The focus on school-age child care

- Rationale for highlighting school-age child care at CCEEPRC
- Essential support for low-income working families
- Context of recovery from the COVID-19 pandemic:
  - New vulnerabilities of students, families & staff
  - Need for school-age child care to be included in holistic approaches
Our Panel Today

Heidi Rosenberg, National Center on Afterschool and Summer Enrichment (NCASE)

Mariel Sparr, James Bell Associates (JBA)

Shayna Funke & Melissa Davis, Bright from the Start: Georgia Department of Early Care and Learning (DECAL)

Jillian Luchner, Afterschool Alliance

Pamala Trivedi, Chair
Office of the Assistant Secretary for Planning & Evaluation (HHS/ASPE)

Juliet Taylor, Discussant
Cultivate Learning at the University of Washington
School-Age Child Care and CCDF

August 26, 2020
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.
NCASE: Key Strands of Work

- Research and data:
  - Tell the story of school-age child care through enrollment statistics, state policies, and state systems practices, with specific focus on CCDF
- SEL/trauma-informed practice:
  - Increase awareness of school-age children’s developmental needs regarding SEL
  - Raise awareness of the impact of ACEs and trauma and the need for trauma-informed care approaches
Nearly half (44%) of all children served through CCDF subsidies are school-age (ages 5 through 12)

Over 584,000 school-age children served through subsidies each month

75% served in child care centers; 22% served in family child care homes; 3% served in their own home

22 states/territories see a double-digit increase in the number of school-age children served during the summer months
State Policies and Practices

• 47 CCDF Lead Agencies require PD to support the positive development of school-age children

• 22 CCDF Lead Agencies offer grants or contracts for child care slots
  » Of those, 11 allow grants/contracts to promote the quality or supply of school-age child care

• Consumer Education Websites
  » 45 show ages served by providers
  » 30 indicate whether provider accepts vouchers
  » 32 websites include license-exempt providers in listings
Directions for Future Research

• Of the states/territories that use grants/contracts to promote child care slots, how specifically can these be used to affect school-age child care?

• What drives the variation across states/territories in the number of school-age children served during the summer months?

• How have the provisions of reauthorization affected the supply of license-exempt providers serving school-age children?
Current Context

• School closures
• Child care/afterschool program closures
• Lack of summer programs/camp
• Food insecurity
• Lack of connections to trusted caregivers and peers
• Uncertainty about upcoming school year
Strategies to Promote Resilience

Managing Emotional Impulses

• Active Listening
• Labeling Emotions
• Collaborative Problem-Solving

Strategies to Promote Resilience

Continuity of Care

• Consistent primary caregiving
• Routines
• Cohort models
COVID-19-related research questions

• How have states modified policies to facilitate school-age children’s access to full-day child care during school closures and/or remote learning days?

• Have states offered additional search features on consumer education websites in light of school closures and transportation safety protocols?

• Does the required training/PD supporting the positive development of school-age children have a specific focus on SEL and trauma-informed practice in light of pandemic?

• To what extent have child care agencies worked with SEAs and 21st CCLC offices to coordinate re-opening guidance?
Resources

Data Profiles: https://childcareta.acf.hhs.gov/school-age-profiles

ACEs Resources

Resources on Social and Emotional Learning
Contact Information

Visit the NCASE website at:
https://childcareta.acf.hhs.gov/centers/ncase

To contact NCASE, please email us at:
ncase@ecetta.info

Thank You!
Provider Perspectives From National Case Studies Research

CCEEPRC Webinar
August 26, 2020
Washington, DC

W. Todd Bartko, Ph.D.
Mariel Sparr, Ph.D.
Jill Filene, M.P.H
with Stacy Frazier, Ph.D. at Florida International University

Funded by the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services
Continuum of Care From Early Childhood

• Case for quality child care beyond the early childhood years

• Developmental changes across domains in middle childhood (ages 6-12):
  • Managing relationships with peers & adults
  • Developing sophisticated problem solving skills
  • Building emotional regulation skills
  • Increasing cognitive capacities
Objectives and Project Activities

Examine how investments by the U.S. Department of Health and Human Services support children’s social-emotional, behavioral, and physical health in middle childhood.

**Project activities included:**

1) a comprehensive review of the literature
   - What models/interventions have demonstrated positive outcomes in social-emotional, behavioral, or physical health during middle childhood?
   - What curricula, content, and activities are included in evidence-based and promising models/interventions?

2) in-depth case studies
   - Interviews with program administrators, supervisors, and frontline staff at five sites
   - Structured observations of program activities

3) Development of a survey of local sites
Social-Emotional, Behavioral, and Physical Health in Afterschool

• Support for working parents
• Contributions to protective factors
• Opportunities to build essential non-academic skills
• Leveraging routines and activities
• Scaling evidence-informed approaches
Deeper Implications for Supporting Social-Emotional and Behavioral Health in Afterschool

• Building social skills & self-confidence

• Leveraging staff & peer relationships

• Training and ongoing support for staff, including opportunities to address staff wellness

• Funding, collaboration & partnerships to build sustainable programming
“So there's kind of a…relaxation to being in an afterschool program, these are kids whose parents work and so they have to go somewhere… It's a setting where it's more relaxed, but they're also in a familiar place. And it can be a real buffer. I mean, if we're assuming that there are kids going home experiencing some kind of trauma, whatever level that is, whether it's emotional neglect or something more severe, there's a buffer space there where you're still in a learning environment and it has that connotation to it, and those expectations around it. It's programmatic and it's structured, but it's in between for helping them manage being open and being outside of a setting that might be way less structured and way less safe.”

