



NATIONAL CENTER ON
Afterschool and Summer Enrichment

NCASE School-Age Consumer Education Toolkit

February 22, 2018



Welcome



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Afterschool and Summer Enrichment



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Presenters



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- Dr. Kim Engelman, National Center on Parent, Family, and Community Engagement (NCPFCE)
- Suzanne Birdsall-Stone, NCASE

NCASE Goal



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The broad goal of NCASE is to ensure that school-age children in families of low-income have increased access to afterschool and summer learning experiences that contribute to children's overall development and academic achievement.

Working Definitions



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Afterschool and Summer Enrichment

- **School-Age** care refers to the age of children served; differentiated from infant, toddler, and preschool care.
- **Out-of-School Time** refers to programming outside of the school day, including before and after school, summer, weekend, and family or center-based child care.
- Our National Center name is **Afterschool and Summer Enrichment**, and we use this interchangeably with Out-of-School Time.



Consumer Education and Consumer Engagement

Education

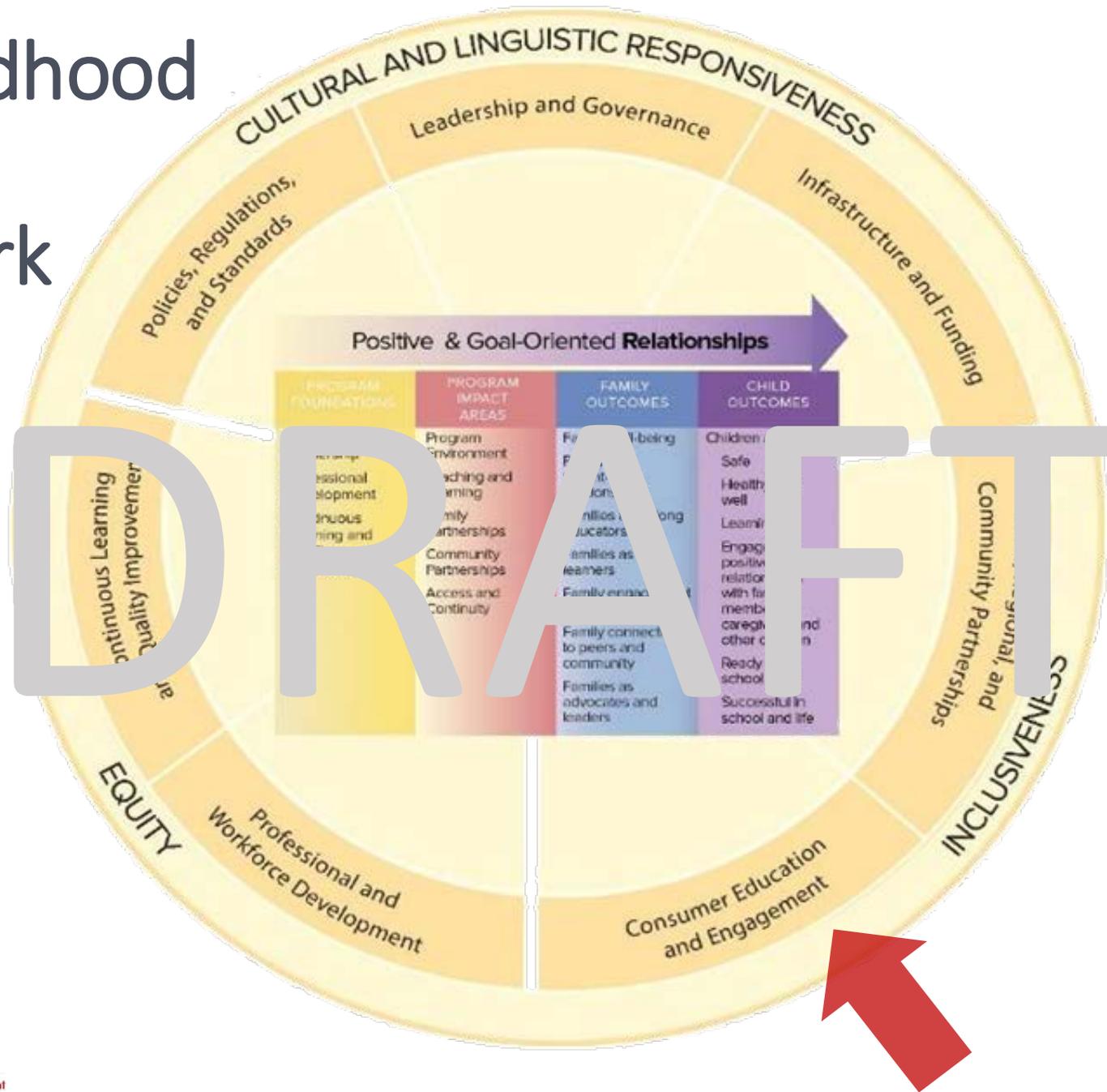
- Builds on parent knowledge
- Informs parent choice
- Can support child and family outcomes
- Often one-way transmission of information to families

