



NATIONAL CENTER ON  
Afterschool and Summer Enrichment

# The Intersection of Subsidy and Quality in School-age Care

August 11, 2016



# NCASE Goal

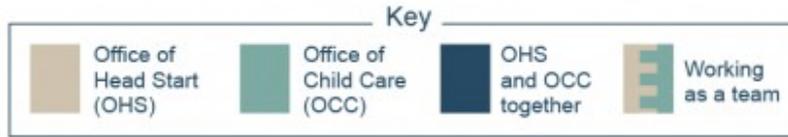


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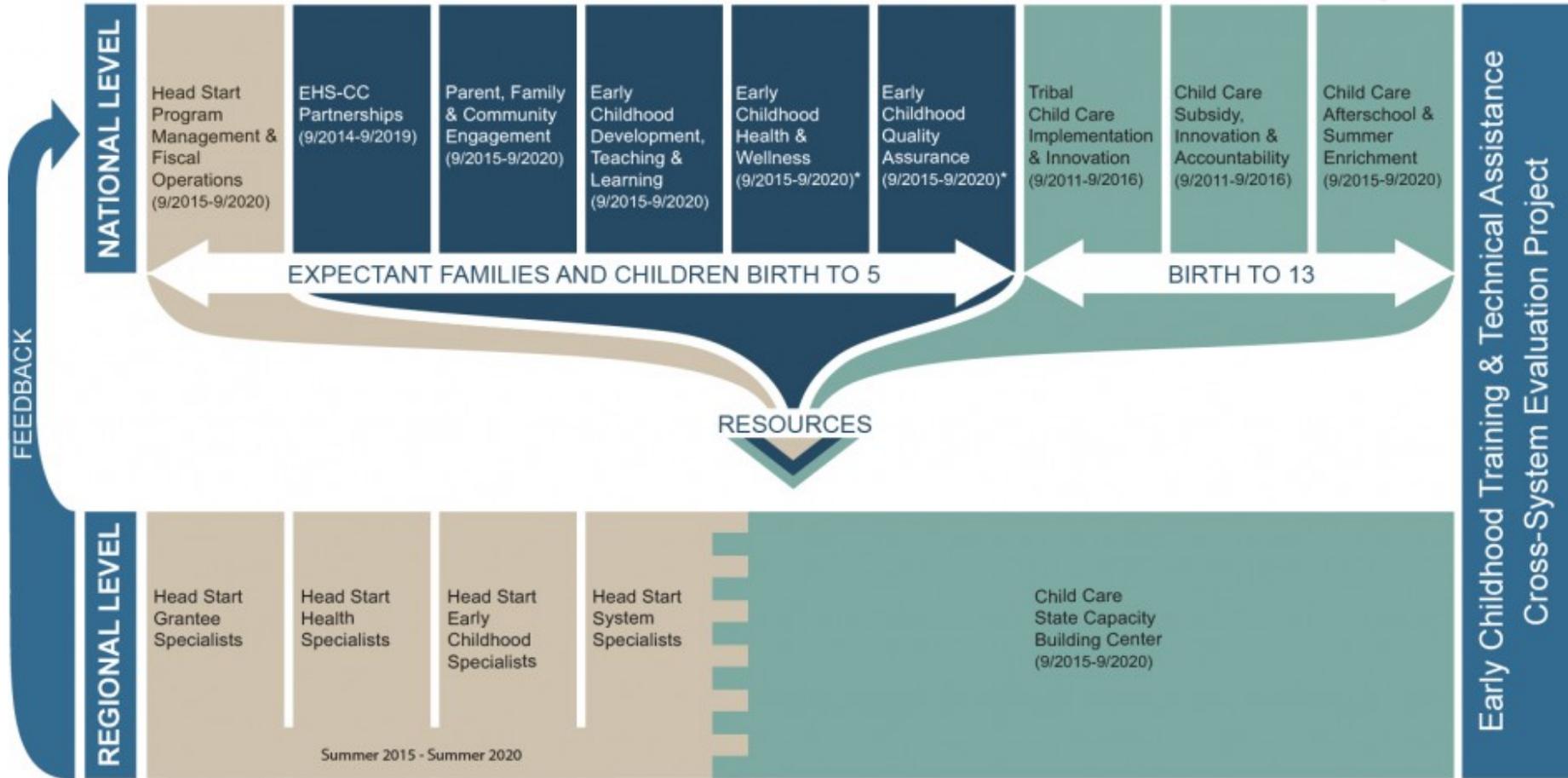
The broad goal of NCASE is to ensure that school-age children in families of low-income have increased access to afterschool and summer learning experiences that contribute to children's overall development and academic achievement.



