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Afterschool and Summer Enrichment

Family Child Care for School-Age Children: Exploring Quality and Access

October 18, 2018



Presenters



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Session objectives



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- Share strategies and supports identified in a Family Child Care provider focus group
- Explore promising practices for building a supportive environment for school-age children in FCC mixed-age groups
- Identify strategies, challenges and solutions for FCC supply building, and building connections between state afterschool networks and family child care organizations

Agenda



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- Introductions
- Voices from the Field: Provider strategies & needs for supporting mixed-age group
- Strategies for supporting school-age children
- Scenario
- Panel: Strategies, challenges and solutions for FCC supply building
- Interactive discussion
- Resources

Poll



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Who is in the audience?



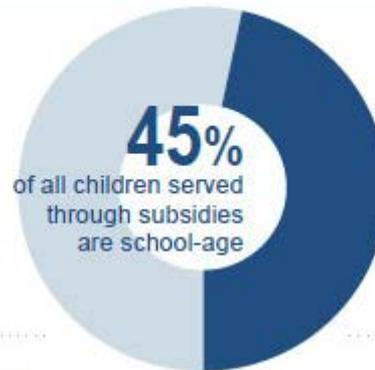
School-Age Children in FCC Served Through Subsidies



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26 percent of children ages 5 through 12 served by CCDF are in Family Child Care settings

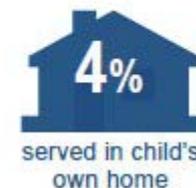
School-Age Children
(5 through 12 years old)
Served Through
Subsidies



\$335

average monthly subsidy for
school-age child care

Average of
635,402
school-age
children served
each month



Source: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). FY 2015 final data table 13 – Average monthly percentages of children in child care by age category and care type. Published March 2018 <https://www.acf.hhs.gov/occ/resource/fy-2015-final-data-table-13>

School-Age Data Profiles



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- NCASE School-Age Data Profiles include national and individual state information:
<https://childcareta.acf.hhs.gov/school-age-profiles>
- Wide range of percentages of school-age children served by subsidies in FCC across states and territories:
 - Range is from 1% to 70%
 - In 15 states/territories, less than 10%
 - In 16 states/territories, more than 33%
 - In 6 of these states/territories, more than 50%

Sources: Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). FY 2015 final data table 13 – Average monthly percentages of children in child care by age category and care type. Published March 2018 <https://www.acf.hhs.gov/occ/resource/fy-2015-final-data-table-13>. NCASE State School-Age Data Profiles. . Published March 2018. <https://childcareta.acf.hhs.gov/school-age-profiles>.

Out-of-School Time and Family Child Care Organizations



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- Out-of-School Time (OST) Organizations
 - » 50 State Afterschool Network
<http://www.statewideafterschoolnetworks.net>
 - » National Afterschool Association State Affiliates
<https://naaweb.org/state-affiliates>
- State Family Child Care Associations
 - » National Association for Family Child Care (NAFCC)
<https://www.nafcc.org/stateleaders>

Poll: Benefits & Challenges



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Please share some of the benefits and challenges of Family Child Care.





Voices from the Field: Family Child Care Provider Focus Group

Focus group participants



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- 18 Family Child Care (FCC) Providers
- Geographic range: FL, GA, IN, IL, IA, MD, MN, NE, NY, TX
- Experienced with mixed age groups: 13 accept children birth through age 12
- Experienced providers (6-35 years in FCC)
- Majority accept CCDF subsidy



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Meeting the Needs of School-Age Children: Strategies



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- Share approach in initial parent meeting (e.g. build empathy as older children help younger children)
- Separate rooms or spaces for school-age
- Materials for school-age on higher shelves or separate rooms
- School-age children as peer teachers/group leaders
- Community resources



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Meeting the Needs of School-Age Children: Challenges



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- Planning and implementing curriculum
- Limiting or eliminating screen time
- Separate rooms or spaces for school-age
- Outside time as an important break on arrival
- Finding time to provide homework assistance



