Towards a Research and Policy Agenda for School-Age Child Care

Child Care and Early Education Policy Research Consortium

August 26, 2020

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

Early Childhood National Centers

NATIONAL CENTER ON
Afterschool and Summer Enrichment

School-Age Child Care and CCDF

August 26, 2020

NCASE Goal

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

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- 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

Characteristics of CCDF School-Age Population

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- 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

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- 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

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Managing Emotional Impulses

- Active Listening
- Labeling Emotions
- Collaborative Problem-Solving

Source: Bath, H. (2008). The Three Pillars of Trauma-Informed Care. Reclaiming Children and Youth. Fall volume 17, number 3.

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

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

ACEs Resources https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-acesresources-508c.pdf

Resources on Social and Emotional Learning https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-sel_resources-508c.pdf

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!

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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

JAMES BELL ASSOCIATES

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

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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 Dept of Early Care and Learning

BRIGHT FROM THE START

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.

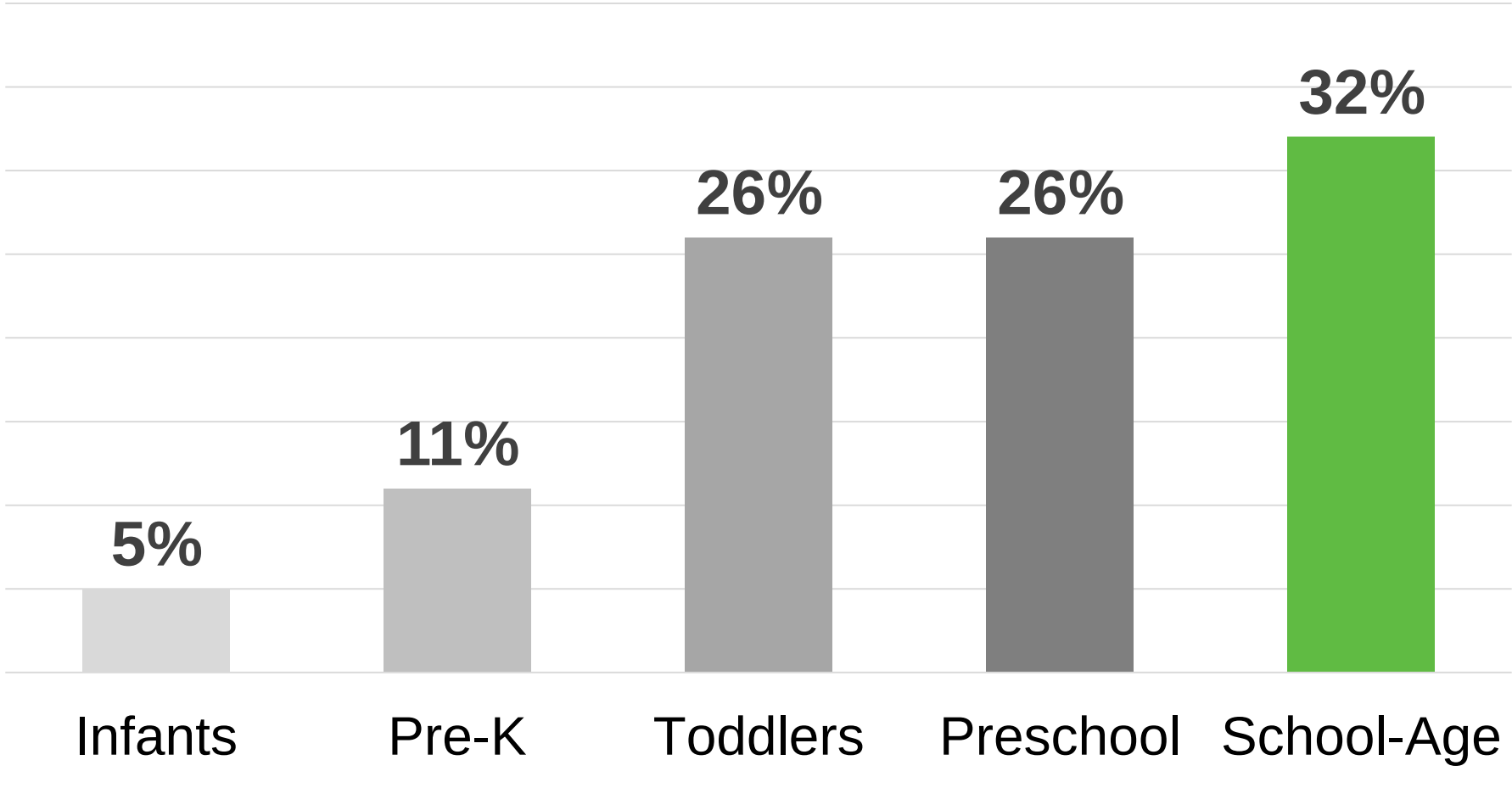
- School Age Care Environment Rating Scale- Updated (SACERS-U) observations; director and teacher surveys; school-age Program Quality Assessment (PQA) observations; licensing study checklists.

- 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



Meeting Current Community Needs

Day camp exemption to include facilitation of distance learning

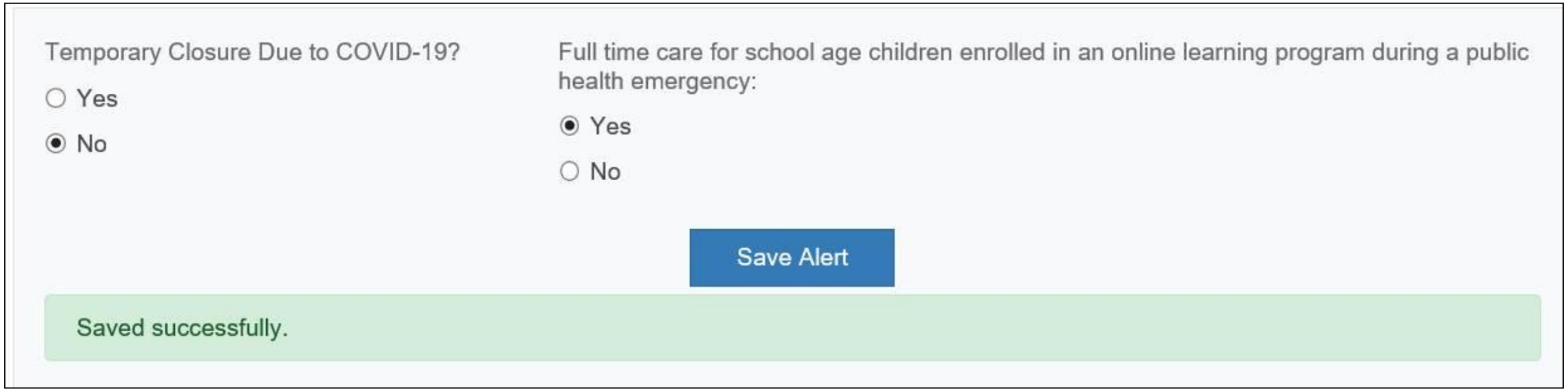
- Allows CCDF to be used for full time care during school time hours
- Allows participation of programs already in the system where children are already participating
- Conditions:
  - Minimum staff:child ratio of 1:20
  - Criminal background checks
  - Health and safety standards

