



NATIONAL CENTER ON

Afterschool and Summer Enrichment

# Supporting School-Age Children in Family Child Care Interactive Webinar

October 5, 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.



# School-Age in Family Child Care



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“Family child care is a critical component of the national child care system<sup>1</sup>.”

The Child Care and Development Fund (CCDF) supports 27 percent of school-age children who are enrolled in family child care<sup>2</sup>, one in four of all children supported by CCDF.



# Session Goals



- Discuss the benefits and challenges of family child care
- Explore State, Territory, and Tribal challenges and strategies for supporting providers of school-age/mixed age group family child care
- Provide input to inform future Technical Assistance offerings and resources

# Family Child Care



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Family child care is the work of child care provided in a professional caregiver's home. Family child care providers enroll infants, toddlers, preschoolers and school-age children.



## Licensed home-based care definitions<sup>5</sup>

- Licensing or Regulatory requirements
  - » Requirements necessary for a provider to legally provide child care services in a State or locality
  - » Include registration requirements established under State, local or Tribal law
- Family Child Care Home
  - » One or more individuals who provide child care services for fewer than 24 hours per day per child
    - in a private residence other than the child's residence
    - unless care in excess of 24 hours is due to the nature of the parent(s)' work

## License exempt home-based care definitions

- Each State has a minimum number of children in care – threshold – that determines when a license is required
- In 2014, ten States required a license when one unrelated child is in care in the provider's home
- Most States set the licensing threshold at three or four children
- In addition to the threshold of children in care, States often identify other types of home-based care providers that are not required to obtain a license
  - Often these providers have a close relationship with the family

NAFCC promotes the power of family child care through standards and accreditation, advocacy, and professional development



# NAFCC is the voice of family child care providers

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- There are one million paid providers in a home-based setting
- 3 million children are in family child care
  - Infants, toddlers, preschoolers and school-age children
- CCDBG is a priority for NAFCC – an opportunity and a challenge
  - Building the supply of high-quality family child care
  - 45% of children served monthly are school age<sup>4</sup>
  - 24% of children in CCDF-funded care are in family child care<sup>3</sup>
  - 27% of school-age children are in family child care settings during out of school time<sup>2</sup>
  - Across ages 0-12 in CCDBG: Navigating licensure, quality initiatives, accessibility and affordability, professional development and qualifications
- Family child care is a solution to challenges

# What does building the supply mean for families?

*Moving the field forward*

- Meeting the needs of rural families
- Meeting the needs of families seeking infant/toddler care
- Meeting the needs of families seeking out-of-school time care
- Meeting the needs of families that work nontraditional hours or ever-changing shifts
- Cultural and linguistic competence
- Increasing parent choice among high-quality options for children infants thru school age

# FCC Provider Opportunities

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- Continuity of care (“they’ve been here since they were infants”)
- Siblings together
- Scaffolding learning opportunities
- Role models, peer models, learning the importance of setting a good example
- The younger children learn from the older children (this is also a challenge...)

# FCC Provider Challenges

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*Note – we heard both “challenging” and “challenging but rewarding”*

- Programmatic
- Supervision/group management
- Staffing
- Access/affordability
- Policy
- Professional Development/portable credentials and degrees for the early childhood and school-age workforce



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Early Childhood Quality Assurance

# State and Territory Perspectives



# NATIONAL CENTER ON Early Childhood Quality Assurance



*What challenges do family child care providers serving school-age/mixed age groups face in your local community, State, Territory, or Tribe?*



## NATIONAL CENTER ON Early Childhood Quality Assurance



*What strategies or supports do you provide for family child care providers serving school-age/mixed age groups in your local community, State, Tribe, or Territory?*

# Resources



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- [Family Child Care Brief](#)
- [National Resources on Family Child Care](#)
- [Professional Development/Portable Credentials and Degrees for the Early Childhood and School-Age Workforce](#)
- [Research Brief #2: Trends in FCC Home Licensing Regulations and policies for 2014](#)
- [Supporting License Exempt Family Child Care](#)
- [Threshold of Licensed Family Child Care in 2014](#)



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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 +

## 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.

Visit the NCASE Resource Library:  
<https://childcareta.acf.hhs.gov/ncase-resource-library>

# Comments, Questions, Resource Suggestions?



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# References



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1. [Family Child Care Brief](#) (n.d.) Administration for Children and Families, Office of Child Care.
2. Administration for Children and Families Child Care and Development Fund preliminary data for FY 2014.
3. Fact Sheet: [Who is Providing Home-Based Early Care and Education?](#) (2015). National Survey of Early Care and Education, Administration for Children and Families, Office of Planning, Research and Evaluation.
4. Administration for Children and Families [Child Care and Development Fund preliminary data for FY 2014 Table 9](#).
5. 45 CFR Part 98 Child Care and Development Fund; Final Rule. Retrieved from <https://www.gpo.gov/fdsys/pkg/FR-2016-09-30/pdf/2016-22986.pdf>.

# Thank You!

Visit the NCASE website at:

<https://childcareta.acf.hhs.gov/national-center-afterschool-summer-enrichment>

Out-of-School Time Resource Library:

<https://childcareta.acf.hhs.gov/ncase-resource-library>

To contact NCASE, please email us at:

[ncase@ecetta.info](mailto:ncase@ecetta.info)

Thank You!



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