

Out of School Time Care

Statewide Needs Assessment Findings

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What is Out of School Time Care?

- Provides safe, supervised, enriching, supportive, consistent, and stable environment for children while parents work
- Before school
- After school
 - Core afterschool programs are a minimum of 4 days/week, 1 hour per day
- Summertime

Montana Overview

- 23% of children enrolled in out of school time care nationally; 13% in Montana
- Montana Afterschool Alliance (MTAA) established October 2014
- Vision that all Montana youth have access to enriching afterschool activities in a safe and healthy environment
- MTAA Steering Council: DPHHS, OPI, School Administrators of Montana, Montana School Boards Administration, Montana State University's Department of Education, Montana Education Partnership, non-profit and business community, out of school time providers, out of school time researcher/subject matter expert

Needs Assessment Objectives

- Understand landscape of out of school time in Montana and resulting opportunity gap
- Maximize participation
 - Be inclusive geographically
 - Include family voice
- Provide information useful to MTAA and partners for planning and action

Today's Objectives

- Share findings and recommendations
- Discuss relationship with CCDF reauthorization and Best Beginnings Child Care Scholarship Program

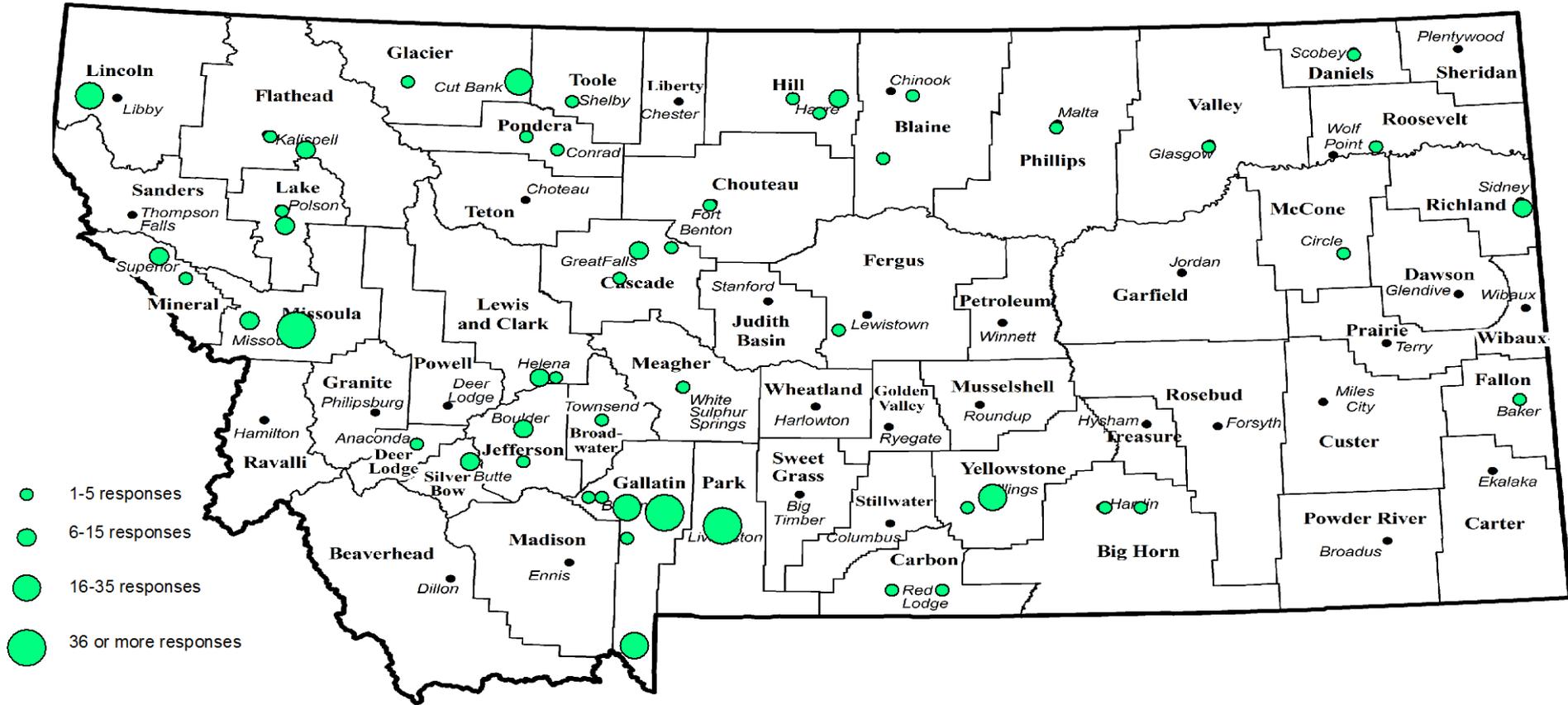
Methodology

- Conduct key informant interviews
- Conduct surveys
- Conduct focus groups
- Examine administrative data
- Review secondary data
- Define landscape, strengths, and opportunities

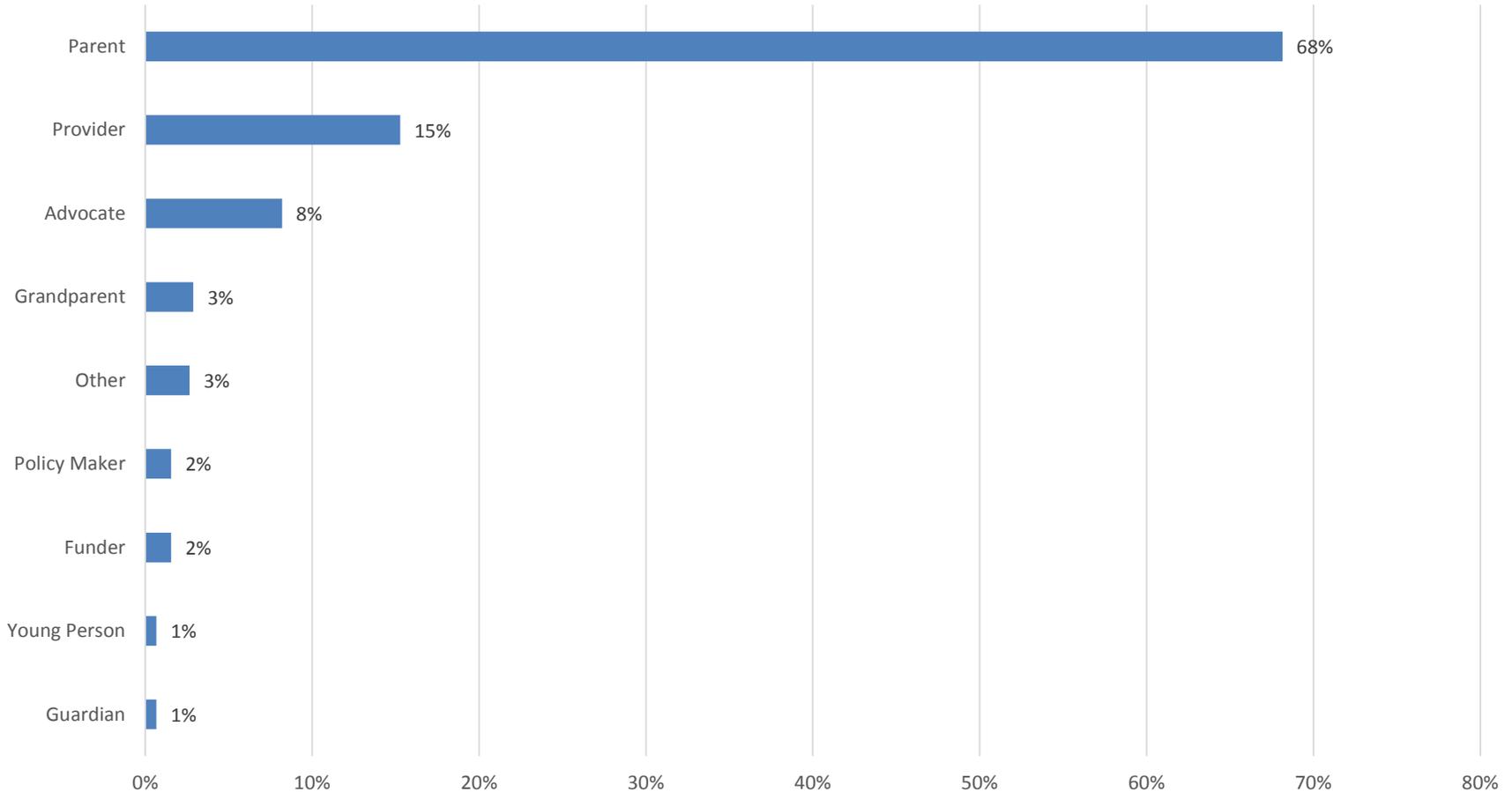
Constraints

- Self-selection bias
- Limited primary, quantitative data
- Faith-based providers and private providers not systematically included

