

CHILD CARE SUPPLY COMMITTEE
December 14, 2006 Meeting Notes
10:00 am - 12:00 pm
OCCF Large Conference Room
530 Center Street NE, Suite 405
Salem, Oregon 97301

In Attendance: Mary Nemmers, Kim Cardona, Bobbie Weber, Beth Unverzagt, Darcy Miller, Kitty Lake, Rosalie Broding, Jeanne Lemieux, Tryna Muilenburg, Pam Dunn, Ruth Lusk

By Phone: Kathy Wadsworth, Nina Roll, Anne Gill, Patsy Kohout, Karren Andrews

Purpose: To improve local recruitment and retention of the child care workforce.

Outcomes for Today's Meeting:

- Address school age care as a child care supply issue
- Discuss ways to integrate definition and strategies into guidance to local communities
- Review and provide additional input on Strategies Matrix
- Brief discussion and input on Funding Guide

1. Introductions and review / revision of minutes

The revised minutes of the September 21, 2006 meeting were reviewed and the following additional changes were recommended:

- (p. 1) Change Chile to Child.
- (p. 1) Change Cohout to Kohout.

The minutes of the October 12, 2006 meeting were reviewed and the following change was recommended:

- (p. 1) Change Chile to Child.

There were no minutes to approve from November as the November meeting was cancelled.

2. Estimating the supply of school age child care - discussion and Q&A with Bobbie Weber and Beth Unverzagt.

The majority of the meeting was devoted to discussing school age child care as a supply issue. Attachment 1 provides a description of the **Afterschool Technical Assistance Collaborative**.

Key discussion points:

- Historically, the way of working with school age care was to focus on the piece that fit within school age child care such as mixed ages in family child care, centers or before and afterschool child care programs. These types of programs saw themselves as part of the child care system by becoming licensed.
- Other broader venues for school age care settings such as programs in parks and recreation, Boys & Girls Clubs, piano lessons, and tutoring were not focused on. However, parents choose these types of settings as a care option.
- Over the past ten years there has been a trend to merge the different type's afterschool options into out-of-school time. The worlds have blurred now and it is hard to differentiate between child care and youth development. Although these programs need to work together, should child care remain separate?
- The **National Institute on Out of School Time (NIOST)** was previously "it" for workforce development. <http://www.niost.org/> NIOST is one of the many **Charles Stewart MOTT Foundation** funded players on the national level (approximately 65 grantees, 34 statewide out-of-school time networks). <http://www.mott.org/> Some other grantees include:
 - **Wellesley Centers for Women:**
<http://www.wcwonline.org/research-title.php>
 - **Harvard Family Research Project:**
<http://www.gse.harvard.edu/~hfrp/>
 - **Finance Project:** <http://www.financeproject.org/>
 - **Out-of-School Time Resource Center University of PA.**
<http://www.sp2.upenn.edu/ostrc/about.html>
 - **Afterschool Alliance:**
http://www.afterschoolalliance.org/funding_main.cfm
 - **The National Afterschool Association (NAA)** provides accreditation and certification on a national level. There is a debate at the national level around who or what entity will be the accrediting body. <http://www.naaweb.org/>
 - **Oregon Afterschool for Kids (OregonASK):**
<http://www.oregonask.org/index.cfm>

Bobbie discussed the findings from the 2004 Oregon Population Survey and will provide a handout. Some key points included:

- The survey asked a question that was designed to determine if a child under 13 was in a care or education program.

- Based on survey findings, about the age of 8 parents tend to switch from what we would characterize as “care” to less formal, restrictive care arrangements (often unpaid).
- Family Child Care providers are almost always paid while relatives are less likely to be paid.
- When asked, parents are not defining what their kids “do” as in care. The 2006 survey question was broadened to not just ask about care in order to capture other types of care arrangements from the parent’s perspective. An example: Preschool parents would answer “no” to using child care, but we would answer “yes”.

3. Definition of school age care; CCD definition of licensed school age care; out-of-school time care other than school age child care- Beth Unverzagt and Kitty Lake

The following two documents were recently drafted by Child Care Division staff in preparation for a discussion with the Child Care Commission regarding licensing regulations. These documents were distributed and briefly discussed with the understanding that they are not ready for sharing yet:

- *Exempt Care Summary* (DRAFT)
- *SchoolAge Exemptions or, “When do we license schoolage programs?”* (DRAFT)

Key discussion points:

- Child care for afterschool includes ages 5 – 12 while traditional youth work includes ages 14 – 18. Positive Youth Development is birth to twenty-five. Children with disabilities can be served through 18 years old.
- Family Child Care providers are allowed to have as many children as they want after the age of 13 as childcare is only up to the age of 12. Children older than 12 are not eligible to be claimed for the Child and Adult Food Care Program (CACFP).
- The issue about whether a program is child care or not, is about accountability. Drop-in programs such as the Boys & Girls Clubs allow children to come and go. Unlicensed, unregulated programs do not need to meet any standards.
- The Child and Adult Food Care Program (CACFP) considers drop-in anything less than 12 to 19 hours a week or 4 hours a day.
- Programs are exempt from licensing for multiple reasons. Exempt care in preschool is better defined.
- Child Care Division’s struggle now is with determining whether care provided is for enrichment or child care as the accountability is different.

