Supporting Out-of-School Time through the American Rescue Plan Act
Presenters

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Office of Elementary and Secondary Education
U.S. Department of Education

NATIONAL CENTER ON
Afterschool and Summer Enrichment
Agenda

- Welcome
- Federal Supports for School-Age Child Care
- ARP Act Overview:
  - Office of Child Care Funding
  - Department of Education Funding
- Opportunities for Out-of-School Time
- Wrap-Up
- Optional Q&A session (2:00-2:15 ET)
The broad goal of the National Center on Afterschool and Summer Enrichment (NCASE) is to ensure that school-age children in working 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 Data Profiles

National Data Profile of Federal Supports for Afterschool and Summer Child Care

The federal Child Care and Development Fund (CCDF) is a block grant program administered by the U.S. Department of Health and Human Services. It is the primary source of federal funding for child care subsidies for low-income working parents and federal funding to improve child care quality. Lead agencies administer the program at the state level.

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

- 611,130 school-age children served each month
- 75% served in child care centers
- 23% served in family child care
- 3% served in a child's own home

26 states and territories see a double-digit percent increase in the number of school-age children served through subsidies during the summer months (June-August) of 2021.

21st Century Community Learning Centers Program 2018-2019

1,367,012* youth K-12 students served

*In addition to the students served during the academic year, 587,342 pre-K-12 students were served during the summer months.

$396 average monthly subsidy for school-age child care

State/Territory Policies that Support School-Age Child Care Access and Quality

47 State/Territory CCDF Lead Agencies require training and professional development to support the positive development of school-age children

22 State/Territory CCDF Lead Agencies offer grants/contracts for child care slots

11 Use grants/contracts to increase the supply and/or quality of school-age child care

45 Consumer education websites show the age range of children served by providers

30 Consumer education websites show whether providers accept CCDF subsidies

50 States have a statewide afterschool network

35 States have a National AfterSchool Association affiliate

In 37 states, the same organization serves as the statewide afterschool network and the National AfterSchool Association state affiliate


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Help is on the Way

• The ARP Act appropriated $39 billion in Child Care Funds:
  » $24 billion for child care stabilization grants
  » $15 billion in supplemental CCDF Discretionary funds

• The ARP Act appropriated $122B in ARP ESSER Funds:
  » $1.2B in State funding to support Summer Learning and Enrichment
  » $1.2B in State funding for comprehensive afterschool
  » At least 20% ($22B) of LEA allocations must be used to address the impact of lost instructional time which can include summer enrichment and afterschool
Megan Campbell
Child Care Policy Analyst
The American Rescue Plan (ARP) Act (Pub. Law 117-2) was signed on March 11, 2021.

The ARP Act appropriated $39 billion in child care funding:
- $24 billion for child care stabilization grants
- $15 billion in supplemental CCDF Discretionary funds

Funds were awarded based on CCDF Discretionary formula to states, territories, and Tribes on April 15, 2021.

Must be used to supplement existing federal, state, and local child care investments.
ARP Act Stabilization Funds

- OCC issued guidance for states, territories, and Tribes on May 10, 2021 (CCDF-ACF-IM-2021-02).
- Funds are different from regular CCDF funds and for supporting broader child care market.
- All funds must be spent by September 30, 2023.
- Majority of funds must be used to provide subgrants to eligible and qualified child care providers.
- States choose which providers to include in their subgrant programs.
- OCC strongly recommends including school-age providers.
Stabilization Grants Eligibility

Two Paths for Eligible Centers and Family Child Care

Path 1
- Provider meets CCDF requirements, including health and safety.
- Provider is licensed, regulated, or registered.
- Provider is open to provide child care services or is temporarily closed due to COVID-19 on the date of application submission.

