

# Curriculum Design in a Youth Program

By Sara Hill/1994/Revised 1998

This bibliography was made possible with funds from  
The Robert Bowne Foundation.

ORDERING: Many of these books and articles can be borrowed from the Literacy Assistance Center (212) 803-3300 or reviewed at The Partnership for After School Education (212) 571-2664 in New York. To order books and materials for your program, a good source is School-Age Notes Catalogue (800) 410-8780 in addition to educational bookstores, such as Bank Street Bookstore in New York. Many of the books may be ordered on the internet at any of the internet bookstores such as [amazon.com](http://amazon.com) or [barnesandnoble.com](http://barnesandnoble.com).

## TABLE OF CONTENTS

- Curriculum Development / Instructional Approaches
- Program Design & Management
- Policy and Research
- Staff Development and Training
- Library Development
- Computers & Technology
- Evaluation / Assessment
- Additional Resources

## CURRICULUM DEVELOPMENT / INSTRUCTIONAL APPROACHES

Gamburg, R. (1987). *Learning and Loving It: Theme Studies in the Classroom*. Portsmouth: Heinemann.

A project-based approach to curriculum development that helps to promote youth's community involvement, critical thinking and problem-solving abilities. While written for school-based instruction, ideas and activities in this book may easily be modified for the after school context.

Haas-Foletta, K. and Cogley, M. (1990). *School-age Ideas and Activities for After School Programs*. Nashville: School-Age NOTES.

A compendium of projects and activities for children in an after-school context, including guidelines on developing a multicultural curriculum, including tips for successful field trips, good teacher/parent communication, conflict resolution and problem solving. Also contains a resource and publications guide.

Hill, S. and Walter, S. (1995). *Perfect match, A: Whole language and afterschool education programs*. *The Literacy Harvest*, 04: 02. Spring.

An article outlining some key principals of Whole Language, providing a rationale for why it may be a desired approach to youth literacy in the after school hours. The article also provides program profiles of three after school programs and how they integrate literacy in different, although effective, ways with young people at their programs.

Ingalls, S. (1993). *The Evolution of Pigs in sSace*. *The Literacy Harvest*, 02:02. New York: The Literacy Assistance Center.

An article that portrays the personal and professional evolution of a youth educator, and how she created the Integrated Language Arts Package (ILAP), a curriculum development approach which was specifically designed for use by after school programs.

Routman, Regie, (1994). *Invitations. Changing as teachers and learners K-12*. Portsmouth, NH: Heinemann.

*Invitations* is an extremely valuable book for educators at youth programs who want to know about literacy theory and practice. The book covers an amazingly wide range of topics, including an introduction to Whole Language, spelling & skills, thematic curricula, and class room management and organization, to name a few. What is so special about this book is that it includes not only a discussion of literacy foundations, but also practical suggestions, lessons, and activities.

*School's Out, Kids In: Developing an Education-Based Afterschool Program*. New York: Brooklyn Children's Museum.

This is a valuable guide for developing an after-school curriculum based on themes. The guide presents a rationale for using themes, how to develop themes that build upon young people's interests and provides activities and project ideas for themes such as "Family Objects," "Build a Neighborhood" and "Water in Motion." The guide also suggests ways after school programs can use museums for field trips and as resources in program development.

Singer, J. Y. (1992). People, Parks and Rainforests. *Childhood Education*, 68:05.

An article that describes a project at a community based after-school program in which the children researched rainforests; created a scale model, and got involved in the ecology of their local park.

## **PROGRAM DESIGN & MANAGEMENT**

Bergman, A.B. & Greene, W. (1995). *The Complete School-Age Child Care Resource Kit*. West Nyack, N.Y.: The Center for Applied Research in Education.

This book is a comprehensive text for those just starting after school programs, in addition to being a valuable resource for those already in the field. The book covers needs assessment, community organizing, and foundations of program planning. Finally, the book includes lessons that may be copied by individual youth workers at their own programs.

