



School-Age Care in Sacramento County

Prepared by Child Action, Inc. for
The Sacramento Local Child Care and Development
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*Copies of this report and other resources can be
requested through Child Action's Resource and
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Executive Summary

In Sacramento County, families' need for appropriate out-of-school time care for school-age children continues to be a crucial community concern. At least 66,446 school-age children in Sacramento are members of families in which all available parents must work.¹ Affordable, dependable, and quality opportunities for children between the ages of 5 and 14 have become essential in today's economy. The Sacramento County Local Child Care and Development Planning Council recognized this need and hosted a forum for parents, providers and school district representatives in October 1999. At that event, community representatives identified five major challenges for both parents and providers to offering quality, affordable and convenient opportunities for school age children. Those were as follows:

- **Funding**- a lack of available funds for both parents and providers;
- **Transportation**- a lack of transportation;
- **Space**-difficulty finding appropriate, consistent and safe program space. Complications have been compounded by Class Size Reduction;
- **Qualified Staff**-shortage of quality staff;
- **Collaboration**-lack of effective collaboration among all of the individuals involved in continuum of school-age care.

As a result of the input and concerns shared at the October forum, the Sacramento Local Child Care and Development Planning Council collaborated with Child Action, Inc to investigate school-age care in Sacramento County. **This report documents available school-age care and discusses the challenges families and providers face.** There are a wide range of activities that currently exist for school-age children in the County including recreation programs, after-school and before-school programs, homework clubs, faith-based opportunities, and social clubs. All such opportunities are valuable for a school-age child's social and cognitive development. However, this report views all school-age out-of-school-time opportunities through the lens of school-age child care, as that is the service that the majority of parents interviewed for this investigation say they need. It is also the service which many providers believe, whether it is their mission or not, is an essential service they provide. There is a great need for school-age care in Sacramento County for children of all backgrounds and in all communities. While parents and providers may be invested in the needs of the same children, their needs, goals and missions can be completely disconnected and, at times, conflicted. The Sacramento Local Child Care and Development Planning Council is in an excellent position to work towards developing quality and affordable school-age care opportunities for all children.

¹ Parents Earning, Children Learning, 1997

Introduction

With a significant percentage of families in which all the available parents must work, affordable, dependable, quality child care is an essential support that allows many parents to earn a living, as well as provides additional positive influences in their child's development. Yet, many of Sacramento's families are experiencing difficulty finding appropriate environments for care, particularly during the school-age years for children 5-14. In addition, providers who serve school-age children are finding challenges in running their programs and serving the children in their care. These trends around school-age care are not only present in Sacramento County, but nationwide as well. A lack of out-of-school time opportunities for school-age children results in both negative consequences and missed opportunities for both the present and the future of communities. In order to improve this system, as well as fully utilize community resources, it is first important to assess the need for school-age care in Sacramento County.

In 1997, using the latest figures available, the Sacramento Local Child Care and Development Planning Council estimated that there were **108,391** children between the ages of 6 and 12 in Sacramento County.² Of that, at least **66,446** are children of working parents³ of which **55%** need licensed care.⁴ The goal of this report is to provide a reasonable synopsis of the care choices that are available to children, the barriers to those choices, and the ways those barriers affect the children, families and communities of Sacramento.

Study Objectives:

This project began in the fall of 1999 when the Sacramento County Local Child Care and Development Planning Council sought community input around the resources and barriers for school-age children and out-of-school-time care. In order to better understand and respond to the needs of both families and providers, the Sacramento Local Child Care and Development Planning Council hosted a public forum on the resources and barriers that exist around accessing and providing school-age care. (See Appendix A) Participants included after-school care providers, school district representatives, and community members. (See Appendix B)

As a result of this forum, the Sacramento Local Child Care and Development Planning Council partnered with Sacramento's child care resource and referral agency Child Action, Inc. to investigate these barriers as well as the overall situation for out-of-school time opportunities serving school age children in the County. Input was collected from a large variety of informants invested in the needs of school age children including

² Parents Earning, Children Learning, 1997

³ Ibid

⁴ Ibid Note: This figure was calculated by comparing the 1997 estimate of the number of school-age children with working parents (66,446) with the estimated number of children needing licensed care (36,589).