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Helpful Training, Technical Assistance, and Resources



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- Experienced FCC mentor
- T&TA on activities to offer children in FCC
- FCC Association Support
- FCC Associations provide new provider classes and mentoring
- Peer Support from FCC Networks or FCC Associations



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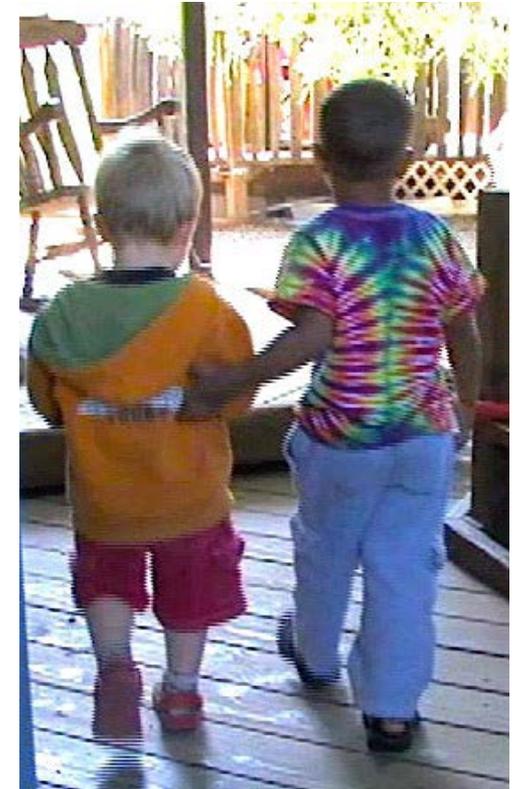
Supporting School-Age Children in Mixed-Age Groups in Family Child Care

Considerations for Working with Mixed-Age Groups in Family Child Care



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- Select the appropriate environment and materials
 - » Meet a wide range of developmental needs
 - » Promote children's health and safety
- Create a flexible schedule
 - » Identify must-do activities
 - » Plan transitions
- Plan ahead
 - » Expect the unexpected
 - » Collaborate with families
 - » Consider opportunities for peer-to-peer learning



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What Do School-Age Children Need?



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- A focus on voice and choice
- Caregivers who adapt their responses for a broad age range of 5–6, 7–9, and 10–12 years
- Time for physical activity
- Opportunities for learning through play/hands-on activities
- Caregivers who adapt their responses to meet social-emotional and cognitive needs

Source: Wood, C. (2015). *Yardsticks: Children in the classroom age 4–14*. Turners Falls, MA: Center for Responsive Schools, Inc.

What do School-Age Children Need?



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- School-age-specific space and activities
 - » Learning stations for science, math, literacy, arts
 - » Listening station for books and music
 - » Project-based and community service learning
 - » Online activities
 - » Homework support



Scenario



Maria, a family child care provider, has asked for technical assistance to identify ways to balance the needs of her mixed age group. She has **5 children** in her care:

- **1 infant, 9 months old** who is crawling and pulling herself up to be able to reach interesting things. Maria wants to make sure the baby is able to explore her environment while being safe. Maria also knows that it is important that infants receive individual attention especially during routines.
- **A 24-month old** who is there full-day. She takes one early afternoon nap, and if she gets off schedule, she may unravel quickly. She is an active toddler who loves gross motor activities, the dramatic play area, playing with wooden and cardboard blocks, and sensory exploration.
- **A three-year old** who is also there full-day. He takes a later afternoon nap. He plays well with the toddler. He loves to put on a puppet show for the other children and to be read to and to look at books in the book corner. He also loves music and drawing. He gets excited when the school-age children arrive.
- **A kindergartner** who arrives at 2:30. This child is an English language learner and arrives from school very tired. Some days he naps, while other days he likes to have some quiet and relaxing time before joining the others. He loves music and art activities.
- **A 9-year old** who arrives at 3:15. This child usually arrives full of energy after sitting much of the day at school. She likes to have a snack and play for a while with her 3-year old brother. She complains about being in family child care with the younger children, but her mother likes that the two children go to the same FCC home as she doesn't have a car and must take a bus to pick the children up. She needs physical activity, engaging age appropriate activities, and sometimes assistance with her homework.