Path 2
- Provider was licensed, regulated, or registered as of March 11, 2021.
- Provider met applicable state and local health and safety standards of March 11, 2021.
- Provider is open to provide child care services or temporarily closed due to COVID-19 on the date of application submission.
Providers Not Eligible on March 11, 2021

- Providers that were not licensed, registered, or regulated on March 11, 2021 and do not meet CCDF requirements are not eligible for a stabilization subgrant.
- If a provider wants to access a stabilization subgrant, that provider could become CCDF-eligible (including completing health and safety and background check requirements) prior to application submission.
- States are encouraged to have pathways for providers that want to become CCDF-eligible and apply for a subgrant.
Provider Eligibility for American Rescue Plan (ARP) Act Child Care Stabilization Subgrants

States, Territories, and Tribes

Is this provider eligible to apply for an ARP Act child care stabilization subgrant?

Is the provider open and available to provide child care services on the date of application?

NO

Is the provider temporarily closed due to public health, financial hardship, or other reasons relating to the COVID-19 public health emergency?

NO

YES

What kind of child care provider is it?

Center-based, family child care, Tribally operated, or school-age provider

In-home provider

Relative provider

(Notes: These funds were not specifically intended for public prekindergarten, Head Start, or Early Head Start programs, but they may be eligible under some circumstances.)

Does the provider satisfy the state, local, AND Child Care and Development Block Grant (CCDBG) health and safety (H&S) requirements on the date of application?

YES

Does the provider care for a CCDF-eligible child?

NO

YES

Is the provider licensed, regulated, or registered under applicable state and local law on the date of application?

YES

Was the provider a licensed, regulated, or registered provider in its state, territory, or Tribe on March 11, 2021?

NO

YES

Does the provider satisfy the state and local H&S requirements on the date of application?

YES

INELIGIBLE

ELIGIBLE

(Notes: These providers may subsequently meet CCDBG requirements and become eligible for a subgrant.)
Subgrant Applications

- Applications must be posted on the state’s child care website.
- As part of the applications, providers must certify that they will:
  - Implement policies in line with health and safety guidance.
  - Continue to pay at least the same wages and same benefits for staff.
  - To the extent possible, provide relief from copays and tuition for parents.
- States may award subgrants directly to qualified child care providers or through intermediaries, such as counties, child care resource and referral agencies, and staffed family child care networks.
Subgrant Amounts

- Subgrant amounts must be based on provider's stated current operating costs.
- States can use cost estimation, formulas, provider surveys, or individual provider documentation to calculate operating costs.
- Providers must affirm any expense estimates used by the lead agency.
- Funds must be awarded in advance of provider expenditures and cannot be reimbursements.
- To the extent practicable, the subgrant award amount should cover sufficient operating expenses to ensure continuous operations for the intended period of the subgrant.
Uses of Subgrant Funds

- Providers receiving subgrants must use the funds for at least one of the following activities:
  - Personnel costs, benefits, premium pay, and recruitment and retention.
  - Rent or mortgage payments, utilities, facilities maintenance and improvements, or insurance.
  - PPE, cleaning and sanitation supplies and services, or training and professional development related to health and safety practices.
  - Purchases of or updates to equipment and supplies to respond to COVID-19.
  - Goods and services necessary to maintain or resume child care services.
  - Mental health supports for children and employees.

- Providers may use funds to reimburse themselves for allowable expenses incurred before the ARP Act.
ARP Supplemental Child Care Funding

- OCC issued guidance on June 11, 2021 (CCDF-ACF-IM-2021-03).
- All funds must be spent by September 30, 2024.
- Funds can be used for any allowable use of CCDF funds.
- Not limited to expenses related to COVID-19.
- Strongly recommend states use funds to strengthen child care system and ensure families have equal access to quality, affordable child care during and after the pandemic.
# ARP Act Stabilization and Supplemental Funds