Expedited licensing processes

- Ensures legal operations
- Ensures health and safety standards

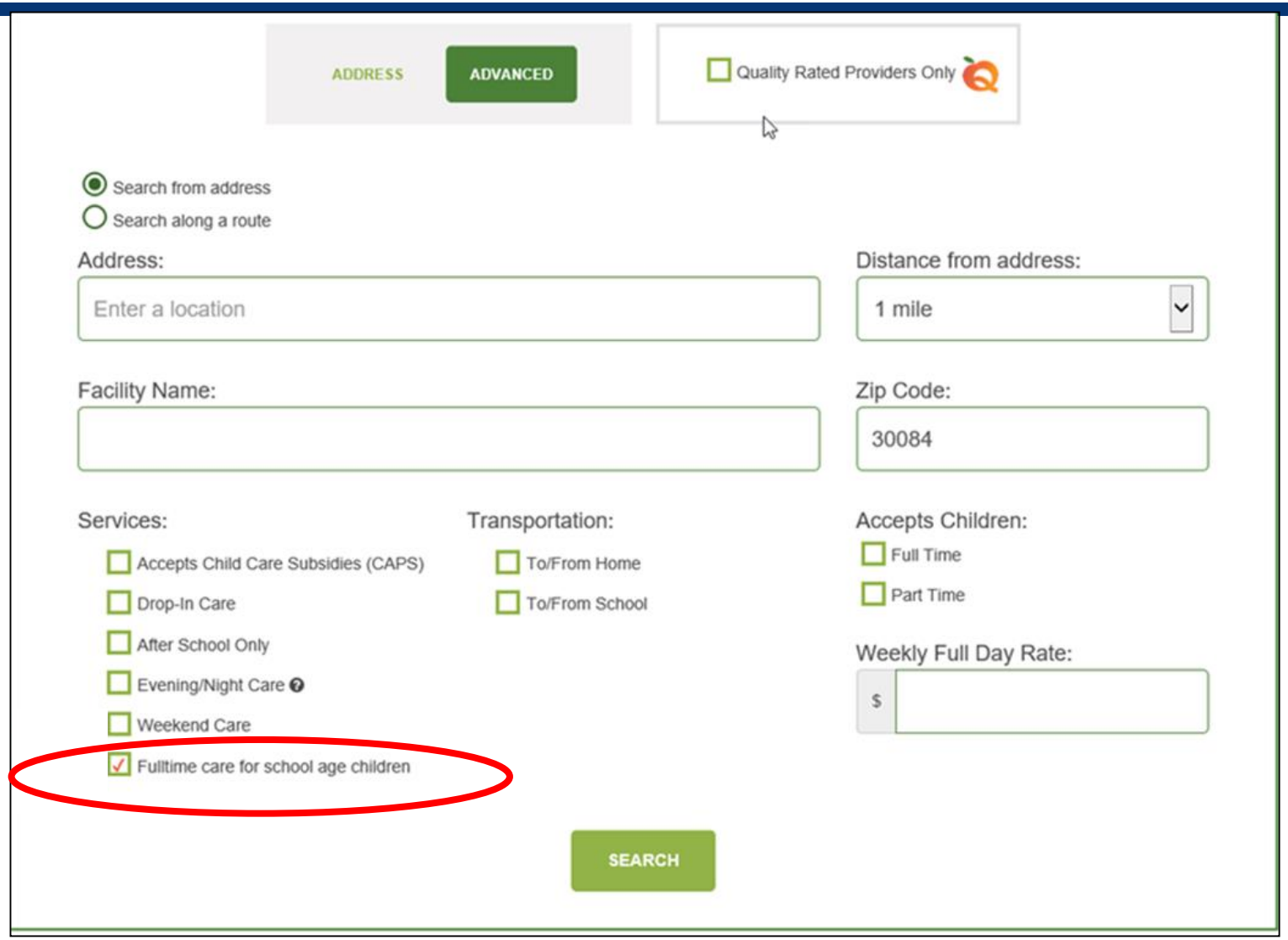
Family Access to School-age Services

Providers able to indicate open/closure status and ability to care for school-age children in provider portal.



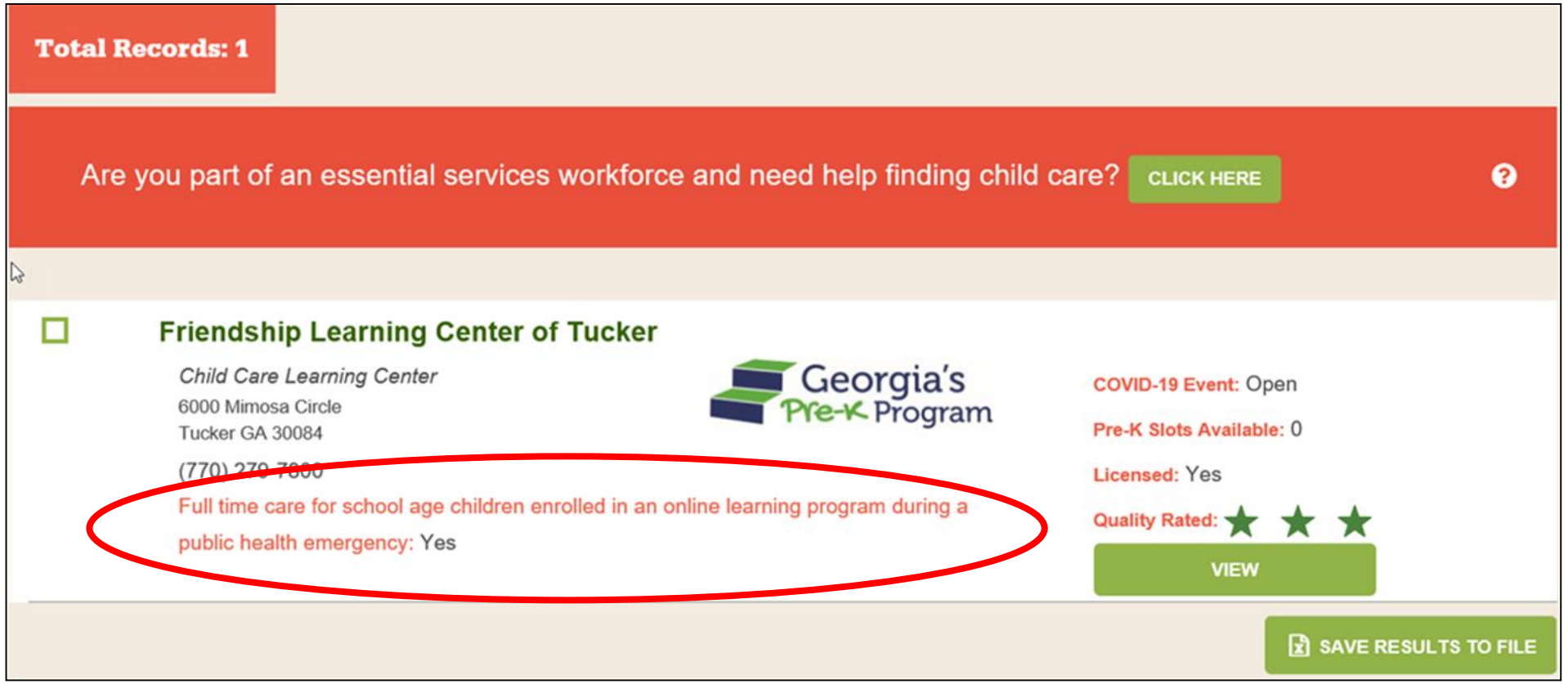
Family Access to School-age Services

Consumer education website: families can search for fulltime school-age care.

