



Board of Directors Meeting

February 10, 2011

Child Care Age Range White Paper

Item IV.D.

Issue: The Early Learning Coalition is considering changing the age ranges for subsidized child care from the current 0-12 year to a more narrow age range.

Background:

The Early Learning Coalition is considering options to target subsidized care at younger children. Among the options discussed:

Option 1: Fund children ages 0 through the end of 1st grade (usually 7 years). This would start for new enrollees, but those already enrolled who are ending the first grade, or above, would have care until August 2011.

Option 2: Fund children ages 0 through the end of 3rd grade (usually 9 years). Again, children ending the 3rd grade would only have care until August 2011.

Option 3: Fund children ages 0 through the end of 1st grade. The committee was recommending a 3 year process, and by the end of 2013, full implementation.

Background

Legislative Intent:

School Readiness

In 1999, the Florida Legislature enacted the School Readiness Act (S. 411.01, F.S.), which consolidated all early childhood education and child care programs into one integrated system. A 2001 amendment designated the Agency for Workforce Innovation (AWI) as the lead agency and state level administrator for federal child care dollars and early learning services “for integrated and seamless services for developmentally appropriate education for **birth to kindergarten**. However, AWI is the lead agency to administer the **Child Care and Development Fund (CCDF) under federal regulations, which includes 0 – age 12.**”

The school readiness program must provide extended-day and extended-year services to the maximum extent possible, without compromising program quality to meet the needs of parents who work, and is designated for children from birth to admission to kindergarten in public school, or who are eligible for federal subsidized child care programs. Priority participation in the school readiness program is required in the following categories based on serving ages 0-12 in accordance with 45 C.F.R.s. 98 and 99. Priority is given as follows:

- a) First to a child from a family in which there is an adult receiving temporary cash assistance
- b) Next to a child who is eligible for a school readiness program who is served by the Family Safety Program Office of DCF under Chapter 39 or Chapter 409
- c) Subsequent priority shall be given to:
 1. A child who is younger than kindergarten eligibility and:
 - a. At risk of welfare dependency
 - b. A member of a working family that is economically disadvantaged
 - c. A child for whom financial assistance is provided through the Relative Caregiver Program
 2. A 3 or 4-year old who has a disability
 3. An economically disadvantaged child with a disability, from birth to 4, who is served at home
 4. A child who meets requirements for the migrant preschool program

Agency for Workforce Innovation (AWI) has the responsibility to administer the federal Child Care Development Fund (CCDF) which includes ages 0-12.

Early Learning Coalitions are tasked with providing extended day and extended year services without compromising program quality to meet the needs of parents who work. The School Readiness legislation specifies priority participation in various categories based on the federal mandate of serving ages 0-12.

Current Research:

The latest research indicates that a quality continuum of services for at-risk children, from preschool extending into later childhood, reinforces the positive gains made in the early learning environment and contributes to closing the achievement gap.

Bogard, K. & Takanishi, R. (2005). Social Policy Report: PK-3: An aligned and coordinated approach to education for children 3-8 years old, Society for Research in Child Development. Retrieved on December 13, 2010 from <http://srcd.org/documents/publications/SPR/spr19-3.pdf> which advocates for an approach to education which includes universal access to Pre-K for 3 and 4-year-olds, followed by a mandatory full-school-day kindergarten.

- Quality programs can reduce grade retention and special education placement while increasing school achievement and social skills.
- This article cites the groundbreaking work done by Heckman and Masterov (2004) which cautions against investments made only in Pre-K programs, and contends that these investments must be complemented by investments during the elementary school years to maximize successful outcomes for children.
- From a policy perspective, a Pre-K through 3rd grade approach focuses on children 3 to 8 years old because, in the current wave of education reform, children face their first major academic reckoning in the third grade. Schools are organized so that third grade children typically take their first standardized tests in reading and math, the results of which are likely

to have serious consequences, including grade retention or special education placement, both of which influence future academic opportunities.

- Review of the longitudinal literature revealed the following:
 - The timing of early educational experiences is important, especially given research that finds there is inequality in levels of school readiness among children as they enter kindergarten.
 - The dosage of programming across school years, and with regard to length of the school day, is integral to both maximizing the potential learning opportunities during the school year and maintaining gains from one grade level to the next.
 - There is evidence of added benefits of extended early intervention for at-risk students from Pre-K through third grade, in contrast to just Pre-K alone, leading to lower school remediation and drop-out rates, as well as higher reading and math achievement.
 - Program quality, as measured by the match between teacher practices and children's developmental needs for positive interactions, leads to better achievement and emotional and behavioral outcomes.
 - Teacher certification and bachelor's degrees were related to fewer behavioral problems and higher school readiness scores for 3-year-olds attending Head Start. Additionally, it has been found that teachers who have some graduate school education or specialized training in early childhood were more likely to have their classrooms rated as high quality than teachers with no graduate school education.

Manning, M., Homel, R. & Smith, C. (2009). A meta-analysis of the effects of early developmental prevention programs in at-risk populations on non-health outcomes in adolescence. *Children and Youth Services Review*, 32: 506-519 offered continued support for the efficacy of quality early childhood programs as well as follow-up opportunities after these early interventions.