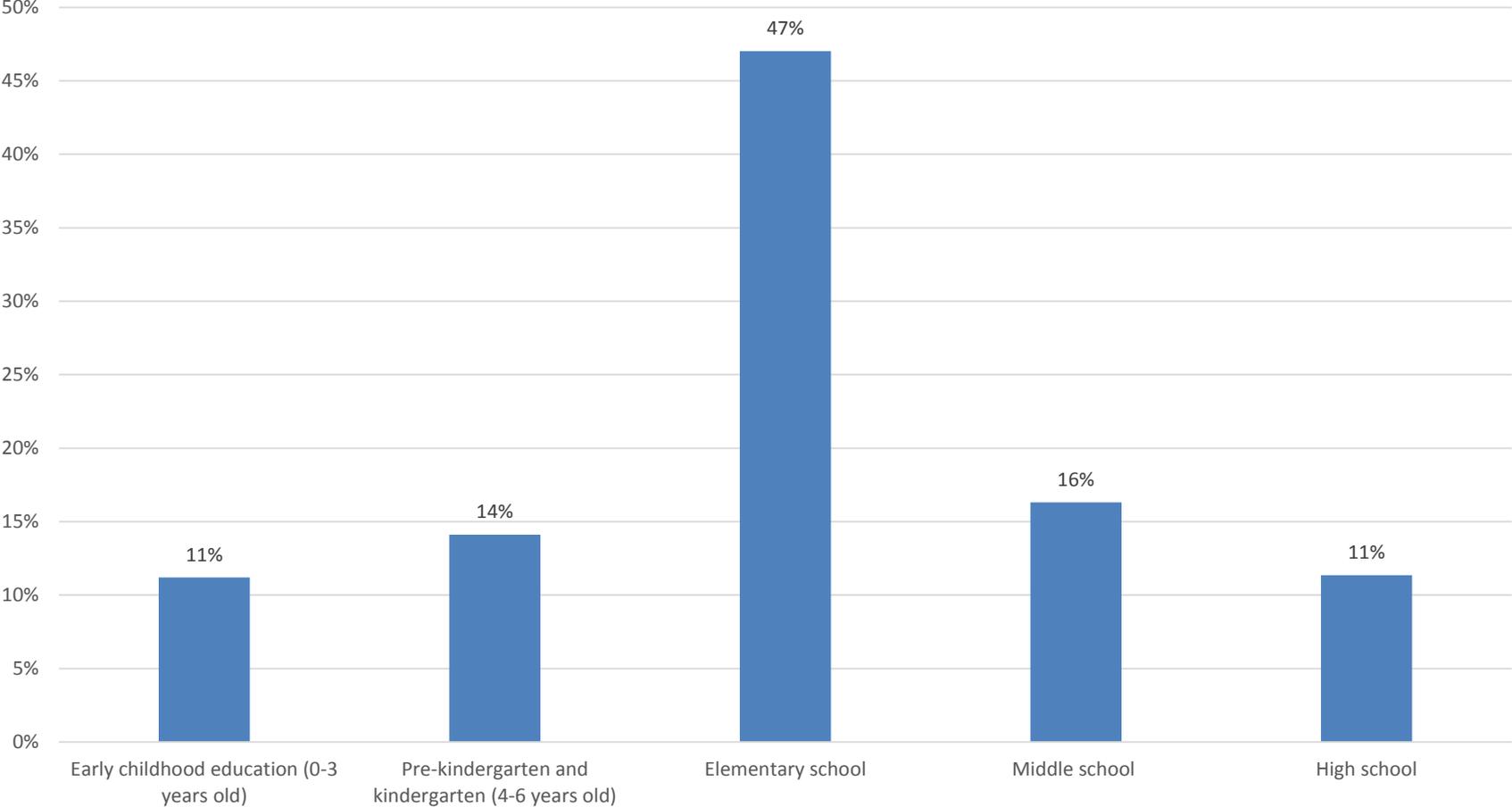
Needs Assessment Participants



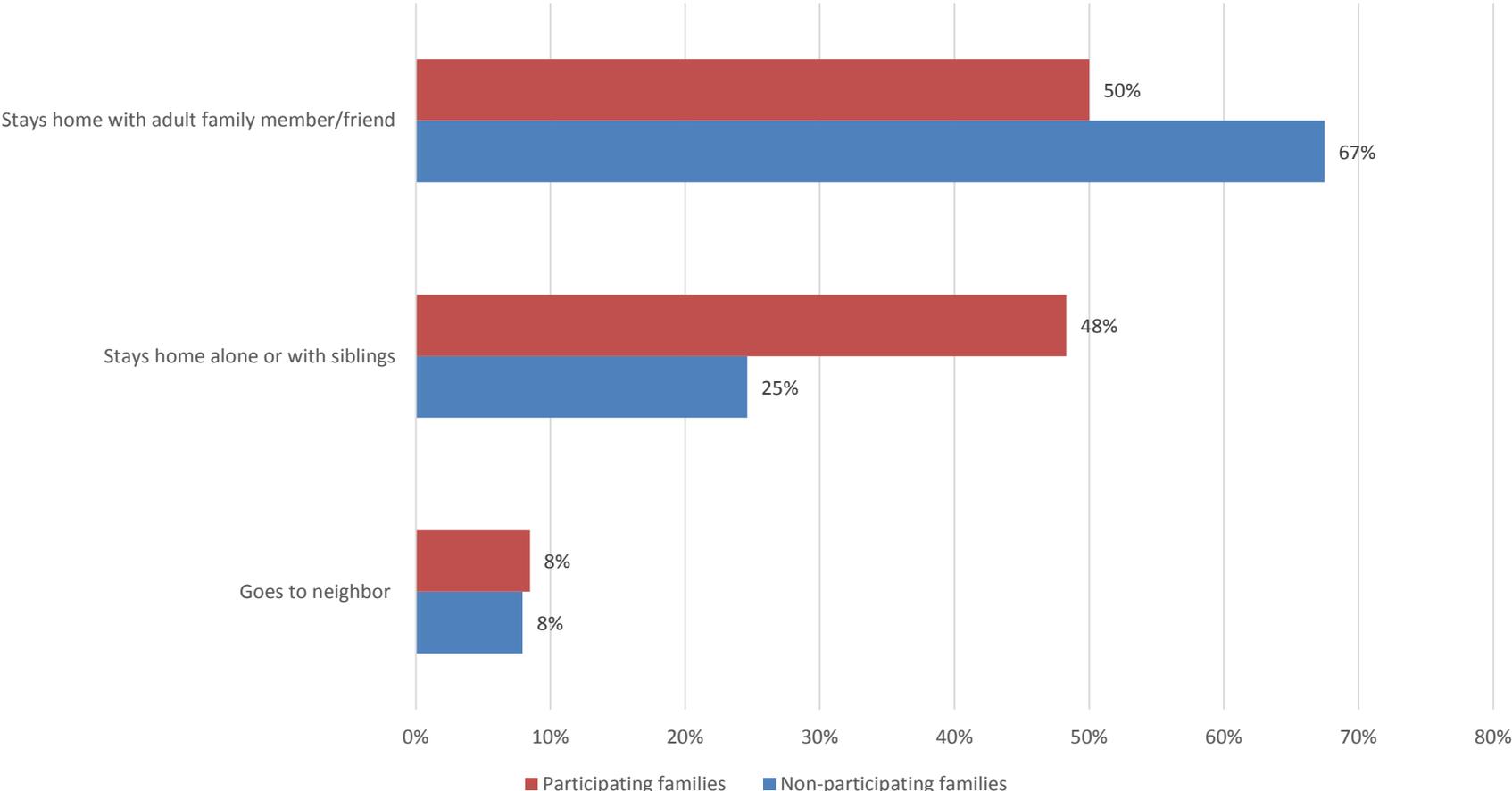
Survey Respondents



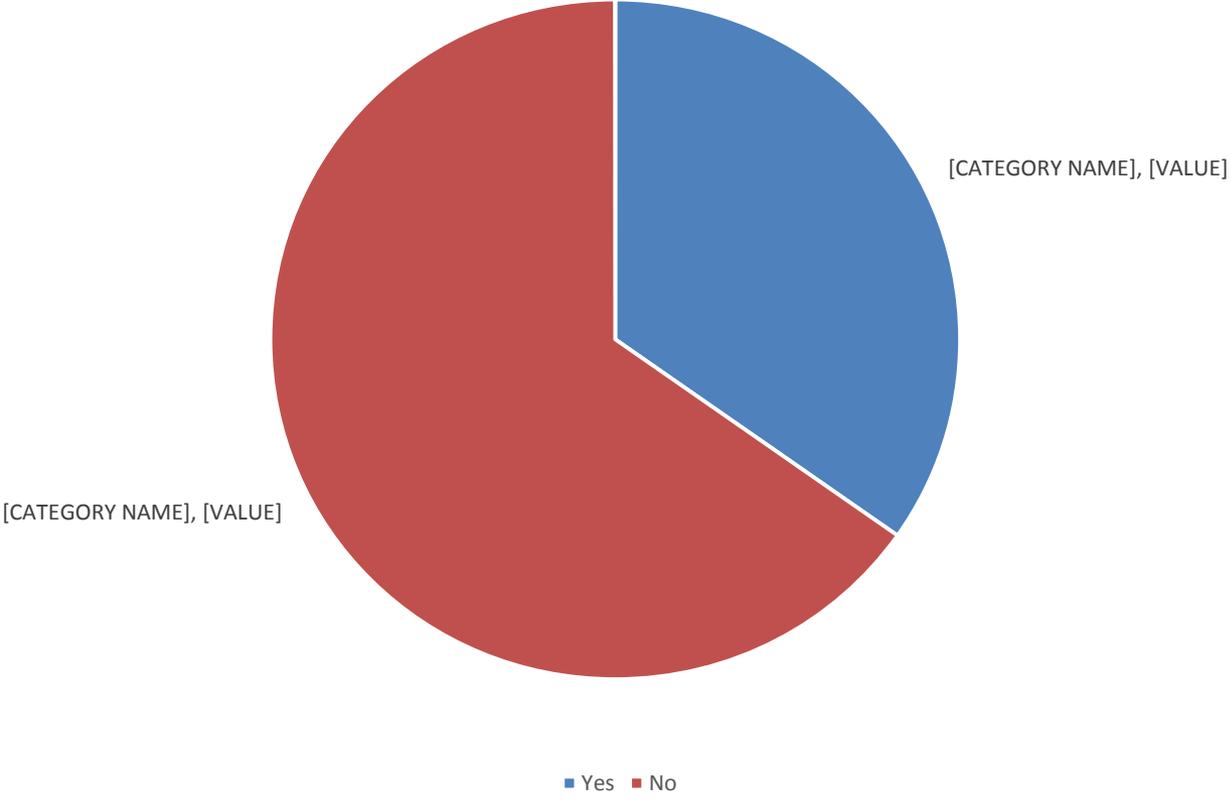
Family Respondents' Children's Age Distribution



Family Respondents' Non-Participating Children



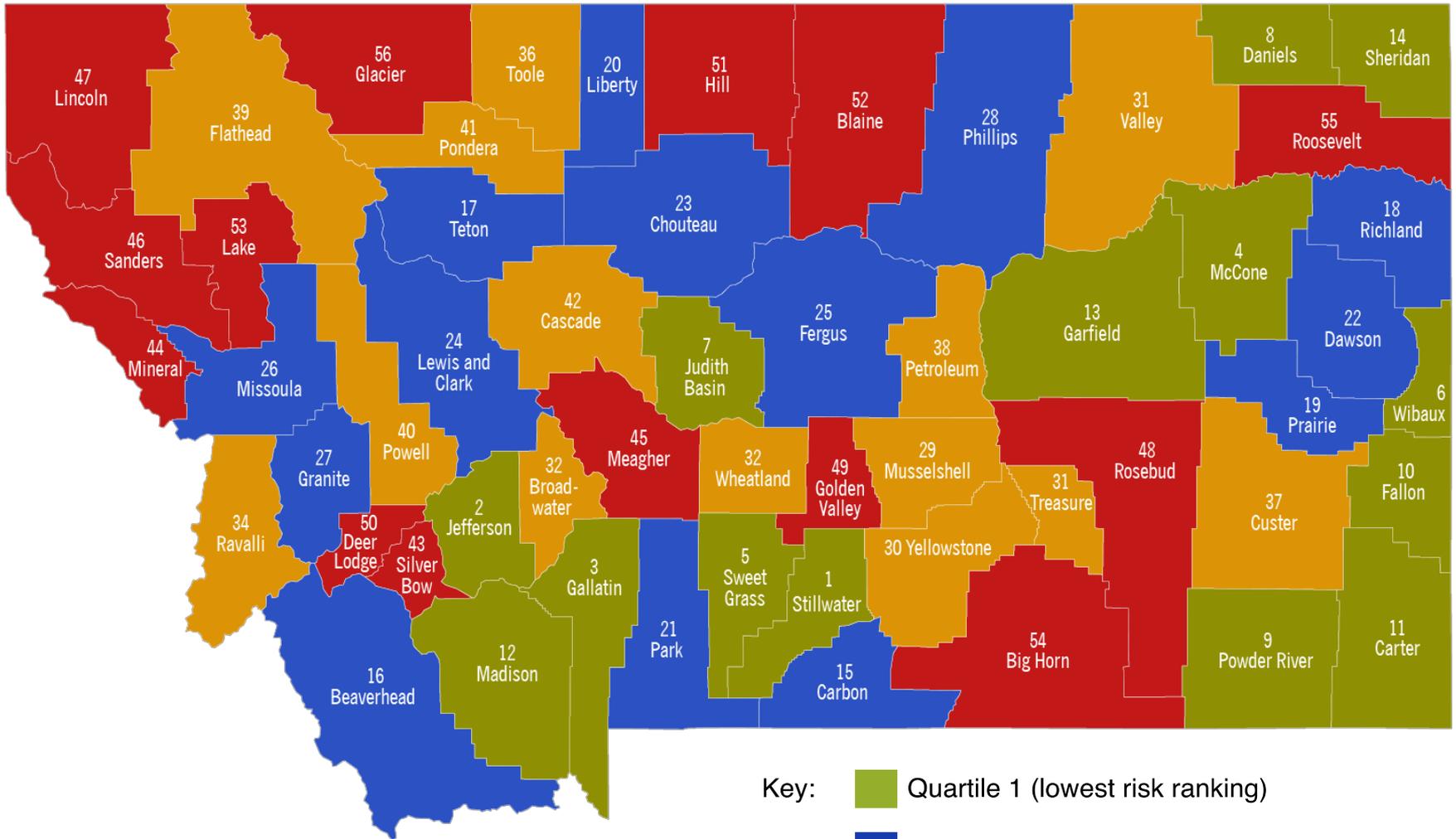
Family Respondents' Free and Reduced Lunch Participation



Who Needs OOST?

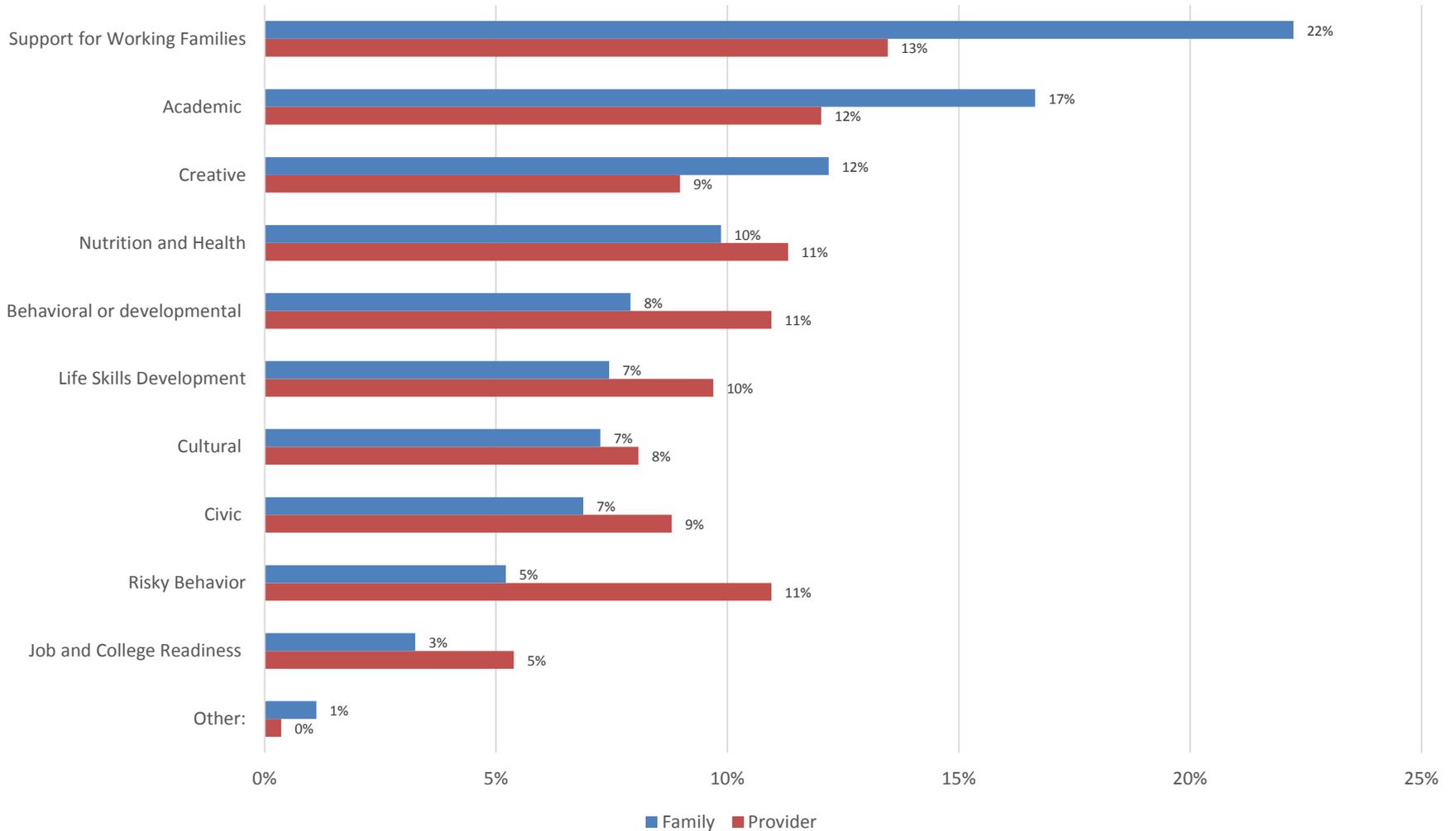
- Everyone
- Risk factors increasing need for support
 - Economics and household structure
 - Education
 - Health
 - Behavior and safety
- Out of school time care strengthens children's protective factors

County Risk Factor Map



- Key:
- Quartile 1 (lowest risk ranking)
 - Quartile 2 (second lowest risk ranking)
 - Quartile 3 (second highest risk ranking)
 - Quartile 4 (highest risk ranking)