Davidson, J. and Koppenhaver, D. (1988). *Adolescent Literacy: What Works and Why*. New York: Garland Publishing, Inc.

A national study of youth education programs focusing on programs that incorporate language arts instruction. Provides program descriptions and program planning suggestions. Especially of note are suggestions for summer programming.

Hatch, T. and Blythe, T. (1997). *More than a place to go: Creating and sustaining effective afterschool programs*. Harvard Project Zero. Cambridge, MA. To order: (617) 495-4342.

Case studies of two after school programs, which serve as guides to starting and running programs. Of special interest are chapters on "educational and engaging activities," particularly resources for project-based curriculum development and suggestions for documenting and assessing program quality.

*Homework Assistance & Out-of-School Time: Filling the Need, Finding a Balance* (1998). Wellesley, MA: National Institute for Out-of-School Time, MOST Initiative.

This paper is designed to help out-of-school programs think through their role in providing homework assistance. This paper is a guide to help programs make good decisions as they work to find answers to questions such as: what does the research say about homework? What are children, staff, schools and families thinking about homework? How can we develop an appropriate homework policy? How do various programs approach homework assistance? How do we train staff to provide homework help?

*Booklet: Homework & Out-of-School Time: Filling the Need, Finding a Balance* (1998). Wellesley, MA: National Institute for Out-of-School Time, MOST Initiative.

This short booklet summarizes the main points in the research paper listed above on homework assistance into a short, easy to read booklet. Great for distributing to staff and parents before facilitating a discussion on homework assistance.

*Kids' Time. A School-Age Care Program Guide*. (1994). Sacramento: California

Department of Education.

A fairly comprehensive guide to setting up a before school or after school program. The book includes chapters on developmental stages of children as they relate to childcare, behavior management, and children with special needs. The appendices of the book include reproducible tables and forms such as a parent intake survey, staff training assessment and planning form, and a chart demonstrating activities that integrate several developmental areas.

Richard, M. M. (1991). *Before and After School Programs. A Start-Up and Administration Manual*. Nashville: School-Age Notes.

This book is a good tool for any manager or supervisor at an after school program, covering essential issues in program management, including child care licensing, insurance, budgets and payroll, and staff recruitment and procedures. Contains actual forms that can be reproduced for the purposes of specific child care programs for which the book was purchased.

Seligson, M. and Allenson, M. (1993). *School-Age Child Care: An Action Manual for the 90s and Beyond*. Second Edition. Westport, CN: Greenwood Press focus on modern aspects

This is a guide to planning and managing care for school-aged youth. The present volume incorporates the authors' updated research and a decade of practical experience with the School-Age Child Care Project at Wellesley College. Drawing on current program models and proven methods of practice, the authors address the potential of school-age care – making this manual a resource for providers, administrators, and practitioners

Sisson, L. G. (1990). *Kids Club: A School-Age Program guide for Directors*. Nashville: School-Age Notes.

This book describes a specific school-age program, the Edina Kids Club, but can serve as a guide to and model for other youth programs. The book begins with the program mission and statement of goals, followed by chapters such as "The Environment," "Activities," and "Supervision of paraprofessional staff." Of special interest is how the program philosophy is woven into all aspects of the program.

## POLICY AND RESEARCH

Bernard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community*. Portland: Northwest Regional Educational Laboratory.

A paper calling for research that avoids a "problem focused" or pathological view of young people. Instead, the author articulates an approach that utilizes a "protective factor" construct, drawing from studies that identify the environmental factors that facilitate the development of youth, and which contribute to their resiliency in the face of adversity.

Ellowitch, A., Griswold, K., Hammer, M., Shelton, D., Townsend, L.O. and Wolfe, M. (1991). *Portraits of Youth Programs. Education After School*. New York: Institute for Literacy Studies, Lehman College, City University of New York.