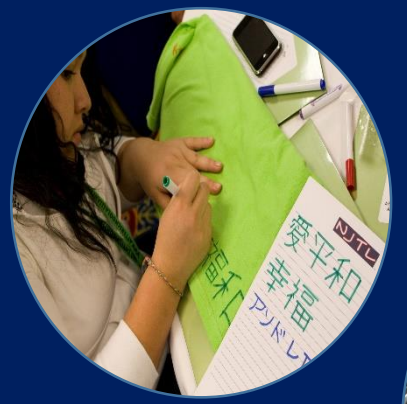


Family Access to School-age Services

Consumer education website: indicator in search results.



Afterschool Across America



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80% of a students waking hours over a year are spent outside of the school day

School

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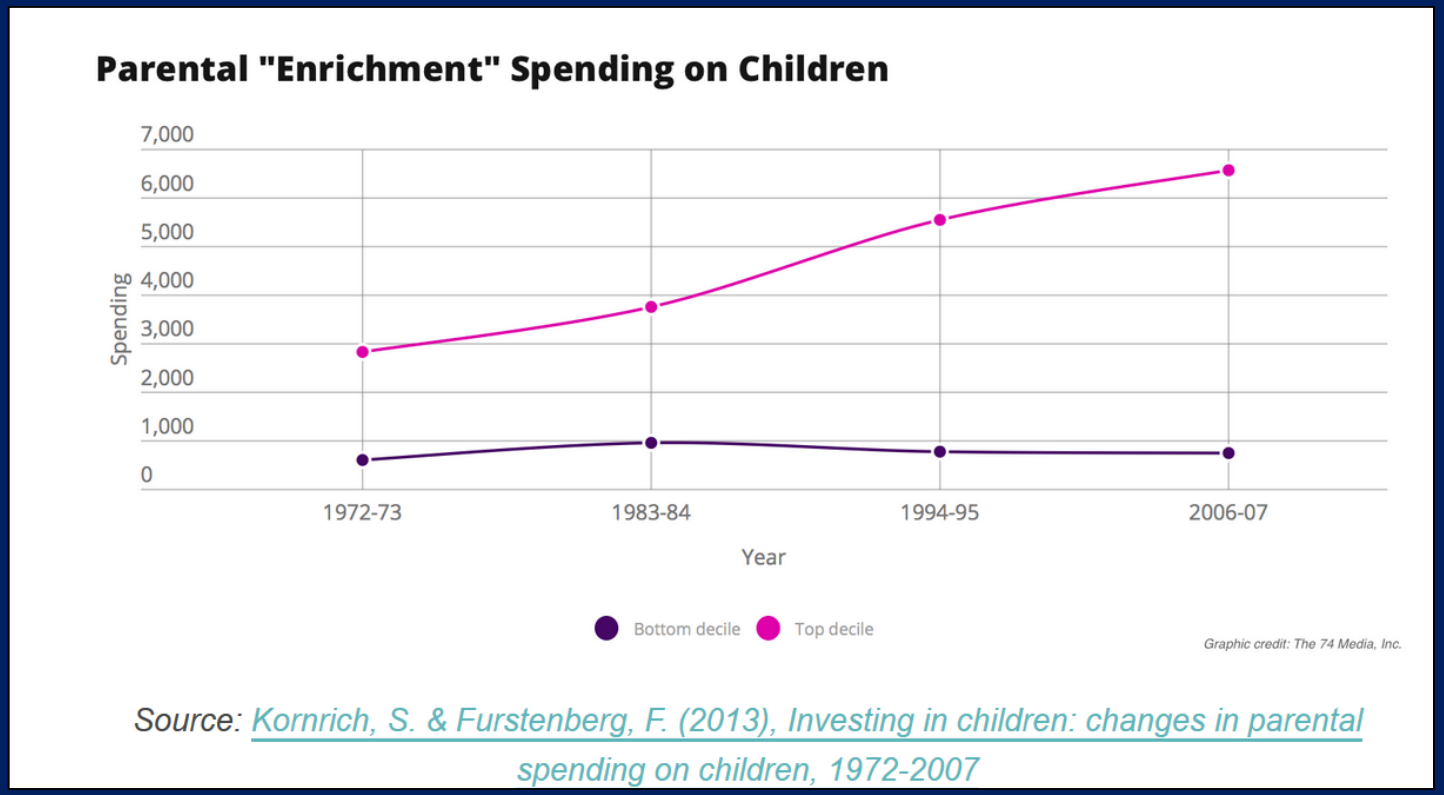
The Opportunity Gap

"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"



Source: Kornrich, S. & Furstenberg, F. (2013), Investing in children: changes in parental spending on children, 1972-2007

Afterschool Alliance

Mike Petrilli at Fordham reporting on Robert Putnams, 2016 Book Our Kids – The American Dream in Crisis https://fordhaminstitute.org/national/commentary/how-close-enrichment-gap

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

AMERICA AFTER3PM

Learn more at www.afterschoolalliance.org/AA3PM

Fight Crime: Invest in Kids. (2003).

Office of Juvenile Justice and Delinquency Prevention. Released March 27, 2006. *OJJDP Statistical Briefing Book*. www.ojjdp.gov/ojstatbb/victims/qa02203.asp?qaDate=2001.

Afterschool Alliance. (2014). *America After 3PM: Afterschool Programs in Demand*. http://afterschoolalliance.org/AA3PM/.

Students in K-12 in self-care

3%	817,832 Elementary School Students
19%	2,249,826 Middle School Students
37%	6,411,857 High School Students

Afterschool Alliance

America After 3 PM (AA3)

- Access, demand, and demographics of afterschool programs
  - Survey of families across the U.S. every 5 years
    - 2004, 2009, 2014
    - Next up: 2020