Program Administrator
Questions and Discussion

W. Todd Bartko, Ph.D.
(703) 842-0948
bartko@jbassoc.com

Mariel Sparr, Ph.D.
(703) 247-2649
sparr@jbassoc.com
School-Age Care in Georgia: Working Towards Quality Improvement & Meeting Current Needs

Shayna Funke, Lead Research and Policy Analyst
Melissa Davis, Director of Quality Operations for Child Care Services
Georgia’s Context

Georgia’s QRIS: Quality Rated

- 3-star system
- Structural quality (portfolio) and process quality (environment rating scales)
- School-age not fully embedded

Georgia’s CCDF subsidies: CAPS scholarships

- Tiered reimbursement rates
- More CAPS scholarships go to school-age children each month than any other age group
Exploratory Research on School-Age Quality

What is the quality of Georgia’s school-age care classrooms?

• 50 licensed multi-age centers with summer school-age classrooms, 25 licensed multi-age centers with fall afterschool classrooms. Mix of unrated and rated centers.

• School Age Care Environment Rating Scale- Updated (SACERS-U) observations; director and teacher surveys; school-age Program Quality Assessment (PQA) observations; licensing study checklists.

• Most centers scored in the 1-star range on the SACERS-U; many centers would drop down in star rating with SACERS-U included.

Georgia needs to support quality improvement for school-age classrooms.
School-Age Currently

CAPS Scholarships for Children Present the Week of 06/30/2020

- Infants: 5%
- Pre-K: 11%
- Toddlers: 26%
- Preschool: 26%
- School-Age: 32%
Day camp exemption to include facilitation of distance learning
• Allows CCDF to be used for full time care during school time hours
• Allows participation of programs already in the system where children are already participating

Conditions:
• Minimum staff:child ratio of 1:20
• Criminal background checks
• Health and safety standards

Expedited licensing processes
• Ensures legal operations
• Ensures health and safety standards
Providers able to indicate open/closure status and ability to care for school-age children in provider portal.

Temporary Closure Due to COVID-19?
- Yes
- No

Full time care for school age children enrolled in an online learning program during a public health emergency:
- Yes
- No

Save Alert

Saved successfully.
Family Access to School-age Services

Consumer education website: families can search for fulltime school-age care.
Family Access to School-age Services

Consumer education website: indicator in search results.

Friendship Learning Center of Tucker
Child Care Learning Center
6000 Mimosa Circle
Tucker GA 30084
(770) 278-7900

Full time care for school age children enrolled in an online learning program during a public health emergency: Yes
Afterschool
Across America
80% of a student's waking hours over a year are spent outside of the school day.
“As the upper-middle class grows larger and richer, it is spending extraordinary sums to enhance its kids’ experience and education; meanwhile, other children must make do with far less”

We study where kids are

**JUVENILE CRIME PEAKS AFTER SCHOOL**

11.3 million kids are alone and unsupervised from 3 to 6 p.m.

Afterschool is the peak time for kids to
- commit crimes or become victims of crimes
- experiment with drugs, alcohol, cigarettes & sex

Learn more at www.afterschoolalliance.org/AA3PM


• Access, demand, and demographics of afterschool programs
  • Survey of families across the U.S. every 5 years
    • 2004, 2009, 2014
    • Next up: 2020
How does AA3 define Afterschool

“a program that a child regularly attends that provides a supervised, enriching environment in the hours after the school day ends (typically around 3 P.M.). These programs are usually offered in schools or community centers and are different from individual activities such as sports, special lessons, or hobby clubs, and different from childcare facilities that provide supervision but not enrichment”
America After 3 PM 2014

Demand
DEMAND IS HIGH FOR AFTERSCHOOL PROGRAMS

More youth than ever before—
10.2 million
—are in afterschool programs.

For every child
in a program,
2 are waiting to get in.

Learn more at www.afterschoolalliance.org/AA3PM

DEMAND IS GROWING

Summer learning programs are in high demand.

