Reigniting a Culture of Improvement with Afterschool and Summer Enrichment Programs

Monday, November 21
Welcome and Introduction
National Landscape
National Perspective
State Perspectives
Wrap-up
Panelists

Katari Coleman
Project Director
National Center on Afterschool and Summer Enrichment

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Policy Director
Afterschool Alliance

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Network Lead
Nevada Afterschool Network (Nevada)

Jennifer Smith
Program Coordinator
Center for Community Health Advancement (Wisconsin)

Kelly McMahon
Chief Executive Officer
Capital Region (New York)

Ben Trentelman
Executive Director
Utah Afterschool Network (Utah)
Reigniting a Culture of Quality and Improvement
Extending through Kindergarten and Beyond

November 21, 2022
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 Data Profiles
2022

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

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

- 45% of all school-age children served through school-age child care
- $454 average monthly subsidy for school-age child care
- 784,889 school-age children served each month
- 72% served in child care centers
- 26% served in family child care
- 2% served in family child care

21st Century Community Learning Centers Program 2019-2020

- 1,208,293* centers
- 10,496 centers

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

- 50 states have a statewide afterschool network
- 37 states have a National AfterSchool Association affiliate
- 12 states use pre-kindergarten programs

Data derived from ACF 881 preliminary data FY 2020; Child Care and Development Fund Plans FY 2023-2024; www.childcare.gov; U.S. Department of Education; and Afterschool Alliance.
Visit the School-Age Data Profiles Database
https://childcareta.acf.hhs.gov/school-age-profiles
What is School-Age Quality?

- Low child-to-staff ratios
- A positive social-emotional climate
- A clear program structure/supervision
- Autonomy and choice for children and youth
- Continuity with the regular school day
- Strong staff management and business practices
- Data collection and evaluation

Contact Information

Visit the NCASE section of the CCTA website at:

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

To contact NCASE, please email us at:

ncase@ecetta.info

Thank You!
Afterschool Alliance
**Quality on the Policy Agenda**

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<td>Would establish a large upfront quality investment and require all states to have a “tiered and transparent” continuous improvement system for measuring quality within 3 years of the law’s passage.</td>
<td>Would rely on cost estimation models based in part on “the quality of the child care provider as determined by the state”. And mentions quality investment activities such as supporting and assessing the quality of child care providers appropriate to different types of providers and different age groups served.</td>
<td>Would require every state to have a tiered system of quality, and dedicate sufficient resources to it such that all children have access to programs operating in the highest tiers within 6 years of the law’s enactment.</td>
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Our Children Deserve Quality At Every Stage in their Development

PROTECTING YOUTH MENTAL HEALTH
The U.S. Surgeon General's Advisory

Two Decades of Progress, Nearly Gone: National Math, Reading Scores Hit Historic Lows
By Sarah D. Sparks — October 24, 2022

Why the preteen years are a critical period for brain development
Educators can make a difference in early adolescent adolescence, says a UC Berkeley scientist
By JILL BARDY
May 20, 2020

The Hochberger Report is a national nonprofit newsroom that reports on one topic: education. Sign up for our weekly newsletters to get stories like this delivered directly to your inbox.
Tools and Resources Exist to Bridge a 0-13 Quality Continuum
# Fiscal Year Appropriated Amount

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<th>Fiscal Year</th>
<th>Appropriated Amount</th>
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<tbody>
<tr>
<td>2017</td>
<td>$2.856 B</td>
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<tr>
<td>2018</td>
<td>$5.226</td>
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<td>2019</td>
<td>$5.258</td>
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<td>2020</td>
<td>$5.826</td>
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<tr>
<td>2021</td>
<td>$5.911</td>
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<td>2022</td>
<td>$6.165</td>
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Proposed 2023: $7.1 B

**CCDF Supplemental Discretionary Funds**

Obligated by September 2023
Liqudated by September 2024

$15 Billion

Nevada Out-of-School Time Program Quality Projects

Partnering with the Division of Welfare & Supportive Services to Address School-Age OST Program Quality

Presented By:
M. Amaris Knight, PhD MEd
NAN Network Lead
Nevada OST Program Quality Self-Assessment Toolkit

• **CUSTOMIZE** how you use the toolkit
  • Not every program looks the same

• Program **SELF-ASSESSMENT**
  • Not mandated, no public rating
  • Not a replacement for external evaluation

• Create a **PLAN FOR IMPROVEMENT**
  • Determine technical assistance & professional development needs
  • Connect with NAN for resources

