NATIONAL CENTER ON
Afterschool and Summer Enrichment

Early Childhood
National Centers

School-Age
Consumer Education
Toolkit

Inside the Toolkit

➔ **Click or tap on a topic box to learn more.**

Toolkit Overview

The **NCASE School-Age Consumer Education Toolkit** was designed to support implementation of the consumer education requirements of the Child Care and Development Block Grant (CCDBG) Act.

Select the video icon on the right for more information about the importance of school-age child care.

Child Care and Development Fund (CCDF) Lead Agencies are required to provide information to the public about child care, including information on:

- Physical Health and Development

- Social and Emotional Health and Development

- Parent and Family Engagement

These topics have particular significance to parents and families of school-age children. This toolkit highlights each topic area and provides a definition of terms, state examples, and links to related resources. Together, these examples and resources illustrate many of the key decision-making aspects for parents seeking school-age child care and can help states, territories, and tribes better inform consumers.

For more information, see "Consumer Education Resources" on the Office of Child Care website:
https://www.acf.hhs.gov/occ/resource/consumer-education-resources

For more information on the 2016 Child Care and Development Fund Final Rule, see:
https://www.acf.hhs.gov/occ/resource/ccdf-final-rule-faq

Physical Health and Development

Out-of-school time programs offer unique opportunities to support school-age children's physical health, wellness, and development, all of which are important for academic outcomes.


ℹ What is it?

Afterschool programs can complement school-day efforts to promote physical activity; they offer a safe environment in which youth can engage in physical activity and learn healthy lifestyle habits (Booth, et al., 2001). A consensus from the "Summit on Promoting Healthy Eating and Active Living" reported that afterschool programs have great potential for a high impact on youth physical activity (Booth & Okely, 2005). Furthermore, physical activity, including that accumulated during afterschool programs, can foster cognitive, social, and academic benefits, as well physical benefits such as decreased risk for cardiovascular disease(Sibley & Etnier, 2003; Strong, et al., 2005).[1]

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1   Beighle, Aaron; Beets, Michael W.; Erwin, Heather; Huberty, Jennifer; Moore, Justin B.; Stellino, Megan (2010). *Promoting Physical Activity in Afterschool Programs. Afterschool Matters.*

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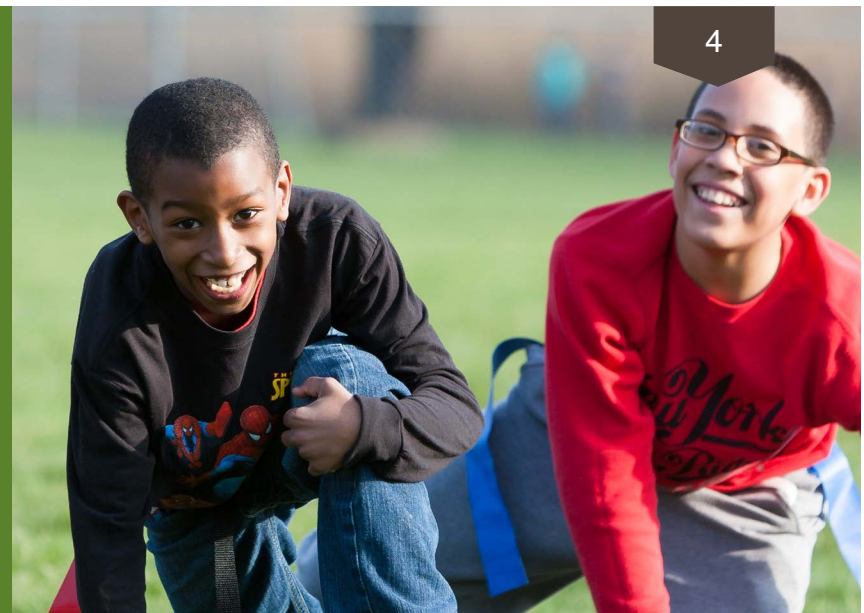
State Examples

5-2-1-0 Let's Go Goes Out-of-School

http://www.letsgo.org/programs/after-school/

This nationally recognized childhood obesity prevention program, based in Maine, offers a toolkit, online resources, and technical assistance to help programs support increased physical activity and healthy eating for children and youth.

Deal Me In: Food and Fitness

https://www.healthyeating.org/Schools/Evaluation/After-School

This program, designed for children in grades K–6 in afterschool settings, provides nutrition information, recipes, and activity tips.

Spotlight on Summer Learning

http://www.vermontafterschool.org/advocacy/summerlearning/

The impact of active, hands-on learning during the summer on children's development and achievement is the focus of this Vermont Afterschool video.

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⚙ **Resources**

Kids on the Move: Afterschool Programs Promoting Healthy Eating and Physical Activity

http://www.afterschoolalliance.org/documents/AA3PM-2015/Kids_on_the_Move_Executive_Summary.pdf

This Executive Summary provides an overview of a 2014 survey of parents on their expectations of healthy eating and physical activity. It includes areas of improvement and recommendations.