Families with at least one child in a summer learning program

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>33%</td>
<td>51%</td>
<td></td>
</tr>
</tbody>
</table>

Learn more at www.afterschoolalliance.org/AA3PM
Source: www.afterschoolalliance.org/AA3PM

DEMAND IS GROWING

America After 3 PM
2014

Demand

Nationwide

Rural

Summer
After 3 PM

America

2014

Benefits

Factors in Choosing an Afterschool Program

Top 5 activities/services offered by after-school programs:
- 80% Opportunities for physical activity
- 77% Homework assistance
- 72% Opportunities for reading or writing
- 72% Beverages, snacks and/or meals
- 69% STEM learning opportunities

Top 5 factors in parents’ selection of an after-school program:
- 81% Is a safe haven
- 81% Quality of care
- 81% My child enjoys the program
- 80% Location is convenient
- 80% knowledgeable and well-trained staff

Most common after-school program providers:
1. Public school
2. Boys & Girls Club
3. YMCA

73% of after-school programs are located in a public school building

Parents who have access to an after-school program are highly satisfied with those programs. Parents agree that after-school programs are providing a wide range of activities and enriching learning opportunities for their kids.

Parents satisfied with their child’s after-school program

- 2014: 99%
- 2009: 90%
- 2004: 91%

Parents satisfied with the quality of care of their child’s after-school program

Parents satisfied with the safe environment of their child’s after-school program

Parents agree that after-school programs reduce the likelihood that youth will engage in risky behaviors

Afterschool Alliance
Stretching across the field: School age child care and afterschool

The Same Kids: What kinds of access, what kinds of programming, what kinds of professional support
How might we use this in the context of researching school age care?

**AA3 Research:**
Parents in low-income households were more likely to cite cost and lack of a safe way for their children to get to and come home from afterschool programs as important factors for not enrolling their child in a program.

**Possible Question:**
Consumer Education Databases sometimes list whether school-age programs provide transportation from the school. How many programs in areas of high demand offer transportation?

**AA3 Research:**
More than 4 in 5 parents (81 percent) of children in afterschool programs agree that "afterschool programs in my area provide a high quality of care," a 15-point increase from the 66 percent of parents who agreed with that statement in 2009.

**Possible Question:**
The 50 Statewide Afterschool Networks have frequently adopted standards for quality afterschool programs. How many states are using CCDF quality set-aside dollars to invest in school-age quality work?
### AA3 Research:

**Defines afterschool as “different from programs providing supervision but not enrichment”**

- How many school-aged children are being served through CCDBG in programs that would be designated as supervision rather than enrichment?

### AA3 Research:

**Afterschool programs are often located in schools and additionally often have school day teachers as part of their staff**

- How many CCDF programs are connected with ways to receive relevant professional development in school age care through their state child care system? How many states have school age professional networks? How does licensing support programs that operate in coordination with the school system?

### AA3 Research:

33% of families say at least one child attended a summer program in 2013. However, the demand for summer programs exceeds the current rate of participation, with 51% of families reporting that they would like their children to participate.

- How does CCDF support school age children over the summer?
America After 3 PM
2020
Coming Soon…

- Responses from over 13,000 U.S. households
- New Questions on:
  - Summer program choices
  - Social and Emotional Learning
  - Computer Science
  - Older youth activities
Online Survey: Conducted by Edge Research

May 28 – June 30

n= 914

47 states and Washington, D.C.

Conditions under Covid Survey

Serving youth remotely: 60% overall, 67% serving more than 75% of low-income students.

Serving or delivering meals, or other resources for families: 48% overall, 54% serving more than 75% of low-income students.

Connecting families with community resources: 47% overall, 54% serving more than 75% of low-income students.

The percentage of afterschool program staff that has been laid off or furloughed:

- More than 75%: 15%
- 50-75%: 17%
- 26-49%: 10%
- 25% or less: 8%
- Not sure: 50%

\( ^1 \) Among respondents who reported that they laid off or furloughed staff.
Afterschool program providers express high levels of concern about their program’s sustainability as a result of COVID-19

- **Our program will not be able to provide services in the fall**
  - 84% Concerned
  - 16% Not Concerned

- **New restrictions, such as student/staff ratios, cleaning protocols, and social distancing guidelines, will make it cost prohibitive to offer programming**
  - 88% Concerned
  - 11% Not Concerned

- **Our long-term funding and the program’s future**
  - 88% Concerned
  - 10% Not Concerned

- **Having to permanently close the program**
  - 61% Concerned
  - 36% Not Concerned

1 Data are based on an online survey, conducted by Edge Research between May 28-June 30, of 914 program providers representing more than 6,000 program sites.

Next Survey results- Coming Soon
Thoughts for the moment

- **What we are hearing**
  - Flexibility around time of day - full day care during traditional school day
  - Flexibility around space – how does licensing affect space
  - Funding accessibility – school age license exempt serving children
  - Reimbursement – ensuring money gets where it's been committed
  - Funding disbursement – delays in accessing funds given to the state
  - PPE and Safety – Increased costs
  - Technology – bandwidth, connectivity
  - Meals
  - Staff safety – ensuring health care, leave time, etc
  - Uncertainty
  - Collaborative decision making
Reflection: The state of school-age child care

Report about Washington State’s work in this area:

Please share your responses to our discussion questions in breakout sessions

• How does school-age child care relate to your current work?
• How can we support the scale-up of supportive programming related to trauma-informed approaches and social-emotional and behavioral health in school-age child care?
• How can our CCEEPRC community support progress on a school-age child care research and policy agenda?
Report out from breakout sessions- topline messages