Why Youth Attend



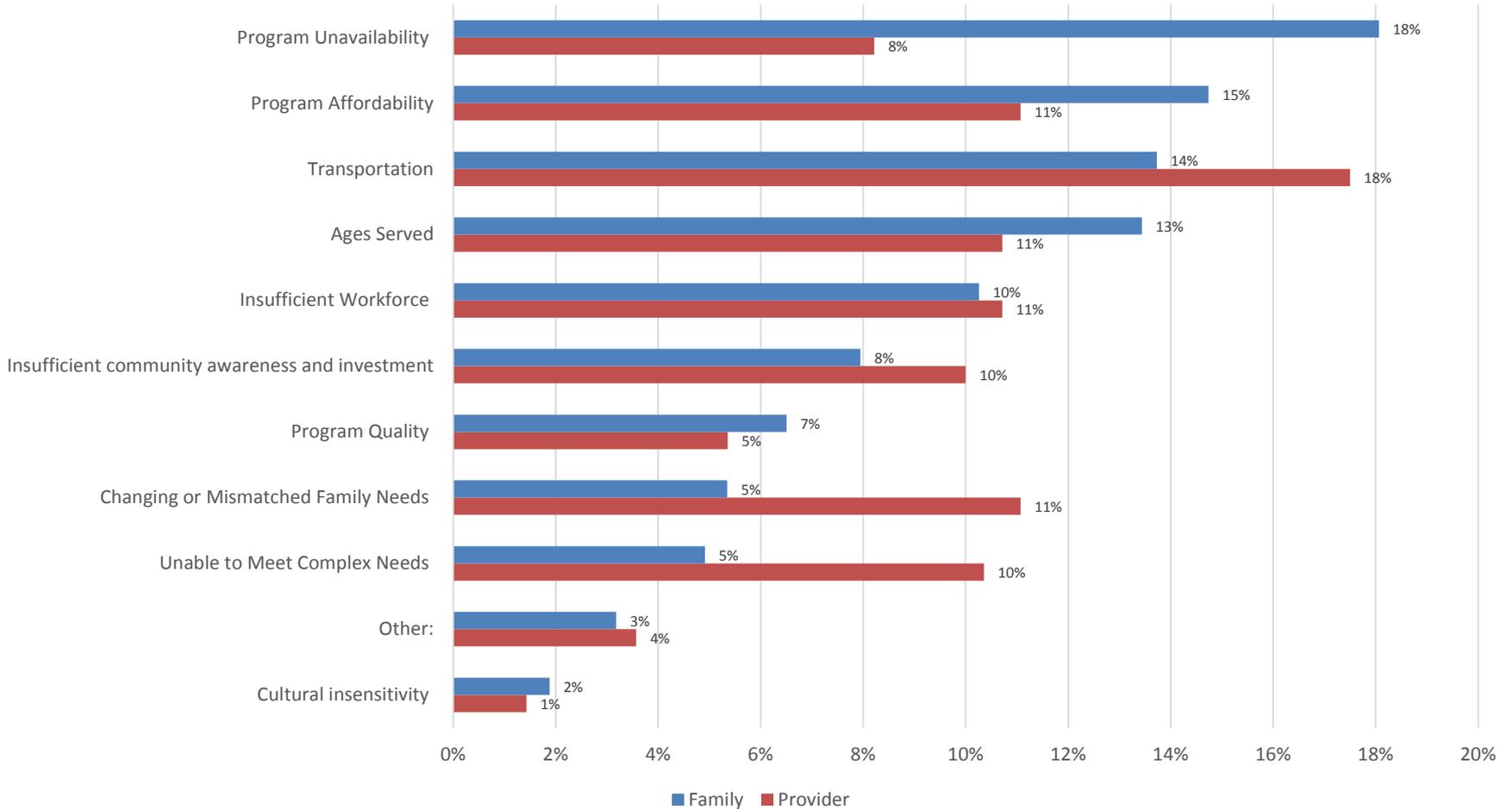
Findings & Recommendations

- **Accessibility** – Whether families have an out of school time program in their community, whether programs have capacity to meet demand for services, and how location and transportation supports accessibility.
- **Inclusion** – How programs include younger school age children and youth with special needs.
- **Partnerships** – What partnerships support out of school time programming and the type of support provided.
- **Affordability and Sustainability** – How providers fund out of school time programming, funding sustainability, and whether families are able to afford programs.
- **Quality** – Looking at issues related to academic enrichment, snack, staff, safe environment, and overall quality, as well as continuous quality improvement and quality standards.

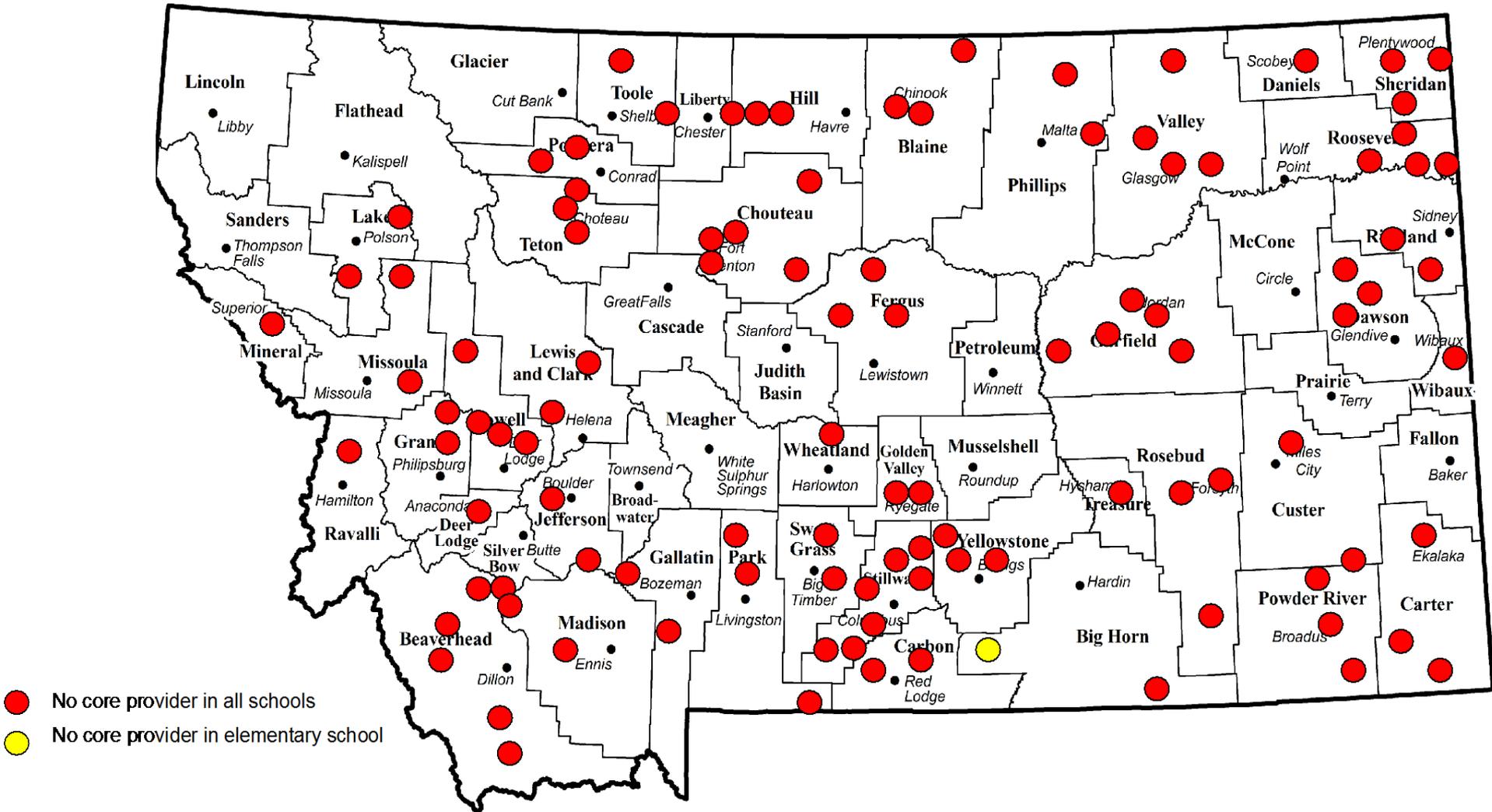
Findings and Recommendations

ACCESSIBILITY

Barriers to OOST



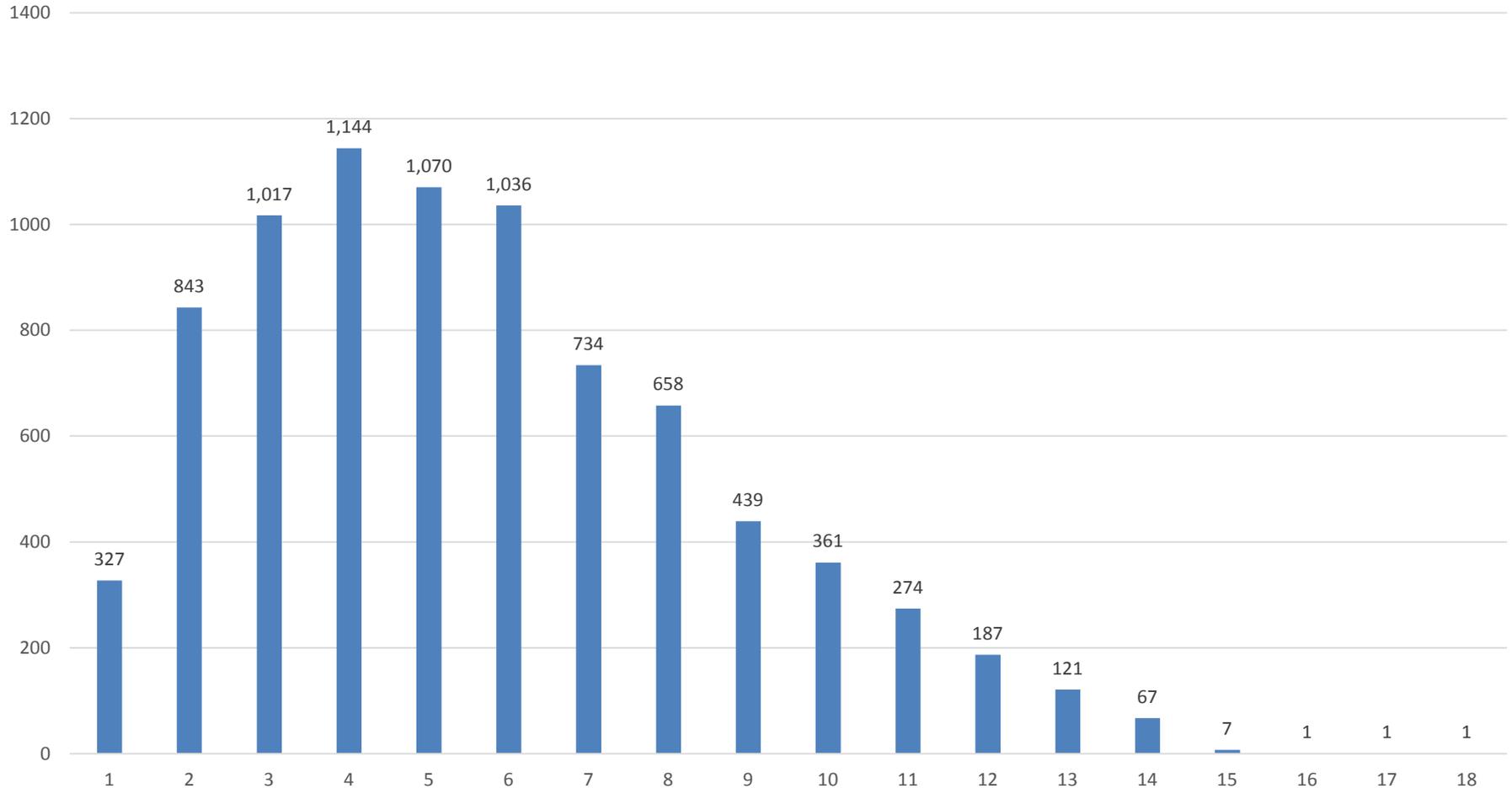
Communities without Core Program



Child Care Fills in Gaps

- Difficult to assess afterschool child care availability – no reporting on ages served for licensing
- Licensed slot capacity decreasing
 - 2014: 18,265 slots (-9%)
 - 2012: ~20,000 slots
- 28% CCRR requests for school age children
- 8% CCRR requests for afterschool care

Best Beginnings Scholarships by Age



Capacity and Waitlist

- Waitlists are common
- Handled differently – need/risk based or first come, first served
- Waitlists may grow with new CCDF group size requirements

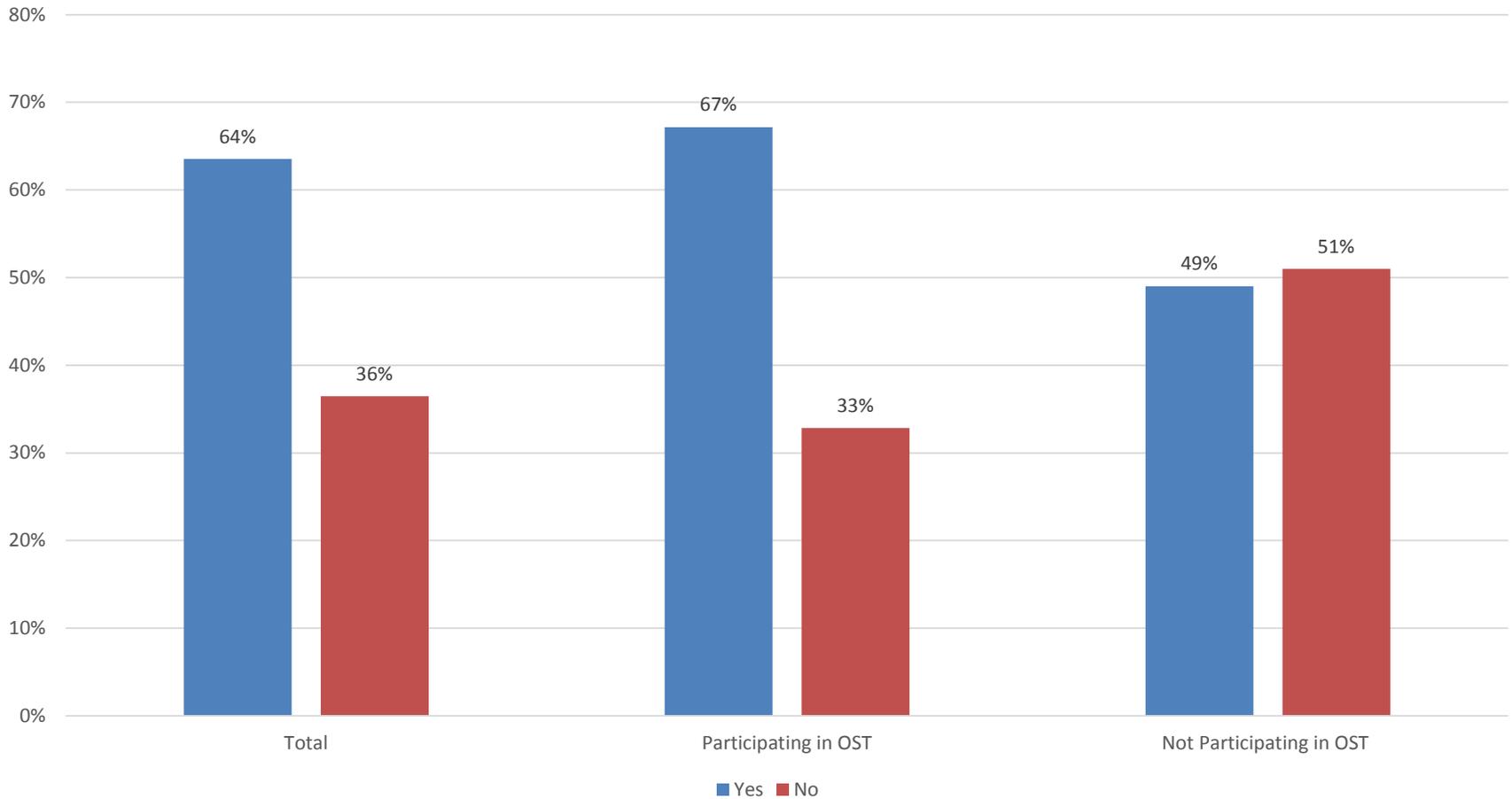
Work Day Coverage

	Children Using	Providers Providing
Before School	7%	17%
After School	68%	93%
Summer	40%	67%