In-depth case studies of three after-school youth programs in New York City which incorporate literacy into after school activities. The program descriptions are valuable in that they capture the complexities of program change and how long such change often takes.

Heath, S.B. and McLaughlin, M.W. (1994). Learning for anything everyday. *Journal of Curriculum Studies*, 26, 05, 471-489.

A theoretically-based article describing how activities designed for youth at community based programs are prime examples of what is called "authentic" curricula. The authors explain how these "organizational environments" support youth development and can serve as models for schools interested in changing their curricula to better engage youth.

Heath, S.B. and McLaughlin, M. W. (1991). Community organizations as family. *Phi Delta Kappan*, April.

An article that describes "what kinds of programs effectively address adolescents' developmental needs as they move from childhood to adulthood in high-risk environments." The authors found that for young people, important elements include a sense of safety, a sense of belonging to a group and programs viewing young people as resources.

Heath, S.B. and McLaughlin, M.W. (1996). The best of both worlds: Connecting schools and community youth organizations for all-day, all-year learning. In J.G. Cibulka & W. J. Kritek (Eds .) *Coordination among schools, families and communities*. New York: SUNY Press.

A chapter from a book on school-community connections that describes ways that schools and community-based organizations can build upon the strengths of each other and "incorporate the attributes of the learning environments youth find most effective."

Pittman, K. (1991). *Promoting youth development. Strengthening the role of youth-serving and community organizations*. Academy for Educational Development, Center for Youth Development and Policy Research. Washington , D.C.

A policy paper outlining the vision and principals of youth development and its relationship to the roles of community organizations.

Pittman, K. & Cahill, M. (1992). Youth and caring: The role of youth programs in the development of caring. Commissioned Paper for Lilly Endowment Research Grants Program on Youth and Caring. Presented at Youth and Caring Conference, February, 1992, Miami, Florida. Washington, D.C.: Academy for Educational Development, Center for Youth Development and Policy Research.

A policy paper articulating how youth programs promote youth development, in particular the "cultivation" of young people who are able to "convey and promote caring." The paper includes concrete examples of program activities

Lefstein, L. and Lipsitz, J. (1986). 3: 00 to 6:00 pm: Programs for Young Adolescents. Center for Early Adolescence. University of North Carolina, Chapel Hill.

The results of a poll of parents, teachers and children regarding what they consider essential elements for effective youth programs. Lists programs serving youth which meet the criteria established in the survey, and describes program activities.

A Matter of Time: Risk and Opportunity in the NonSchool Hours. (1992). New York: The Carnegie Corporation.

A report from the Task Force on Youth Development and Community Programs, this key policy document provides concrete suggestions for program development. Provides evidence of the importance and value of after-school programming for youth.

McLaughlin, M. W. and Heath, S.B. (1993). Identity and Inner City Youth: Beyond Ethnicity and Gender. New York: Teachers College Press.

The results of a five-year research project investigating after school programs across the U. S. Of particular interest are suggested key components of any successful program serving youth out-of school, and their connection to youth policy. Other chapters describe specific practices of youth organizations that support youth development.

Safe and Smart: Making After-School Hours Work for Kids, (1998). Washington, D.C.: U.S. Department of Education and U.S. Department of Justice. Partnership for Family Involvement in Education.

A policy paper that provides a rationale for the importance of after school programs. Provides descriptions of exemplary after school programs, in addition to a list of resources and materials. Text may be downloaded from U.S. Dept of Education web site at [www.ed.gov](http://www.ed.gov). In addition, text may be photocopied and reprinted.

What Adolescents Want and Need From Out-of-School Programs: A Focus Group Report. (1992). Washington, D.C.: Carnegie Council on Adolescent Development.

The findings of a two-year project to assess non-school programs offered by various community based youth organization. The project included focus group interviews with youth about their current activities and preferences for after-school programming.

Wynn, J., Richman, H., Rubinstein, R. A., and Littell, J. (1987). Communities and Adolescents: An exploration of reciprocal supports.