representatives of the schools and school districts, law enforcement, faith based groups, community agencies, as well as a large array of school-age programs. Thirty-six families that utilize or were in need of school-age child care were interviewed.⁵

Sacramento's School-Age Care

There are a number of out-of-school time opportunities available to children such as parks and recreation programs, karate classes, little league, homework clubs, camps and scouting programs. This project examines out-of-school time opportunities in as far as they relate to the need for school-age child care. Many of the license-exempt programs available for school-age children are not intended to be used as child care. However, due to the overall shortage of care many families utilize those opportunities as such. As one parent interviewed phrased it:

“My daughter’s middle school is offering modeling classes... and that’s great. My kid is really interested in it. But the only way she is going to be able to go to that is if the modeling class helps me work a full 40 hours a week.”

- As the Sacramento Local Child Care and Development Planning Council discovered in 1997 only 15,615 spaces were in existence, meeting only 43% of the licensed child care need.⁶ (See Appendixes C and D)
- Of the parents interviewed for this project, 48% felt a major barrier to finding care for their children was the lack of choices available.

Many families are sending their children to out-of-school time opportunities which have a mission that, while perhaps geared towards school-age children, is not intended to provide quality child care. Families can be quite creative in finding alternative child care arrangements. Some of the more common include park and recreation programs, after-school academic enrichment programs, youth development programs, and self-care. While some of these options are not intended or are not appropriate to meet the need for school-age child care, that is how many families are utilizing them. The range of school-age care opportunities that are frequently used by families as child care are explored in greater detail in the following pages.

⁵ Families selected for interviews were among those who called Child Action, Inc. for referrals to school-age child care providers in August 2000

⁶ Parents Earning, Children Learning

Note: This percentage was calculated by using the child care capacity for Sacramento in 1997 (15,615) in comparison with the estimated number of children in needing licensed care (36,589). This figure does not take into account the 2,146 openings.

Licensed School-age Child Care

Centers

There are 241 licensed child care centers in Sacramento County that serve school-age children.⁷ Centers can range in design, mission and sponsorship. Their school-age programs are typically available year round and are dependent on parent fees to function. The structure of a center can include:

- For-profit-a center designed as a for-profit business.
- Non-profit-a center designed to provide a community service.

Both for-profit and non-profit can fall into either of the following categories:

- Public centers: frequently non-profits, these centers can received public funds such as federal or state grants and may be associated with a public agency such as a school district or municipality.
- Private Centers: are more likely to be for-profits and often have a single proprietary owner or corporate structure.

Child care centers are licensed by the Community Care Licensing Division of the State Department of Social Services. This licensing department sets minimum standards for the licensed centers as well as regulates the center's compliance. These standards include health and safety regulations, child to staff ratios, and square footage per child guidelines. Licensing also requires that center employees have completed at least 12 units of Early Childhood Education or the equivalent in subjects "appropriate for the care of older children"⁸ when school-age children are served. Centers can potentially care for any number of children, providing they meet all of the licensing guidelines.

Family Child Care Homes

Due to the nature of a family child care license, it is not possible to estimate the number of slots available for school-age children. Family child care homes are licensed for children ages birth through 17 years. They are licensed and regulated by the County office of Child Care Licensing of the Department of Health and Human Services. In January of 1997, SB 265 (Chapter 18/Statutes of 1996) became law. This bill expanded the capacity of both small and large family child care homes by two slots. These two slots were specifically tagged to provide care to school-age children and can not be filled with children of any other age.