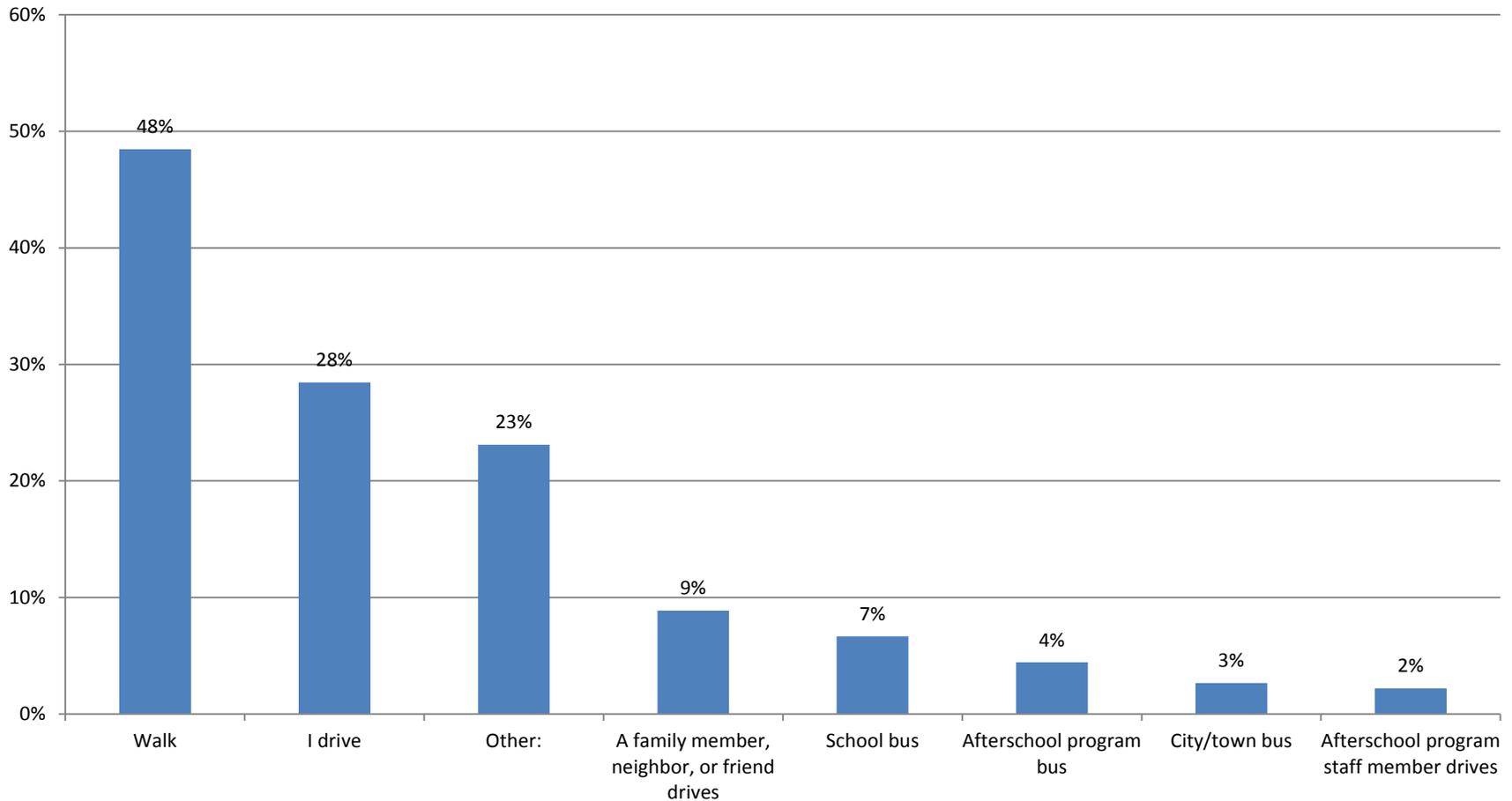
Where Is OOST Provided in Communities?

	Families		Providers
	School Year	Summer	Anytime
School	89%	48%	59%
BGCA	6%	9%	14%
Home	5%	18%	0%
Church	3%	8%	2%
YMCA/YWCA	2%	14%	2%
Subsidized Housing	1%	1%	0%
4-H	1%	1%	6%
Other	6%	22%	24%
Total N (can select more than 1 location)	224	190	51

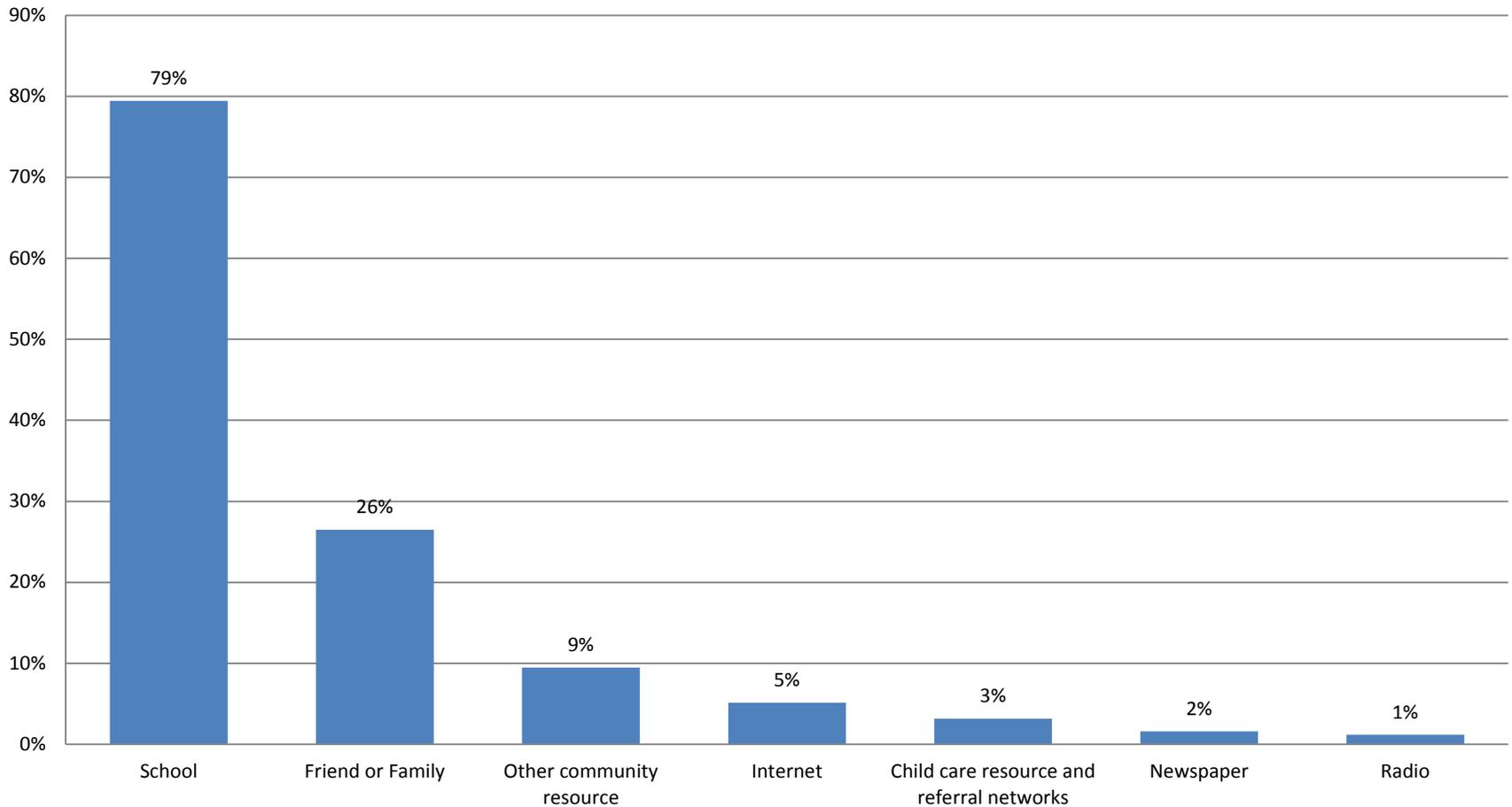
Affordable, Accessible Summer Programs



Location Accessibility for Participating Families



How Families Hear about Programs



Accessibility Recommendations

1. Increase statewide availability of daily out of school time programming.
2. Leverage schools as a site for out of school time programs in communities without school year or affordable summer programs.
3. Analyze school breakfast programs and explore partnerships as means to support increased access to before school care for working families.

Accessibility Recommendations

4. Work collaboratively to ensure coverage of out of school time programming year-round.
5. Advocate for increased funding of transportation options for youth attending out of school time programming.
6. Streamline application and enrollment processes.
7. Increase and diversify outreach.

Findings and Recommendations

INCLUSION

Inclusion

- Pre-kindergarten and kindergarten
- Youth with special needs
 - Physical disabilities
 - Intellectual/developmental disabilities
 - Autism spectrum disorder
 - Behavioral and mental health issues

Ages in OOST

	Providers
Early Childhood (0-3)	2%
Pre-Kindergarten and Kindergarten (4-5)	14%
Elementary School	40%
Middle School	25%
High School	19%

Pre-Kindergarten and Kindergarten

- Pre-kindergartners and kindergartners have fewer out of school time options available to them than older school age children.
- The need for out of school care for younger students will expand as pre-kindergarten grows statewide.
- The supply of child care providers is insufficient to fill this gap.
- Developmental needs of young children may not be met well in mixed-age out of school time environments.

Youth with Special Needs

- Facilities not always accessible.
- One-on-one support not often provided.
- Unclear school and out of school provider responsibility.
- Staff not always trained to handle challenging behaviors.
- Expulsion can occur.
- Inclusiveness not well known or promoted.

Inclusion Recommendations

8. Analyze approach to serving pre-kindergarten students as programs expand statewide.
9. Include kindergartners in analysis of pre-kindergarten impacts and out of school time program accessibility for younger students.
10. Consider facility accessibility in out of school time programs.

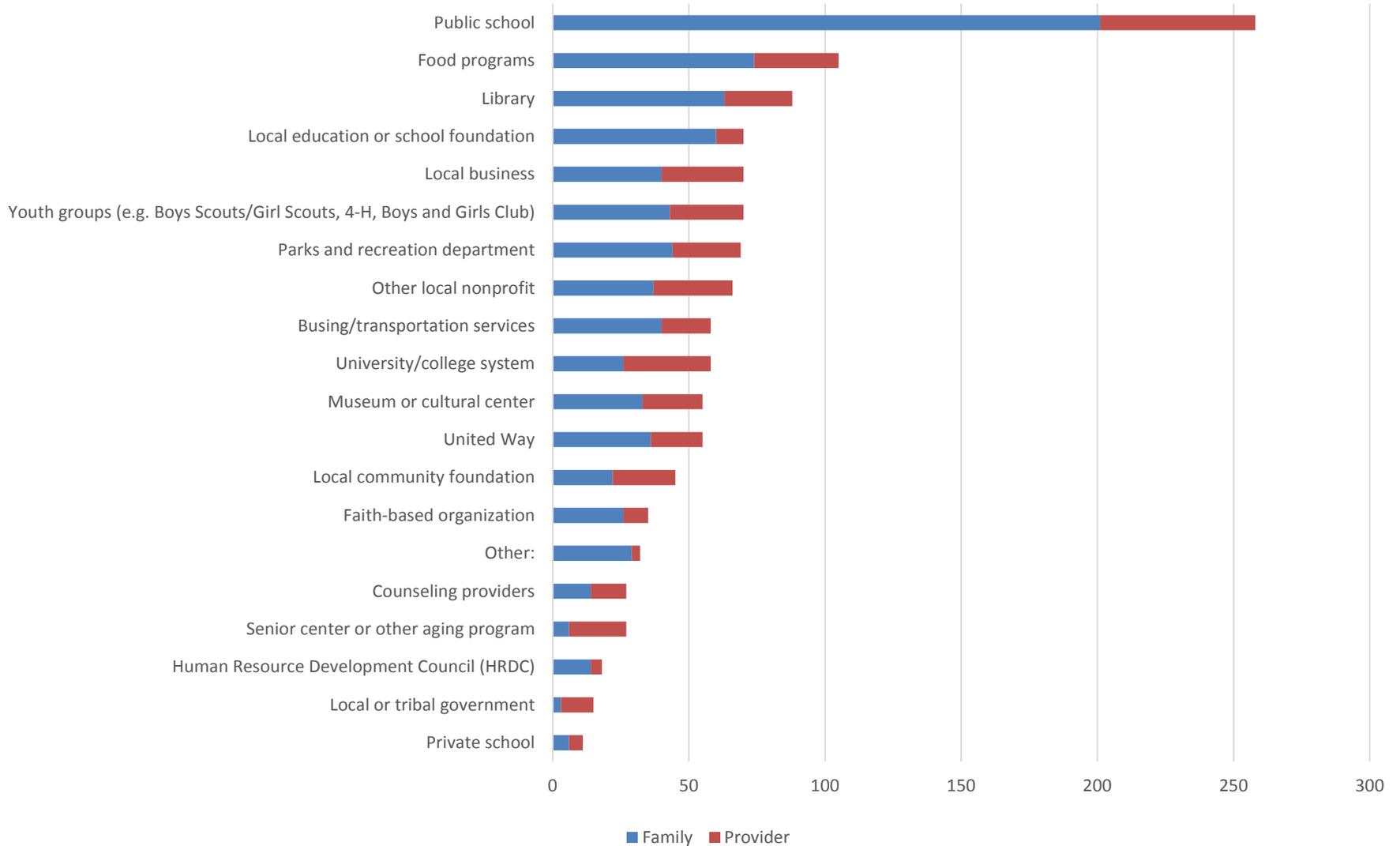
Inclusion Recommendations

11. Help out of school time programs improve climate and structure discipline policies to support all children, including those with special needs.
12. Clarify roles and responsibilities of schools and out of school time programs to support youth with special needs.
13. Increase community partnerships from in school to out of school time programs to support children with special needs in out of school time programs.