A policy paper that reviews research on the supports needed for adolescent development and the contexts which provide these supports. The paper examines in depth the nature of communities as contexts for strengthening the capacity of youth, and community youth organizations in particular.

## **STAFF DEVELOPMENT AND TRAINING**

Carter, M. and Curtis, D. (1994). *Training teachers. A harvest of theory and practice.* St. Paul, MN: Red Leaf Press.

A comprehensive teacher education manual which may be easily adapted by staff developers or managers in the after school context. Especially of value in this book are activities in which participants reflect upon their own experiences to identify assumptions and principals of practice. Chapters include topics such as cultural sensitivity, designing child-centered curriculum, networking and mentoring.

Core competencies for youth workers. *Networks for Youth Development.* The Fund for the City of New York. To order: (212) 925-6675.

A booklet which lists the "skills, knowledge, and personal attributes" that youth workers need. This list was developed by members of the Network for Youth Development, a group of youth programs in New York. The competencies may be used as a guide when designing training and staff development for youth workers.

Hill, S., Ingalls, S., Lawrence, A., Shevin, J. and Townsend, L. (1995). *Supporting Community Learning: A Staff Development Guide for After School Youth Education Programs.* New York: Institute for Literacy Studies, Lehman College, CUNY

A collection of staff development workshops designed for youth practitioners in after school programs. The workshops cover topics such as Reading, Study Strategies Integrating Literacy and the Arts and Assessment. Narratives by workshop facilitators describe how workshops were developed, and describe actual workshop activities with youth educators. Includes resources and bibliographies.

## LIBRARY DEVELOPMENT

Cullinan, B.E. (1988). Literature for young children. In D. Strickland, L.M. Morrow (Eds.), *Emerging Literacy: Young Children Learn to Read and Write*. Newark, Del.: International Reading Association.

An article on books for children that provides criteria for selecting literature and an annotated list of outstanding books for younger children.

Duff, O.B. and Tongchinsub, H.J. (1990). Expanding the secondary literature Curriculum: Annotated bibliographies of American Indian, Asian American, and Hispanic American Literature. *English Education*. December.

An article that describes a rationale for including multicultural literature into the secondary school curriculum. Includes an extensive annotated list of multi-ethnic books.

More Teens' Favorite Books: Young Adults' Choices 1993-1995. Delaware: International Reading Association.

What makes this annotated list so popular with teachers, librarians, parents, and young readers alike? The books are selected by the toughest critics around -- the teens themselves. This terrific resource includes a beneficial new section entitled Reading for Pleasure.

Salmon, S., Goldfarb, E. K., Greenblatt, M. and Strauss, A. P. (1996). *Power up your library: Creating the new elementary school library program*. N.Y.: New Visions for Public Schools.

A guide that demonstrates how practitioners can revitalize their school library. While focused on public schools, this guide will be helpful to after school programs that wish to build libraries at the heart of the agency's educational program

NOTE: There are sites on the internet's World Wide Web that are valuable resources for library development. These sites provide up-to-date book lists, reviews, and interactive features such as book reports, discussion groups and a range of other literature-related activities. These sites can be used by both practitioners and youth at programs. Two outstanding sites are: [www.ipl.org](http://www.ipl.org) (the Internet Public Library) and [www.ala.org](http://www.ala.org) (The American Library Association).

## COMPUTERS & TECHNOLOGY

Chaiklin, S., Hedegaard, M., Navarro, K., Pedraz z, P. (1990). The horse before the cast: A theory based approach to using computers in education. *Theory Into Practice*. 29:04, Autumn.

An article that describes a computer project with children at a community-based organization in Spanish Harlem. The article delineates some principles for using computers effectively in education.

Gooden, A. R., and Silverman, F. (Eds.)(1996). *Computers in the Classroom: How Teachers and Students Are Using Technology to Transform Learning*. American Library Association.