Engagement

- Two-way, mutually respectful interactions
- Professionals work with families to build upon family and their own (professional knowledge)



Early Childhood PFCE Framework



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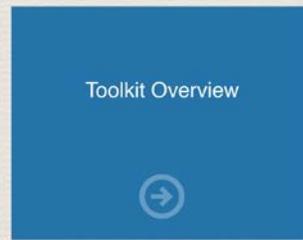
Early Childhood
Development and Learning

Parent, Family and Community Engagement

Toolkit Introduction



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Overview



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School-Age Consumer Education Toolkit

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 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 tool provides a definition of terms, state examples, and links to related resources. Together, these examples address many of the key decision-making aspects for parents seeking school-age child care and can help 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>



Toolkit Overview



Physical Health and
Development



Social and Emotional Health
and Development



Parent and Family
Engagement

Physical Health and Development

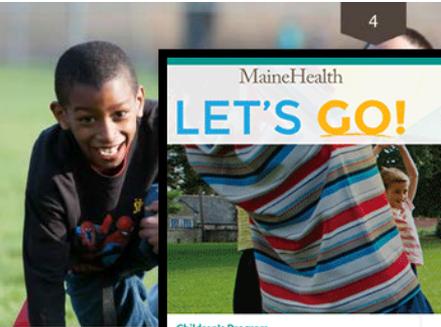


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Physical Health and Development

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.



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The screenshot shows the MaineHealth 'Let's Go!' website. The header features the 'LET'S GO!' logo and navigation links for 'SEARCH' and 'MENU'. Below the header is a large image of children playing with a colorful parachute on a grassy field. The main content area is titled 'Out-of-School Programs' and includes a breadcrumb trail: 'MaineHealth > Let's Go! > Children's Program > Out-of-School Programs'. A sidebar on the left lists navigation options: 'Parents', 'Child Care Providers', 'Pediatric & Family Practices', 'Out-of-School Programs' (highlighted), 'Tools', and 'Training'. The main text describes the program's purpose: 'Out-of-school programs support children when they are not in school or with their families. The directors, supervisors, and employees working with kids before school, after school and during school vacations can establish healthy environments that encourage healthy choices.' It also mentions the 'Let's Go! 5-2-1-0' program and provides a link to <http://www.letsgo.org/programs/after-school/>. Social media icons for Facebook, LinkedIn, and Twitter are visible in the top right corner.

What is it?

State Examples

Resources

Out-of-school programs have a long history of providing safe and healthy places for diverse groups of children during a critical point in their development. They provide structure, role modeling, knowledge, and motivation, connection to parents and community. This makes out of school programs an ideal location to provide and increase physical activity and healthy eating, and in turn, positively influence children's physical, social, emotional, and academic growth. *Let's Go!* <http://www.letsgo.org/programs/after-school/>

Toolkit Overview

Physical Health and Development

Social and Emotional Health and Development

Parent and Family Engagement

Social and Emotional Health and Development



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Social and Emotional Health and Development

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



What is it?