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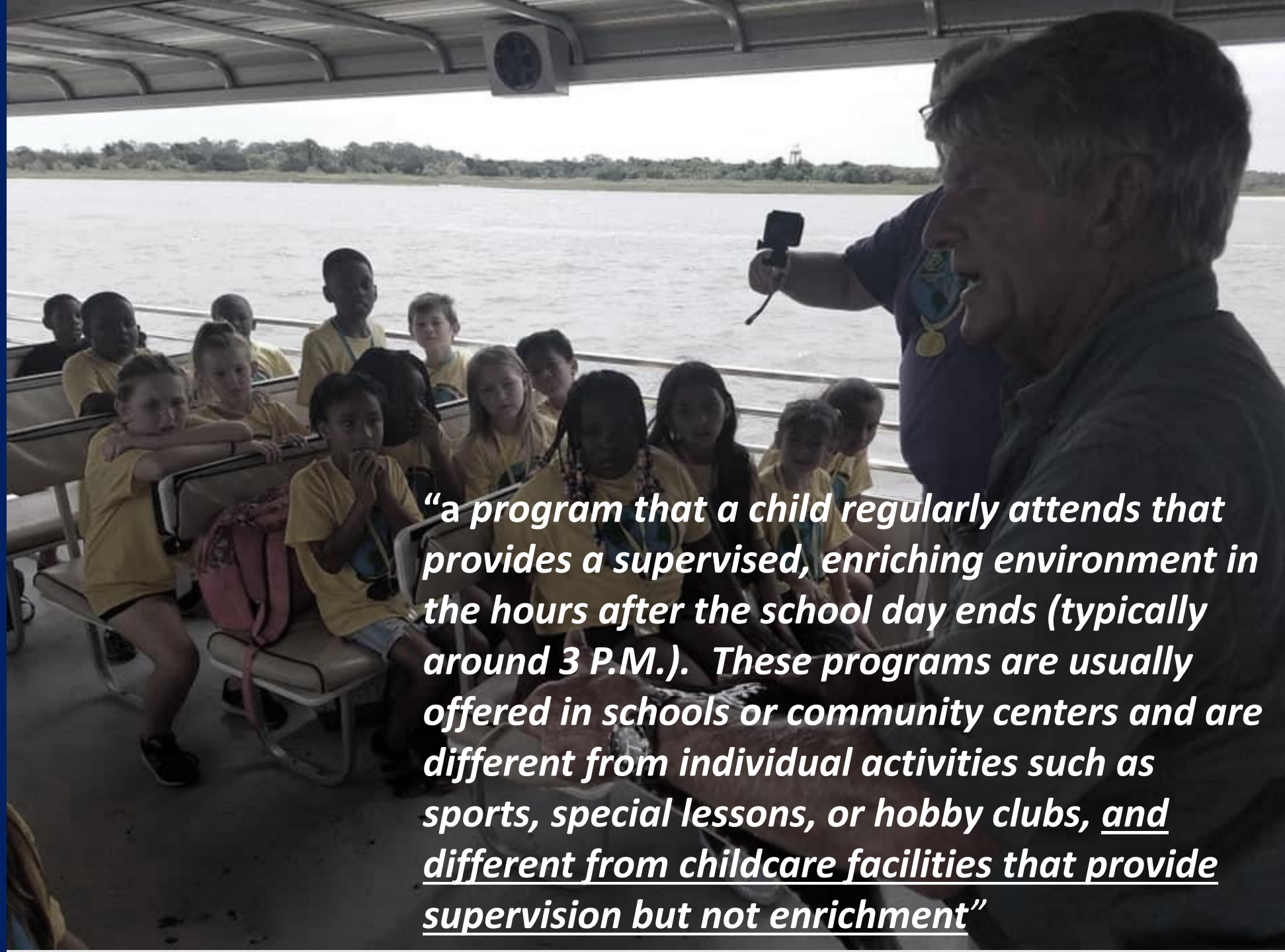
How does AA3 define Afterschool

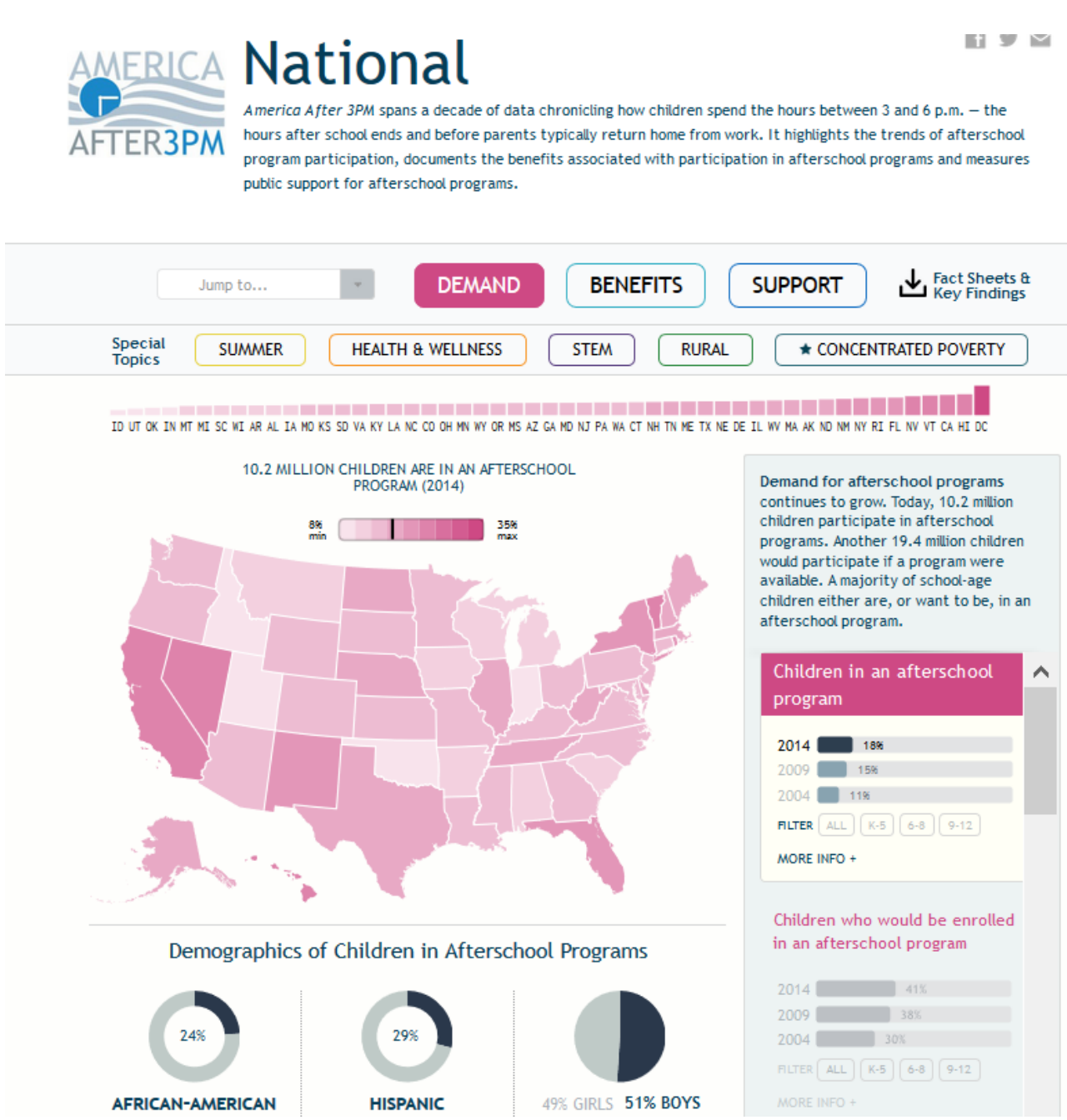


"a program that a child regularly attends that provides a supervised, enriching environment in the hours after the school day ends (typically around 3 P.M.). These programs are usually offered in schools or community centers and are different from individual activities such as sports, special lessons,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

