

American Rescue Plan

School-Age Child Care Opportunities for Afterschool & Summer

Speakers



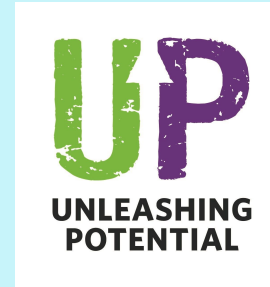
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Speaker Bios and Presentation Slides can be found on webinar registration page (see link in chat or www.afterschoolalliance.org/webinars)

Poll

What best describes your role?

- School-age provider/afterschool/summer program
- State Agency director/staff for CCDBG funds
- Other state or local government role
- National organization
- Statewide Afterschool Network
- Local intermediary
- Other

If yes, to afterschool/summer/school age provider

- What best describes your program?
- Licensed program receiving CCDBG funds
- License-exempt program receiving CCDBG funds
- Program CCDBG eligible but not currently receiving CCDBG funds
- Program not currently eligible for CCDBG
- Uncertain
- Other (including non-center based school-age care providers)

Agenda

- National Policy, Research, and Equity Perspective
- National Youth Development Provider Perspective
- Local Program Perspective
- Opportunities and Action
- Question and Answer

Center for Law and Social Policy



School-Age Child Care Data & Legislative Overview

Tiffany Ferrette & Alycia Hardy

Center for Law and Social Policy
(CLASP)

Thursday June 3, 2021 | 2-3pm EST

School-Age Care: Pre-COVID-19

- ◆ Policy discussions around the needs of school-age children often hyper focus on formal education and minimize the importance of care.
- ◆ School-age care is essential for:
 - ◆ Creating an aligned accessible child care system
 - ◆ Maintaining continuity in children's development across the car child care continuum
 - ◆ Providing economic stability for families and safe healthy environments for children
- ◆ Families with low-incomes in need of school-age care face many of the same barriers to access that families with young children face—and these barriers are compounded for families of color.
- ◆ School age care and federal funding.
 - ◆ 21st Century Community Learning Centers
 - ◆ Child Care and Development Block Grant (CCDBG) Act and the Child Care Development Fund

School-Age Care: COVID –19 & Beyond

- ◆ Exacerbations, exacerbations, exacerbations ...
- ◆ Additional considerations for school-age children, their families, and providers and staff who care for them:
 - ◆ Transportation
 - ◆ Mental health supports
 - ◆ Wages for teachers and staff
 - ◆ Provider participation in the subsidy system
- ◆ Our estimated cost to reach all eligible school-age children through CCDBG is between \$48.4 billion and \$79.6 billion per year.
 - ◆ A floor, not a ceiling



Timeline of Relief and Recovery

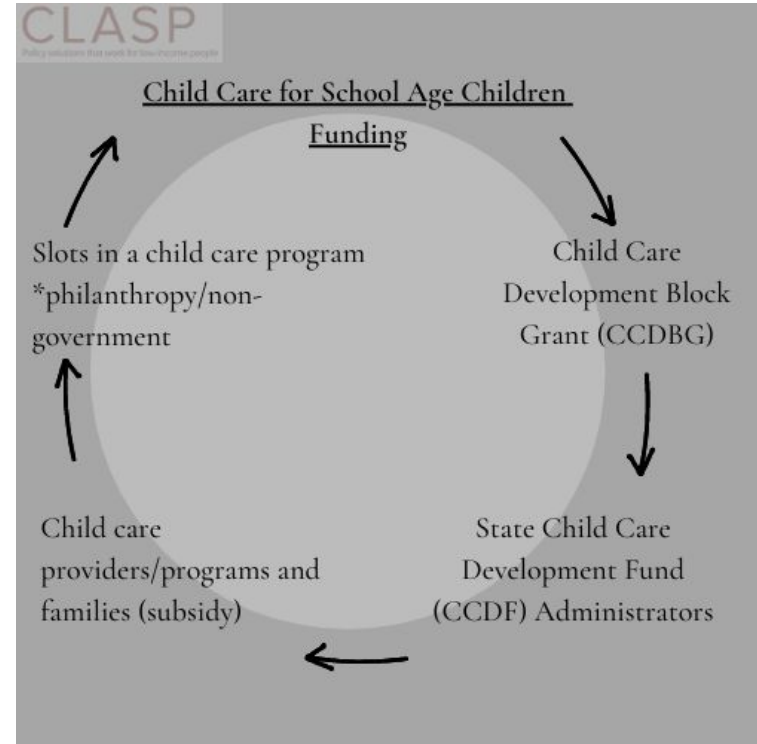
- ◆ In March 2020, states began to close school districts and child care programs suspended services or permanently closed due to the COVID-19 pandemic
- ◆ Prior to the pandemic, schools provided before and after school care and community organizations also provided these services for care outside the home or school
- ◆ As a response to the pandemic, the federal government has passed 3 packages to offer relief and move towards recovery:
 - ◆ Coronavirus Aid, Relief, and Economic Security (CARES) Act
 - ◆ Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act
 - ◆ American Rescue Plan Act (ARPA)