State Examples

Resources

Illinois Social/Emotional Learning Standards

<http://www.secl.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/qualstandexplern.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.

Toolkit Overview

Physical Health and Development

Social and Emotional Health and Development

Parent and Family Engagement

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Quality Standards for Expanded Learning in California:

Creating and Implementing a Shared Vision of Quality



CAN
California AfterSchool Network

CONNECT. CONVERGE. INSPIRE.



"This bold initiative provides a road map for improving expanded learning throughout California."

- Tom Torlakson
Superintendent of Public Instruction

FINAL RELEASE: SEPTEMBER 2014

Informed by Expanded Learning stakeholders and practitioners, and produced in collaboration between the California Department of Education, After School Division, and the California AfterSchool Network.

Parent and Family Engagement



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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.



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What is it? State Examples 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 school time programs and offers templates for a letter to recruit parent volunteers and a survey to assess 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 enhance children's learning experiences and evaluated their own family engagement efforts. The article includes a list of programs 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>
 Created by the Massachusetts state affiliate of the National AfterSchool Association, this toolkit offers 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.

FAMILY ENGAGEMENT STRATEGY CHECKLIST

Making Parents / Families Feel Welcome and Valued in Out-of-School Time Programs

PROGRAM NAME: _____

Completed by: _____ Date Completed: _____

LEVEL 1 - (Basic) Involvement & Engagement Strategies

	STRATEGY	Rarely	Sometimes	Consistently	Priority
1	There are signs welcoming parents into the program space.				
2	There are signs or a person directing parents where to find their children within the building/program.				
3	Staff greet parents in a friendly, respectful manner at				



Coming Soon to CCTA

- Consumer Engagement: An Orientation for Early Childhood and School-age Care and Education Professionals
- Consumer Engagement: Strategies for Engaging Families
- Guide to Creating a Family Friendly Website
- Engaging Families Through Social Media
- Outreach: Engaging All Families

<https://childcareta.acf.hhs.gov/centers/national-center-parent-family-and-community-engagement>





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RESOURCE LIBRARY



The NCASE Resource Library connects you with tools, profiles, and information on a range of key topics in Out-of-School Time.

FEATURED RESOURCES

State Early Care and Education Updates for 2015

This brief provides a state-by-state update on budget changes that will impact access to affordable, high quality early care and education.

Afterschool Programs Close Achievement Gap

This infographic summarizes Dr. Vendell's research that shows afterschool is linked to narrowing the gap in math achievement by Grade 5.

What makes a quality summer reading program?

This issue brief identifies the practices associated with program quality in both formal and informal summer learning programs. It includes basic tips on summer reading and links to related research.

SEARCH FOR RESOURCES

Apply

Reset Selections

TOPICS/SUBTOPICS +

RESOURCE TYPE +

RECENTLY ADDED

Can After-School Programs Help Level the Playing Field for Disadvantaged Youth?

This journal article explores afterschool access and program outcomes for youth from disadvantaged backgrounds. It outlines recommendations for policymakers, administrators, and staff on ways to increase access and improve program quality for this population. It includes an extensive literature review and outlines a research agenda for the future.

Visit the NCASE Resource Library:
<https://childcareta.acf.hhs.gov/ncase-resource-library>

Contact Information

Visit the NCASE website at:

<https://childcareta.acf.hhs.gov/national-center-afterschool-summer-enrichment>

To contact NCASE, please email us at:

ncase@ecetta.info

Thank You!



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This document was developed with funds from Grant #90TA00001 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care, by the National Center on Afterschool and Summer Enrichment. This resource may be duplicated for noncommercial uses without permission.

Thank You!



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