Equity in Action

TIPS FOR POLICYMAKERS TO PROMOTE EQUITY IN FUNDING AND ACCESS FOR OUT-OF-SCHOOL TIME PROGRAMS

Child Care and Development Fund lead agencies work hard every day to build and strengthen a system of safe, high-quality child care that is available to all families and supports the professionals who are on the front lines caring for our children.

The unique needs and challenges for families needing Out-of-School Time (OST) child care are often unknown or overlooked. Their needs vary much more than they do for younger children due to the challenges created by balancing work schedules with school schedules. This tip sheet is designed to help you reflect on your current policies and practices and how they impact access to high-quality child care for school-age children, and it offers additional ideas for promoting more equitable outcomes in your child care system.

Equity
"Consistent and systematic fair, just, and impartial treatment of all individuals." And in the context of Out-of-School Time, "Youth have the tools, resources, and other supports they need to achieve desired outcomes."[2]

Diversity
"Variation among individuals, as well as within and across groups of individuals, in terms of their backgrounds and lived experiences."[3]

Inclusion
"Embodied by the values, policies, and practices that support the right of every . . . child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society."[4]

COLLECT AND USE DATA

Gather and use data to inform more equitable and inclusive funding and access policies.

Strategies

Build or strengthen integrated data systems. Gain an understanding of supply and demand with integrated data systems that include parent surveys on needs and preferences and provider surveys on how they are faring and what financial support they need. Make sure that the data helps to inform equitable access for families and providers who are racially, ethnically, and linguistically diverse, including immigrants.

Broaden data collection efforts. Include a broader group of OST providers beyond licensed child care centers and home-based child care settings in the market rate survey process to get a fuller picture of private prices/rates and challenges/ barriers to participating in the subsidy program. For example, recreational programs operated by a library or park district, Boys and Girls Clubs of America, faith-based organizations, scouting, summer camps, community youth programs, 21st Century Community Learning Centers, or other programs that may provide school-age care in the state.

Make data and information more accessible. Improve the information collected and posted on consumer websites so that they are more inclusive of and accurately represent OST.

Use data to develop a unified plan to promote OST. Use the planning process to set specific goals focused on closing disparities with measurable outcomes for OST and track progress.

Resources

- *Voices from the Field: School-Age Child Care Surveys and Rate Setting*, National Center on Afterschool and Summer Enrichment, available at: https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-school-age_child_care_surveys_and_rate_setting-508c.pdf

- State School-Age Data Profiles Database, Child Care Technical Assistance Network, available at: https://childcareta.acf.hhs.gov/school-age-profiles

LEVERAGE FUNDING

Adequately fund the services that meet the needs of families of OST children.

Strategies

Establish adequate OST reimbursement rates. Use data to inform a full-time subsidy reimbursement for school-age children that reflects the true cost of high-quality care (i.e., fixed costs associated with meeting health, safety, staffing, and quality requirements).

Incentivize providers to meet the unique needs of families. Provide additional funding to adequately compensate providers to ensure they are responsive to families' needs for care (e.g., a non-traditional hours rate, transportation stipend, and/or bonus payments).

Increase alignment and integration of various funding streams. Combine funds at the state agency level to allow OST programs and providers to receive funds from a single source to reduce administrative burdens on the program provider, promote efficiencies with trainings and technical assistance and, create professional development opportunities.

Resources

- *Guidance on Estimating and Reporting the Costs of Child Care*, National Center on Subsidy Innovation and Accountability, available at: https://childcareta.acf.hhs.gov/sites/default/files/public/guidance_estimating_cost_care_update.pdf

- *Voices from the Field: Combining Resources to Promote Quality Out-of-School Time Programs*, National Center for After-school and Summer Enrichment, available at: https://childcareta.acf.hhs.gov/sites/default/files/public/practice_brief_3_combining_resources_508c.pdf

- *Voices from the Field: Using CCDF and TANF to Support Quality Out-of-School Time Care*, National Center on Afterschool and Summer Enrichment, available at: https://childcareta.acf.hhs.gov/sites/default/files/public/ncase-using-ccdf-tanf-ost-508c_0.pdf

BUILD SUPPLY OF OST PROVIDERS

Build the supply of OST providers to better reflect the communities, cultures, and diversity of the families being served.

Strategies

Recruit new OST providers.
Use incentives, such as business loan repayment programs, new business grant funding, business management training and technical assistance, and/or signing bonuses, to encourage new professionals to enter the child care field.

Increase the diversity of OST providers. Focus outreach and communication for various recruitment strategies in the communities where OST programs are needed most. Use trusted community partners to help understand the unique needs and challenges OST providers face and

to inform incentive strategies to bring new professionals into the child care field.

Increase the supply of OST providers in specific communities.
Use grants and contracts to build supply of OST care in underserved and rural communities.

Implement provider-friendly practices. Establish payment practices that are more reliable for OST providers, such as payment based on enrollment, more generous absence policies, and/or prospective payments to increase providers who are licensed and serve families receiving child care subsidies.

Resources

Voices from the Field: Addressing Equity in Out-of-School Time, National Center on Afterschool and Summer Enrichment, available at: https://childcareta.acf.hhs.gov/sites/default/files/public/addressing_equity_in_out-of-school time-508c.pdf

Voices from the Field: Strengthening, Supporting, and Sustaining the Out-of-School Time Workforce, National Center on Afterschool and Summer Enrichment, available at: https://childcareta.acf.hhs.gov/sites/default/files/public/voices-strengthening-ost-workforce.pdf

1   The White House. (2021, January 20). Executive order on advancing racial equity and support for underserved communities through the federal government. https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/

2   Curry, J. S. (2017, Fall). Equity and inclusion: An action agenda for youth development professionals. Afterschool Matters, 26, 1–7. https://www.niost.org/pdf/afterschoolmatters/asm_2017_fall/ASM_Fall2017.pdf

3   National Association for the Education of Young Children. (n.d.). Definitions of key terms. https://www.naeyc.org/resources/position-statements/equity/definitions

4   National Association for the Education of Young Children. (in.d.). Definitions of key terms. https://www.naeyc.org/resources/position-statements/equity/definitions

5   Banghart, P., & Bedrick, E. (2020, August). Using the access framework to guide child care policy during the COVID-19 crisis. Child Trends. https://childcareta.acf.hhs.gov/ncase-resource-library/using-access-framework-guide-child-care-policy-during-covid-19-crisis