Afterschool Alliance

America After 3 PM 2014

Demand



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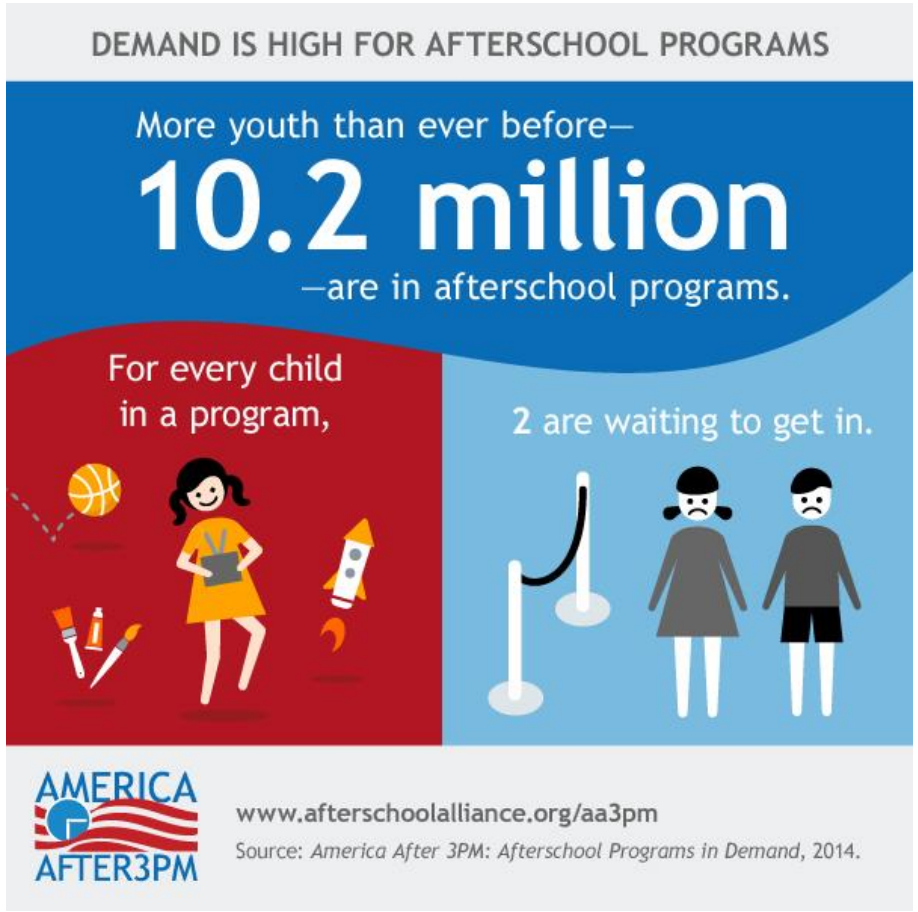
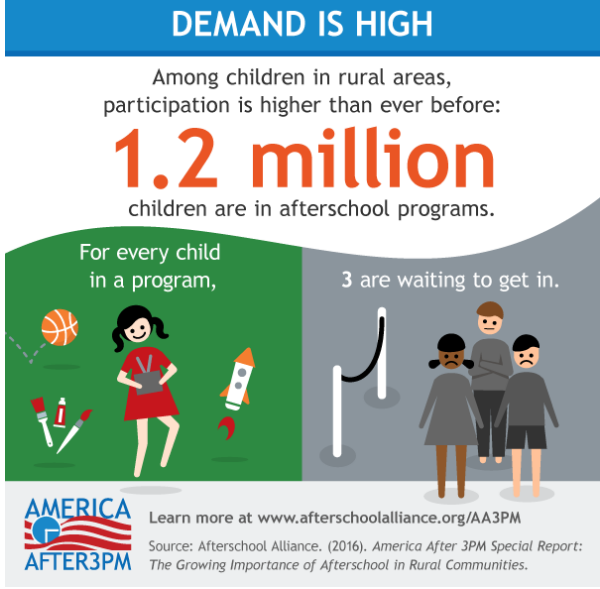
America After 3 PM 2014

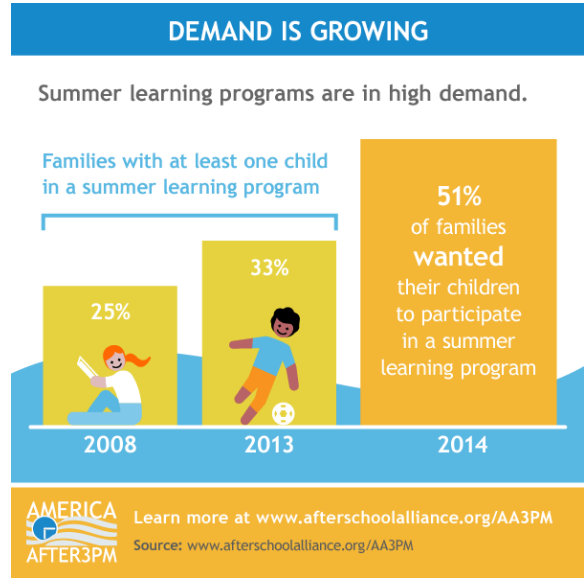
Demand



Nationwide



Rural



Summer

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America After 3 PM 2014

Benefits

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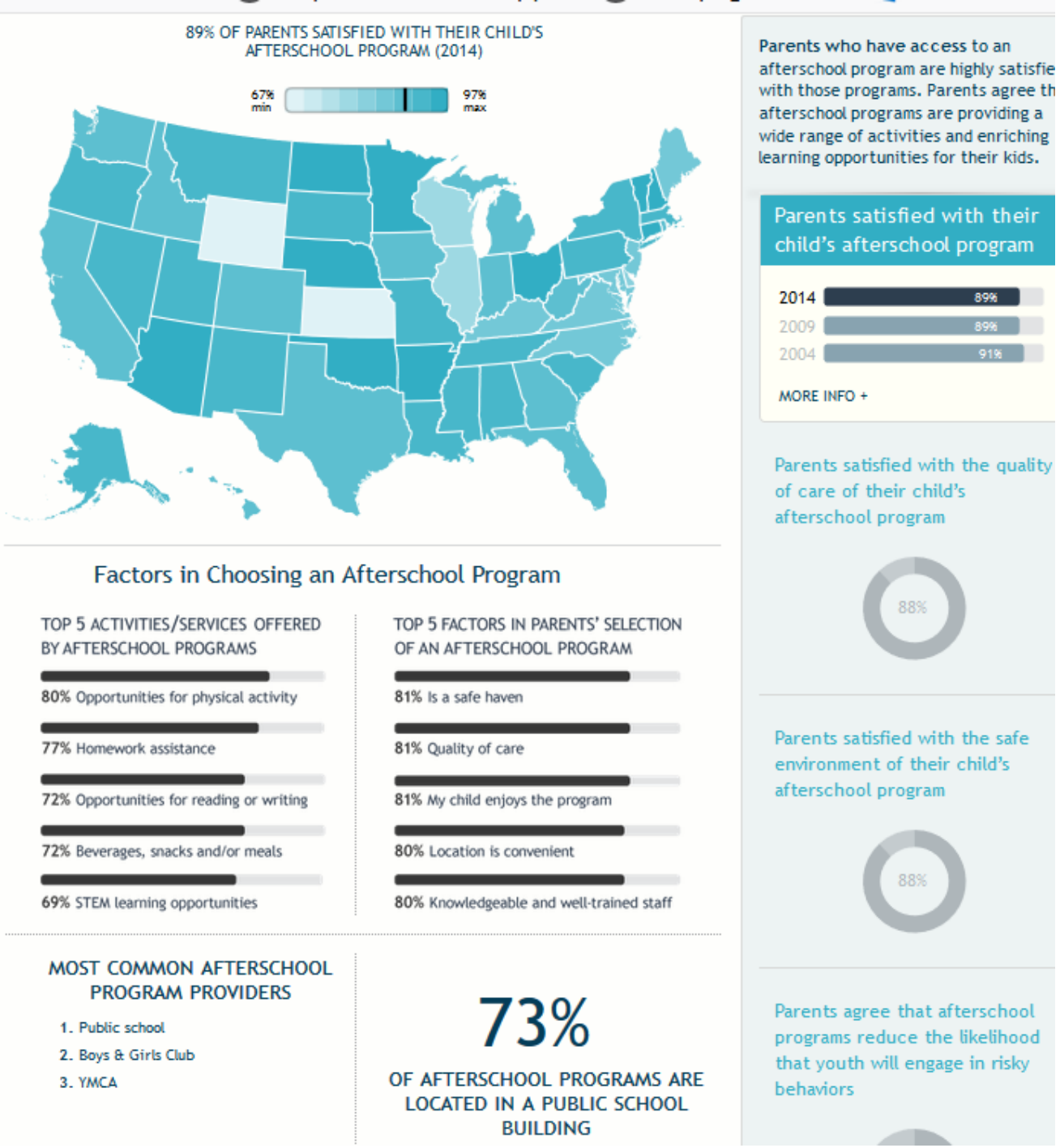