⁷ Data provided by Child Action

⁸ Innovations in Child Care: A handbook of child care innovations and resources, prepared by the community Care Licensing Division of the California Department of Social Services June 1999

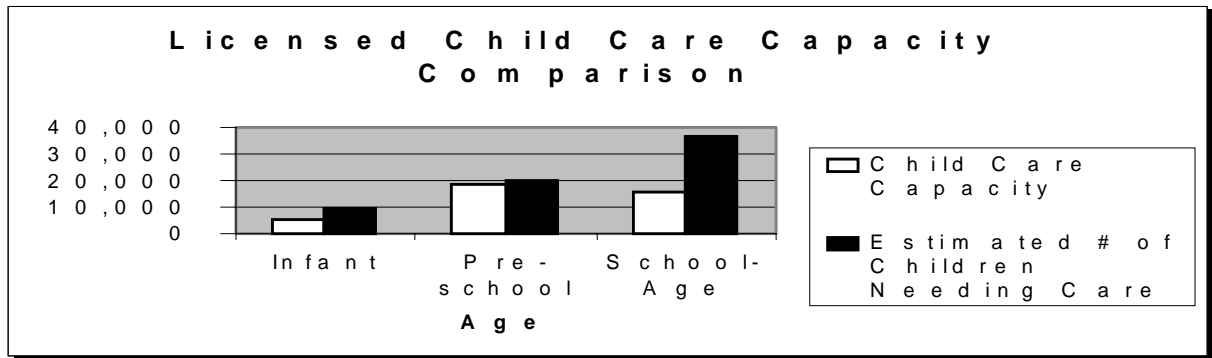
Family Child Care Home (FCC) Capacity		
	1997	1998
Small FCC	6	8 with two school-age children.
Large FCC	12	14 with two school-age children

While this change did expand the potential capacity for school-age care in family child care homes, finding such care still remains a challenge.

According to a representative from Family Child Care Providers Incorporated, a family child care provider association, school-age care is one of the least popular types of care among family child care providers. There are multiple reasons for this:

- The nature of a family child care home license and a school-age child's schedule are not always compatible. For a family child care provider, a school-age child takes up an entire child slot, yet only brings in revenue for part of a day, unless a family is willing to pay full day rates for part time care.
- As many parents are unavailable during the workday, many school-age children require transportation between school and care. Unless an outside transportation source can be arranged, such as through the school, family child care providers must provide the transportation themselves. With 1,496 family child care homes with a capacity of 8 and 344 with a capacity of 14, small family child care homes are much more common than large.⁹ Small homes caring for school-age children are only required to have one staff member, which means that in order to transport one school age child, providers must leave their place of business, with all of the other children in tow. This can be complicated if all the clients have not signed a general permission slip for such travel.
- In order to provide that transportation, a provider must have vehicle insurance for a business. The cost of such insurance can in and of itself prove prohibitive for a family child care provider as, since family child care providers care for such small numbers of children, it is less likely the demand will justify the additional expense.

⁹ Data provided by Child Action



Source: Parents Earning, Children Learning, 1997

License-Exempt School-Age Care

Many school-age child care opportunities, such as those described above, are licensed and regulated. However, as described in the Community Care Licensing Division Title 22 licensing regulations, there are specific settings that are exempt from licensing. Programs may be exempt as a result of the type of care being provided, the length of time the child is in care, the nature of the agency or group that is responsible for the program, or whether the service provided is considered to be child care at all. There is a wide range of school-age programs that are used as child care that are exempt from licensing. (See Appendix E) These types of programs may or may not be intended to be utilized as child care for the school-age children being served. The following are descriptions of a few of the major forms of long term exempt care that exist in Sacramento County that are used by families as school-age child care.

School Based Programs

Schools within Sacramento County’s 17 school districts can be powerful resources in the area of school-age child care. (See School District Map in Appendix F) A school based school-age program is one that provides care for children within a specific public or private school or district. School based programs providing child care for school-age children typically provide care immediately before and/or after the academic day of the school being served, during the times the children’s parents may be working and need such care for their child. Such a program may be operated by the school itself or through a contract with an outside program. However, a school’s involvement or endorsement of a program that is meeting families’ child care needs does not guarantee either the implementation of licensing standards or any other guidelines for providing child care.

School based programs designed specifically to provide child care may be licensed although such programs, meeting particular guidelines, have a specific exemption in the Title 22 licensing regulations. Public and private schools that operate child care programs before and/or after school can be exempt from licensing as long as the program is operated by the school and run by “qualified teachers employed by the school or the

school district.”¹⁰ However, child care programs run by “an outside organization or individual using a public or private school site...are subject to licensure, even if the program is open only to the children enrolled in that school.”¹¹ As a result of this particular aspect of the licensing guidelines, one can find both licensed and licensed-exempt school based school-age child care programs. The assumption behind this exemption appears to be that, although the explicit mission of the school based program is to provide child care, the school’s pre-existing standards for serving children such as “qualified teachers” make the licensing minimum standards of care unnecessary.