- Bobbie stated there are multiple roads into this conversation. We should focus on listening carefully to understand how school age entities are similar and different.
- Groups are coming together and forming alliances to map the terrain we are living in such as:
 - **21 Century Community Learning Centers (21CCLC):** <http://www.ed.gov/programs/21stcclc/index.html>
 - **Juvenile Justice**
 - **MOTT (34 Statewide Networks):** <http://www.mott.org/>
- National conversations are occurring around:
 - Accreditation
 - Quality
 - Credentialing
 - Who's in the workforce?
 - What standards will the workforce need to meet?
 - Decisions must be made about regulation and standards.
- School age child care is a class issue. Low income people have fewer options and often more willing to take risks. Even in communities with options, they aren't available to all.
- Community standards are needed. Should Child Care Division force licensing or should this be voluntary? This may result in only middle class children being able to participate. What about the Karate studios and roller rinks? CCD doesn't want to close these services but should these programs have minimal standards such as background checks for staff?
- It's important to have these hard conversations. How do we support communities and protect children? The reality is parents work and there must be safe places, resources and funding.
- There are 15 Boys & Girls Clubs in Oregon. What are those clubs considered as: clubs, out-of-school time (OST), child care, enrichment, or recreation? Do we want to have them regulated or is there a different way to approach regulation with this type of program?
- OregonASK is working on developing a common language, definitions, and creating a clear picture of OST. There must be a needs assessment. A survey is available on the OregonASK site and college students are calling elementary and middle schools to ask the following questions:
 - Do you have an afterschool program? Yes or No
 - May we speak with that person? Or the person can choose to fill out the survey on the website.
http://www.oregonask.org/oask_surveys.cfm
 - Attempting to get an idea of how many providers and who the providers are.

- Rural communities lack OST programs due to transportation issues.
- We know how many children are in schools and we know how many are on free or reduced lunch.
- We don't know sources of funding.
- There is confusion about Youth Development and Positive Youth Development. Youth workers have used terminology differently.
- County structure does not support child care birth through twelve as Early Childhood Teams are only to five and then there are other committees that focus on Youth.
- OregonASK has developed workgroups to address the following:
 - Standards in OST
 - Professional development
 - T/A for programs
 - Finance/Sustainability
 - Developing a common language/glossary of terms

The following questions were asked to help frame the licensing issue followed by a brainstorming session for each question:

1. Why is it important to understand the different types of school age OST programs?
 - For determining licensing: which programs should be licensed or remain exempt?
 - To have safe places available for kids
 - To educate and support parental choice
 - Common language for multiple audiences: parents, legislators, etc.
 - For eligibility determination of funding
 - Parameters of program
 - Identifying the workforce for the purposes of support
 - Lead to common messages

2. Who needs to understand? Who are the Stakeholders?
 - Parents
 - Legislators/ policy makers (city, county, state)
 - Youth
 - OST providers and practitioners
 - Community Agencies
 - Juvenile Justice
 - Department of Education (School Districts)
 - Mental Health Departments
 - LCCFs
 - Local Resource & Referral Agencies

- Non-governmental
 - Business community
 - Home School Association
 - Colleges / Educational Institutions
 - Faith based community
- 3. What are the characteristics of school age child care?
 - Accountability
 - Legally operating
 - Supervised Care
- 4. What message do we want to send?
 - (This was not discussed)

4. Next steps

- Follow up with OCCRP regarding the Supply Benchmark and *Data for Community Planning*- Kim and Mary
- Kim will continue to revise the matrix and the supporting document.
- Kim and Mary look at DHS rules for receiving subsidies for OST programs.
- Bobbie will send Population Survey Handout.

5. Adjourn

The Child Care Supply Committee future meeting dates are:

Thursday, January 18, 2007 from 10-Noon

Thursday, March 15, 2007 from 10-Noon

Thursday, May 17, 2007 from 10-Noon

All meetings will be in the OCCF large conference room, and will be accessible via conference call. The meeting was adjourned at 12:05 PM.

Attachment 1

The **Afterschool Technical Assistance Collaborative** is a group of national organizations working to aid states through technical assistance in building statewide afterschool networks.

These national organizations – Afterschool Alliance, Council of Chief State School Officers, The Finance Project, National Governors Association and National League of Cities – with support from the University of South Carolina Educational Foundation, Collaborative Communications Group and Learning Point Associates, contribute their expertise and knowledge in providing hands-on technical support as well as contribution to the overall vision of the statewide afterschool networks.

Who is ATAC?

The Afterschool Technical Assistance Collaborative is a group of national organizations working to aid states, through technical assistance, in building statewide afterschool networks. Members of the ATAC team represent a diverse array of constituency groups, and, to a large degree, reflect the range of stakeholders and expertise that is needed at the state level to affect change.

What Does ATAC Do?

The overall goals of the ATAC group are to:

- facilitate statewide, regional and local partnerships at all levels
- support statewide efforts to secure resources needed to sustain new and existing afterschool programs
- support statewide systems to ensure programs are of high quality

How Does ATAC Work?

ATAC organizations are available to assist statewide afterschool networks in a variety of ways. Each state is assigned an ATAC contact person who acts as a liaison to the other ATAC team members. Thus, networks discuss technical assistance needs with their ATAC contacts who then use the resources of the entire ATAC team to respond strategically to the network request. Because assistance is customized to the needs of each state, ATAC does not deliver a preset menu of technical assistance options. Ways in which ATAC delivers technical assistance are:

- participating in conference calls

- convening on-site meetings
- email consultations
- gathering and researching information
- creating tools and materials
- brokering assistance, consultation, and facilitation

Why is ATAC providing technical assistance to statewide afterschool networks?

Knowing that scaling up and sustaining successful afterschool programs will require coordinated and collaborative efforts and systems across many public and private sectors; ATAC is working to help strengthen the capacity of states to build and sustain statewide infrastructures.

ATAC works with states to ensure that policies are in place to support the sustainability and quality of afterschool infrastructures and programs. It is the hope of the Mott Foundation and ATAC that there will eventually be networks in all 50 states.

Attachment 2