



NATIONAL CENTER ON  
Afterschool and Summer Enrichment

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.



## 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).<sup>1</sup>

<sup>1</sup> 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.lets-go.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.

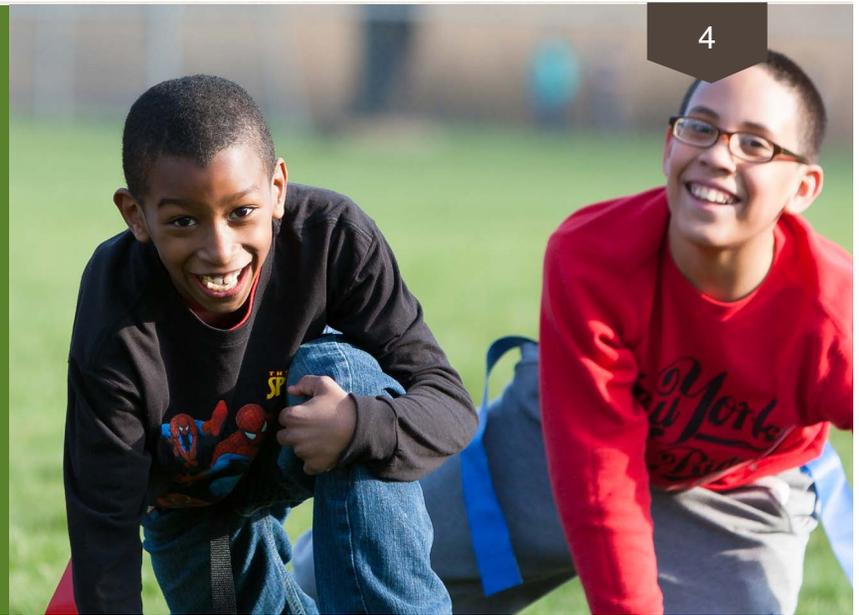
### **Oregon State University Healthy Youth Program**

<https://pi.oregonstate.edu/healthyyouth/about/healthy-youth-program>

This program is a branch of the Linus Pauling Institute and promotes healthy nutrition through local gardens and education programs for youth and their families.

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## Resources

### **Children Set the Pace for Family Activity and Healthy Eating: Family Impacts from Youth Participation in a Before School Physical Activity Program**

<https://childcareta.acf.hhs.gov/ncase-resource-library/children-set-pace-family-activity-and-healthy-eating-family-impacts-youth>

This research brief summarizes a study of the impact of a before-school physical activity program. The children participate in physical activities and receive nutrition information in a program that has expanded to 2,200 schools in four states. The research found that as a result of involvement, family perceptions and habits regarding physical activities and nutrition have shifted.

### **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](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/resources/naa-hepa-standards>

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.



## 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.

# Social and Emotional Health and Development

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



## State Examples

### Illinois Social/Emotional Learning Standards

<https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>

"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.

### Kentucky Department of Education Social and Emotional Development Parent Toolkit

<http://www.parenttoolkit.com/topics/social-and-emotional>

This toolkit provides parent resources for supporting children's social and emotional development across the age continuum, including resources on self-awareness, self-management, social awareness, relationships, and responsible decision-making.

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

<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>

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 for Families

<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.

### Building Partnerships: In Support of Where, When, and How Learning Happens

<https://www.aspeninstitute.org/publications/building-partnerships-in-support-of-where-when-how-learning-happens/>

This brief, created by the National Commission on Social, Emotional, and Academic Development, presents a framework and a new powerful graphic for broadening our understanding of how, when and where students learn, both in and out of school and during the summer.

### CASEL's State Scan Scorecard Project

<https://casel.org/state-scan-scorecard-project/>

Scorecard Project was a scan of state policies and guidance related to social and emotional learning (SEL). Its purpose was to identify policies and guidance supporting students' social and emotional development that included standards or competencies to articulate what students should know and be able to do within SEL.

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

<https://childcareta.acf.hhs.gov/ncase-resource-library/dont-forget-families-missing-piece-americas-effort-help-all-children-succeed>

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.

### The Developmental Assets® Framework

<https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults. The assets are two-fold:

- External assets include the relationships and opportunities young people need in their families, schools, and communities.
- Internal assets include the social-emotional strengths, values, and commitments that are nurtured within young people.

### Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies

<https://www.wallacefoundation.org/knowledge-center/pages/kernels-of-practice-for-sel-low-cost-low-burden-strategies.aspx>

This brief explores the need to develop and test social and emotional learning strategies that target specific behaviors and that can be taught quickly.

### Reflections on the Relevance of "Self-Regulation" for Native Communities

<https://www.acf.hhs.gov/opre/resource/reflections-on-the-relevance-of-self-regulation-for-native-communities>

The words that comprise "self-regulation" (e.g., "self" and "regulation") may be problematic for many Native communities that emphasize community and learning through observing, internalizing, and doing.

### Self-Regulation Snap Shot #3: A Focus on Elementary-Aged Children

<https://www.acf.hhs.gov/opre/resource/self-regulation-snap-shot-3-a-focus-on-elementary-aged-children>

This snapshot summarizes key concepts about self-regulation development and intervention for elementary-aged children for practitioners and educators interested in promoting self-regulation for this age group. It is based on a series of four reports on self-regulation and toxic stress prepared for the Administration for Children and Families. Visit the [Toxic Stress and Self-Regulation Reports](#) search results for more information.

### Self-Regulation Snap Shot #4: A Focus on Middle-School Aged Youth

[https://www.acf.hhs.gov/sites/default/files/opre/middle\\_school\\_snapshot\\_accessible\\_508\\_compliant.pdf](https://www.acf.hhs.gov/sites/default/files/opre/middle_school_snapshot_accessible_508_compliant.pdf)

This snapshot summarizes key concepts about self-regulation development and intervention for middle-school aged youth for practitioners and educators interested in promoting self-regulation for this age group. It is based on a series of four reports on self-regulation and toxic stress prepared for the Administration for Children and Families. Visit the [Toxic Stress and Self-Regulation Reports](#) search results for more information.

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

<https://childcareta.acf.hhs.gov/ncase-resource-library/social-and-emotional-learning-practices-self-reflection-tool-afterschool>

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.

### Social-Emotional Learning in Expanded Learning Programs

<https://www.partnerforchildren.org/resources/2017/11/1/social-emotional-learning-in-expanded-learning-programs?rq=infographic>

The Partnership for Children & Youth has created a useful infographic outlining the connection between high-quality expanded learning programs and social-emotional learning. This infographic is a snapshot of some of the key concepts outlined in Student Success Comes Full Circle and Finding Common Ground, which explore the opportunity for—as well as strategies to support—alignment between K–12 and expanded learning programs around SEL.

### Strengthening Families: A Protective Factors Framework

<https://childcareta.acf.hhs.gov/ncase-resource-library/strengthening-families-protective-factors-framework>

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.

# 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.



## 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.<sup>2</sup>

<sup>2</sup> 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

### **Indiana Early Learning Advisory Committee: Family Engagement Toolkit**

<http://www.elacindiana.org/resources/>

This toolkit aims to help programs understand what successful family engagement looks like in action, and how this compares to their current practices. It includes a self-assessment; a framework; information on program, family, and child outcomes; and additional resources.

### **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](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**

<https://marylandfamiliesengage.org/family-engagement-framework/>

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

<https://youthtoday.org/wp-content/uploads/sites/13/2017/04/Bringing-Families-into-the-OST.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://cdn.ymaws.com/nafsce.org/resource/resmgr/Toolkits/Boston\\_Engaging\\_Families\\_Out.pdf](https://cdn.ymaws.com/nafsce.org/resource/resmgr/Toolkits/Boston_Engaging_Families_Out.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.

### Finding the Right Afterschool Program for Your Family

<http://afterschool.nptoolkit.org/wp-content/uploads/sites/12/2017/07/Parents-What-to-Look-for-in-a-Program.pdf>

This guide from the Afterschool Alliance helps parents select the right program for their children. It provides developmental information for each school-age group (5–10, 10–14 and 14–18 years old) and highlights settings and activities that will engage and support learning and development.