<table>
<thead>
<tr>
<th>Stabilization Subgrants</th>
<th>Supplemental Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New program to support the entire child care market</td>
<td>• Closely aligned with the child care subsidy system (CCDF)</td>
</tr>
<tr>
<td>• Reach providers regardless of past subsidy participation</td>
<td>• Used to increase quality and supply of child care providers serving eligible children</td>
</tr>
<tr>
<td>• Funding is subgrants to child care providers</td>
<td>• Help more parents afford child care and access subsidies</td>
</tr>
<tr>
<td>• Not for direct child care services or slots</td>
<td>• Funds available until September 30, 2024</td>
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<tr>
<td>• Funds available until September 30, 2023</td>
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</tbody>
</table>
OCC ARP Resources

- **Resources in your state:**

- **Resources from OCC:**
ED FUNDS TO SUPPORT OST

- Emergency Funds
- Formula Programs
- Discretionary Grant Programs
- Resources
ED FUNDS TO SUPPORT OST

• Emergency Funds
  – Coronavirus Aid, Relief and Economic Security Act (CARES)
    • Elementary and Secondary School Emergency Relief Fund (ESSER I) and Governor’s Emergency Education Relief Fund (GEER I)
  – Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)
    • ESSER II and GEER II
  – American Rescue Plan
    • $122 billion ARP ESSER Fund
THE AMERICAN RESCUE PLAN

• 1% of ARP ESSER funds are set aside at the state level for evidence-based summer enrichment programs (at least $1.2B)

• States must:
  – carry out, directly or through grants or contracts
  – evidence-based summer enrichment programs
    • responding to students’ academic, social, and emotional needs
    • addressing the disproportionate impact of the coronavirus on specific student populations

• 1% of ARP ESSER funds are set aside at the state level for the implementation of evidence-based comprehensive afterschool programs (at least $1.2B)

• States must:
  – carry out, directly or through grants or contracts
  – evidence-based comprehensive afterschool programs
    • responding to students’ academic, social, and emotional needs
    • addressing the disproportionate impact of the coronavirus on specific student populations
THE AMERICAN RESCUE PLAN (CONTINUED)

• At least 20% of local education agency (LEA) allocations must be used to address the impact of lost instructional time

• LEAs must:
  – address the impact of lost instructional time
    • using evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs
    • responding to students’ academic, social, and emotional needs
    • addressing the disproportionate impact of the coronavirus on specific student populations
ARP: PLANNING & STAKEHOLDER ENGAGEMENT

D. Maximizing State-Level Funds to Support Students
The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act’s required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

C. Planning for the Use and Coordination of ARP ESSER Funds
The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

E. Supporting LEAs in Planning for and Meeting Students’ Needs
The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before — and were exacerbated by — the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs’ use of ARP ESSER funds to achieve these objectives.
ARP: USES OF FUNDS

• The American Rescue Plan provides broad support for summer learning and enrichment programs, including for:
  – Partnerships with community-based organizations
  – Leveraging other providers, such as summer camps
  – Summer job or service-learning programs
• These programs must address the disproportionate impact of the pandemic on underserved groups of students and respond to students’ academic, social, and emotional needs
• A note about procurement requirements

Access Use of Funds FAQs, Slides from Office Hours, and other resources: https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/resources/
## EMERGENCY FUNDS

<table>
<thead>
<tr>
<th>Fund/Program</th>
<th>Eligible Entities</th>
<th>Period of Funds Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER I &amp; ESSER II</td>
<td>SEAs, LEAs that receive Title I, Part A funding</td>
<td>Through September 30, 2022, for ESSER I</td>
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<tr>
<td></td>
<td></td>
<td>Through September 30, 2023, for ESSER II</td>
</tr>
<tr>
<td>GEER I &amp; GEER II</td>
<td>Governors, LEAs, IHEs, other &quot;education-related entities&quot;*</td>
<td>Through September 30, 2022, for GEER I</td>
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<td>Through September 30, 2023, for GEER II</td>
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<tr>
<td>ARP ESSER</td>
<td>SEAs, LEAs that receive Title I, Part A funding</td>
<td>Through September 30, 2024</td>
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</tbody>
</table>