However, understanding the structure and standards of a school based program does not simply end there. Many schools are able to provide out-of-school time opportunities such as academic enrichment or recreation programs, which are described in greater detail below, to their students. These types of programs also may operate during the time period when parents keenly need child care, before and/or after school. Such programs have their own licensing exemptions and may successfully partner with a school to offer a license-exempt program. Yet, these programs are typically exempt due to the understanding that they are not providing child care, but are offering some other valuable service to children. These programs in particular may not have the concept of providing quality school-age child care in any aspect of their mission yet are undoubtedly meeting that need for many schools’ students. The types of programs discussed in the following sections can also exist without any, or very limited, association with the schools of the children they serve.

Public Recreation Programs

A public recreation program is typically one that offers some form of recreation opportunity such as a soccer clinic, swimming lessons, or a summer softball league. These types of programs can be offered seasonally, on a short term basis, or even just once. They may also be consistently available immediately after school or during other out-of-school time hours when families are in need of child care. The mission of recreation programs is usually to provide an arena for children to explore recreation opportunities, not child care. As a result, such programs are exempt from licensing. According to the Title 22 guidelines a “public recreation program” is one that is “operated by the state, city, county, special district, community college district, chartered city, or chartered city and county.”¹² It must also serve children during times other than the “normal school hours for grades K-12, in the public school district where the program is operated, or operated when students are normally not in session.” This latter piece would include operation during school-breaks or “off-track” school schedules. In addition a public recreation program is exempt if it operates for less than 16 hours a week, for a total of 12 weeks or less during a 12 month period. In Sacramento County, many exempt public recreation programs are operated through one of the 19 park and recreation districts. A park and recreation district is considered to be a “special district.”

¹⁰ Community Care Licensing Division, “Child Care Center Manual of Policies and Procedures-Title 22, Division 12, Chapter 1” November 1998

¹¹ Ibid

¹² Ibid

Although the park and recreation districts are loosely associated, each has mandates, missions, and services that are unique. Two of the districts do not offer programming for children. Two others offer recreation opportunities primarily to children and adults with special needs. All the rest provide a wide range of opportunities for school-age children. The primary mission of the vast majority of these programs is to provide recreation opportunities to the children enrolled, not school-age child care. Yet, many of these programs are offered during times, such as the before and after school hours, or during school breaks, when school-age child care is in great demand. These programs may even have a daily schedule with time for homework, refreshment, followed by a recreation period that may look quite similar to the schedule of programs with a mission to provide child care. According to the California Park and Recreation Society, the Department of California Parks and Recreation, Sacramento County and Sacramento City Park and Recreation, as well as individual districts and programs indicate the park and recreation districts do not have overarching standards for providing quality school-age child care. That decision is left up to individual programs and their boards. Among the programs interviewed in each of the 15 park and recreation districts that do offer programs, school-age quality child care standards and guidelines do not appear to be a common practice by any means. Yet, many families choose such programs to meet their children's child care needs. As one parent phrased it in regards to the public recreation after-school program her child attends "It means first and foremost peace of mind for me – that my children are in a wholesome environment, not at home alone."¹³

Drop-In Programs

These types of school-age programs often provide opportunities very similar to those provided at a public recreation program and many in fact be associated with one, although it is not necessary. The Community Care Licensing Division's handbook "Innovations in Child Care" refers to these types of programs as "Activities-Based Child Care."¹⁴ These programs may offer sports and arts opportunities, as well as possibly homework assistance. These programs are license-exempt due to the perceived temporary nature of the care offered and the assumption that it is not child care. Children must be able to "come and go at their will, and there is no monitoring as to attendance or length of stay."¹⁵ Such programs typically only have supervision available to administer a particular activity and ensure that the children in attendance do not injure themselves or others. Many such programs are aimed at adolescents, such as middle school students although some drop-in programs based on a community play ground can be quite popular with younger children. Once again, such programs are not intended, nor do they publicly perceive themselves as school-age child care, even when used as such. The fluid and open nature of such programs can make utilizing them to fulfill a family's child care needs rather hazardous as, without attendance regulations or appropriate supervision,