Stretching across the field: School age child care and afterschool

The Same Kids: What kinds of access, what kinds of programming, what kinds of professional support

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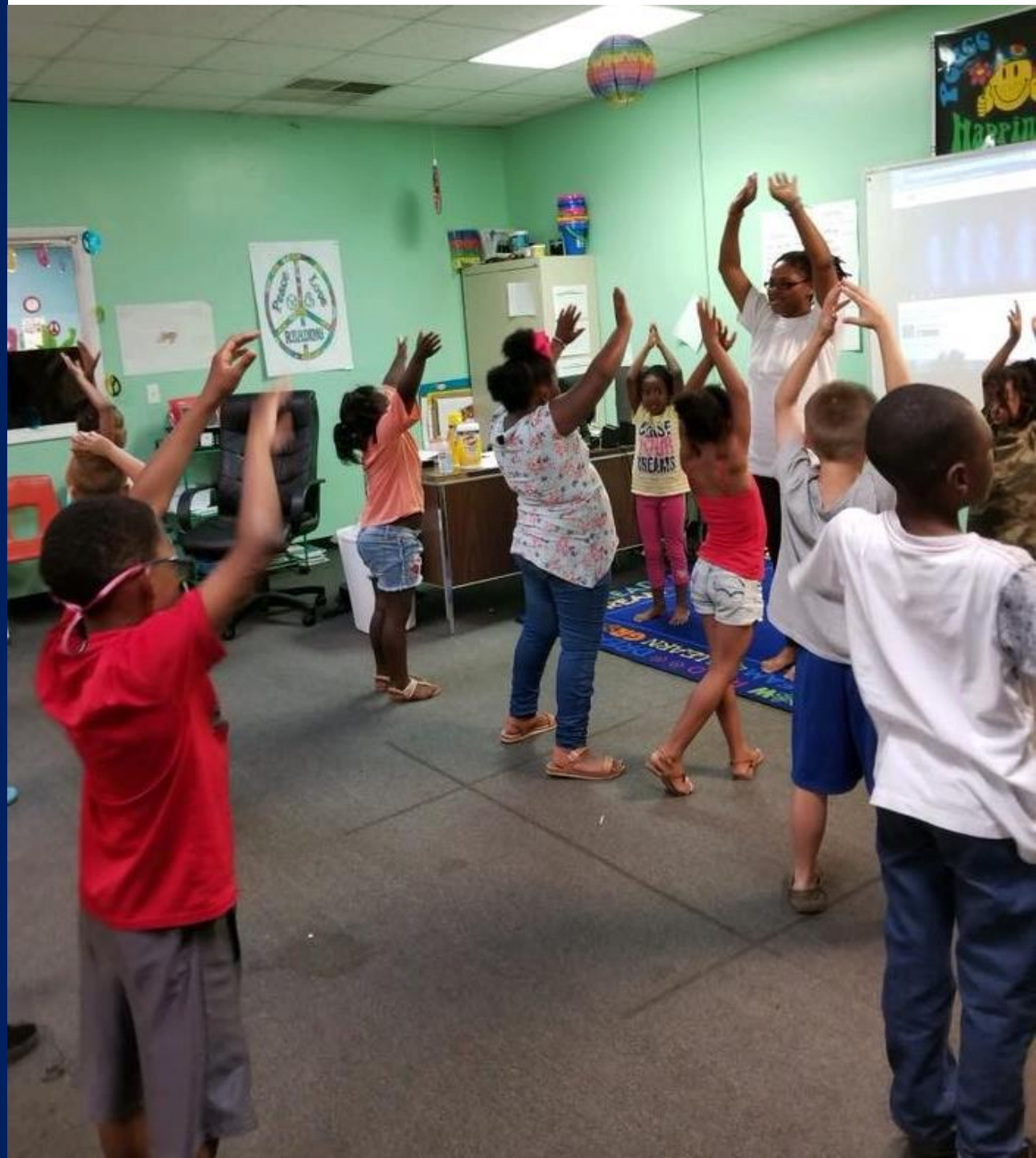
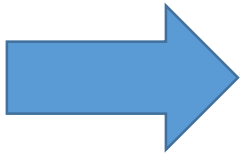


How might we use this in the context of researching school age care

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

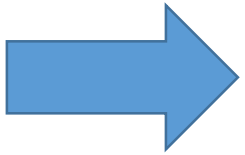


Possible Question:

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?

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How might we use this in the context of school age care

AA3 Research:

Defines afterschool as "different from programs providing supervision but not enrichment"

Possible Question:

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

Possible Question:

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

Possible Question:

How does CCDF support school age children over the summer?

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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

Conditions under Covid

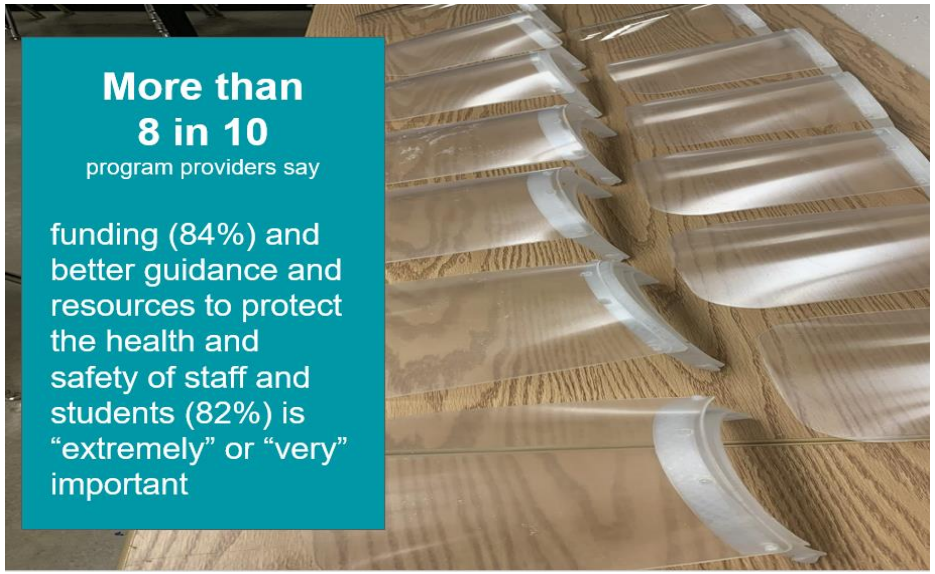
Survey

Online Survey: Conducted by Edge Research

May 28 – June 30

n= 914

47 states and Washington, D.C.