*“Education-related entities” are defined as government, nonprofit, or for-profit entities within the state that provide services that support preschool, elementary, secondary, or higher education.*
FORMULA PROGRAMS:
21ST CENTURY COMMUNITY LEARNING CENTERS

• $1.2 billion awarded to State educational agencies (SEAs) based on the State’s proportion of Title I, Part A allocation
• States competitively award subgrants to eligible entities, including school districts, community-based organizations, or any public or private entity
• Purpose:
  – Provide opportunities for academic enrichment, including providing tutorial services, particularly students who attend low-performing schools
  – Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, and internship or apprenticeship programs
  – Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development
OTHER FORMULA PROGRAMS

Might be applicable:

• Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
• Title II, Part A – Supporting Effective Instruction
• Title III, Part A – English Language Acquisition
• Title IV, Part A – Student Support and Academic Enrichment
• McKinney-Vento Education for Homeless Children and Youth
DISCRETIONARY GRANT PROGRAMS

Have to apply for these funds, grantees can be a wide variety of stakeholders. Usually involves an LEA or a consortia of LEA(s)

Might be applicable:
- Promise Neighborhood Grant Program
- Full-Service Community School Grant Program
- Education Innovation and Research Grant Program
# DISCRETIONARY GRANT PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Eligible Entities</th>
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<tbody>
<tr>
<td>Promise Neighborhoods</td>
<td>IHE, Indian Tribe or Tribal organization, nonprofit</td>
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<tr>
<td>Full Service Community Schools</td>
<td>LEAs, BIE, nonprofit organizations</td>
</tr>
<tr>
<td>Education Innovation and Research Program</td>
<td>LEAs, SEAs, BIE, nonprofit organizations</td>
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</table>
PROFESSIONAL LEARNING OPPORTUNITIES

The Collaborative is a professional learning community that supports states and school districts to:

• Use American Rescue Plan (ARP) resources effectively to address the summer learning and enrichment needs of students, especially underserved students and those disproportionately affected by the pandemic;

• Identify and implement evidence-based summer learning and enrichment strategies that address students’ social, emotional, mental health, and academic development; and

• Build partnerships across states, districts, philanthropy, and non-profit partners, bringing together diverse stakeholders to create and sustain successful programs together.
PROFESSIONAL LEARNING OPPORTUNITIES

- Convened over 1300 participants from across the country in 8 virtual summer learning sessions.
- Brought together national, state and local practitioners, program providers, and policy makers to share practical advice, best practices and relevant research.

Explore videos and materials from summer sessions and a wide array of resources on our website: https://compcenternetwork.org/national-center/summer-learning-enrichment-collaborative
RESOURCES

• Summer Learning & Enrichment Collaborative
  – Effective Use of Fiscal Resources Collection
• ARP State Plans
• OESE's ARP Resources Page
  – Use of Funds FAQ
  – FAQ on responding to crime and supporting public safety
  – FAQ on full service community schools and related strategies
• ED Handbook Vol 2. Roadmap to Reopening Safely and Meeting All Students' Needs
• Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time
• What Works Clearinghouse Practice Guide: "Structuring Out of School Time to Support Academic Achievement"
• Y4Y https://y4y.ed.gov/
Perspectives from the Field

Jillian Luchner

Afterschool Alliance
Afterschool and School Age Care Have Always Been in High Demand and Demand is Increasing

The number of students left without afterschool is up by 60%

There are now 24.6 million children (50%) who would be enrolled in an afterschool program if one were available to them. Since the first America After 3PM survey conducted in 2004, the number of children unable to access afterschool programs has grown by more than 9 million children.