What's available for school age care?

- ◆ “The Child Care Development Fund (CCDF) is a federal and state partnership program authorized under CCDBG and administered by states to provide financial assistance to low-income families to access child care”
 - ◆ CCDF covers assistance for families with children aged 0-13 years old
- ◆ ARPA acknowledges the importance of caring for school-age children, 5-13, before and after school and in the summer
 - ◆ However, school-age providers who meet the requirements for an eligible child care provider should be included to receive subgrants
 - ◆ This includes license-exempt providers who meet CCDF health and safety requirements

Who administers funding and how?

- ◆ Government funding is provided to programs and families through the Child Care Development Block Grant (CCDBG)
 - ◆ This funding is allocated to states through CCDF to the lead child care agency
- ◆ State administrators are pivotal in disbursing funds equitably and efficiently
 - ◆ There is typically guidance released from the federal government (i.e. Administration for Children and Families) to states on allowable uses for funds
 - ◆ In ARPA, stabilization grant guidance released in May 2021 and child care subsidy fund



Invest early,
invest often,
invest
equitably.

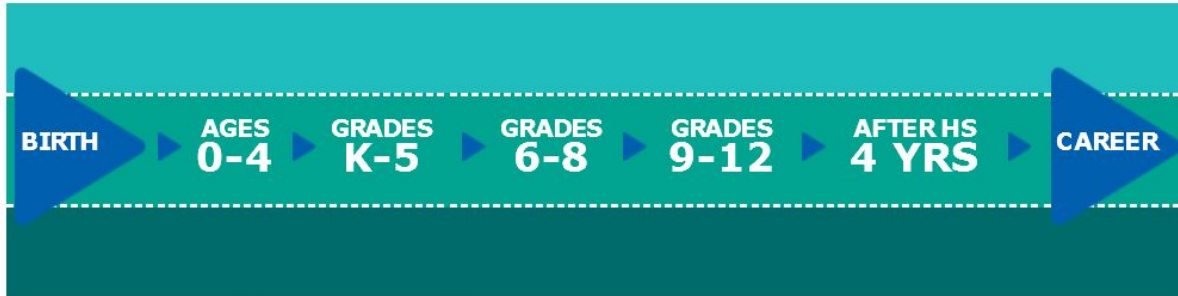


YMCA of the USA

CREATING OPPORTUNITY FOR YOUTH

The Y creates and expands the opportunities available to youth and young people to help them develop the skills necessary to succeed in school, career and life by providing quality programs, positive role models and enriching experiences.

Youth Development Roadmap



COVID LEARNINGS & THE FUTURE OF SACC

COVID Relief Funding

Critical to capacity amid the pandemic

Initially slow to the field

Uneven access across the states

Variations in state use of funds

Community Collaborations

SACC stepped up to fill gaps

Pivotal in elevating the realities/needs of the field

Demonstrate the field's commitment and shared responsibility

Child Care Flexibilities

Key component to the story

Uneven across the states

Driving impact and strengthening the field



Unleashing Potential

About the Agency

- ▶ Formerly known as Neighborhood Houses
- ▶ Established in 1913
 - ▶ Pastors, Deaconess Sisters and church members connected with the church we now know as the United Church of Christ canvassed neighborhoods in the near south side of the City of St. Louis to assess the needs of the community.
 - ▶ Caroline Mission was established to help the working class and immigrant population address the issues of:
 - ▶ Inadequate housing
 - ▶ Lack of proper medical attention
 - ▶ Poor education for the children.

