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Afterschool and Summer Enrichment

Navigating the Transition to Kindergarten and School-Age Care

June 3, 2020



Presenters



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Agenda



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- Kindergarten Transition Preparedness
- School-Age Child Care
- Transition Practices and Processes
- Resources

Participant Poll



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What type of organization do you represent?

- CCDF
- DOE
- Quality
- 21st CCLC
- State afterschool network
- CCRR
- Higher education
- TTA organization
- Youth development
- Other

Participant Poll



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What do you wish to gain from today's presentation?



Working Definitions



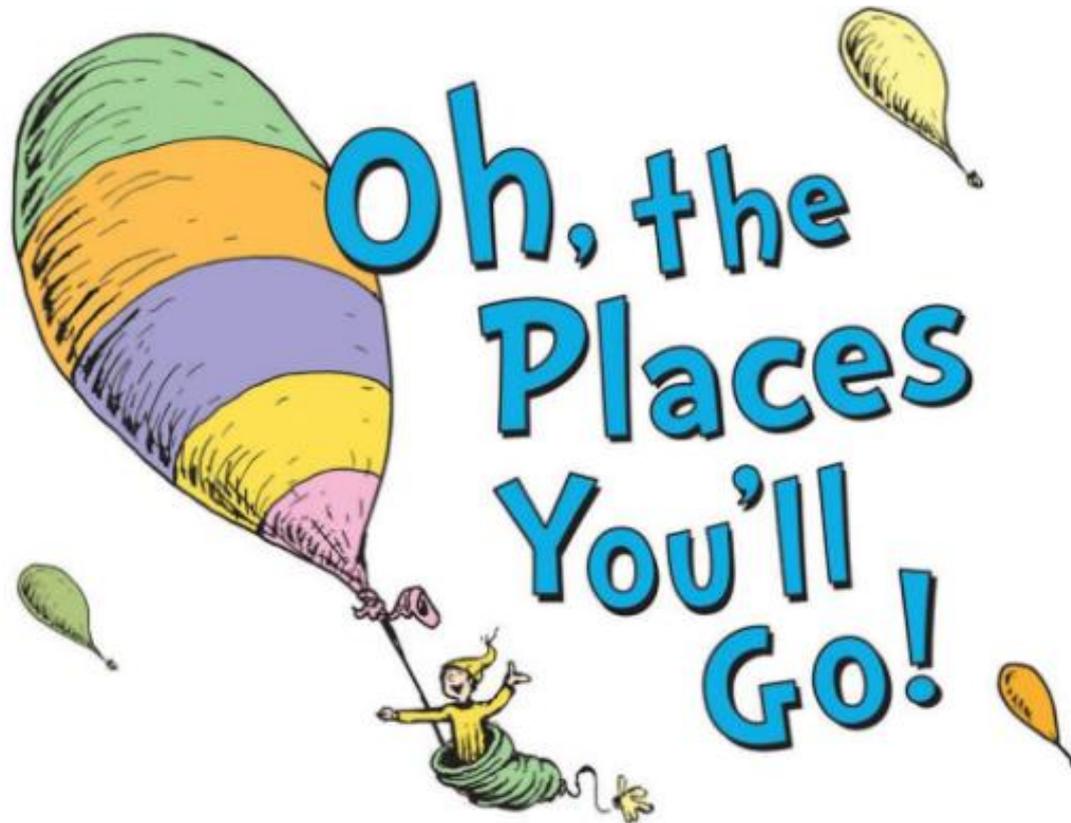
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- **School-Age** care refers to the age of children served; differentiated from infant, toddler, and preschool care.
- **Out-of-School Time** refers to programming outside of the school day, including before and after school, summer, weekend, and family or center-based child care.
- Our National Center name is **Afterschool and Summer Enrichment**, and we use this interchangeably with Out-of-School Time.

Kindergarten Transition Preparedness



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Transition Definition



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Transition refers to the process of a child moving from one program or setting to another. When children make the transition from their preschool environment to elementary school, they must adjust to new settings and situations — including new rules and expectations, new ways of learning, effective P-20 systems and the foundation upon which subsequent learning is built.

Atchinson, B. & Pompelia, S. (2018). Transition and Alignment from Preschool to Kindergarten. Education Commission of the States.

Research Shows Transition Activities Lead to Gains in Academic Achievement

In a 2005 study on the effect of school-based kindergarten transition policies and practices on child academic outcomes, researchers established a link between the number of transition activities that schools facilitated prior to or near the beginning of kindergarten and larger gains in student academic achievement by the end of the year. This effect was strongest for students from low- and middle-socioeconomic status (SES) backgrounds.

Schulting, A., Malone, P. & Dodge, K. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. *Developmental Psychology*. Nov;41(6):860-71.