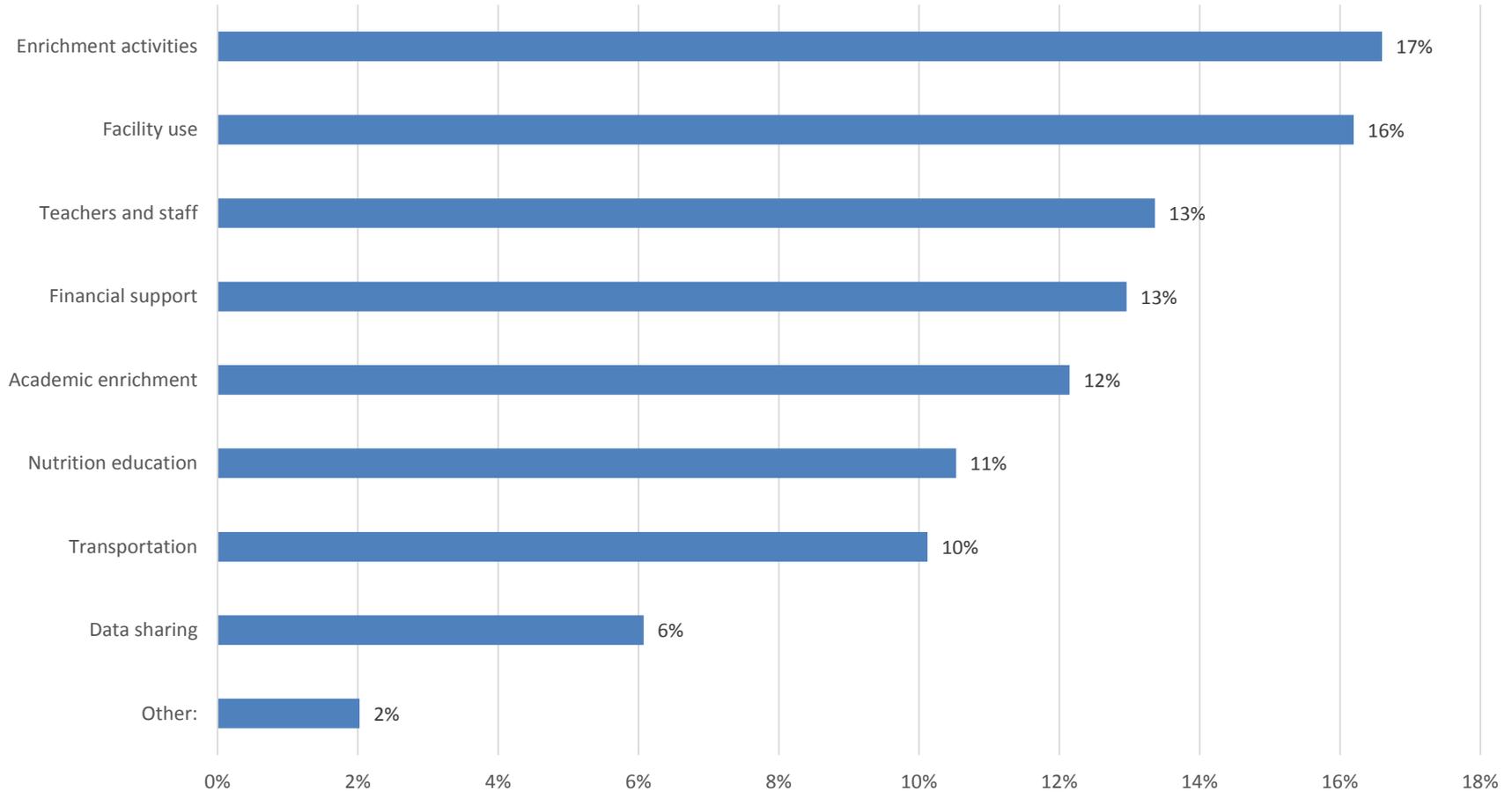
Findings and Recommendations

PARTNERSHIPS

Partnerships



Support Provided by Partnerships



School Partnerships

- Primary partner for many programs
- Facility use
- Student information
 - Academic enrichment
 - Behavioral health or other special needs
- Out of school time program staff
- School leadership, teachers and staff
- Food program administration
- Valuing out of school time programs

Family Engagement

- Parental engagement improves child outcomes
- More face time with out of school time than school
- Consistency across years/grades
- Some provide family wraparound services

Other Partnerships

- Community engagement
 - Tribes
 - Businesses
 - Universities, colleges, and tribal colleges
 - Foundations and nonprofits
 - Libraries
 - Health and Mental Health
 - Food
 - Housing
 - Law enforcement
- Cross OOST coordination
- Graduation Matters, Early Childhood Community Coalitions, Collective Impact

Partnership Recommendations

14. Strengthen partnership between schools and out of school time programs.
15. Work collaboratively with school leadership to support MTAA policy initiatives.
16. Effectively engage families and/or community leaders to better support student success.
17. Include out of school time in broader dialog about family friendly work policies and economic benefits of supporting working parents.

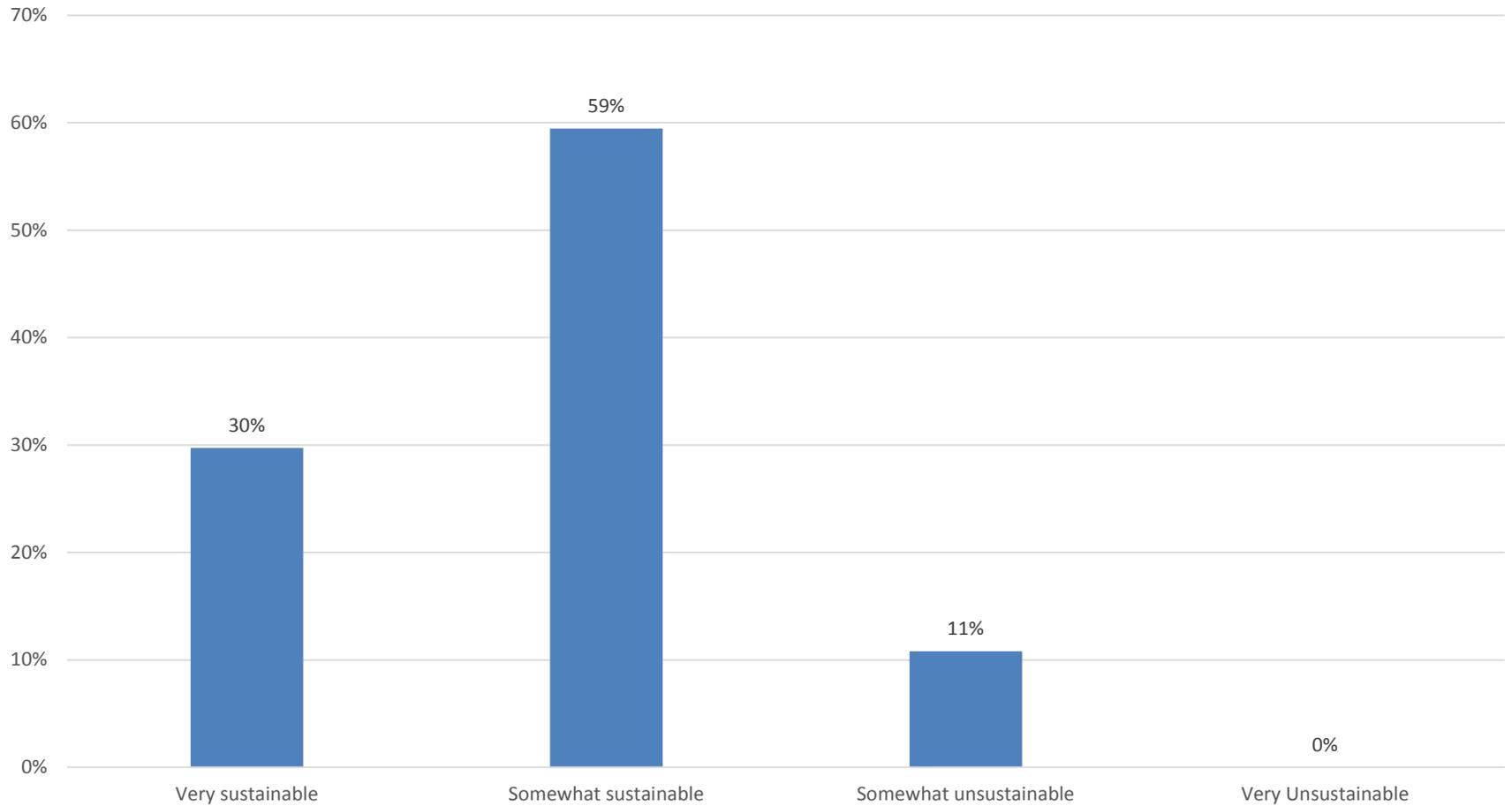
Partnership Recommendations

18. Recognize intersection of early childhood and out of school time care.
19. Legitimize out of school time space to increase perception of its value.
20. Continue to pursue creative solutions under the leadership of No Kid Hungry to ensure children receive nutritious food in out of school time hours.
21. Consider using Collective Impact as the structure to coordinate community resources, and connect Early Childhood Community Councils, Graduation Matters Montana, and out of school time stakeholders.

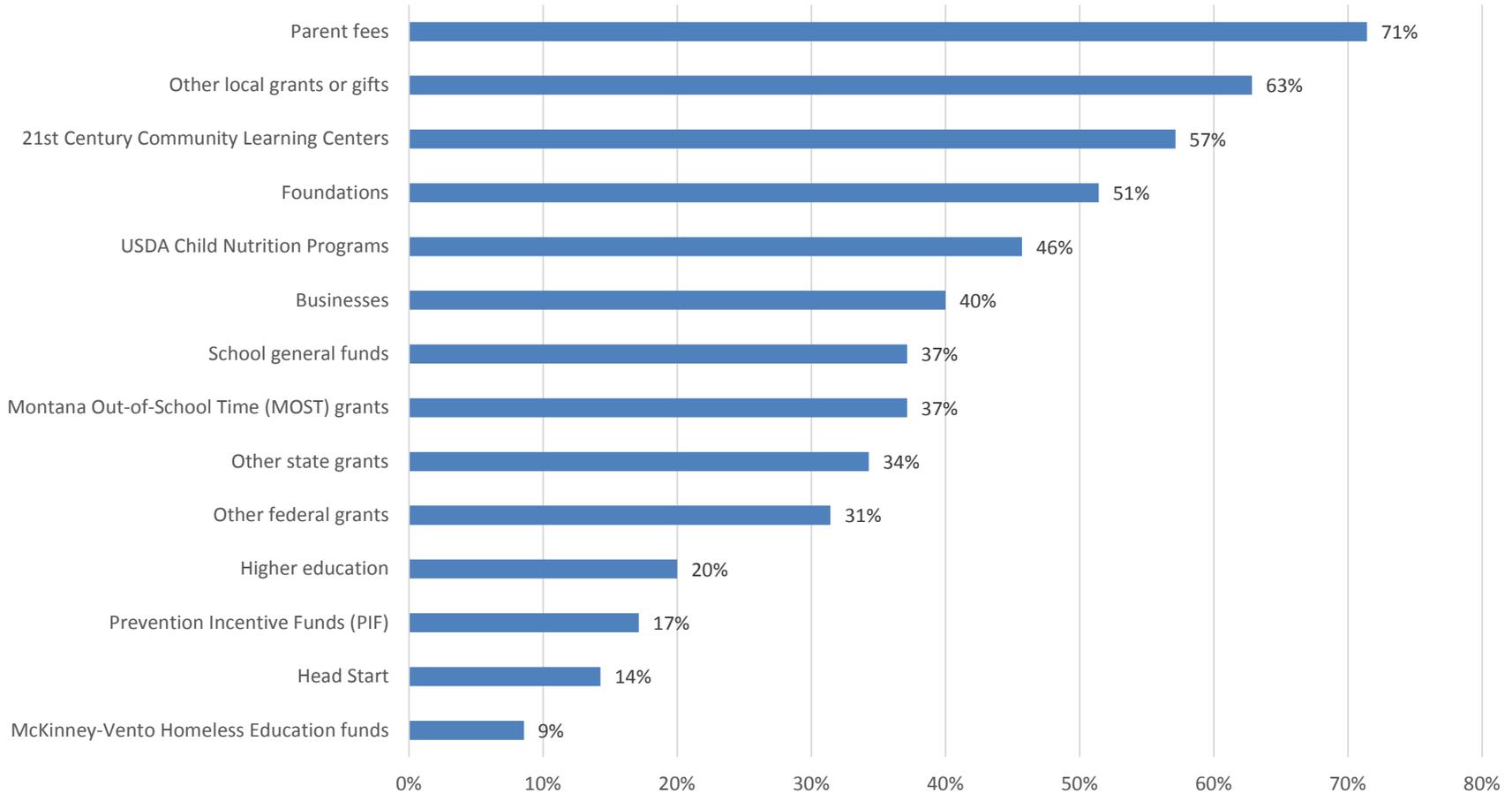
Findings and Recommendations

AFFORDABILITY & SUSTAINABILITY

Funding Sustainability



Funding Sources - Count



Funding Sources - Ranked

Funding Source	Overall Rank	Average Rank
21 st Century Community Learning Centers	1	2.9
Foundations	2	3.3
Parent fees	3	3.5
USDA Child Nutrition Programs	4	3.7
Other local grants or gifts	5	4.2
Businesses	6	4.2
School general funds	7	4.3
Other federal grants	8	5.0
Other state grants	9	5.0
Montana Out-of-School Time (MOST) grants	10	5.8
Higher education	11	6.7
Prevention Incentive Funds (PIF)	12	9.3
Head Start	13	9.5
McKinney-Vento Homeless Education	14	10.3