### Foundations for Quality

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 <https://childcareta.acf.hhs.gov/resource/consumer-engagement-orientation-early-childhood-and-school-age-care-education-professionals>
- Consumer Education Websites: A Guide to Creating a Family-Friendly Experience <https://childcareta.acf.hhs.gov/resource/consumer-education-websites-guide-creating-family-friendly-experience-and-assessment-tool>

### 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](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.

### Looking for a Quality Afterschool Program?

<http://afterschool.nptoolkit.org/wp-content/uploads/sites/12/2017/07/Parents-How-to-Find-a-Program.pdf>

This tool from the Afterschool Alliance provides parents with tips on how to look for quality afterschool programs.

### 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.

# Spotlight on Summer

Summer learning programs have the opportunity to support the growth and development of school-age children in a relaxed environment. They can take advantage of the warmer weather to engage children and families in outdoor and other activities.



## What is it?

Many child care programs for children under 5 provide services year round, from early morning until the evening. However, once children enter school, many parents find themselves looking for summer programs that meet their needs and the interests of their children. Studies show that without quality summer programs, children from low-income families run the risk of falling behind in reading and math skills.<sup>1</sup> In addition to supporting parents as they continue to provide for their families, summer programs can help prevent learning loss, promote healthy habits, and provide a safe, nurturing environment.

<sup>1</sup> Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66(3), 227–268.

# Spotlight on Summer

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## State Examples

### **New Jersey Summer Food Program**

<https://www.nj211.org/summer-food-programs>

New Jersey's 211 helps families find summer meal locations throughout the state of New Jersey. Programs also learn how they can receive funding for the Summer Food Service Program.

### **Wyoming Summer Learning Initiatives**

<https://edu.wyoming.gov/beyond-the-classroom/summer-reading-math/>

The Wyoming Department of Education partnered with MetaMetrics to provide free reading recommendations and resources in an effort to help students retain knowledge and information during the summer months. The initiatives are completely free to any parent interested in accessing the program. Resources are available in Spanish and ADA Accessible.

# Spotlight on Summer

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## Resources

### Camps Help Make Children Resilient

<https://childcareta.acf.hhs.gov/ncase-resource-library/camps-help-make-children-resilient>

This issue brief shares seven experiences children need to become resilient, including building new relationships, developing a powerful identity, feeling in control, and fostering a sense of one's own culture and that of others. Originally published in *Camping Magazine*, this brief is available through the American Camp Association Resource Library.

### Keeping Kids Active

English: <https://vimeo.com/130322601> Spanish: <https://vimeo.com/130323019>

For tips on ways to keep kids active during the summer, see this video in English and Spanish. These videos are part of the Parent Toolkit website, produced by NBC News Education Nation and supported by Pearson.

### NCASE Summer Learning Brief: Why Summers Matter

<https://childcareta.acf.hhs.gov/ncase-resource-library/ncase-summer-learning-brief-why-summers-matter>

Developed by the National Center on Afterschool and Summer Enrichment, this brief features information on program quality and funding strategies. It also includes a program spotlight and other valuable resources that support planning and running a summer program.

### NCASE Summer Learning Tipsheets for Providers and Parents/Caregivers

<https://childcareta.acf.hhs.gov/resource/summer-learning-and-enrichment-tips-school-age-care-providers>

<https://childcareta.acf.hhs.gov/resource/summer-learning-fun-tips-parents-and-caregivers>

Developed by the National Center on Afterschool and Summer Enrichment, this set of tipsheets offers guidance for making the most of the summer months. Tips for providers include creating a plan, building a relationship with families, engaging children in activities to help prevent the summer slide, and keeping children healthy and active. Tips for parents/caregivers include concrete ideas for engaging children in fun, meaningful learning activities throughout the summer and communicating with their child's teacher and child care provider to set up for success.

### What Makes a Quality Summer Reading Program?

<https://childcareta.acf.hhs.gov/ncase-resource-library/what-makes-quality-summer-reading-program>

This issue brief identifies the practices associated with program quality in both formal and informal summer learning programs.

Developed by the National Summer Learning Association and the Campaign for Grade-Level Reading, it includes basic tips on summer reading and links to related research.



## NATIONAL CENTER ON Afterschool and Summer Enrichment

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Thank you to Office of Child Care Regions I and V, and to the Massachusetts and Illinois State CCDF Administrators for helping us identify school-age child care programs to photograph. We are very grateful to the staff and families at For Kids Only Afterschool and Christopher House for allowing us to document their work.

**<https://childcareta.acf.hhs.gov/centers/ncase>**

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