Transition Research



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RESEARCH BRIEF

Voices from the Field

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March 2020
Vol. 2

This Research Brief is the second in a periodic series published by the National Center on Afterschool and Summer Enrichment (NCASE) to build awareness of research and promising practices in the field of school-age child care.

The goal of NCASE is to ensure that school-age children in families of low income have increased access to quality afterschool and summer learning experiences that contribute to their overall development and academic achievement. For more information, contact us at ncase@edofia.edu.



Navigating the Transition to Kindergarten and School-Age Care

The transition to kindergarten is an important milestone in a young child's life. While this transition is often accompanied by much excitement and anticipation, it can also bring uncertainty and anxiety as children face changes on multiple levels, such as new teachers and classmates, a new learning environment, and a new set of expectations around schedule and behavior.¹ The range of reactions felt by children also affects their parents and caregivers, as they think about the changes that lie ahead and work with their children to prepare for the transition.

For families who rely on full-day child care coverage, the transition to kindergarten marks not just the child's entry into the formal K-2 school system, but also to before-school, afterschool, and summer programming. Many parents rely on this wrap-around coverage—child care outside

of school hours—so they can remain in the workforce. In the United States, nearly one in four families has a child enrolled in an afterschool program, and the majority of those parents agree that the availability of afterschool programs helps them keep their jobs.²

¹ Patten, C., & Wang, J. (2012). Ready for success: Creating collaborative and thoughtful transitions into kindergarten. Cambridge, MA: Harvard Family Research Project. Retrieved from <https://www.familyresearchproject.org/publications/reports/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>. National Center on Parent, Family, and Community Engagement. (2013). Family engagement in handbooks: Transition to kindergarten. Retrieved from <https://icde.acf.hhs.gov/sites/default/files/transition-to-kindergarten.pdf>.

² Knowledge Alliance. (2016). America after 3 pm: Afterschool programs in demand. Washington, DC: Author. Retrieved from <https://www.knowledgealliance.org/knowledge-center/documents/america-after-3pm-afterschool-programs-in-demand.pdf>.

1

<https://childcareta.acf.hhs.gov/centers/ncase>

- Varying Landscape of Early Education Experiences
- Broadening Support for Multiple Transitions
- Issues to Consider in the Transition to Kindergarten and School-Age Care

<https://childcareta.acf.hhs.gov/resource/navigating-transition-kindergarten-and-school-age-care>

School Readiness

- Transition to kindergarten and school-age care involves:
 - academic readiness
 - social emotional readiness
- Preschool, school-age, and elementary school programs facilitate transitions by:
 - sharing information
 - building relationships
 - aligning programs



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Early Childhood Development, Teaching and Learning

Family Engagement in Transitions

Transition to Kindergarten is a major event in the lives of children and families, and a pivotal point for establishing the kinds of practices that can help sustain gains children have made in their early learning settings.



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Parent, Family and Community Engagement

Research: Importance of Parent Participation



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Research: Positive Transition Experiences



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Research: Effective Transition Practices



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School-Age Child Care



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School-Age Child Care Data Profiles



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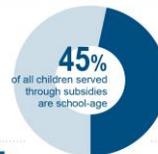


National Data Profile of Federal Supports for Afterschool and Summer Child Care

There are two major sources of federal funding and supports for afterschool and summer child care: the Child Care and Development Fund (CCDF) and the 21st Century Community Learning Centers (21st CCLC) program. This data profile focuses primarily on the Child Care and Development Fund.

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



\$344

average monthly subsidy for school-age child care

Average of
611,378
school-age children served each month



served in child care centers



served in family child care



served in child's own home

Percentages do not add up to 100 due to rounding



28

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)



21st Century
Community Learning
Centers Program
2016-2017

1,423,709

K-12 students served

9,592

program sites

JUNE 2019

<https://childcareta.acf.hhs.gov/centers/ncase>

<https://childcareta.acf.hhs.gov/school-age-profiles>

School-Age Child Care - Transition Tips



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- Before Kindergarten
 - » Consider Care Needs
 - » Selection Process
- During & Beyond Kindergarten
 - » Gauge Child's Comfort
 - » Connect with Staff and Other Families
 - » Consider Summer and Next Year



The transition to kindergarten is a big event in the life of a child—and for the child's parents and caregivers as well! If your soon-to-be kindergartener will need before- or afterschool care, be sure to think about that in your transition planning. Finding a program that you and your child are comfortable with can help make the transition to kindergarten successful.

BEFORE KINDERGARTEN

Think about what your child care needs may be when your child enters kindergarten. Will you want before-school care? Afterschool care? Both?

Confirm your child's elementary school before making afterschool plans. Some districts assign children to schools, while others offer a choice. Knowing which elementary school your child will attend can affect the before- and afterschool options that work best for your family.