Funding Sources

- Federal
 - 21st CCLC
 - Child and Adult Care Food Program (CACFP)
 - National School Lunch Program
 - Montana Out of School Time (MOST) Grants
 - Best Beginnings Child Care Scholarship Program
 - Prevention Incentive Funds (PIF)
 - Juvenile Justice Title II Formula Grants
 - McKinney-Vento Homeless Education
 - Carol M. White Physical Education Program Grants
 - Aging funds
 - Rural Education Achievement Program's Small Rural School Grant Program
 - Americorps and Americorps VISTA
 - Learn and Serve America: School and Community-Based Programs
 - Rural Empowerment Zone/Enterprise Communities Program
 - Rural Business Cooperative Service
 - Rural Housing Service
 - Community Development Block Grants

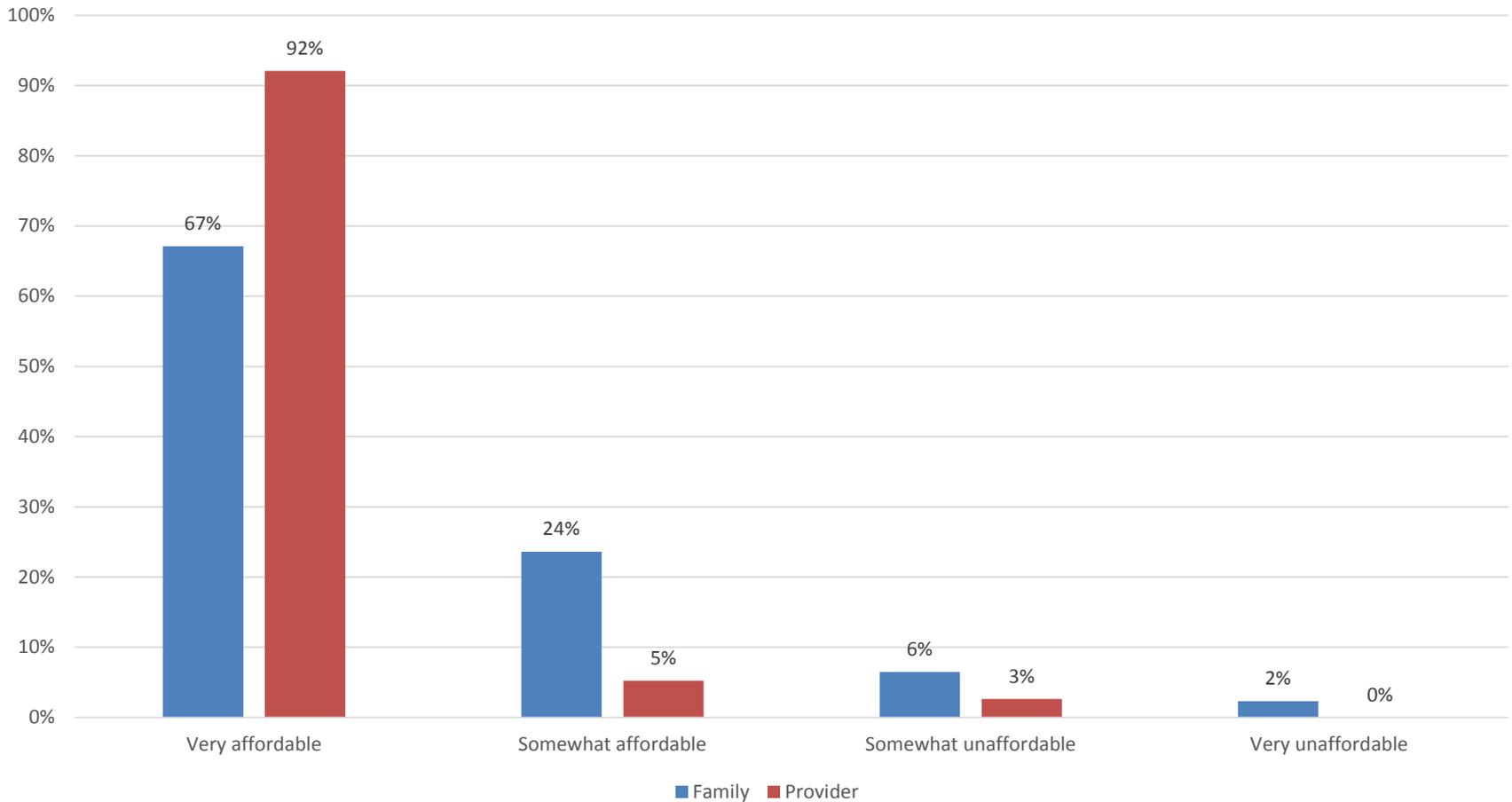
Family Engagement

- State
 - None currently used
 - Unclaimed lottery winnings used in other states
- Local
 - Fundraising – Local Businesses, Foundations, and Government
 - Parent Fees
 - School Districts & General Fund
 - Universities and Colleges
 - Tribes

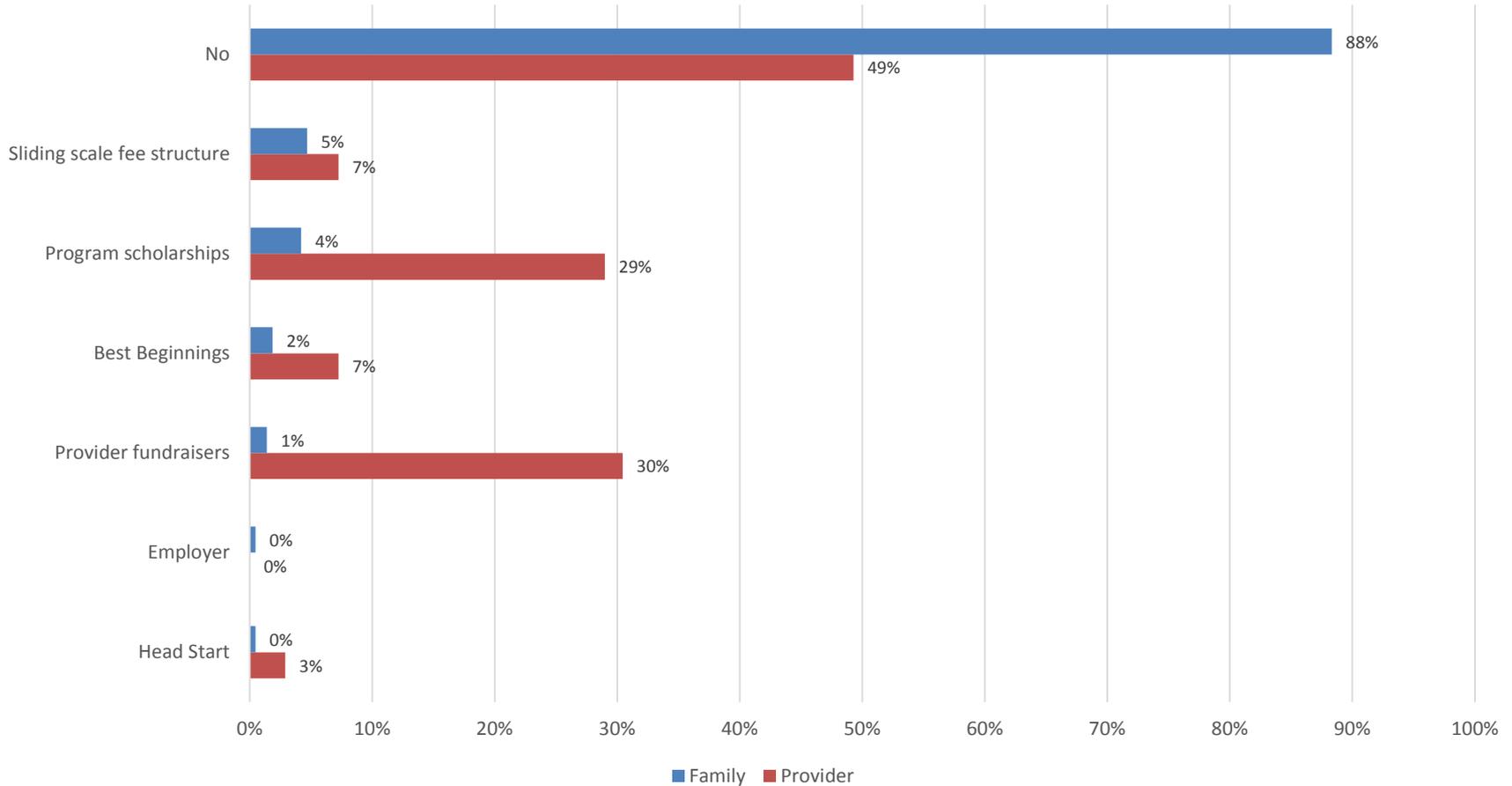
Cost of OOST

Cost or Fee	Amount
Average cost per child, per week	\$167 (or \$85 without outliers)
Median cost per child, per week	\$44 (or \$48 without outliers)
Range cost per child, per week	\$0 - \$1500 (or \$556 without outliers)
Average fee per week, providers	\$19 (\$33 for those charging fees)
Average fee per week, families	\$31 (\$49 for those paying fees)
Range fee per week, providers	\$0 - \$120
Range fee per week, families	\$0 - \$260

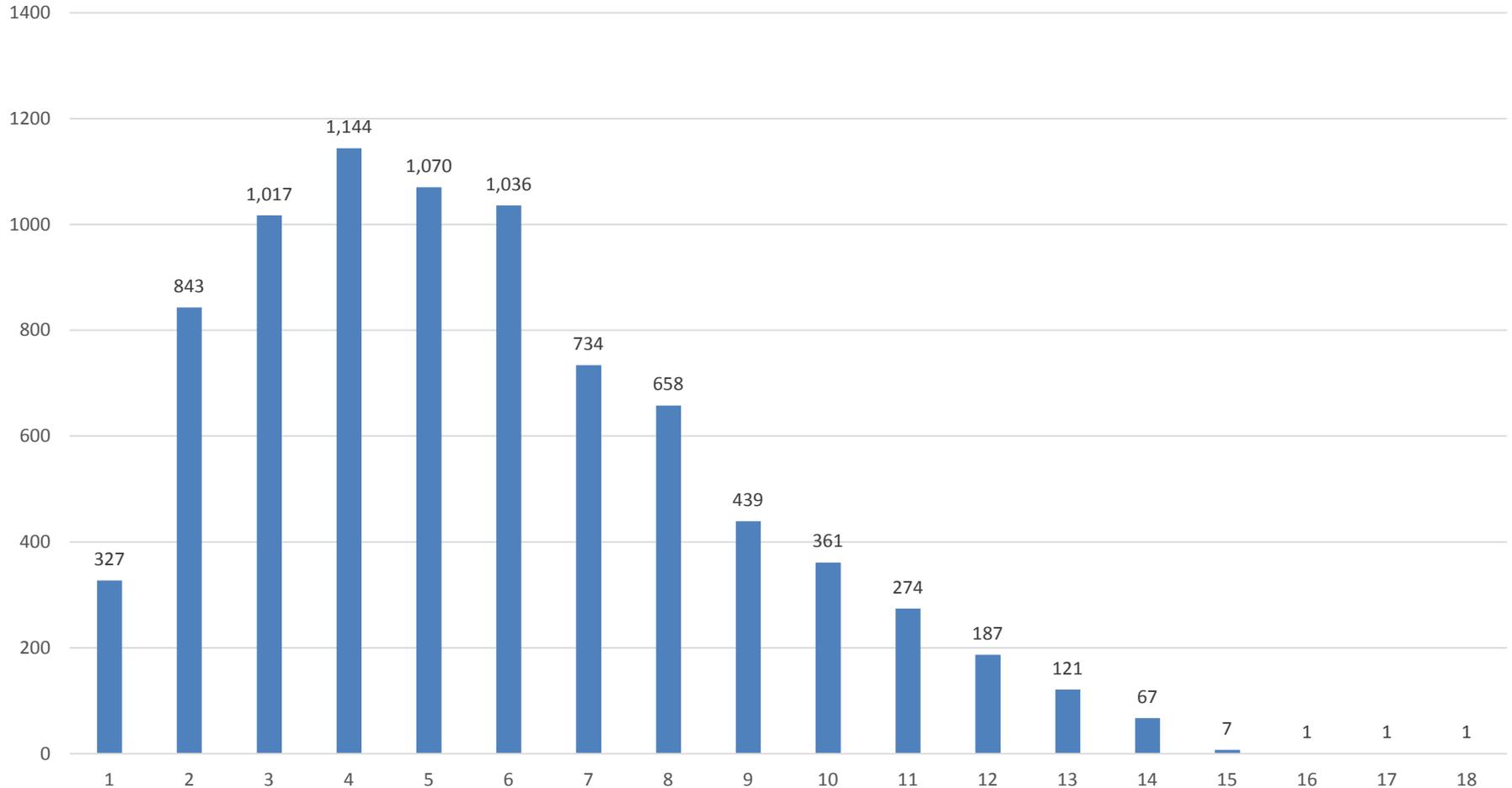
Affordability Perspectives



Affordability Supports



Best Beginnings Scholarships by Age



Public Funding Support

- 96% of families support public funding of OOST
- 83% of providers support public funding of OOST

Affordability and Sustainability Recommendations

22. Support out of school time sustainability by advocating at the state, federal, and local level.
23. Raise awareness of out of school time care's benefits and statewide needs to support case for increased, sustainable funding.
24. Educate providers and communities about out of school time funding resources.