National AfterSchool Association Healthy Eating and Physical Activity Standards

http://naaweb.org/images/NAA_HEPA_Standards_new_look_2015.pdf

This document provides up-to-date, evidence-based, and practical quality standards for providing children in out-of-school time programs with healthy food and beverages and physical activity.

STEM and Wellness: A Powerful Equation for Equity

https://indd.adobe.com/view/aa299ddd-20fd-43d4-ae48-08436d13f714

The brief explores blending STEM (science, technology, engineering, and mathematics) and wellness in schools, community centers, and afterschool programs.

Social and Emotional Health and Development

Out-of-school time programs contribute to children's social and emotional development.

i What is it?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines *social and emotional learning* as the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to:

- Understand and manage their emotions

- Set and achieve positive goals

- Feel and show empathy for others

- Establish and maintain positive relationships

- Make responsible decisions

Sharing research on social and emotional learning with providers and families and giving them hands-on tools ensures that they can be effective partners in helping youth develop healthy social and emotional skills.

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State Examples

Illinois Social/Emotional Learning Standards

http://www.sedl.org/afterschool/iqa/quarterly/summer2014/sel.html

"Afterschool Focus: Social-Emotional Learning," an article in the Southwest Educational Development Laboratory's *Illinois Quality Afterschool Quarterly*, links afterschool programs to the Illinois State Board of Education's Social/Emotional Learning Standards.

Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality

http://www.cde.ca.gov/ls/ba/as/documents/qualstandexplearn.pdf

The 12 Quality Standards for Expanded Learning are the cornerstone of California's new strategic plan for out-of-school-time education. Expanded Learning refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students.

Quality Standard: Safe and Supportive Environment

https://vimeo.com/227131643

This is the third in a series of videos highlighting California's Quality Standards for Expanded Learning.

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Resources

Bringing Developmental Relationships Home: Tips and Relationship Builders

http://www.search-institute.org/downloadable/SearchInstitute-DontForgetFamilies-Activities-10-13-2015.pdf

This booklet offers everyday ideas and activities that parenting adults can use to improve the developmental relationships in their families.

Don't Forget the Families: The Missing Piece in America's Effort to Help All Children Succeed

https://www.search-institute.org/downloadable/SearchInstitute-DontForgetFamilies-Report-10-13-2015.pdf

This report, based on a study of 1,085 parents of children ages 3–13 across the United States, highlights the power of family relationships as a critical but often neglected factor in children's development of character strengths.

InBrief: Resilience Series

http://developingchild.harvard.edu/resources/inbrief-resilience-series/

The three videos in this series provide an overview of why resilience matters, how it develops in children, and how we can help foster and strengthen it.

Finding Common Ground: Connecting Social-Emotional Learning During and Beyond the School Day

https://www.partnerforchildren.org/resources/2017/11/1/finding-common-ground?rq=finding%20common%20ground

This brief from the Partnership for Children & Youth (PCY) highlights some key concepts on the opportunities for alignment between the school day and expanded learning programs around social and emotional learning.

The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews

https://www.search-institute.org/downloadable/SearchInstitute-DontForgetFamilies-Report-10-13-2015.pdf

This technical report summarizes results from three large-scale reviews of research on the impact of programs that promote various social and emotional skills among K–8 students. Each review found that the programs yielded multiple benefits and were effective in both school and afterschool settings and for students with and without behavioral and emotional problems.

Social and Emotional Learning and Positive Behavioral Interventions and Supports

https://casel.org/social-and-emotional-learning-and-positive-behavioral-interventions-and-supports/

This brief defines Social and Emotional Learning and Positive Behavioral Interventions and Supports, and describes how these frameworks might work together in a school setting.

Social-Emotional Learning Has Long-Lasting Positive Effects on Students, Study Says

http://blogs.edweek.org/edweek/rulesforengagement/2017/07/social-emotional_learning_positively_affects_students_even_years_later_analysis_says.html?qs=evie+blad

This Education Week blog post focuses on a 2017 *Child Development* article titled "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects," a study demonstrating the positive outcomes of early, high-quality social and emotional learning programming.

Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff

http://www.air.org/sites/default/files/downloads/report/Social-Emotional-Learning-Afterschool-Toolkit-Sept-2015.pdf

This tool from the American Institutes for Research is designed to help afterschool program staff reflect on their own social and emotional competencies and their ability to support young people's social and emotional learning through program practices.

Strengthening Families: A Protective Factors Framework

https://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf

Protective factors are the skills, strengths, and supports that help us cope with stressful events. This practical guide from the Center for the Study of Social Policy discusses five essential protective factors for parenting adults.

