. Winter 2010

"As the obesity epidemic continues to plague our youth and less time is available for physical education during the traditional school day, a natural solution is the inclusion of health and wellness activities in afterschool programs. Play time and organized sports after school may be the only time that some youth are active and eat nutritious snacks. Afterschool programs also benefit children by reducing their exposure to harmful activities such as substance abuse and tobacco use."

- Kyle Stewart, Executive Director
YMCAs of New York State

42. Healthy Eating in Out-of-School Time: The Promise and the Challenge.

Wiecha, Hall, Gannett & Roth. *Afterschool Matters*, Spring 2012

OST programs can be part of the solution to the growing epidemic of child obesity. A first step is to understand current practices and learn about supports for—and barriers to—providing nutritious foods in afterschool programs.

43. Active Hours Afterschool: Childhood Obesity Prevention and Afterschool Programs.

Afterschool Alliance, Issue Brief No. 24, April 2006

The obesity crisis in America is ubiquitous and irrefutable, and it's hitting youth so hard that health experts warn that this generation of children will be the first to have a shorter life expectancy than their parents. Tackling and reversing this epidemic will require a comprehensive and sustained effort in every community in America. The nation's growing network of afterschool providers can make a significant contribution to this battle. Afterschool programs can provide physical activity and nutrition education, healthy snacks and a safe place to play and socialize in the hours after school.

44. Children Reap Many Rewards from Gardening.

Erika Konowalow. *ExtendED Notes (formerly School-Age NOTES)*, April 2010

Experts cite gardening as an excellent way to connect children to the food they eat, nutrition and nature, as well as teach them patience, basic life skills and teamwork. Gardening can also play a role in science achievement and improve attitudes toward learning.

45. Playing Games Can help Children Learn, Reinforce Skills.

Cassandra McBurnie. *ExtendED Notes (formerly School-Age NOTES)*, December 2009

In addition to being physically healthier, engaging in positive and physical activity will benefit children in other ways. Group games help children learn about self-control and getting along with others. If you just do what you like, when you like it, you are not likely to win or be liked by others. Games that children can play alone (computer games, golf, solitaire) allow them to practice managing their feelings.

Trust yourself.

You know more than you think you do.

~Benjamin Spock

WEBSITES

THE EDUCATIONAL AND TRAINING MATERIALS DATABASE - healthymeals.nal.usda.gov/schoolmeals/Resource_Cafe/Resource_Search.php

STATEWIDE AFTERSCHOOL NETWORKS - statewideafterschoolnetworks.net/content/health-wellness-nutrition

HEALTHY KIDS HUB - healthykidshub.org

FOOD & FUN AFTERSCHOOL - foodandfun.org

BOOKS to BORROW

46. Making Toys for School-Age Children: Using Ordinary Stuff for Extrordinary Play. Linda G. Miller and Mary Jo Gibbs. Beltsville, MD: Gryphon House, 2002. 144 p.

47. Gizmos & Gadgets: Creating Science Contraptions that Work (& Knowing Why). Jill Frankel Hauser. Charlotte, VT: Williamson Publishing, 1999. 144 p.

48. Teaching in the Digital Age: Smart Tools for Age 3 to Grade 3. Brian Puerling. St. Paul, MN: Redleaf Press, 2012. 245 p.

49. Connect with Music: IDEAs for Creating Music Experiences with Kids in Out-of-School Programs. Roberta L. Newman. Cape Charles, VA: Newroads Media, 2005. 166 p.

50. Chicken and Noodle Games: 141 Fun Activities with Innovative Equipment. John Byl, Herwing Daldauf et al. Champaign, IL: Human Kinetics, 2007. 244 p.

51. Planet Earth. Kathleen M. Reilly. White River Junction, VT: Nomad press, 2008. 122 p. "Provides an engaging guide to the natural world and encourages children ages 9 and up to get their hands dirty and actively connect with the environment."

52. Ramps & Pathways: A Constructivist Approach To Physics with Young Children. Rheta DeVries. Washington, DC: NAEYC, 2011. 103 p.