Developing = 1 pt
Operational = 2 pts
Advancing = 3 pts
Excelling = 4 pts
Nevada Program Quality Standards

- Youth Development & Social Emotional Learning
- Health, Safety, & Security of the Physical Environment
- Program Management & Professional Development
- Program Structure, Curriculum, & Activities
Upcoming Funded Projects

Quality Improvement

• Expand Support for Nevada OST PQAT
  - Technical Support
  - Workshops
• Establishment of NV OST Program Quality Improvement System
• Development of OST Professional Certificate/Credential Program

Professional Development

• Afterschool Locker
  - Online database of curriculum and resources
• Peer+ Learning Communities
• Online Learning Academy
• Experiential Learning Opportunities
• Best Practice Webinars
❖ Sign up for our newsletter!
❖ Join us for professional development webinars!
❖ Check out our online calendar to see upcoming learning opportunities!
School-Age Specific Pathway
to meet licensing
Alternative Pathway

Courses are approved by the Department of Children and Families to meet educational requirement for school age program leads and group leaders.

• *Introduction to the School-age Care Profession*
• *Guiding Children’s Behavior in Afterschool Programs*
• *School Age Curricular Framework.*
Introduction to School-Age Care Profession

This course fulfills the first introductory non-credit course requirements for a school-age program leader as specified in Wisconsin's Administrative Code as it applies to school-age care. Introduction to the School-Age Care Profession is a self-paced, on-demand course.

• First course of the alternative pathway to becoming a program lead
• Meets the requirements for staff to be hired as group leaders.
Guiding Children’s Behavior in OST

This 15 hour course explores:

• Our individual understanding of behavior guidance
• How our experiences and philosophy influence how we guide the behavior of children
• The importance of relationship building with children as an essential component to behavior guidance
• Multiple strategies for dealing with challenging situations and the many techniques available to help children gain the skills to regulate and monitor their own behavior
School-Age Curricular Framework

This 15 hour course:

- Defines and explores curriculum within the context of after school programs
- Helps staff create developmentally appropriate intentional learning experiences and activities to support both academic and social-emotional learning of school age children
- Supports understanding of key elements and developmental concepts that go into creating a framework for curriculum and develop strategies for activity and lesson planning
Wisconsin Afterschool Network Courses:

- Guiding Children’s Behavior in Afterschool Programs
- Positive Youth Development for Youth Work Professionals
- School Age Curricular Framework
- Trauma-Informed Care Approach to Afterschool Programs
- Equity and Inclusion in Afterschool Programs
- Designing and Assessing Child Outcomes

Click for WAN Course Availability: [WAN Course Offerings]
NYS QRIS – Continuous Improvement Cycle (To Date)

2012 Draft Standards

2017 NCASE Workgroup

2021 Pilot Workgroup (CC Deserts Grant)

2022 SACC Pilot Kickoff
NYS QRIS – Completed Updates

- JEDI focused
  - Translation of tools
  - JEDI language infused throughout
- Integrated other free tools
  - SAC Credential
  - Program Accreditation
  - QSA Tool
NYS QRIS – Next Steps

- 2022 Pilot ongoing with surveys
- 2023 Identify PD and supports for pilot participants
- 2023 Ongoing survey evaluation
- 2023 Revamp SAC process based on feedback
Child Care Quality System
Licenced Child Care Subsidy
Observations to Qualify:
- Infant/Toddler Environment Rating Scale
- Early Childhood Environment Rating Scale
- Weikart School-Age Program Quality Assessment

Subsidy for qualifying centers
Support and coaching for non-qualifying
Ongoing support and resources available

Statewide Quality Improvement System
Establishing organizational continuous quality improvement
For:
School-Age: Licence Exempt, Licenced, LEA, & Community Based

BOY Needs Assessment:
- External Observation: SA-PQA
- Self-Assessment: UAN Quality Tool

Action Plan: SMART Goals

Ongoing Support, Tools, Training, & Resources
Resources

Quality Links:

• New York State Network for Student Success: https://networkforyouthsuccess.org/quality-sustainability/
• Nevada Afterschool Network: https://www.nevadaafterschool.org/quality-standards.html
• Wisconsin Afterschool Network: https://www.wiafterschoolnetwork.org/en/Courses
• Utah Afterschool Network: https://utahafterschool.org/what-we-do/quality-standards
Thank you!

Debi Mathias
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BUILDInitiative.org