About the Agency

- ▶ Many years later, this ministry was embraced by the Christian Church (Disciples of Christ) and renamed Neighborhood Houses.
- ▶ Today:
 - ▶ This faith-based human service ministry continues to be actively sponsored and supported by these two denominations.
 - ▶ Resulted in the creation of the 501 (c) (3) not-for-profit agency known as Unleashing Potential.
 - ▶ Continues to bring help and hope to those in great need.



About the Agency

Early Childhood Education

- ▶ Play-Based Program
- ▶ Nurture Developmental Milestones
- ▶ Relationship Building Skills
- ▶ Safe and Secure Facility
- ▶ Child Care Program



School Age Services

- ▶ Safe, Caring Place
- ▶ Social, Emotional and Academic Development
- ▶ Advances STEM Education through Robotics
- ▶ Before and After School Program
- ▶ Summer Program



Youth Development

- ▶ Life and Career Skills
- ▶ Employment
- ▶ Professionalism
- ▶ Time Management
- ▶ Entrepreneurship
- ▶ Networking
- ▶ Leadership



About the Agency

Vision

A St. Louis community where all children, youth and families live into their potential.

Mission

The mission of Unleashing Potential is to close the opportunity gap for children and youth by building on their strengths. We create educational and empowering experiences through early childhood education, after school programs, youth development and enrichment camps.



Departments – School Age Services

CURRICULA

- ▶ Conscious Discipline
- ▶ Fab 5 After School
- ▶ KidzLit
- ▶ KidzMath
- ▶ Bloxels
- ▶ Quirkles
- ▶ LEGO®
- ▶ Skills students learn range from technology and math to reading and art.

EXTRACURRICULAR ACTIVITIES

- ▶ Dance
- ▶ Sports
- ▶ Cooking
- ▶ Martial Arts
- ▶ Entrepreneurship
- ▶ Chess
- ▶ Music

OUT OF SCHOOL TIME

- ▶ Affordable, quality program.
- ▶ Safe, structured activities.
- ▶ Opportunities to learn new skills.
- ▶ A way to relieve the stress on working parents.
- ▶ Homework help.
- ▶ Parent involvement.
- ▶ After school and summer.

Daily Schedule

- ▶ 3:15 pick up students/restroom/Icebreakers
- ▶ 3:30 Dinner/Conscious Discipline
- ▶ 4:00 Enrichment Programming
- ▶ 5:00 Free Time/Homework Help
- ▶ 5:30 Clean up/student pick up

We start our day the Brain Smart Way – with activities to connect, unite and build community.

CHEERS AND CHANTS

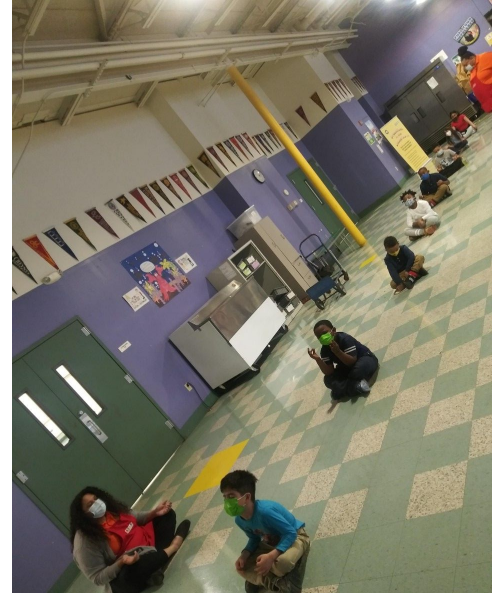


DAILY AFFIRMATION

- ▶ AT UNLEASHING POTENTIAL AFTER SCHOOL, I AM CHOOSING TO HAVE AN AMAZING DAY.
- ▶ I KNOW THAT EACH DAY BRINGS CHALLENGES. MY CHALLENGES HELP ME GROW.
- ▶ I FORGIVE MYSELF FOR MY MISTAKES AND I GET BETTER EVERY SINGLE DAY.
- ▶ **I AM A LEADER.**
- ▶ I WILL MAKE A CONTINUOUS EFFORT TO UNLOCK MY MAGNIFICENT POTENTIAL.