FREE RESOURCES ONLINE

Frontiers in Urban Science Exploration Resource Guide.

CBASS, May 2010

This resource guide offers strategies to advance informal science education in afterschool environments.

To invent,
you need a good imagination
and a pile of junk.

~Thomas A. Edison

ARTICLES

For a printed copy of any of these articles call CCIC at 1-800-362-7353

53. Demystifying STEM.

Robin Sink. *ExtendED Notes (formerly School-Age NOTES)*, May 2012
After-school staff members can be intimidated with conversations of exploring or incorporating science, technology, engineering and math (STEM) into the regular schedule. The topic is broad, foreign and often daunting. But just as children are introduced to STEM with fun, non-threatening activities, after-school professionals can gain confidence in similar ways. Take the mystery out of STEM by exposing employees to the many possibilities within after school time.

54. STEM Learning in Afterschool: Ready to Soar.

A. Krishnamurthi & R. Sankar. *Dimensions*, Jul/Aug 2012
The afterschool field has embraced STEM learning enthusiastically and has moved rapidly to incorporate it into its larger portfolio of programming. Professional development of afterschool staff is often a major challenge facing providers who wish to offer more STEM programming. This may present a tremendous opportunity for science centers and museums to partner with afterschool programs in their communities.

55. 5 Simple Steps to Encourage Girls to Embrace the Sciences.

Julie Shannan. *ExtendED Notes (formerly School-Age NOTES)*. February 2011
It's never too early to get girls interested in STEM. The younger that girls are introduced to STEM, the more comfortable they will be at trying them.

56. STEM Activities are a Perfect Fit After School.

Erika Konowalow. *ExtendED Notes (formerly School-Age NOTES)*, February 2011
The necessity of hands-on learning makes STEM and after-school programs a natural fit. "After-school programs have the luxury of allowing students to spend significant amounts of time on a project, and to instill one of the basic principles of science, that it is OK to make mistakes because some of our most important discoveries and inventions began with a mistake."

57. Strengthening After-School STEM Staff Development

Jason Freeman. *Coalition for Science After School*, 2009
Staff expertise is critical to supporting quality science-learning opportunities for youth in out-of-school settings. Moving the after-school STEM field forward will require that STEM and after-school leaders, policymakers, and funders alike continue to work together to create a system that supports, expands, and invents staff development structures and related field-building efforts.

58. Afterschool: A Vital Partner in STEM Education.

Afterschool Alliance, May 2011
Afterschool programs are structured yet flexible and provide an environment where children and youth can become engaged in and inspired about STEM fields and topics without fear of academic failure. Simultaneously they can be encouraged to appreciate the relevance of STEM topics and fields to their daily lives through hands-on, learner-driven projects.

S.T.E.M. WEBSITES

GREAT SCIENCE FOR GIRLS: greatscienceforgirls.org

FOR INSPIRATION AND RECOGNITION OF SCIENCE AND TECHNOLOGY (FIRST): firstinspires.org

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION - STEM: stem.dpi.wi.gov

WISCONSIN GIRLS COLLABORATIVE PROJECT: ngcproject.org/collaborative/wisconsin-girls-collaborative-project

WISTEM.ORG: wistem.org

21ST CENTURY AFTERSCHOOL SCIENCE PROJECT (21ST CASP): state.nj.us/education/21ccl/casp/

BRAINPOP: brainpop.com

AFTERSCHOOL ALLIANCE - STEM: afterschoolalliance.org/STEM-RESOURCES.CFM

NATIONAL AFTERSCHOOL ASSOCIATION - STEM: naaweb.org/resources/stem-gems

PBS TEACHERS STEM EDUCATION RESOURCE CENTER: pbs.org/teachers/stem

STEM²: THE POWER OF DISCOVERY: powerofdiscovery.org/activities

4-H STEM: uwex.edu/ces/4h/set/index.cfm

Afterschool Activities Planning

BOOKS to BORROW

59. Colossal Clubs: Activities-Based Curriculum for School-Age Programs. Kathleen Martinez. New Albany, OH: School-Age NOTES, 2006. 262 p.