Supporting Social and Emotional Development Through Quality Afterschool Programs

http://www.air.org/sites/default/files/Supporting-Social-Emotional-Learning-Through-Quality-Afterschool-ExecSum.pdf

This American Institutes for Research brief looks at work done in afterschool and school-based settings to define social and emotional learning. It includes recent research on how afterschool programs support the development of social and emotional competencies, and recommends some next steps for both practitioners and researchers.

Parent and Family Engagement

Parent and family engagement is a key factor in promoting school-age children's learning and growth across the range of contexts in which they learn—in school, at home, and in out-of-school time settings.

i What is it?

Parent and family engagement is most effective when it occurs across the variety of settings in which children learn and grow. School-age child care and program providers can engage families in a variety of ways to help them understand what their children are learning and doing and how they can support that learning at home. By providing families with information about program offerings to ensure a good match with a child's interests, and then engaging with families throughout the child's time in the program, providers can ensure that families are connected to their child's out-of-school time learning experiences and feel confident about their ability to support their child's growth.[2]

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2   Rosenberg, H., Wilkes, S., & Harris, E. (2014). Bringing families into out-of-school time learning. *The Journal of Expanded Learning Opportunities, 1*(1), 18–23.)

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State Examples

Increasing Family and Parent Engagement in After-School

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

This After School Corporation resource outlines a variety of ways that afterschool programs can engage families through helpful tips, sample forms and templates, along with examples of New York City-area afterschool programs' family engagement strategies.

K–12 Student Success: Out-of-School Time Initiative, Family Engagement—A Learning Brief

http://www.oregoncf.org/Templates/media/files/grants/k12_student_success/2016%20Family%20Engagement%20Learning%20Brief.pdf

This learning brief by the Oregon Community Foundation highlights how the state's K–12 Student Success: Out-of-School Time Initiative has engaged families of middle-school students across the initiative's 21 sites.

Maryland Early Childhood Family Engagement Framework Toolkit

http://earlychildhood.marylandpublicschools.org/family-engagement-toolkit

This Toolkit was designed to help early childhood educators and providers better recognize and meet the needs of families and to support providers in increasing opportunities for family engagement in early childhood programs. The goals of Maryland's Family Engagement Framework apply to school-age programs as well.

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Resources

ActNow! Family Engagement (2016)
http://www.actnowillinois.org/wp-content/uploads/2016/02/Family-Engagement.pdf
Created by the Illinois Statewide Afterschool Network, this resource describes effective strategies for engaging families in out-of-school time programs and offers templates for a letter to recruit parent volunteers and a survey to address parents' needs and interests, which programs can adapt as needed to fit their settings.

Bringing Families into Out-of-School Time Learning
http://www.centralvalleyafterschool.org/wp-content/uploads/2015/04/jelo-issue-1-spring-2014.pdf
This practitioner-focused article provides place-based examples of how out-of-school time programs have engaged families in children's learning experiences and evaluated their own family engagement efforts. The article includes recommendations that can be implemented by all types of out-of-school time programs.

Engaging Families in Out-of-School Time Programs Toolkit
https://bostnet.org/wp-content/uploads/2014/07/Handout-B-Engaging-Families-Toolkit.pdf
This toolkit offers out-of-school time programs a variety of resources to assess and strengthen their family engagement work.

Expanded Learning Opportunities: Parent/Family Engagement
http://extensionpublications.unl.edu/assets/pdf/ec488.pdf
This resource highlights core elements of successful family engagement strategies for school-age children in out-of-school time settings, based on Joyce Epstein's National Network of Partnership Schools family engagement model.

Foundations for Quality
Coming Soon
Developed by the National Center on Parent, Family, and Community Engagement, this collection of resources is designed to help states and others responsible for providing consumer education and engagement to advance their efforts. The Foundations for Quality collection includes:

- Consumer Engagement: An Orientation for Early Childhood Professionals
- Consumer Engagement: Strategies for Engaging Families
- Consumer Education Website: Creating a Family-Friendly Experience
- Engaging Families Through Social Media
- Engaging All Families: Strategies for Outreach

Involving Families in Out-of-School Time Programs
http://www.saafdn.org/Portals/0/Uploads/Documents/research/Involving_Families_in_Out-of-School_Time_Programs.pdf
This resource illustrates different types of family engagement activities appropriate for out-of-school time settings and offers concrete steps that programs can take to promote family engagement.

Using Afterschool and Summer Programs to Amplify Family Connections for School Success
http://www.statewideafterschoolnetworks.net/using-afterschool-and-summer-programs-amplify-family-connections-student-success
This resource highlights findings from a survey of 21st Century Community Learning Centers about their family engagement strategies. It provides specific activity ideas and tips that out-of-school time programs can adopt in their own settings, and offers case studies to show how other programs have implemented these strategies.

Y4Y [You for Youth] Online Toolkit
https://y4y.ed.gov/tools/
The You for Youth website provides online training tools for 21st Century Community Learning Centers and other out-of-school time programs.

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