MEDITATION MONDAYS

- ▶ **MEDITATION** helps scholars regulate themselves emotionally and exhibit more positive behavior.



Kids in the Kitchen



Scholars making parfaits

Staff sampling an ant on a log



Scholars making fruit turnovers.

School Age Services Funding Sources

St. Louis Public Schools

- State of Missouri/Mental Health Board
- Intermediary – ARCHS – Area Resources for Community and Human Services
- Annual renewal – reimbursable monthly

University City

- School Age Community Grant in partnership with University City District
- Administered by Department of Elementary and Secondary Education
- 3 year grant – Reimbursable monthly
- Parent Fees
- Department of Social Services Child Care Subsidy

Ferguson-Florissant

- 21st Century Community Learning
- Administered by Department of Elementary and Secondary Education
- 5 year grant – Reimbursable monthly

Actions and Opportunities

Programs, make sure you are along to map out the ride

If you are in the driver's seat, think 9 and 3



School-Age Benefits



The Benefits

Cumulative Effects: Children and youth who have a continuum of high quality care from birth through school age see the greatest benefits.



Research-based approach: School-age afterschool programs employ positive youth development practices. Quality standards and observational tools help the field constantly improve to serve youth with age-appropriate supports.

Brain Development: Adolescence beginning at age 9 marks a second major period (after infancy) of brain development and neural connections. Director of the Institute for Human Development at UC Berkeley says an important “window to make a difference is between 9 and 11 years old.”



© Chazda

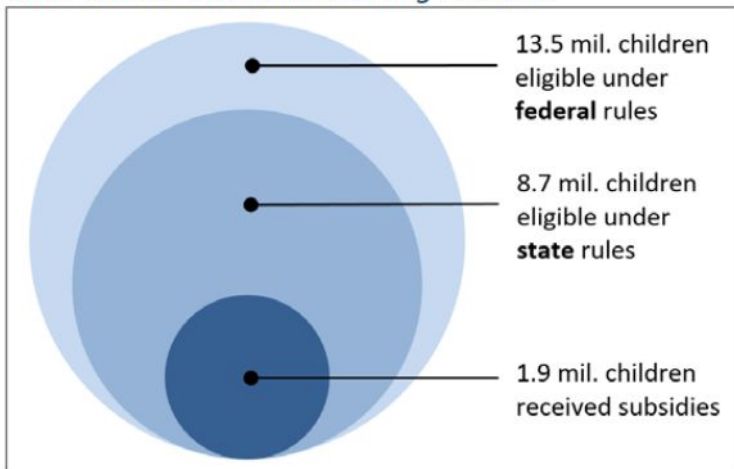


The Opportunity

Factsheet: Estimates of Child Care Eligibility & Receipt for Fiscal Year 2017

Nina Chien November 2020, U.S. Department of Health and Human Services

Figure 1: Number of children eligible under federal and state rules and number receiving subsidies



Receiving Subsidy:

children with family incomes below the poverty line received subsidies

55 percent of 3-year-olds

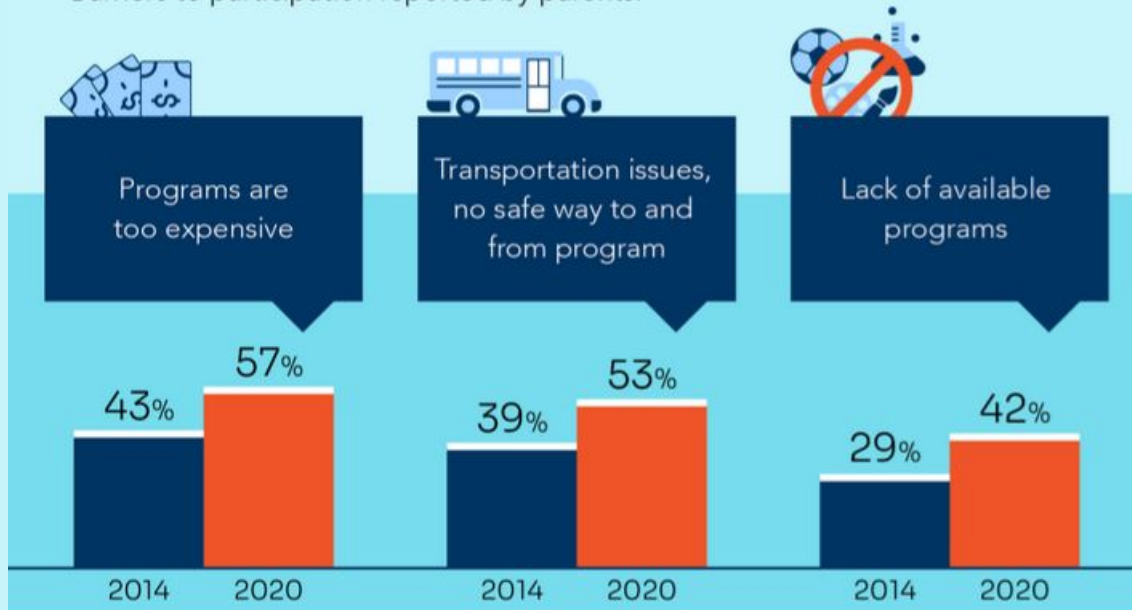
25 percent of 6-to-9-year-old children

15 percent of 10-12 year-olds

School-Age Need

The Need:

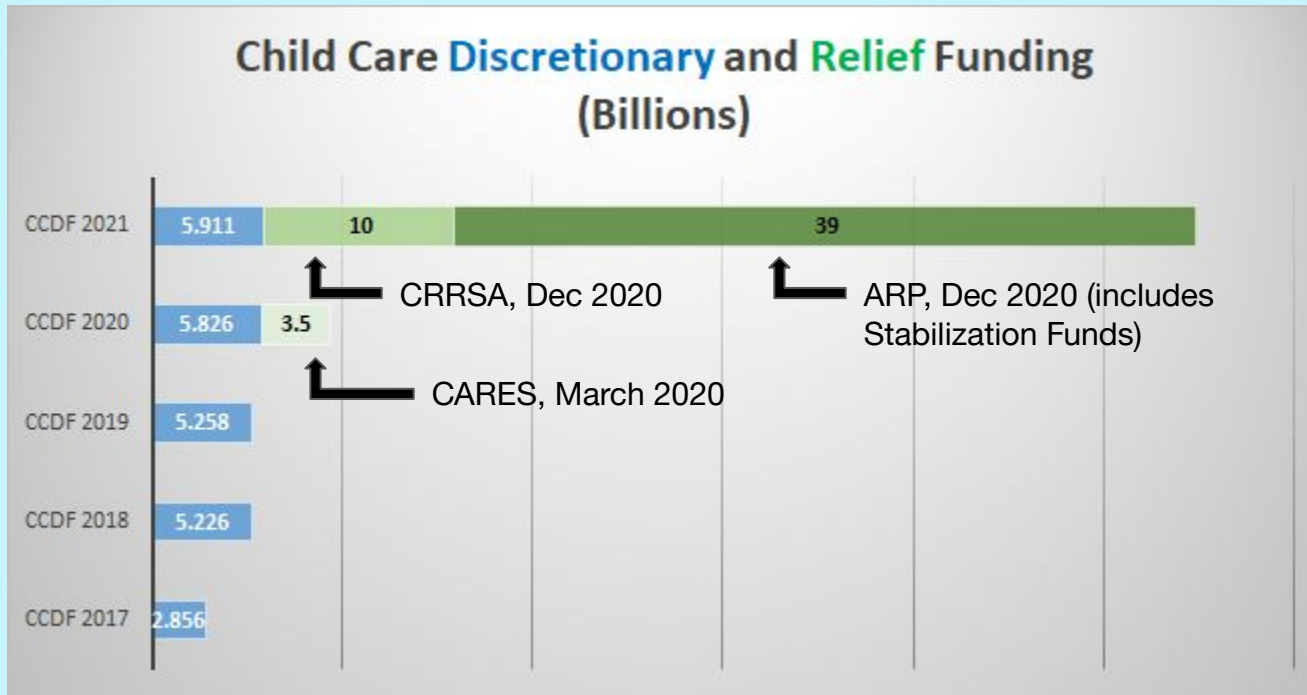
Barriers to participation reported by parents:



Demand:

Recent pre-COVID data from the America After 3 PM (AA3) shows across the US, **25 million youth were waiting for access to afterschool programs.** Meanwhile, barriers have been increasing.