60. Links to Learning: A Curriculum Planning Guide for After-School Programs. David Alexander. Nashville, TN: School-Age NOTES, 2005. 180 p.

61. School-Age Ideas and Activities for After-School. Karen Haas-Foletta. Nashville, TN: School-Age NOTES, 2005. 224 p.

62. Summer Adventures: Terrific Themes for a Carefree Summer Program. Patricia Cox. New Albany, OH: School-Age NOTES, 2007. 223 p.

63. Fun Literacy Activities for After-School Programs: Books & Beyond. Sue Edwards. Nashville, TN: School-Age NOTES, 2004. 208 p.

64. Summer Program Tips, Strategies & Activities for School-Agers 5-14 Years-Old: Articles and Activities from the School-Age NOTES Newsletter. Nashville, TN: School-Age NOTES, 2002. 72 p.

65. I.D.E.A.s, Integrated Developmental Enhancement Activities: Tools for Creating Successful After-School Experiences for Older School-Age Children and Youth. Cape Charles, VA: Newroads Consulting, 2000. 28 p.

66. The Complete School-Age Child Care Resource Kit: Practical Guidelines, Materials, and Activities for Implementing a Quality SACC Program. Abby Barry Bergmand & William Greene. West Nyack, NY: Center for Applied Research in Education, 1995. 349 p.

67. 365 Afterschool Activities: TV-Free Fun for Kids Ages 7-12. Sheila Ellison. Naperville, IL: Sourcebooks, Inc., 1995. 365 p.

68. The Kids' Nature Book: 365 Indoor/Outdoor Activities and Experiences. Susan Milord. Charlotte, VT: Williamson Publishing Co., 1996. 156 p.

69. Ready-to-Use Activities for Before and After School Programs. West Nyack, NY: Center for Applied Research in Education, 1998. 242 p.

70. Making Cool Crafts & Awesome Art: A Kids' Treasure Trove of Fabulous Fun. Roberta Could. Charlotte, VT: Williamson Publishing Co., 1998. 160 p.

71. Best Practices Workbook: Guidelines for School-Age Programs. Michael S. Ashcraft. Eden Prairie, MN: Sparrow Media Group, 2005. 72 p.

The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.

~William Arthur Ward

ARTICLES

For a printed copy of any of these articles call CCIC at 1-800-362-7353

72. Play and the School-Age Child.

University of Maine, Cooperative Extension. 2008

Games and activities belong to children, and are part of a deep child culture that links children together throughout the world. It is an independent culture that only children control. Rhymes and games change over time and place, but their purposes remain remarkably constant: fun and fairness. Play *appears* to be only idle fun, but the purpose of play is actually about learning fairness, following rules, respecting oral contracts and taking action against wrongdoers - things that help children develop a sense of ethical and moral behavior. First learning to follow rules, then later creating rules, are the most important parts of play.

73. Making School-Age Care Work.

Rich Scofield. *Early Childhood News*, 2008

The most important resource a school-age program has are the skills of the directors and caregivers. A director once told me, "A skilled caregiver can run a good program under a tree." It is our responsibility to interpret the needs of children, plan a program based on children's needs, and implement day-to-day activities. Even though a wealth of interesting materials and equipment make a caregiver's job *easier*, these things do not guarantee success.

74. Top Scientists Say Children Should Have a Muddy Good Time.

Tom Spears. *Ottawa Citizen*. June 21, 2013

Canada's most famous Arctic fossil hunter got her start collecting dead animals at her parents' cottage an hour from Ottawa. The country's best-known weatherman developed a love of weather in his youth, watching for thunderstorms as he and his friends explored the woods. The preeminent expert on lakes and rivers spent childhood days fishing near his home with hobos who lived by the train tracks. And the top dinosaur finder would camp out all summer, starting around age 11.

