

The National Center on Afterschool and Summer Enrichment (NCASE) has developed a number of resources sharing strategies for addressing adverse childhood experiences (ACEs) in out-of-school time (OST). This publication is part of a series compiling NCASE resources on a particular theme for the benefit of state, territory, and tribal Lead Agencies and their designated networks. The goal is to promote professional development and capacity building.



NCASE RESOURCES ON ACES

Review these resources in preparation for discussion and planning.

Addressing Adverse Childhood Experiences in Out-of-School Time

NCASE hosted a webinar on Addressing Adverse Childhood Experiences in Out-of-School Time in collaboration with the National AfterSchool Association. Topics discussed include: Research about school-age children's development and the impact of ACEs; strategies, challenges, and solutions for providing support in the areas of social and emotional development, safe zones, family engagement, and academics; and promising practices for state system building that can strengthen supports to help school-age children overcome ACEs and build resilience. An archive of the webinar presentation and recording are available.

Adverse Childhood Experiences and the School-Age Population

Adverse childhood experiences are disruptive to a school-age child's academic and social development. OST programs can play a role in mitigating and preventing ACEs. Designed for state-, territory-, and tribal-level professionals, this research brief documents the effect of ACEs on school-age children, trauma-informed practices and healing-centered engagement, the role of OST programs, and efforts to mitigate and prevent ACEs. A state example is also included. The goal of this publication is to build awareness of research and practice in the field of school-age child care.



Questions for Reflection

Use these prompts to capture insights from the resources...

- › What is the impact of adverse childhood experiences on school-age children?
- › What strategies have been shown to help mitigate and prevent the effects of ACEs from the program level up through the state, territory, and tribal level?
- › What is unique about OST programs as settings for effective trauma-informed care and healing-centered engagement to build resilience in school-age children?



Action Steps

Consider what specific steps your organization can take...

- › What efforts to address ACEs do you already have in place, and how can you learn more about their effectiveness?
- › What partners can you involve to build capacity for providing support to staff, children, and families?
- › What additional resources, such as professional development or funding, do you need to address ACEs?

Responding to Adverse Childhood Experiences: Strategies for the Out-of-School Time Field

This practice brief from NCASE is a follow up to the research brief on Adverse Childhood Experiences and the School-Age Population. It includes an overview of ACEs mitigation and prevention strategies from a national perspective using CDC and ACEs Connection information, and highlights examples of legislation, policies, and practices that have been adopted by multiple states to address ACEs and its effects.



Addressing ACEs in Out-of-School Environments

This professional development module examines the prevalence of ACEs and the utility of trauma-informed and healing-centered engagement as strategies to positively impact the development of school-age children in OST environments. Developed by NCASE in collaboration with the National Center on Early Childhood Development, Teaching, and Learning, the module provides context around ACEs and toxic stress, and explores types of ACEs as well as the seminal research study on ACEs and its implications. *Free registration required.*



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Afterschool and Summer Enrichment

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