- Evidence from a series of interventions indicated that becoming involved with a child and family early in the developmental pathway can minimize future health, educational, behavioral and crime-related problems.
- This meta-analysis found a significant difference with respect to educational success in programs that were longer than three years and those whose duration was greater than one year, but less than three years.
- This analysis also found that programs with a follow through component (e.g., post-intervention or supplementary programs to further support the family and child) tended to produce better results than programs that did not have this additional component.

In addition to contributing to the greater probability of entering school ready to learn and succeed, as well as having profound impacts on maintaining early achievements, offering a quality continuum of services also has a number of well documented social impacts.

Findings from **Vandivere, S., Tout, K. Zaslow, M., Calkins, J. & Capizzano, J. (2003). Unsupervised Time: Family and child factors associated with self-care, Urban Institute. Retrieved on January 7, 2011 from http://www.urban.org/UploadedPDF/310894_OP71.pdf.**

Family income was associated with the use of supervised activities in that children from lower income families were more likely than children from high income families to be placed in some form of supervised activities; indicating the high use of before- and after-school care by children from low income families.

- Among 10-12-year-olds, those with parents employed full-time are over two-and-a-half times more likely than those with non-employed parents to spend time unsupervised. Six to 9-year-olds were about twice as likely to use self-care if their parents were employed.
- However, even though use of supervised care was greater for low-income families in this study, it was found families experiencing high levels of aggravation and stress results in a greater likelihood of children being in a self-care situation.
- Children who spend time on their own at younger ages may be setting the stage for increased time spent with other unsupervised children and involvement in risky behaviors as they get older.
- For low-income children the risks associated with self-care may be elevated if they live in low-income neighborhoods or miss out on the academic and social enrichment provided by before- and after-school programs. While time spent unsupervised may be risky for all school-age children, it may be useful to focus especially on filling the gaps in supervision for these vulnerable children.

A meta-analysis of existing studies conducted by the **Durlak, J. A. & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Collaborative for Academic, Social, and Emotional Learning (CASEL). Retrieved on December 20, 2010 from <http://www.casel.org/downloads/ASP-Full.pdf>** found significant positive improvements across measures of self-perception, attachment to school, positive social behaviors and academic performance.

- These findings were produced by programs which consistently used evidence-based skill training approaches, while those programs not using these approaches were not successful in any outcome area. This finding lends support to the idea that effective after school opportunities are a worthwhile investment.

JWB's Role:

JWB is a partner in the system of care for children in child care. The Early Learning Coalition (ELC) has no jurisdiction over this funding and, regardless of the ELC's Board's decision, eligibility for JWB funding would not be affected. Primarily, JWB's investment is focused on funding for children 0 -12 who are in our provider programs, and are considered at-risk and in need of child care. JWB also funds the required state match (\$500K), and a dollar-for-dollar match for the child care purchasing pool (\$900K). The after-school program (OST) \$5.5M is provided for children 9-14 years old. This program provides after school activities and a youth development quality overlay. The Board may want to consider resetting the age range for this program to begin eligibility at 7

years old in order to close the gap that potentially would be created by the ELC eligibility limitations under consideration.

JWB Child Care Funding

Child Care Purchasing Pool Match	\$900,000
Child Care Match	\$500,000
Entitled Child Care Slots for at Risk Youth in JWB programs	\$2,772,523
After School Care for 9-14 year olds	\$5,476,617
Other Targeted Child Care Specific programs	\$658,470
	\$10,307,610

Discussion of Options: The potential for kids to be dropped, and the impacts from a practical standpoint.

Coordinated Child Care of Pinellas, Inc.

Active Children by Funding Category and Age on 12-2-10

AGE	Protective Services	TANF\WAGES	TCC	CCPP	Low Income including ARRA	Special Needs Teens	Total Active ELC Enrolled	LIEF Entitled	Fairmont Children's Initiative	Total Active JWB Enrolled	Total Scholarship Enrolled	Waiting List by age
0	97	102	72	4	19	0	294	23	0	23	317	345
1	185	158	151	17	91	0	602	78	0	78	680	508
2	234	204	128	26	191	0	783	102	0	102	885	631
3	230	187	144	89	289	0	939	88	0	88	1027	472
4	193	138	96	144	442	0	1013	60	7	67	1080	326
5	133	90	70	109	306	0	708	32	12	44	752	267
6	127	69	52	90	223	0	561	22	17	39	600	235
7	98	66	41	97	196	0	498	20	18	38	536	235
8	84	49	33	88	195	0	449	10	6	16	465	200
9	68	41	35	63	176	0	383	8	1	9	392	200
10	60	38	33	60	143	0	334	7	3	10	344	154
11	32	19	10	23	81	0	165	4	0	4	169	106
12	7	8	6	13	40	0	74	2	0	2	76	63
13	0	0	0	0	0	1	1	0	0	0	1	0
14	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	1	1	0	0	0	1	0
18	0	0	0	0	0	1	1	0	0	0	1	0
Totals	1548	1169	871	823	2392	3	6806	456	64	520	7326	3742

Options for JWB Consideration:

- Match layout current dollars. This could be conditional based upon service to 0-12.
- The cost to fill in the gaps and what JWB would have to change to do that.