75. Employing Multiple Tools Helps Children Develop Proficiency in Literacy.

ExtendED Notes (formerly School-Age NOTES). September 2011

The days of reading, writing and arithmetic have changed a great deal since the concept of "the three Rs" was promoted. In education today, reading and writing now are only two of the many areas that make up "literacy". To be literate today, children also must know how to gather information, think critically, understand others and speak and express themselves. Afterschool professionals have an opportunity to help support children's literacy development.

76. Art Activities Open Children's World to Interpretation, Aid in Development.

ExtendED Notes (formerly School-Age NOTES). August 2011

While each school-age program's staff member has different reasons why they like or dislike craft activities that involve painting, it's important to remember why painting is necessary to a school-age child's development. It's not simply because it improves fine motor skills and hand-eye coordination more than video games, but because art helps children interpret the world around them and improves their verbal skills.

VIDEOS to BORROW

77. Program Activities: Fostering the Development of the School-Age Child.

Offers a large variety of activities that address the whole child.

- Demonstrates how activities that respect and reflect the culture of the children encourage the development of self-esteem and respect for others.
- Shows how the visual and performing arts, collaboration, journal writing, studies, projects, exploration of materials, documentation and reading contribute to the literacy development of school-age children.
- Also shows how special interests clubs, dance, swimming, and competitive and non-competitive sports contribute to the development of the whole child.

29 min VHS or DVD - Barrington, IL: Magna Systems, 2005.

78. Learning with Nature.

"Discover techniques for using outdoor classrooms as an integral part of preschool and elementary children's daily learning."

23 min DVD - Lincoln, NE: Dimensions Educational Research Foundation, 2007.

79. Program Planning: Finding the Balance.

A framework for developing appropriate activities for each developmental level in an afterschool environment. Group workers demonstrate how they plan and develop schedules, activities, and trips for children. Also discusses homework, high quality programming, and partnering and involving parents in school-age programs.

29 min VHS or DVD - Barrington, IL: Magna Systems, 2005.

Administration

BOOKS to BORROW

80. *Half a Childhood: Quality Programs for Out-of-School Hours.* Judith Bender. Nashville, TN: School-Age NOTES, 2005. 299 p.

81. *School-Age Care Environment Rating Scale.* Thelma Harms, New York: Teachers College Press, 1996. 40p.

82. *Training New After-School Staff: Welcome to the World of School-Age Care!* Roberta L. Newman. Nashville, TN: School-Age NOTES, 2002. 64 p.

83. *Bringing Yourself to Work: A Guide to Successful Staff Development in After-School Programs.* Michelle Seligson. New York: Teachers College Press, 2004. 96p.

84. *Creating Better School-Age Jobs: Model Work Standards.* Peggy Haack. Washington DC: Center for the Child Care Workforce, 2001. 40 p.

85. *Creating Portfolios with Kids in Out-of-School Programs: IDEAs for Communicating with Parents and Enhancing Program Quality.* Roberta L. Newman. Cape Charles, VA: Newroads Consulting, 2005. 123 p.

86. *Using Brain Science to Make Training Stick: Six Learning Principals that Trump Traditional Teaching.* Sharon L. Bowman. Glenbrook, NV: Bowperson Publishing Co., 2011. 286 p.

87. *Leading After-School Learning Communities: What Principals Should Know and Be Able to Do.* Alexandria, VA: National Association of Elementary School Principals and Collaborative Communications Group, 2006. 114 p.

88. *Critical Issues in After-School Programming.* Robert Halpern. Chicago, IL: Erickson Institute, 2006. 140 p.

89. *Making Play Work: The Promise of After-School Programs for Low-Income Children.* Robert Halpern. New York, NY: Teachers College Press, 2003. 193 p.

90. *Before & After School Programs: A Start-up and Administration Manual.* Mary McDonald Richard. Nashville, TN: School-Age NOTES, 1991. *Policies, procedures, forms, budgets, job descriptions, staff handbook, staff evaluation, parent handbook and much more.*

91. A Book Review for:

Expanding Minds and Opportunities:

Leveraging the Power of Afterschool and Summer Learning for Student Success

Terry L Peterson, PHD, Executive Editor. Washington, D.C: Collaborative Communications Group, 2013. 442p.

