This issue explores how practices from the classroom (like phenomena-based and three-dimensional learning to help learners develop conceptual understanding and skills) can apply in out-of-school programs as well as how practices traditionally considered informal (such as those more focused on engagement, attitudes, and mindset development) can have a place in formal settings. Submissions for this issue will explore how this is implemented in programming for young people and perhaps even professional learning experiences for educators from informal and formal settings.