Affordability and Sustainability Recommendations

25. Increase partnerships across out of school time programs to support sustainability.
26. Consider charging fees, even if nominal, to help families understand value of services.
27. Support affordability by accepting Best Beginnings scholarships, particularly in the summer.

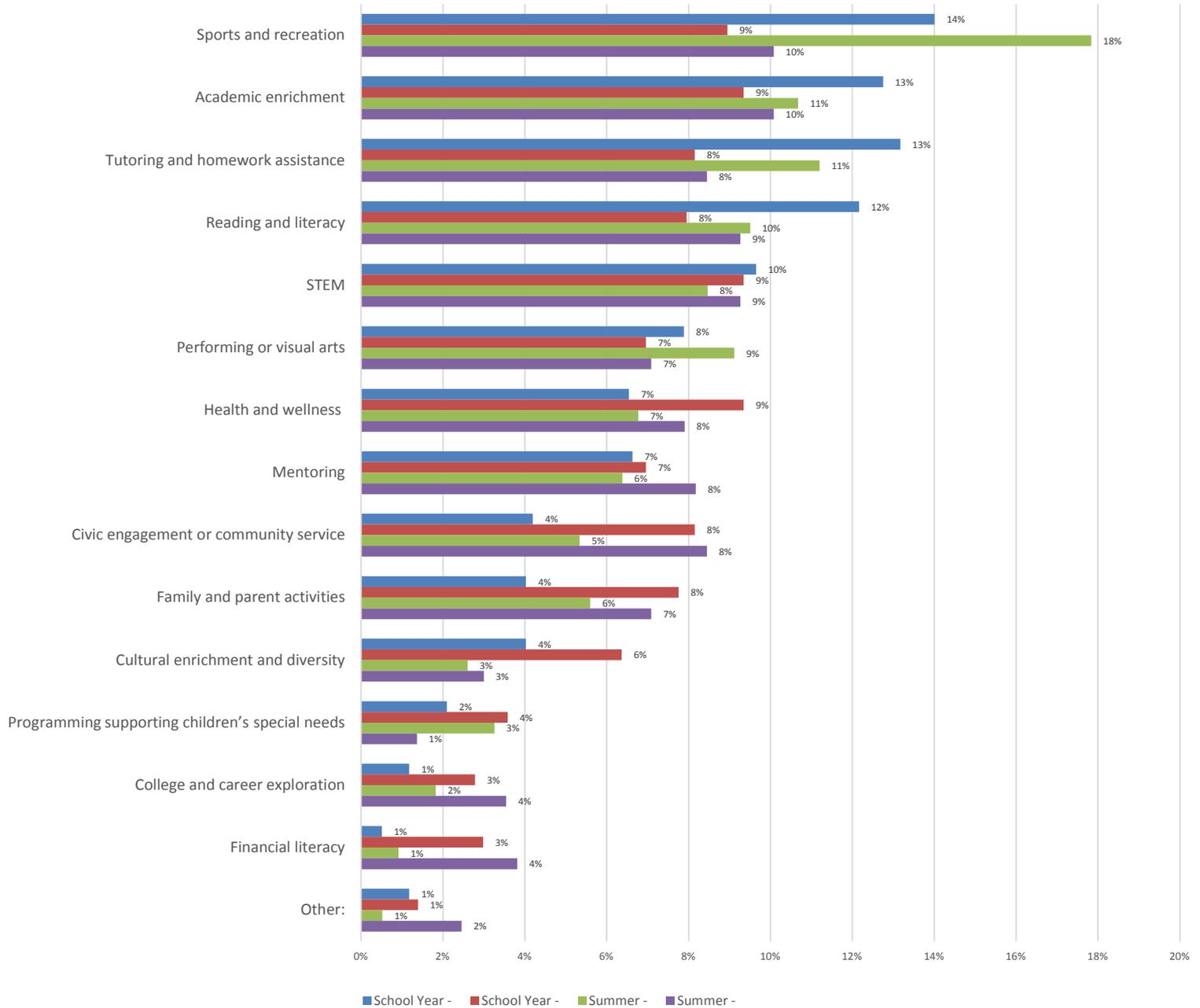
Findings and Recommendations

QUALITY

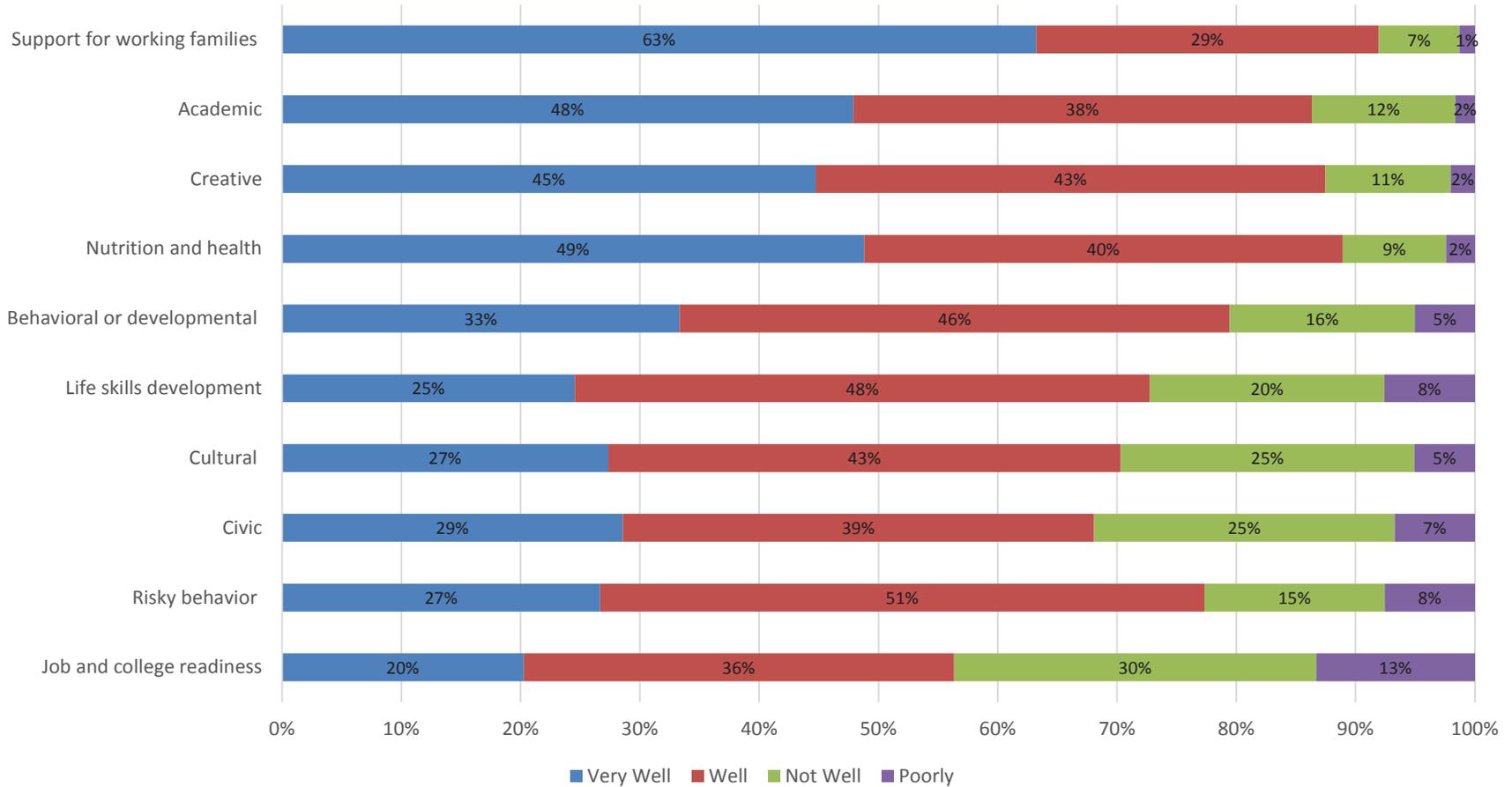
Quality

- Montana does not have statewide out of school time quality standards.
- Programs vary in how they evaluate their work.
- 4 key out of school time quality factors are:
 - Intentional programming/strong program design
 - Staff quality
 - Effective partnerships
 - Program evaluation and improvement