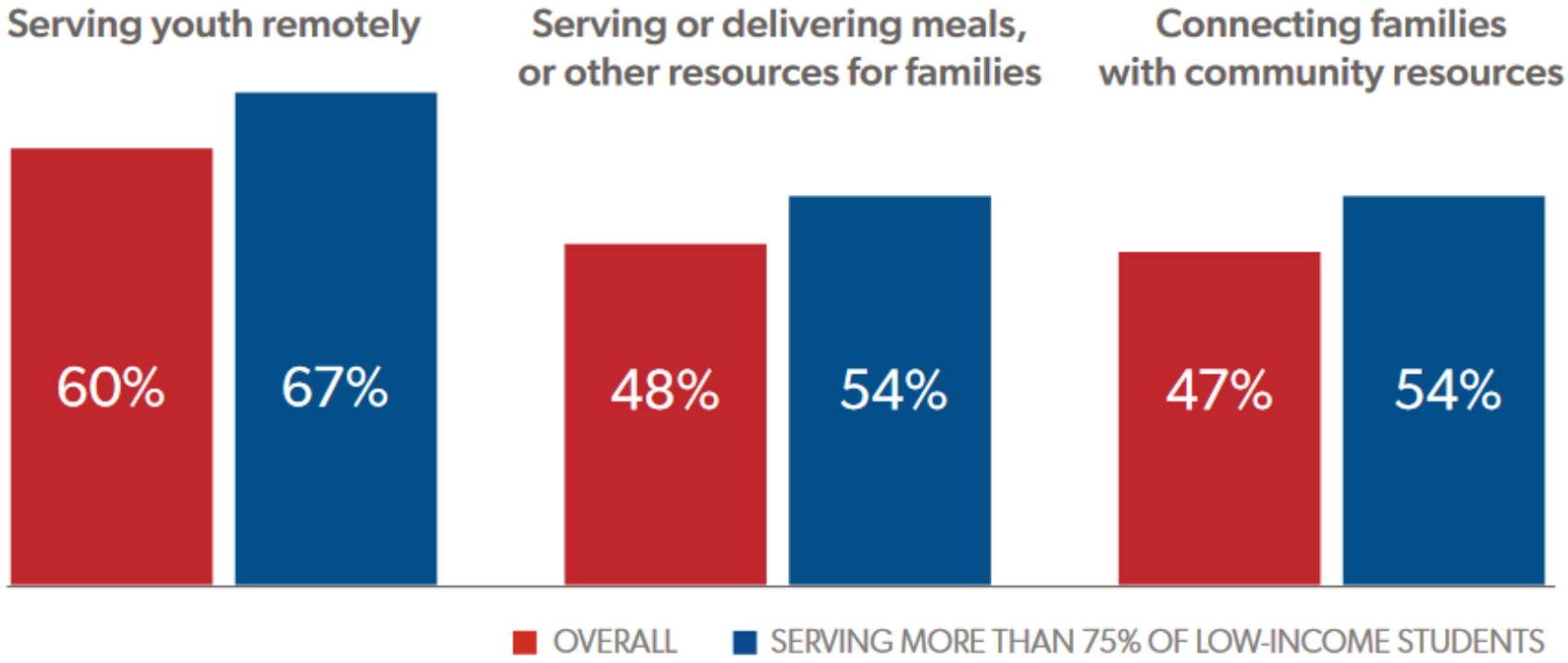


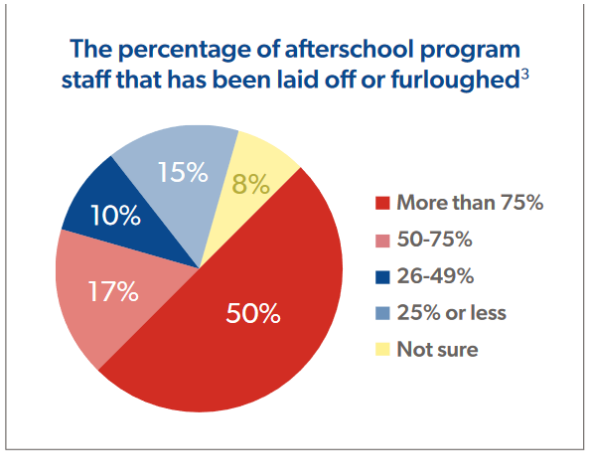
Afterschool Alliance

http://afterschoolalliance.org/documents/Afterschool-COVID-19-Wave-1-Fact-Sheet.pdf

Conditions under Covid

Survey





[3] Among respondents who reported that they laid off or furloughed staff.

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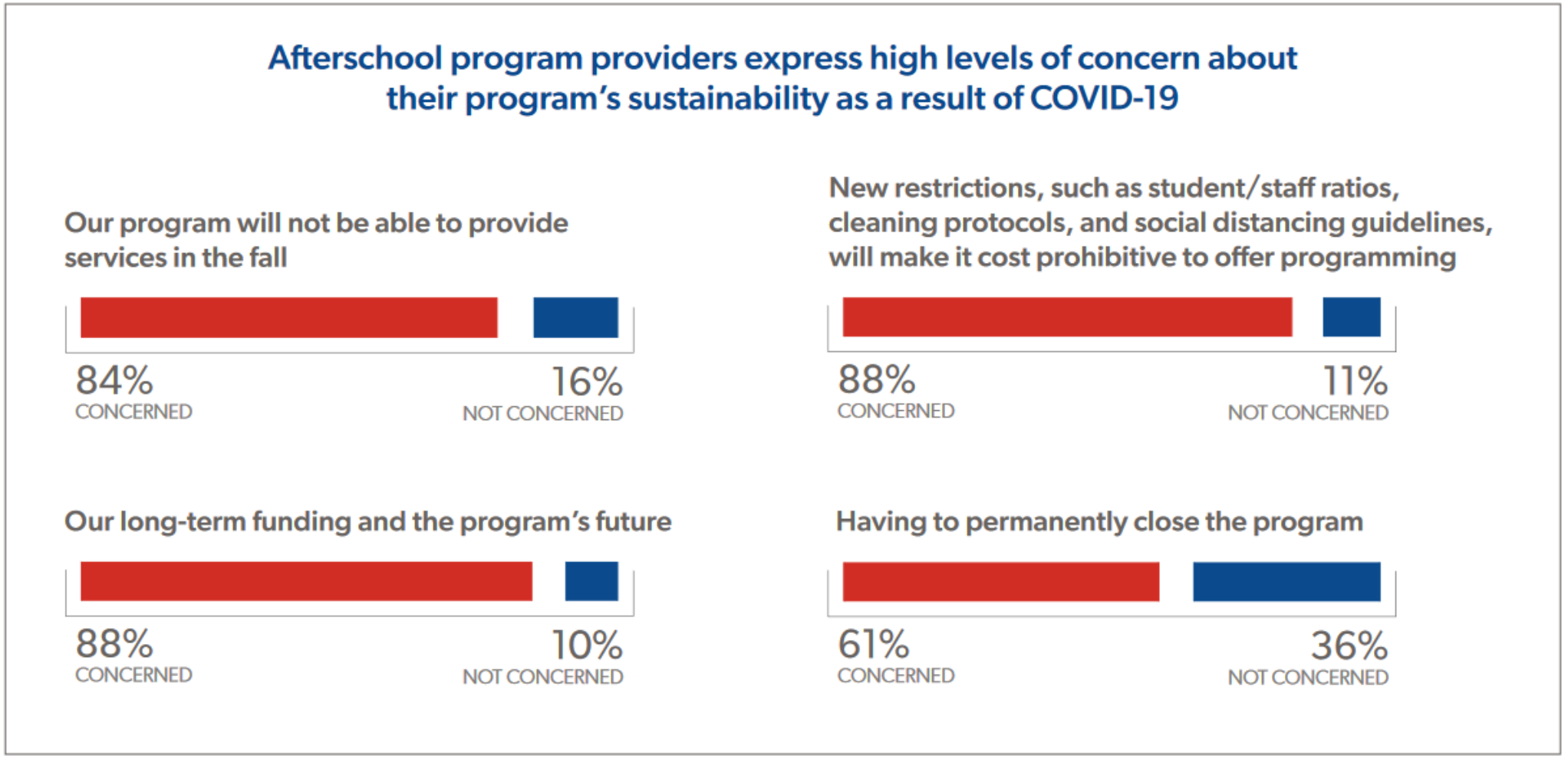