Determine what you can afford to pay for child care and whether you may be eligible for assistance, such as through a subsidy, a voucher, or a child care scholarship.¹

Selecting a Program

Ask whether there is onsite before- or afterschool care at your child's elementary school. More than one program might be offered. Gather information about all the options available so you can decide which one fits your family's needs.

Look for nearby programs in the community. Find out whether programs offer transportation to and from your child's school. Your local Child Care Resource and Referral agency or statewide afterschool network are great resources for finding afterschool programs.



Make sure the hours of the programs you're considering meet your coverage needs. Is the program open during school vacation weeks? On early release days and holidays when the school might be closed? On snow days?

Learn about financial assistance. Some programs may accept child care subsidies, while others may not. Those that don't accept subsidies may operate on a sliding fee scale or offer other tuition discounts.

Visiting Programs

Schedule a time to visit the programs you're considering, and if possible, bring your child with you. Ask staff about the activities. Does the program offer a variety of things to do, such as arts and crafts, dramatic play, games, and physical activities? Is there a safe outdoor play area? Is there a designated homework space?



¹ Child care subsidy eligibility is handled by different agencies in different states, territories, and Tribes. These agencies include CCDF lead agencies, Temporary Assistance to Needy Families, and Child Care Resource & Referral agencies.

FEBRUARY 2020

<https://childcareta.acf.hhs.gov/centers/ncase>

<https://childcareta.acf.hhs.gov/resource/transition-kindergarten-and-ost-programs>

Poll: Support for Families



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Does your system, department or program consider the before and afterschool child care needs of families during the Kindergarten transition process?

If yes, how do you support families around selecting and securing school-age child care?

Transition Practices & Processes



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State Example



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Georgia Department of Early Care and Learning

Georgia Department of Early Care and Learning (DECAL) offers a Pre-K Summer Transition Program to children registered to enter Kindergarten in the fall but who did not participate in Georgia's Pre-K Program during the school year or who need additional help in preparing for Kindergarten.

PDG 0-5 Grants



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States prioritized birth through Kindergarten transition supports with focus on School-Age Child Care for families...

- District of Columbia: Transition supports and gaps – focus on access to before/after care

- - *DC Application for Preschool Development Grant Birth Through Five Renewal Project*

- Massachusetts: Key Partners and Stakeholders in the B-5 System – specify Out-of-School time programs across all issues including transitions

- - *Massachusetts Application for Preschool Development Grant Birth Through Five Proposal*

Relationship-Based Competencies (RBCs)



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<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>

Assessments for Family Service Professionals and their Supervisors



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Relationship-Based Competencies to Support Family Engagement

Overview for Early Childhood Professionals



Relationship-Based Competencies to Support Family Engagement

A Guide for Early Childhood Professionals Who Work with Families



Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for family services professionals will support your family engagement efforts and enhance your professional knowledge, skills, and practices.



1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

Knowledge, Skills, and Practices for Family Services	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
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Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for SUPERVISORS of Family Services Professionals

OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for supervisors of family services professionals will support your family engagement efforts and enhance your professional knowledge, skills, and practices.



1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

Knowledge, Skills, and Practices for Supervisors	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
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Knowledge	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Understands effective relationship-building practices with parents, families, children, and professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the importance of cultures and languages when working with all children, families, and professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands the specific competencies, goals, and processes for family services professionals working with families in early childhood settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Relationship-based Competencies to Support Family Engagement Professional Development Assessment for Supervisors of Family Services Professionals

Chat: Additional Supports



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Given the information shared today what does your system or program need to increase or enhance the support for families during the kindergarten/afterschool transition process?

Resources



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- Aligning Out-of-School Time Services for Children Experiencing Homelessness
https://childcareta.acf.hhs.gov/sites/default/files/public/voices-aligning-out-of-school-time-services-for-children-experiencing-homelessness_508c.pdf
- Navigating the Transition to Kindergarten and School-Age Care Research Brief
<https://childcareta.acf.hhs.gov/resource/navigating-transition-kindergarten-and-school-age-care>
- Tips for Parents/Caregivers: Transition to Kindergarten and OST Programs
<https://childcareta.acf.hhs.gov/resource/transition-kindergarten-and-ost-programs>
- Transition to Kindergarten webpage (multiple resources)
<https://eclkc.ohs.acf.hhs.gov/transitions/article/family-engagement-transition-kindergarten>
 - » Transition to Kindergarten: Supporting Children who are Dual Language Learners <https://eclkc.ohs.acf.hhs.gov/publication/transition-kindergarten-supporting-children-who-are-dual-language-learners-dlls>
 - » Collaborations, Connections, and Six Steps to Success
<https://eclkc.ohs.acf.hhs.gov/publication/collaborations-connections-six-steps-success>



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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>

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

Thank You!



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