Unmet demand for afterschool programs by year

- 2004: 15.3M (30%)
- 2009: 18.5M (38%)
- 2014: 19.4M (41%)
- 2020: 24.6M (50%)

America After 3 PM, Polling Data 2020 (Pre-COVID)
Barriers to accessing programs are growing

Barriers to participation reported by parents:

- Programs are too expensive: 43% in 2014, 57% in 2020
- Transportation issues, no safe way to and from program: 39% in 2014, 53% in 2020
- Lack of available programs: 29% in 2014, 42% in 2020
Child care a major factor in women leaving jobs during the pandemic

New numbers show children's mental health issues are on the rise amidst COVID-19

Child obesity increased during COVID-19 pandemic: study
MAKING A MARK: YMCA supports military families, children during COVID-19

Parents may be struggling to balance work and home amid the coronavirus, but the Armed Services YMCA of Hampton Roads is helping them weather the crisis.
# American Rescue Plan Funding

*(3rd Covid Relief package)*

<table>
<thead>
<tr>
<th>ESSER III</th>
<th>Child Care</th>
<th>State and Local Fiscal Recovery</th>
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<tbody>
<tr>
<td>$122 Billion</td>
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<tr>
<td>- 1% ($1.2 billion for comprehensive afterschool)</td>
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<td></td>
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<tr>
<td>- 1% (1.2 billion for summer enrichment)</td>
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<tr>
<td>- 90% to districts/LEAs (and 20% of all district funding ($22 B) for learning recovery*)</td>
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<tr>
<td>$39 billion</td>
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<tr>
<td>- $24 billion stabilization grants</td>
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<tr>
<td>- $15 billion CCDF Supplemental Funds</td>
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<tr>
<td>$350 billion</td>
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<td></td>
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<tr>
<td>- $195 billion for states</td>
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<tr>
<td>- $65 billion counties</td>
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<td></td>
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<tr>
<td>- $45.6 billion metropolitan cities</td>
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<tr>
<td>(Also funds for tribes, territories, etc)</td>
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*specifically mentions afterschool and summer

Ex: WI - $1.54 billion; $277 M to LEAs for learning recovery; $15 M at state level for afterschool.

See funding in your state and district: [HelpKidsRecover.org](https://HelpKidsRecover.org)

Ex: WI - $374 M Stabilization; $222 M Supplemental

See funding in your state: [Linked here](https://Linked here)

Ex: Dane County, WI - $106 M; City of Madison, WI - $47 M

What an opportunity!
Legislation & Guidance Leans into Opportunity

Department of Education

- Collaborate with community partners, parents and students
- Consider all social, emotional, mental and academic supports
- Use and help develop a strong evidence base of practice
- Help coordinate wrap-around services
- Support the most vulnerable populations
- Embed cultural relevancy
- Strengthen and diversify the educator workforce

ESSER and GEER FAQs May 2021

“LEAs should consider a variety of options for procuring summer services with ESSER and GEER funds, including programs run by non-profit or community organizations as well as those run by the LEA. These partnerships can help to sustain these programs and can also support programs in rural and remote communities.”

Department of Education: COVID-19 Handbook (2) – April 2021 Updated August 2021

“High quality afterschool programs have demonstrated effects on student math and language arts achievement and...greater self confidence, increased civic engagement, better school attendance, improved high school graduation and decreased delinquency.”

Dept of ED: Strategies for Using ARP Funds for Lost Instructional Time August 2021

“Community partnerships can allow districts to expand learning beyond the classroom and reengage students’ learning. A study found that schools with strong ties to families and communities were four times more likely to make significant gains in reading and math.”
Legislation & Guidance Leans in to Opportunity

Office of Child Care:
- Supporting eligible school-age and license exempt providers
- Opportunity for increased use of grants and contracts for programs for funding stability and to reach underserved populations
- Contracting with intermediaries to help support a wide range of providers
- Moving beyond a market rate survey to the true cost of high quality care
- Increasing access to and participation in relevant QRIS initiatives
- Establishing different types and timelines of grant opportunities to reach a range of providers
- Supporting additional programs to meet the requirements of regulated care
- Updating data systems
- Supporting mental health
- Establishing a living wage and wage ladder

Stabilization Fund Guidance: “We highly recommend that lead agencies include center-based and family child care providers and programs that serve school-age children in their subgrant programs”

Stabilization Fund Guidance: Consider “the true cost of providing high-quality child care, including the costs of attracting and retaining a qualified and skilled workforce.”