Expanding Minds and Opportunities is a compendium of studies, reports and commentaries from more than 100 researchers, educators, community leaders, policy makers and practitioners. Together they demonstrate the power of quality expanded learning opportunities that are provided through afterschool programs.

The compendium provides the reader with the latest research on the impact of high quality afterschool programs, an exploration of best practice and the future implications for the growing role of afterschool programs in children's academic and social well-being.

Linda Eisele,
Professional Development Lead,
Wisconsin Afterschool Network (WAN)

A copy may be purchased or specific articles from the compendium may be downloaded at:

expandinglearning.org/expandingminds

VIDEOS to BORROW

92. *Afterschool Training Toolkit. Building Quality Enrichment Activities for 21st Century Community Learning Centers: Short Videos of Promising Practices in Afterschool.*

The short videos included on this DVD illustrate promising practices in six key areas to increase academic achievement. These videos provide afterschool program directors and instructors with resources to integrate academic content with fun, innovative, enriching activities that not only engage students but extend their knowledge in new ways.

2 hrs 41 min DVD - Austin, TX: SEDL, 2008.

Videos are also available FREE online: sedl.org/afterschool/toolkits

93. *A New Day for Learning.*

The seven documentary films included on this DVD provide examples of how student learning can be improved during and beyond the school day, taking advantage of afterschool or out-of-school periods, including afternoons, evenings, weekends, and summers. The first segment, which provides an overview of model programs and the importance of rethinking how students spend time learning, is followed by six in-depth case studies of programs that feature best practices. These videos, featuring more than sixty minutes of content, are intended to inspire reform and spark conversation.

60+ min DVD - Edutopia, 2007.

94. *A Place of Their Own: Designing Quality Spaces for Out-of-School Time.*

This video, accompanied by a guide written by Richard S. Marshall and *Great Spaces, Fresh Places*, describes how to improve environments for school-age programs. Covers designing indoor and outdoor spaces to improve programs and meet the unique safety, comfort and creative needs of school-age children and staff in existing or new facilities.

16 min VHS or DVD - Wellesley, MA: The Institute, 2000.

95. *Links to Learning.*

Shows how after-school programs can help develop the skills explained in the book *Teaching the New Basic Skills* by Richard Murnane and Frank Levy. The programs include literacy and numeracy; written and oral communication skills; problem-solving and critical thinking skills; knowledge of and comfort with technology; and ability to work with diverse groups of people.

13 min VHS - Wellesley, MA: NIOST, 2008.

ARTICLES

96. A New Approach to Accountability: Creative Effective Learning Environments for Programs.

Wendy Surr. *Afterschool Matters*, Spring 2012

A new paradigm for accountability envisions afterschool programs as learning organizations continually engaged in improving quality.

97. Can We Talk? Creating Effective Partnerships between School and Afterschool Programs.

Lisa Sweet Dilles. *Afterschool Matters*, Fall 2010

If the schools can provide the instructional boost and afterschool can offer the engaging enrichment, students will have what they deserve: the best of both worlds.

98. Tap Community to Be Part of Program's Success.

Paul Young. *ExtendedED Notes (formerly School-Age NOTES)*, November 2009

"Can you help me?" That might be something you find difficult to ask of others if it is for your personal assistance. But when you consider the needs of your after-school program, it's a question you shouldn't be shy about asking.

An effective marketing plan attracts participants and tells the community why your afterschool program exists and what it accomplishes. Your after-school program cares for the diverse needs of children in your community. There isn't anything more important than the children in your community.

Administration (con't.)

ARTICLES

99. Human Resources: Staffing Out-of-School Time Programs in the 21st Century.

Ron Asher. *Afterschool Matters*, Fall 2012

Offering low-wage, part-time jobs is a systemic feature of the afterschool landscape. Now what?