# ADMINISTRATION FOR CHILDREN AND FAMILIES EARLY CHILDHOOD TRAINING & TECHNICAL ASSISTANCE SYSTEM



## National Centers





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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. Vandell'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 +

PUBLISHER +



## 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.

### GLSEN's Safe Space Kit: A Guide to Supporting Lesbian, Gay, Bisexual and Transgender Students in Your School

This toolkit is designed to help educators create a safe space for LGBTQ students. It provides specific actions adults can take to be supportive. It also outlines how to teach youth to be an ally and combat anti-bias behavior and links to many more related resources.

### Hear Me Out: Stories for Schools about Equality and Inclusive Education

This video begins with stories from students from a variety of backgrounds discussing their experiences dealing with "isms" in school. The students, teachers, and administrators give tips on how to create safer and inclusive schools and environments.

# Goals



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- Explore how subsidy can impact quality
- Better understand why subsidy and quality need to be linked across all age groups and settings
- Identify intersections between subsidy and quality
- Focus on the goal of serving more children in higher quality settings



# Working Definitions



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- **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.

# Agenda



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Align the goals of quality and subsidy by:

- Recognizing and improving quality
- Supporting family friendly policies
- Supporting provider friendly policies
- Developing indicators of success
- Exploring levers of change

# Aligning Subsidy and Quality



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- Greater number of school-age children in subsidized high quality settings
- Providers reach greater financial stability
- Better alignment of state policies that are provider and family friendly



# Aligning Subsidy and Quality



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## Child Care Development Block Grant (CCDBG) Act of 2014:

- Establishes a dual purpose of the program – work support and child development
- Multi-generational approach
- Emphasis on quality and continuity of care



# Recognizing and Improving Quality



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## System approach

- Increase school-age participation in Quality Rating Improvement Systems (QRIS)
- Increase tiered payment for school-age
- Consider alternate approaches to school-age quality improvement

# Family Friendly Policies



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- Ensure your Market Rate Survey reflects school-age programs
- Support quality school-age care through consistent rate structures
- Differentiate school-age rates as appropriate

# Family Friendly Policies



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- Set affordable co-pays for families
- Improved continuity of care
- Schedules that reflect working families' needs



# Family Friendly Policies



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*“Cost, availability, location, and schedules impact families’ choices for school-age care arrangements\*”*

Poll questions:

- What family friendly policies exist in your state?
- What are the challenges of supporting family friendly policies in your state?

\*Child Care Aware of America, 2012; Grossman, Lind, Hayes, McMaken, & Gersick, 2009; Ross & Paulsell, 1998.

# Provider Friendly Policies



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- Tiered payments
- Quality set-aside (now 4% moving to 9% over time)
- Enrollment/Authorizations for quality
- Grants and contracts
- Summer programs



# Provider Friendly Policies



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- Authorization Practices

- » Hourly vs. Enrollment
- » Transportation
- » Delinking Work Schedules



- Payment Practices

- » Hourly vs. Enrollment
- » Timeliness and Ease of Payments

# Provider Friendly Policies



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*“Expanded investments are essential to allow parents to have the affordable, reliable child care they need to work, children to have the early learning opportunities that encourage their successful development, and our nation to have the strong workforce it needs to prosper and grow.” - National Women’s Law Center*

## Poll questions:

- What provider friendly policies exist in your state?
- What are the challenges of supporting provider friendly policies in your state?

National Women’s Law Center, 2015, [Building Blocks: State Child Care Assistance Policies 2015](#)

# Indicators of Success



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- Increase in the number of high-quality Out-of-School Time (OST) providers, both afterschool and summer
- Increase in the number of children in high-quality OST programs
- Increase in the number of providers/programs who are included in a QRIS

Discussion question:

- *What strategies can help reach these goals?*

# Levers of Change



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- Collaboration amongst key stakeholders, including state agencies and Out-of-School Time (OST) organizations to increase supply and access
- Targeting school-age funding based on identified gaps/priorities in communities
- Connecting with State Advisory Councils and state leaders to give OST a seat at the table

# 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](mailto:ncase@ecetta.info)

Thank You!



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