This book tells the stories of six schools that are using computers to revitalize teaching and learning in the classroom. Written in an informative and entertaining manner, these remarkable stories reveal how the introduction of computer technology has transformed the educational experience of the students, the teachers, and their communities.

Herrell, A. L. and Fowler, J. P. (1997). *Camcorder in the Classroom: Using the Videocamera to Enliven Curriculum*. Englewood Cliffs, N.J.: Prentice Hall

Written to aid teachers of students from kindergarten through college levels, although easily adapted to the after school context, this book demonstrates ways that the camcorder and VCR can enliven the curriculum. Application ideas for all basic subject areas are supplied to motivate, teach, and assess students with the help of this powerful tool.

*Making the MOST of Out-of-School Time: Technology's Role in Collaboration* (1997). Wellesley, MA: National Institute for Out-of-School Time.

This paper suggests ways that communities can use technology to develop networks that support out-of-school time activities. The paper includes a listing of national technology resources related to the issue of children's out-of-school time.

Morton, J. G. (1998). *Kids on the 'net*. Portsmouth: Heinemann.

This is an easy-to-use guide to help explore the potential of the internet in education. The writer, a classroom teacher, describes how she integrated computers with a variety of projects, and how this supported her students' literacy and thinking abilities.

Schwartz, J. E., Beichner, R. J. (1998). *Essentials of Educational Technology*. Allyn & Bacon.

This book discusses the integration of computer use into the curriculum. The authors encourage readers to think about the enormous power and potential of technology with its ability to change the way we think and learn. The book relates the material to every major curriculum area, offering accompanying activities and ideas for readers. And this book also prepares readers to anticipate and prevent unwanted, negative effects of technology. The World Wide Web is discussed in great length as well.

## EVALUATION/ASSESSMENT

Handbook of positive youth outcomes and Assessment tools. Network for Youth Development. Fund for the City of New York. To order: (212) 925-6675.

Guidebooks which were development by members of the Network for Youth Development, a collection of youth programs in New York. The outcomes book provides a guide to help in the design of a program assessment, while the tools booklet provides actual instruments which may be used for program assessment.

King, J. A., Morris, L. L. and Fitz-Gibbon, C. T. (1987). How to Assess Program Implementation. Newbury Park, CA: Sage Publications.

Part of a series on program evaluation, this book addresses program implementation, that is, "how the program looks in operation." The book includes help in devising methods of assessment such as interviews, questionnaires and observations.

Valencia, S. (1990). Portfolio approach to classroom reading assessment. The Reading Teacher. January.

An article that gives a rationale for using portfolios to assess reading and writing as an alternative to using standardized tests. The article describes how to create and use portfolios with young people.

Weinbaum, A. (1996). Participatory assessment in afterschool programs. Summary report. New York: Academy for Educational Development.

The summary report of a two-year participatory assessment project in which staff at four after school programs in New York developed their own questions, designed assessment tools and conducted their own program assessments.

## **ADDITIONAL RESOURCES**

Literacy Update. The Newsletter of the Literacy Assistance Center. To order: (212) 803-3300.

While this newsletter primary focuses on adult basic education, there is a good youth section entitled "After School Connections" featuring articles on best practices and recommended resource s for youth practitioners.

School-Age Notes: The Newsletter for School-Age Care Professionals. To order  
Subscription: School-Age Notes, PO Box 40205, Nashville, TN 37204.

A monthly newsletter that provides ideas, strategies, tips and techniques for working with youth includes activities, conflict management, administration, training, advocacy and resources. (1-year subscription/12 issues \$22.95). (800) 410-8780

Youth Today. The Newspaper on Youth Work. \$14.97 per year. To order: 1200 17th St., N.W. 4th Fl. Washaington, D.C. 20036-3006.

A valuable trade newspaper reporting on national youth policy in addition to focusing on individual programs. The paper includes sections on resources, research, funding, and grants information.