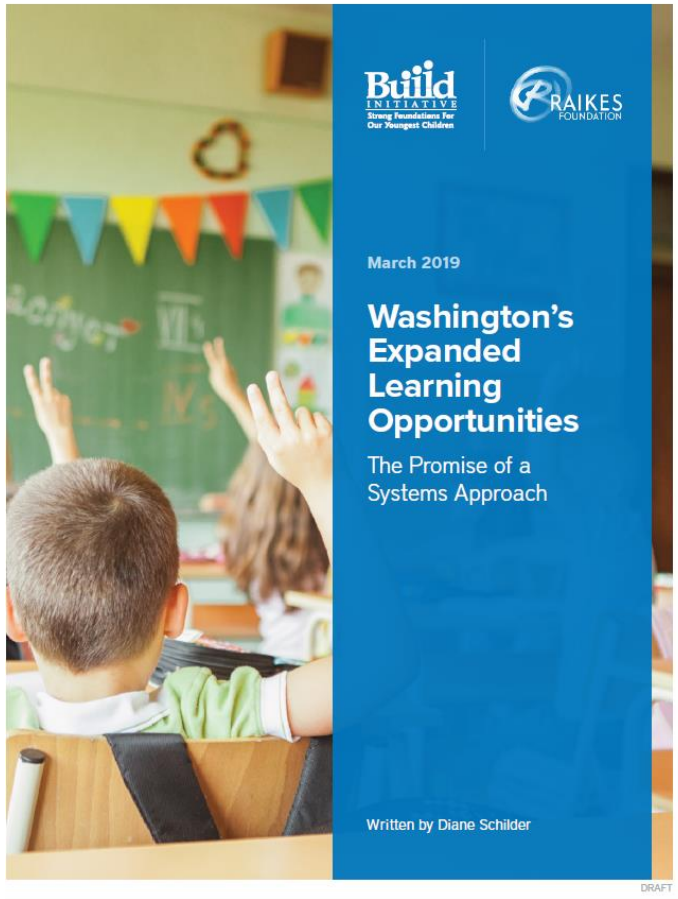
[1] Data are based on an online survey, conducted by Edge Research between May 28-June 30, of 914 program providers representing more than 6,000 program sites.

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 its 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



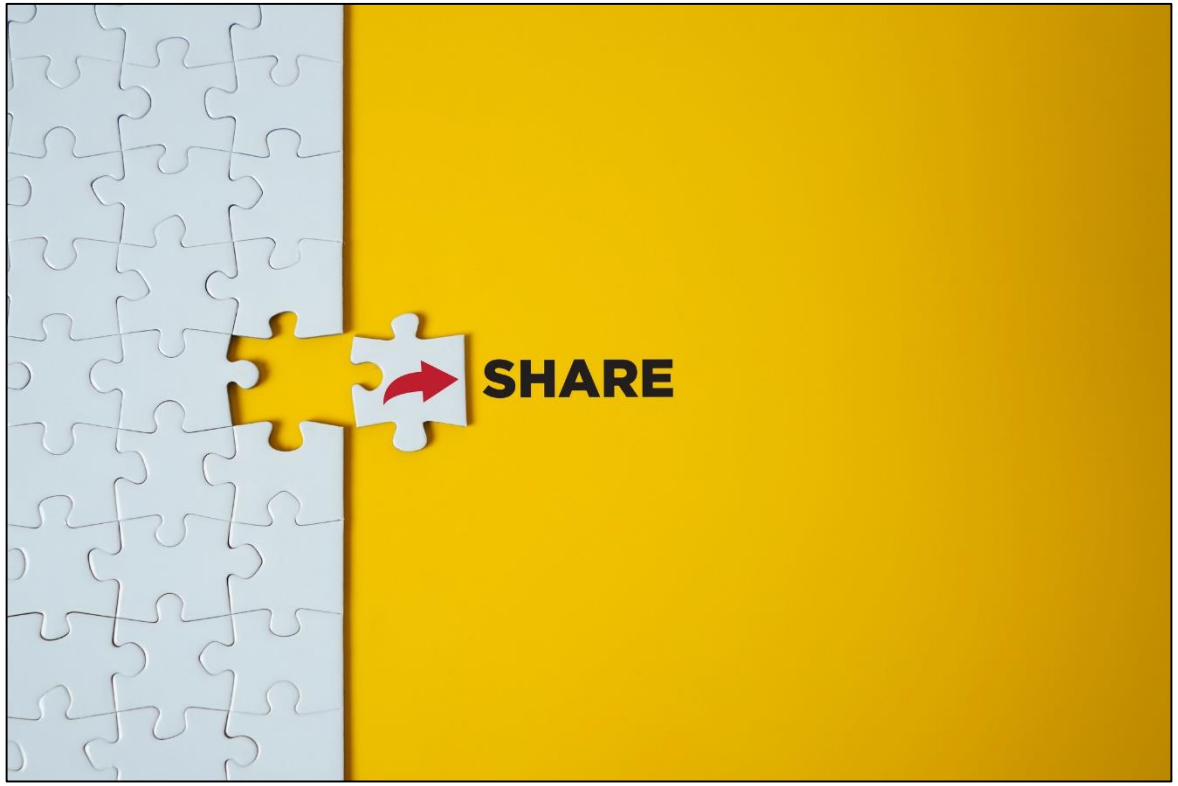
Report about Washington State's work in this area:

https://elevatewashington.org/wp-content/uploads/2020/06/Digital-ELO-Report_6-19.pdf

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



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