Child Care Funding Increases from \$5 billion to over **\$50 Billion**



Child Care COVID Funding

How long do states have to spend their child care relief funds?



Obligate: State has entered into a legally-binding agreement to spend funds

Liquidate: State has made payments.

The Opportunity - ARP Stabilization Fund

Program grant funding (90%) can be used for:

- Equipment, rents, safety upgrades and insurance
- Background checks
- Staff compensation to attract and retain a qualified workforce, including higher wages, health insurance, family leave and retirement contributions
- Mental Health for staff and students
- Transportation
- Reimburse past expenses
- Data management



School-Age Child Care - Stabilization Fund Guidance

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families	1. Log No: CCDF-ACF-IM-2021-02	2. Issuance Date: 05-10-2021
	3. Originating Office: Office of Child Care	
	4. Key Words: Child Care and Development Fund, CCDF, American Rescue Plan Act, ARP Act	

INFORMATION MEMORANDUM ARP ACT CHILD CARE STABILIZATION FUNDS

School-Age Child Care

Child care providers caring for school-age children, ages 5 through 13, play a critical role in providing safe, enriching environments for children before and after school and during the summer months. With many schools closed for in-person learning due to the pandemic, school-age child care providers have increased their hours and flexibility to meet the needs of working parents.

Lead agency licensing requirements for school-age child care providers may vary widely because of the different types of care settings, including in-school facilities, centers, and family child care homes. Some providers may also serve a range of ages, which could impact how they are governed by the lead agency. School-age providers that meet the requirements for an eligible child care provider, including those that are license-exempt but meet CCDF health and safety requirements, should be included in the pool of subgrants.

The Opportunity - ARP Stabilization Funds

State Level (10%):

- Support for programs that had not been receiving subsidy
- Support to help programs meet health and safety standards for licensing
- Start-up grants, low-interest loans
- Enrollment rather than attendance
- Background Checks
- Data and administrative costs
- Contracts with intermediaries to support work
- Professional Development
- TA to help programs access funds



State Advances

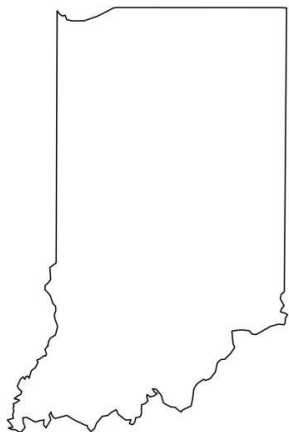


Washington

[Youth Development Non-Profit Relief Fund](#): \$9.4 million in CARES funds for non-profits affected by COVID applied through an equity lens to help get funding to grassroots organizations serving BIPOC youth, youth in poverty, and other priority youth populations.

Included a diverse set of technical assistance providers to offer assistance with completing the application for funding, including understanding the RFP requirements and providing support with grant writing. Technical assistance will be available in English and in multiple other languages, provided by organizations across the state.

State Advances



Indiana:

[School-Age Child Care Project Fund](#) (State Funded Grant program) - \$10,00 to \$40,000 program grants used for program enrichments, equipment, staff and professional development

[Build, Learn, Grow](#)

- Scholarships to pay up to 80% cost of child care tuition for essential workers;
- 20% increase in reimbursements for programs including out of school learning;
- up to \$40000 for programs facing temporary closures
- \$400 for program recruitment and onboarding cost for new hires and waived background check fees
- **Working with Indiana Afterschool Network on Summer Scholarships**
- Waived family CCDF family co-pays through Oct 2021


CCDF State Plan 2022-2024 (Due July 1)

B Control Number: 0970-0114 Expiration
Date: 02/29/2024

THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13)

The purpose of this information collection is the application for CCDF funds and provides ACF and the public with a description of, and assurance about, the States' and Territories' child care programs. Public reporting burden for this collection of information is estimated to average 200 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and completing the form. This is a mandatory collection of information (Pub. L. 113-186), and 42 U.S.C. 9858.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information subject to the requirements of the Paperwork Reduction Act of 1995, unless it displays a currently valid OMB control number. The OMB # is 0970-0114 and the expiration date is 02/29/2024. If you have any comments on this collection of information, please contact ACF Office of Child Care.