CCDF Supplemental Fund Guidance: “Some lead agencies do not license all types of child care, including small family child care homes and school-age programs in school facilities. These programs may be high-quality and play a critical role in meeting the needs of working families. Lead agencies should ensure that any legally-operating license-exempt programs are supported to meet health and safety and quality standards and are encouraged to expand licensing opportunities with the supplemental funds”

See Also: Stabilization Fund FAQ
ESSER III – State Plans

Of 49 State Plans Submitted in late August

- 25 states proposed grant funding for comprehensive afterschool programs that included eligibility for community based partners and partnerships
- 19 states proposed eligibility for community partnerships in summer enrichment programs
- 14 states are coordinating with their statewide afterschool networks
- Some states with submitted plans are still collecting feedback and finalizing their afterschool and summer strategies
Child Care and Development Fund 2022-2024 State Plans

- Of 45 state plans found at the time of submission, July 1, 2021
  - 31 mentioned supporting the positive development of school age children (6.3.1)
  - 23 mentioned school-age inclusion in their QRIS system (7.3.1)
  - 18 mention some kind of school-age standards or work towards them in sec (7.9.1); and 21 mention OST Standards in section (6.4.1)
  - 4 mention offering grants and contracts for school-age (4.1.6)
### State Actions with ARP Dollars to Support OST

<table>
<thead>
<tr>
<th><strong>School-Community Partnership</strong></th>
<th>Grants specific to supporting relationships between school districts, community based organizations, and community health providers to support the needs of the whole child</th>
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</thead>
<tbody>
<tr>
<td><strong>New Department Staff</strong></td>
<td>A new position “Coordinator for Extended Learning” within an Office of Federal Programs that can work alongside the 21st CCLC staff on TA and quality implementation; a school-age administrative specialist</td>
</tr>
<tr>
<td><strong>Youth Serving Organization Grants</strong></td>
<td>Dedicating the 1% set asides to youth organizations with one grant program for larger organizations with statewide reach and another for smaller more local community based organizations; child care grants and contracts specifically designated for school-age programs</td>
</tr>
<tr>
<td><strong>Quality Standards</strong></td>
<td>Aligning new programs to the state’s Out-of-School Time Standards; or building out a quality QRIS system to be inclusive of school age providers with relevant school age standards</td>
</tr>
<tr>
<td><strong>Data Sharing</strong></td>
<td>Providing SEA technical assistance for data and data sharing for LEAs and CBOs; working with child care agencies on mapping projects of child care deserts or school-age slots and enrollment.</td>
</tr>
<tr>
<td><strong>Stakeholder Participation and Youth Voice</strong></td>
<td>Ensuring programs are designed to incorporate youth voice and leadership opportunities along with meaningful family engagement</td>
</tr>
<tr>
<td><strong>Braiding Funds</strong></td>
<td>States are braiding juvenile justice funds to support at risk middle school youth in rural communities and ESSER and SLRF to offer $500,000 grants to non-profits, coordinating with 21st CCLC</td>
</tr>
<tr>
<td><strong>Staff Training and Development</strong></td>
<td>States are offering opportunities for afterschool staff, school-age staff and tutors to get incentives/stipends/credits to further their education and career pathways</td>
</tr>
</tbody>
</table>
Working with Statewide Afterschool Networks

- Grant RFP development/management
- To support programs through technical assistance and outreach, including in multiple languages, hard to reach areas, and smaller, cultural organizations not always connected to larger grant opportunities to become aware and apply
- To help support grantees with TA, PD, quality improvements and best practices
- To offer trainings in social emotional learning, mental health and trauma informed care free of charge to program staff
- Help coordinate funds across funding streams
- Mapping and landscape analysis
- Cost of Quality work