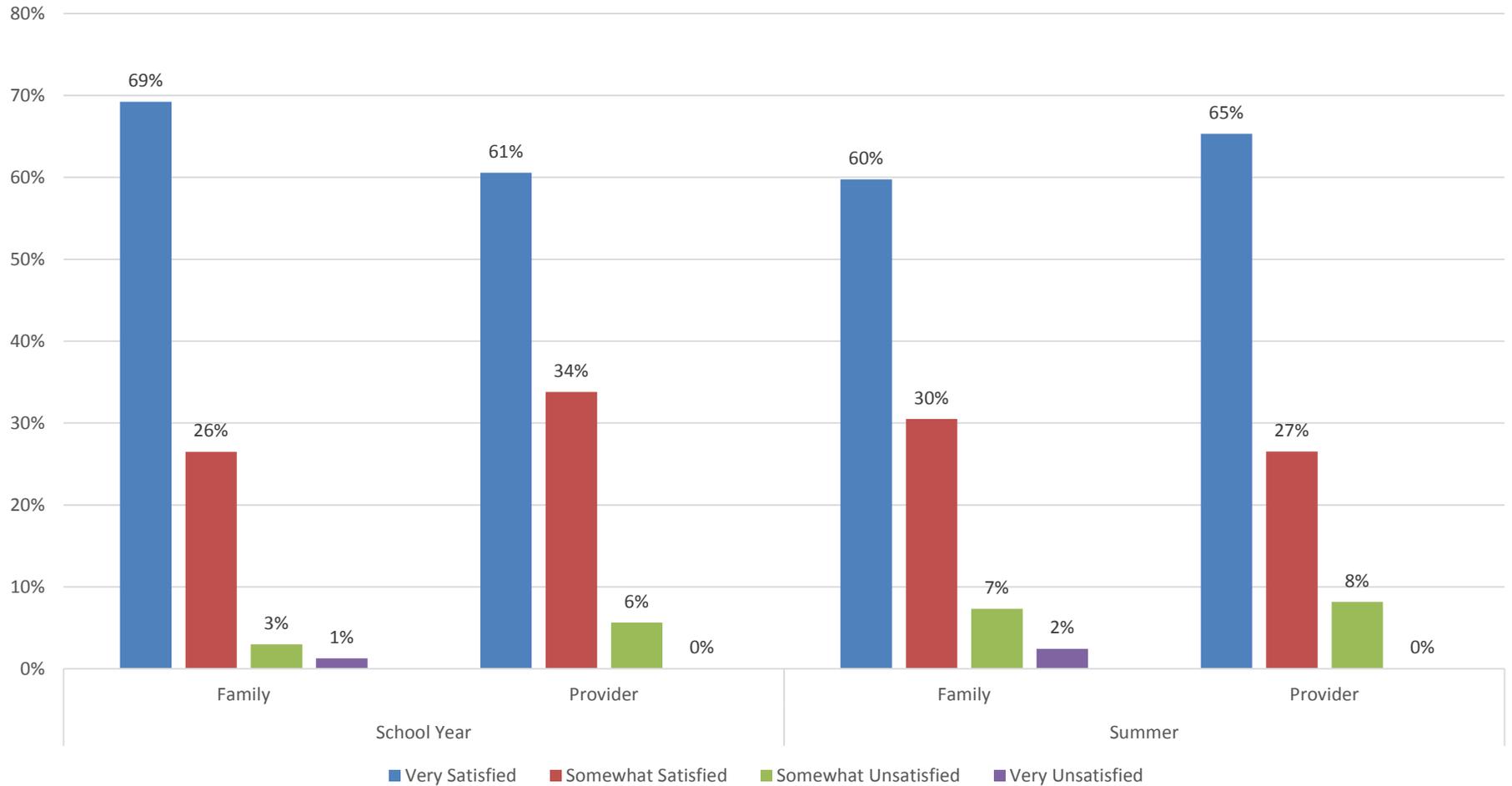
Program Design – Activities



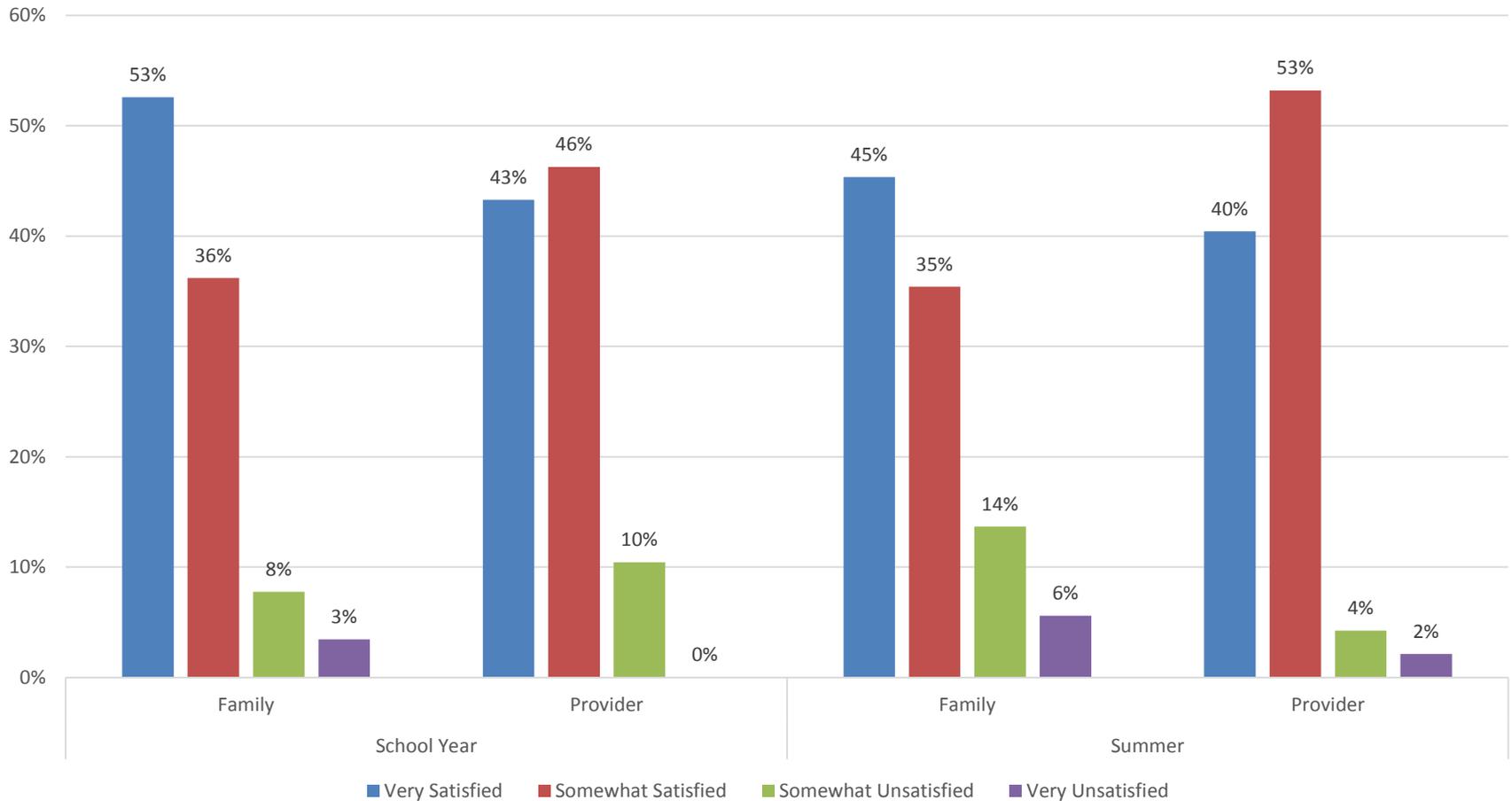
Quality



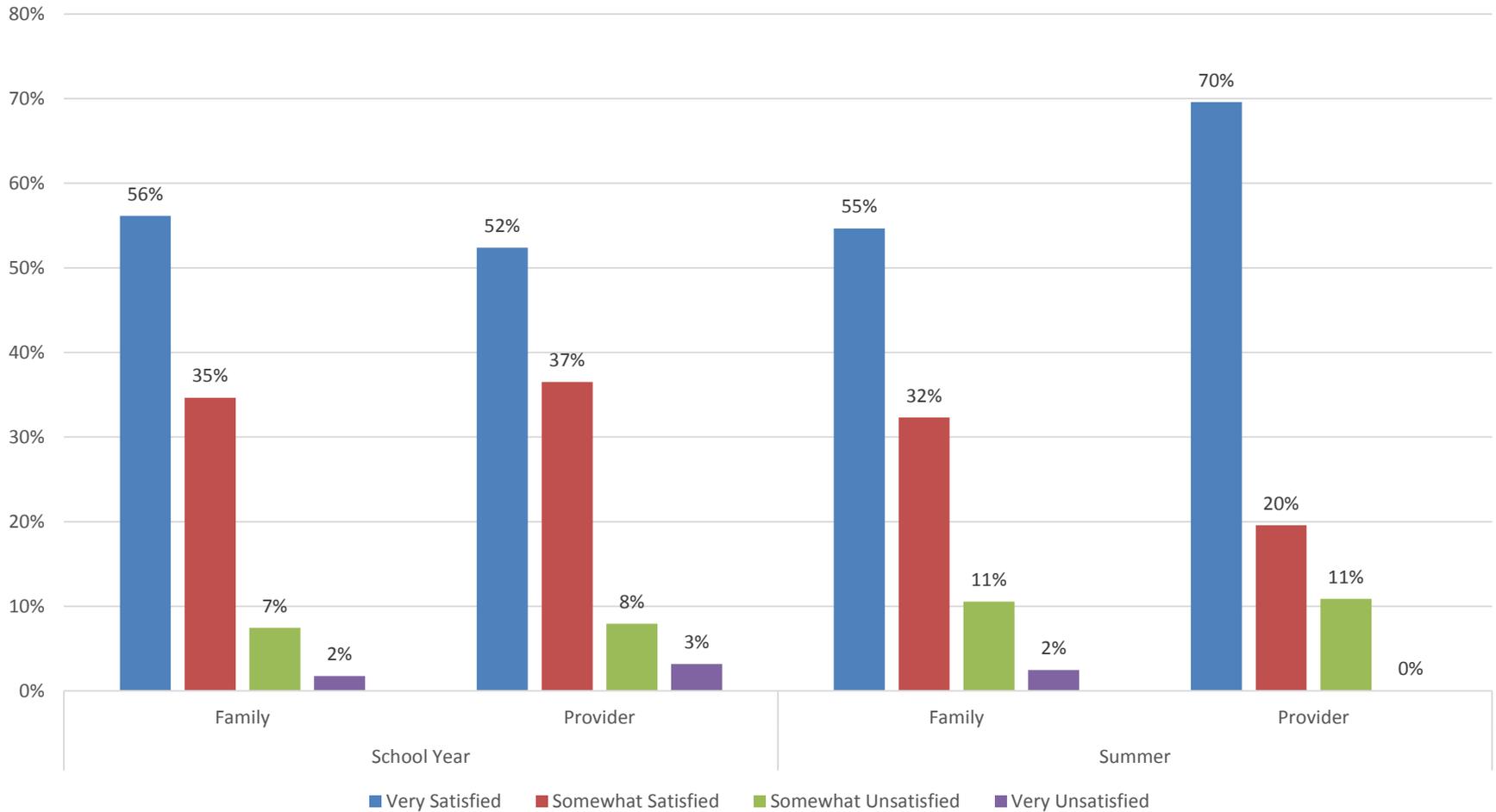
Quality – Overall



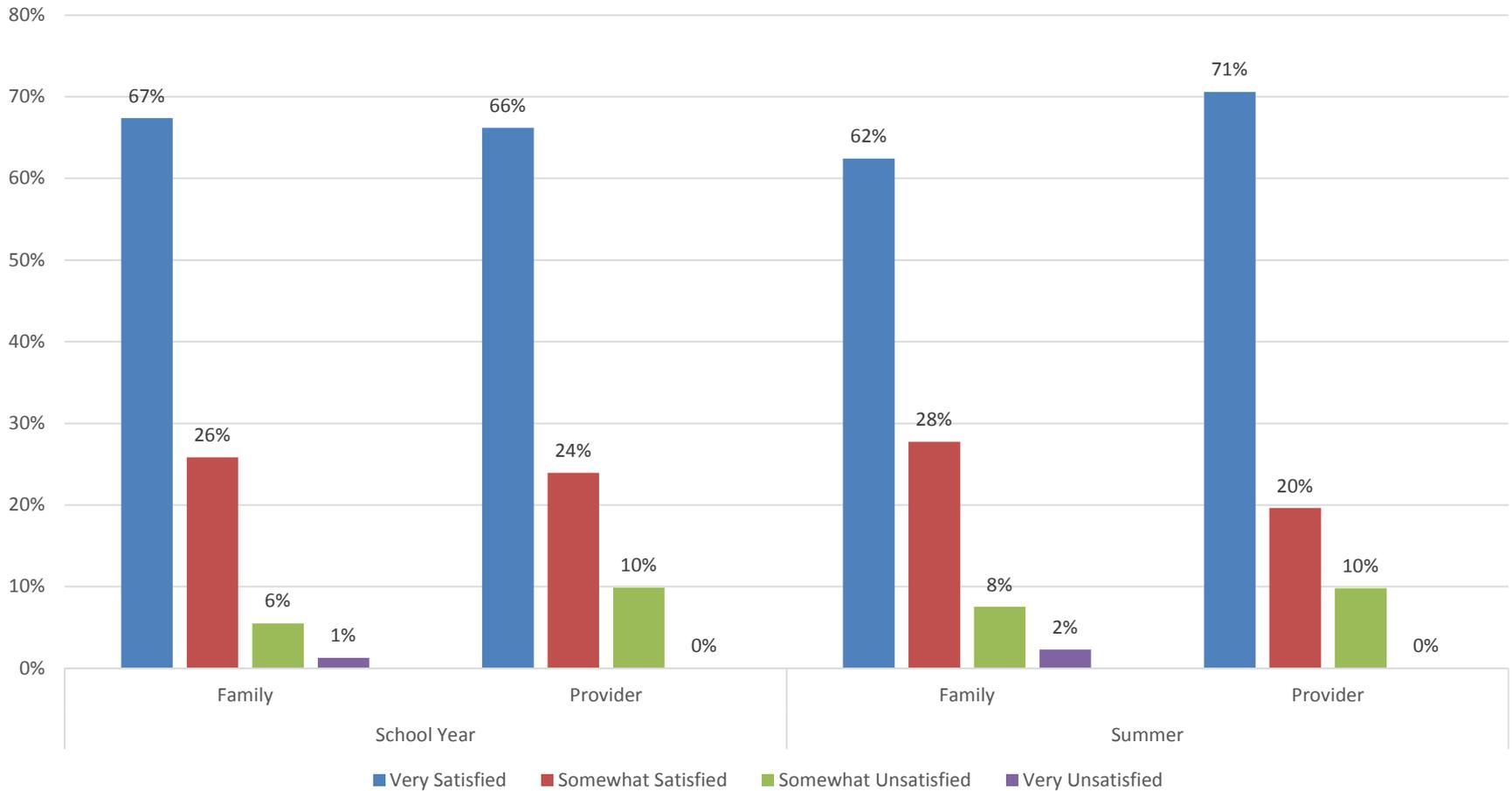
Quality – Academic Enrichment



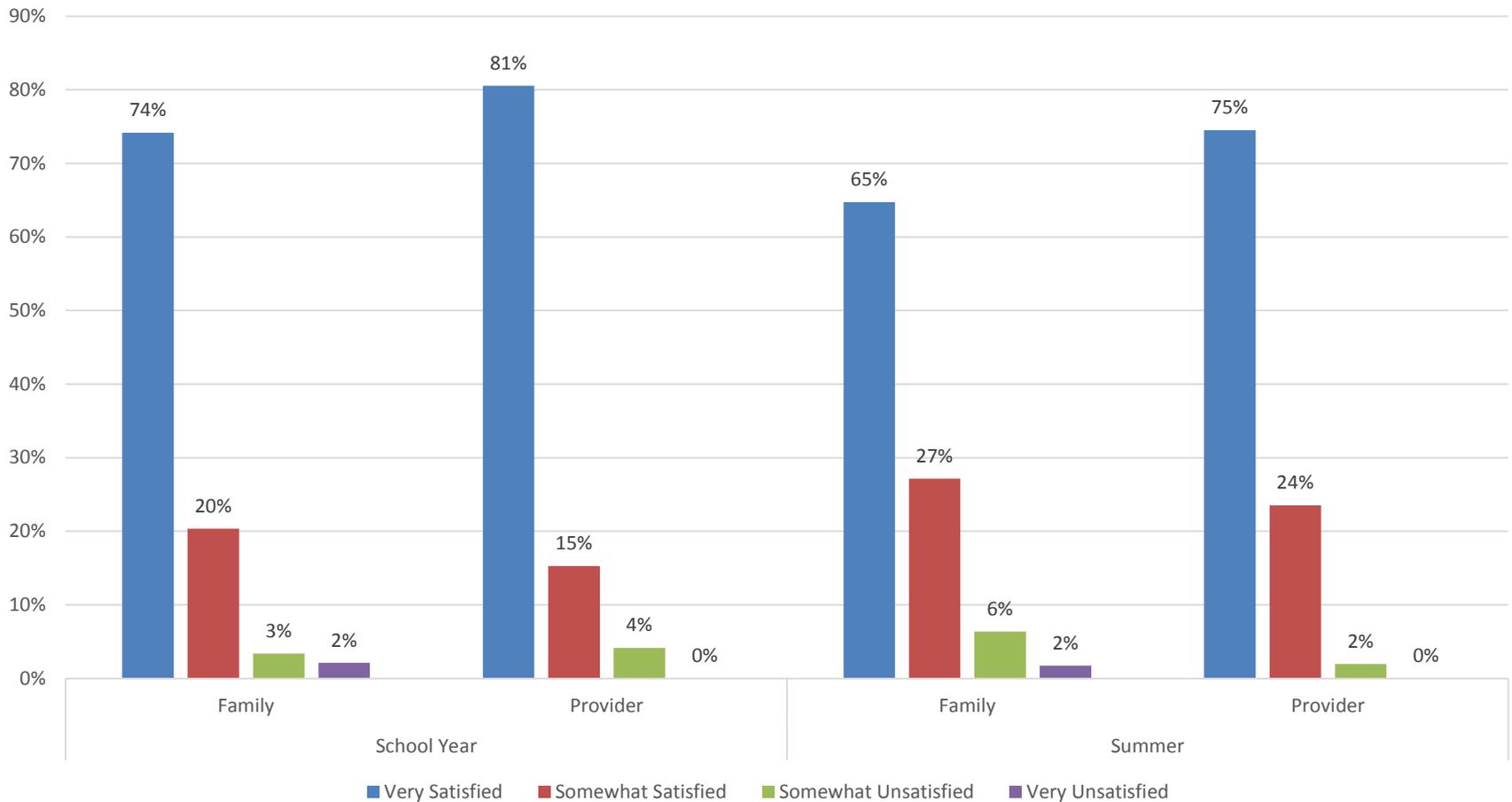
Quality – Snack



Quality – Program Staff



Quality – Safe Environment



Quality Recommendations

28. Consider how to balance quality and access.
29. Analyze quality improvement through research of promising practices applicable to Montana programs. Phase in quality improvement recommendations.
30. Analyze hour limitations for school day staff with consideration for labor laws, regulations, and contracts with unions.
31. Increase training opportunities for out of school time staff.

Quality Recommendations

32. Create time for school day and out of school time staff to communicate and collaborate to better support shared academic and behavioral goals to mutually benefit their students.
33. Gather reliable data about the impact of out of school time programs.
34. Provide National School Lunch program training and quality management.

Bloom 