Child Care and Development Fund (CCDF) Plan
for
NEW YORK
FFY 2022 - 24

This Plan describes the Child Care and Development Fund program to be administered by the state or territory for the period from 10/1/2021 to 9/30/2024, as provided for in the applicable statutes and regulations. The Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

1 | Page

- Opportunity to think forward for 3 years about a coordinated, quality, child care system
- Statewide Afterschool Networks are required consultation partners
- Many references to thinking through school-age policies, including sections on
 - professional development for school-age
 - grants and contracts for school-age
 - QRIS for school-age
 - Health and safety modifications based on the ages of children in care
- Stabilization grant proposal included as a component

License-Exempt

2014 CCDBG - [Legislative Text](#) and [2016 Final Rule](#)

HEALTH AND SAFETY REQUIREMENTS.—The plan shall include a certification that there are in effect within the State, under State or local law, requirements designed to protect the health and safety of children **that are applicable** to child care providers that provide services

LICENSE EXEMPTION.—If the State uses funds received under this subchapter to support a child care provider that is exempt from the corresponding licensing requirements described in clause (i), the plan shall include a description stating **why such licensing exemption does not endanger the health, safety, or development of children** who receive services from child care providers who are exempt from such requirements.

Also by law and rule includes **mandatory annual inspections** and **background check requirements**

Sharing across CCDF School-Age Policy/Practice

Example:

Georgia has a school age care specialist position at its lead agency. The specialist focuses on the state's Quality Rating and Improvement System from a School-Age perspective in connection with the state's school-age quality standards.

Alaska: Promise of Adolescence

Idaho: 21st CCLC/CCDBG Crosswalk

Vermont: youth Program Quality Intervention Tool

Wisconsin: Afterschool Youth Development Credential



Things to consider



FAMILIES

Do school-age families have access to high quality school-age options that employ best practices in youth development?

Are the options affordable?

Is there transportation?

Are opportunities equitable and reaching those farthest from opportunity?

How are families aware of these options?

Is there space for parent and youth voice?

PROGRAMS

Do school-age programs have accessible ways of participating in subsidy and quality systems that are designed for school-age providers?

Can grants and contracts incentivize more providers to operate?

Does the state have school-age specific staff, and school-age program representation?

Can intermediaries help support grant administration, mapping, technical assistance, field outreach or professional development?

Are reimbursement rates enough?

STAFF

Do staff have strong school-age professional development opportunities and career ladders?

Are wages and benefits enough to recruit and retain high quality staff?

Are background checks timely and affordable?

Are ECE and OST seen as partners working together for children and families?

Don't know where to start? Ask!



Is school-age care
at the table?

Resources



- Afterschool Alliance
 - [School-Age Child Care Website](#)
 - [CCDF Backgrounder](#)
 - [State Plan Areas to Consider](#)
 - [Afterschool Research](#) (and provider surveys)
 - [State Demand Data](#) (America After 3 PM)
- [NCASE State Data Profiles](#)
- [Statewide Afterschool Networks](#)
- [Administration of Children and Families - OCC](#)
- [State Child Care Administrative Agency](#)
- [CLASP School-Age Brief](#)

Question and Answer



Thank you for joining!

Resources, slides, answers to questions we didn't get to today, and presenter bios can be found on the Afterschool Alliance [webinar registration page](#).

Email: jluchner@afterschoolalliance.org

Eligibility - ARP Stabilization Fund



A licensed, regulated, or registered child care provider in the state, territory, or tribe that obtained such certification no later than March 11, 2021, and meets applicable state and local health and safety requirements at the time of application for a subgrant. **This includes child care providers that are not verified as CCDF eligible and includes child care providers regardless of child care subsidy receipt.**

Eligibility - ARP Stabilization Fund



The 50 State Afterschool Network

CCDF Eligible Providers: “As allowed under the CCDBG Act, this includes license-exempt child care providers legally operating under state law who meet **applicable** health and safety requirements”