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

Editors: Elizabeth Devaney, Children’s Institute, University of Rochester and Deborah A. Moroney, American Institutes for Research

A volume in Current Issues in Out-of-School Time
Series Editor: Helen Janc Malone

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)
- 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

CONTENTS:

Foreword: Social and Emotional Learning In and Out of School Benefits Young People, Joseph J Maloney 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.
SECTION I: RESEARCH-INFORMED SEL PRACTICE. From Quality to SEL: A Community in Motion, Christinia Dandino, Luiz A. Perez, and Carlu Stough Hoffman.
SECTION VI: SEL RESEARCH, MEASUREMENT, AND ASSESSMENT. Fertile Ground for Philanthropy, Rebecca Goldberg, Haviland Rummel Shavit, and Polly Singh.

ENDORSEMENTS:

It is essential reading for researchers, policy makers, and practitioners who are interested in learning more about social and emotional learning in Out-Of-School Time.

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.

Kiley Bednar
New York State Network for Youth Success

This 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 cornerstone 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

This series can be found at: http://www.infoagepub.com/series/Current-Issues-in-Out-of-School-Time

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<tr>
<td>The Growing Out-of-School Time Field: Past, Present, and Future</td>
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