Scenario - Discussion



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Now let's explore ways to meet needs of school-age children in these chat pods:

1. What activity ideas or resources can help meet individual needs of the two school age children and build their connections with the younger children?
2. What would need to change when school-age children attend full days (e.g. snow days, school vacations, summer)?
3. What information should training and technical assistance providers share to support FCC providers with mixed-age groups?



Interactive Panel Discussion: Strategies, Challenges and Solutions for Family Child Care Supply Building

Decrease in Family Child Care

- ◆ Children receiving CCDF subsidies in FCC (child's home, family home, group home):
 - 2008, 38%
 - 2016, 22% ¹
- ◆ Decline in the number of licensed or regulated FCC providers:
 - 13% from 2008 to 2011^a
 - 15% from 2011 to 2014^b

Sources: ¹ ACF-800 (provider) and ACF-801 (child) data

^a National Center on Child Care Quality Improvement, 2013; ^b National Center on Early Childhood Quality Assurance, 2015.

Panel



- What strategies and policies can improve quality for family child care?
- What strategies and policies can help states to build the supply of family child care?



Office of Child Care and National Center on Early Childhood Quality Assurance Resources

- Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). National Resources about Family Child Care webpage. Retrieved from <https://childcareta.acf.hhs.gov/national-resources-family-child-care>
 - » **Assessment & Policy Planning Tool referenced on the webinar:** [Supporting Access to High-Quality Family Child Care: A Policy Assessment and Planning Tool for States, Territories, and Tribes](#) (Nov 2017)
- National Center on Early Childhood Quality Assurance. (September 2017). *Developing a Staffed Family Child Care Network: A Technical Assistance Manual*. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/sfccn_ta_manual_final_2.pdf
- Jackson, M., & Bryan, L. (2016). Supply building strategies to meet the needs of family child care. Retrieved from <https://childcareta.acf.hhs.gov/ncase-resource-library/supply-building-strategies-meet-needs-family-child-care>
- National Center on Early Childhood Quality Assurance. (2017c). Engaging family child care providers in quality improvement systems. https://childcareta.acf.hhs.gov/sites/default/files/public/engaging_fcc_qi_systems_1.pdf

School-Age Curriculum and Homework Resources

- National Center for Quality Afterschool. (n.d.). Curriculum databases [Web page]. Retrieved from <http://www.sedl.org/afterschool/resources/curriculum>
- SEDL. (n.d.). Homework [Web page]. In *Afterschool Training Toolkit* [Online resource]. Retrieved from http://www.sedl.org/afterschool/toolkits/about_toolkits.html?tab=homework
- You for Youth. (n.d.). Homework: Why homework in afterschool is important [Web page]. Retrieved from <https://y4y.ed.gov/tools/homework>

National Survey of Early Care and Education

- National Survey of Early Care and Education (NSECE) Project Team. (2016). Characteristics of home-based early care and education providers: Initial findings from the National Survey of Early Care and Education. OPRE Report #2016-13, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/characteristics_of_home_based_early_care_and_education_toopre_032416.pdf

Family Child Care and OST Organizations



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- National Association for Family Child Care
<https://www.nafcc.org>
 - » NAFCC Accreditation <https://www.nafcc.org/Accreditation>
 - » NAFCC's Family Child Care Conference in Orlando, Florida June 19-22, 2019
 - NAFCC welcomes workshop proposals until November 16!
 - Details and the workshop RFP: <https://www.nafcc.org/Conference>
 - » Connect with family child care associations in the states <https://www.nafcc.org/stateleaders>
- Out-of-School Time (OST) Organizations
 - » 50 State Afterschool Network
<http://www.statewideafterschoolnetworks.net>
 - » National Afterschool Association State Affiliates
<https://naaweb.org/state-affiliates>

Contact Information

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Thank You!



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