100. Appreciating Staff Members Pays Dividends.

Tracey Ballas. *ExtendED Notes (formerly School-Age NOTES)*, February 2010

Research shows that 79 percent of employees cite lack of appreciation as the reason for quitting their jobs. And turnover costs money. Numerous studies have shown that it is much less expensive to train and retain an employee than to continually train new staff members. While having vacancies from time to time is a reality, creating a work environment that is pleasant and rewarding will result in a workplace where employees want to stay.

101. Generational Differences Can Affect Perception of Professionalism.

ExtendED Notes (formerly School-Age NOTES), March 2012

Perceptions strongly influence attitudes. The perceptions about work that frontline staff members bring to their afterschool positions often impact their attitude and desire to put forth effort. If an employee perceives the field as unimportant or to be less valuable learning time than the school day, a self-defeating attitude can impact the quality of their work.

102. Theory of Action in Practice.

Weisburd & Sniad. *Harvard Family Research Project:*

Center for Afterschool and Community Education, Foundations Inc., Fall 2010

Claudia Weisburd and Tamara Sniad from Foundations, Inc. describe the use of a theory of change and a theory of action for developing and evaluating professional development for afterschool staff.

103. Enhancing Program Quality and Care Through Supervision.

Olsen & Kowalski. *Afterschool Matters*, April 2010

Afterschool staff need to be able to supervise young participants so they can engage safely in a variety of activities. Afterschool programs should create a strong procedural plan to protect young people from harm and the program from liability.

104. Treating After School Field as Profession Raises Quality.

Hall & Gannett. *ExtendED Notes (formerly School-Age NOTES)*, March 2010

In response to the growing expectation that out-of-school time and youth development programs extend the learning day for children, and to meet public demand for high-quality OST programs, several states have made great strides in developing professional development systems. Some of these systems use a credential program to support the development of core skills and knowledge while providing a viable career path for workers.

WISCONSIN'S AFTERSCHOOL AND YOUTH DEVELOPMENT CREDENTIAL

The Afterschool and Youth Development Credential is designed for any professional working in an out-of-school-time program for children ages 5-12 in Wisconsin. Through the four courses of this credential, the school-age program director and group leader will gain the knowledge and skills necessary to effectively guide and facilitate the learning experiences of the children in their care.

<http://the-registry.org/credentials/afterschool.aspx>

OTHER AFTERSCHOOL WEBSITES

CENTER FOR AFTERSCHOOL AND EXPANDED LEARNING: foundationsinc.org/expanded-learning

SCHOOL-AGE YOUNGSTAR: dcf.wisconsin.gov/youngstar/providers

NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME (NIOST): niost.org

PARTNERSHIP FOR AFTER SCHOOL EDUCATION (PASE): pasesetter.com

HARVARD FAMILY RESEARCH PROJECT: hfrp.org

YOU FOR YOUTH (Y4Y): y4y.ed.gov

AFTERSCHOOL ALLIANCE - ISSUE BRIEFS: afterschoolalliance.org/researchBLlist.cfm

WISCONSIN EARLY CARE AND EDUCATION PROFESSIONALS!

The Child Care Information Center (CCIC) is a free mail-order lending library and information service for anyone in WI working in the field of child care, afterschool, and education. CCIC has worked since 1986 to provide quality resources to match the needs of early care and education professionals, educators, and parents.

Ready to order?

1. Which newsletter issue are you looking at & what are the item numbers?
2. When do you need them?
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-ARTICLES ARE YOURS TO KEEP! BOOKS & VIDEOS ARE LIBRARY ITEMS YOU WILL NEED TO MAIL BACK TO CCIC

Library Loan periods:

-1 week for DVD's

-2 weeks for all other items

Busy, Busy, Busy? LET US DO THE RESEARCH & SAVE YOU TIME!

Just give us a call, tell us what you'd like to know more about, and let us customize a resource package from the resources CCIC has available as well as recommendations on where you might find further information regarding your topic.

**USPS: Child Care Information Center,
2109 S Stoughton Rd, Madison, WI 53716**

PHONE: Statewide toll-free: 1-800-362-7353 or Local: 608-224-5388

FAX: 608-224-6178

EMAIL: ccic@dpi.wi.gov

WEBSITE: www.ccic.wi.gov