To find your network – scroll to the bottom of the page here: [http://www.afterschoolalliance.org/policyStateMap.cfm](http://www.afterschoolalliance.org/policyStateMap.cfm)
Systems Level - Thoughts to consider

1. **Are all the right partners at the planning and implementation table?** Statewide afterschool networks, school age program providers, parents, youth and other partners might be able to point out at one meeting how a policy that sounds good might leave school age families without appropriate care.

2. **Is the system designed to make it easy for a wide range of school-age and community based partners to apply and succeed?** Are license exempt programs that meet (or will meet) appropriate health and safety standards eligible? Are grant architects, licensors and evaluators knowledgeable about school-age specific settings? Is this an opportunity to think about investing in school age quality standards, having school-age licensors to begin the work of incorporating them into the system in a way that encourages their participation?

3. **What will encourage equity as programs apply to expand access?** Is there TA for smaller programs to apply for grants; Is there language translation? Are community partners helping to spread the word to local programs?

4. **Are mapping and data systems up to date?** Do you know where parent need exists? What staffing and space needs exist? Is the cost of quality care understood?

5. **What staff and infrastructure exist to do this work well and support sustainability?** How can state departments of education, school districts, community partners, state and regional child care agencies, stakeholders and local governments think about this work comprehensively and leverage one another?

Growth Spurts are also opportunities to try on new clothes!
Programs - Ideas for Action

- Reach out to your state child care agency to learn more about CCDF funds, CCDF supplemental funds and child care stabilization grants
- Ask your state Department of Education how you might connect with the state ESSER set aside funds
- Reach out to your principal, school board, superintendent, or other partners to learn how to support the schools in learning recovery and acceleration efforts
- Ask your local county or city government how to connect with the SLRFs
- Get on your Statewide Afterschool Network’s list serves and websites
- And continue to tell your story, collect data, and voice what your program needs – not just to survive but to innovate and thrive.

Your work is helping youth sustain the gains of early learning and propel their skills and competencies well into the 21st century. Don’t be afraid to represent youth and families by being clear on what you need.
Tools to Support the Work

- **Help Kids Recover page** including:
  - Principles of Expanded Learning
  - ESSER Funding by state and district
  - Evidence Base for Afterschool and Summer
  - Statewide Afterschool Networks
  - Examples of State and Local uses of relief funds

- AIR Scan of Statewide Afterschool Quality Standards

- Afterschool Alliance — Webpages, on-going blogs (“Snack”) of state examples, staffing resources

- Office of Child Care and their Stabilization Fund Tracker

- Department of Education ARP ESSER Page
"My favorite part of my afterschool program is being able to get on Zoom calls with people and interact...they are energetic and give off good vibes."

Aundre Smith, 15
Galveston, TX

Camp Fire Heartland worked with organizations across Kansas City to open community learning hubs to support students’ learning when the school district closed down. They worked with the school district to identify students who needed the hubs the most.

Kansas City, Missouri

"Not to be overly dramatic, but it’s life-saving to have this program. Brett [my husband] and I are both out straight, working 12-hour days. This is making it possible for us to do our jobs."

Erin LaRose
Mount Abraham Unified School District parent and co-leader of the COVID-19 Contact Investigation Teams in the Vermont Department of Health's Epidemiology Health Survey Division

"This is Afterschool
Helping kids recover.

This is Afterschool
Helping Kids Recover."
Thank you

Afterschool Alliance
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Please take a few minutes after today’s event to provide feedback to help us plan for future webinars.
https://childcareta.acf.hhs.gov/ncase-resource-library
Thank You!

Visit the NCASE section of the CCTA website at

To contact NCASE, please email us at:

ncase@ecetta.info
Supporting Out-of-School Time through ARPA