¹³ 1999 California Park & Recreation Society Recreation and Community Services Application, "Youth Development for Recreation and Park District Alliance for Excellence Programs," 1999

¹⁴ Community Care Licensing Division, "Innovations in Child Care-A handbook of child care innovations and resources" June 1999

¹⁵ Ibid

such programs interviewed for this project indicate that the children, particularly the older children, are more likely to “vote with their feet.”

Youth Development Programs

The mission of youth development programs is generally to enrich and provide positive support to school-age children as they develop and interact with their families, communities and peers. Youth development itself has been defined by the National Youth Development Information Center as:

“a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models which focus solely on youth problems.”

(Approved by the executives of National Collaboration for Youth Members March 1998)¹⁶

Youth development programs build upon this process by offering opportunities that focus on strengthening youth assets and offering positive “knowledge centered” and “youth centered” activities.¹⁷ Often these programs are available consistently immediately after school when families are in need of child care. There are no estimates available for the number of youth development programs in Sacramento County as no agency or group tracks such programs. Currently, a Youth Services Provider Network is being formed which, in part, would map such programs in the County and facilitate collaboration. Youth development programs are license-exempt for, as one youth development program staff member put it “We do youth development, not child care.” Yet, with such a valuable service being offered during times when child care is greatly needed by school age children, it is more than likely that a significant portion of the children attending the programs are there because of their families’ need for child care.

Academic Enrichment Programs

These out-of-school time opportunities have the mission to work with school-age children to improve and expand their academic performance in areas such as literacy and mathematics. There are a variety of such programs, from those serving “gifted students” to those serving children who are considered “at-risk.” These types of programs typically meet after school and are licensed-exempt. One can find examples of such programs among those that are funded by California State After School Learning and Safe Neighborhoods Partnership Program Grants or the Federal 21st Century Learning Centers funds. While there are important differences between these two funding sources and the programs associated with them, both fund after-school programs that are intended

¹⁶ National Youth Development Information Center, “Definitions of Youth Development”, www.nydic.org/devdef.html#programs

¹⁷ Younger Americans Act Policy Proposal (4/7/00 Draft), National Collaboration for Youth, 2000

to expand the learning opportunities available to children as well as their academic performance in school. Under Title 22, academic enrichment programs or “any program that provides activities for children of an instruction nature”¹⁸ are exempt as long as they operate, much like public recreation programs, only when students are normally not in school in the public school district where the program is located. Once again, providing quality school-age child care may not be a piece of such a program’s mission. Yet, due to their program structure and hours of operation many parents choose to enroll their children in the program because it fulfills that need. This is a trend that does not go unnoticed by the programs themselves. In fact, one informant who is an after-school academic enrichment program manager, noted that she believes enrollment at the programs she is involved with tends to be lower when there are other school-age care opportunities available.

License-Exempt Family Child Care

Family child care providers who care for only one family’s children are exempt from licensing as well as family members such as a grandparent or aunt providing care, neighbors or in-home providers. Cooperative care arrangements in which a group of parents rotate as the caregiver for the children but no money is exchanged are also exempt. In-home nannies and babysitters also fall in this category.¹⁹

A Last Glance

One interesting issue to note is, with the exception of the last type of license-exempt care described, many programs across the categories described above have a very similar structure. Particularly among the after-school programs, it is one that is very comparable format to licensed school-age child care programs. Among many after-school programs there is a homework period followed by an activity or socialization period interspersed with an opportunity for refreshment. In the license-exempt programs, either all or one of these sections will have a strong emphasis in order to comply with the program mission. For example, an academic enrichment program may have a homework period that is emphasized by the involvement of trained homework assistants or an additional period of literacy enrichment, followed by a much less structured recreation period. A recreation program may have an optional homework time but a very structured recreation period that is centered around skill building in a particular sports activity. Despite the difference in missions, standards, costs and funding sources, many programs that are not in the business of school-age child care look, on the outside to the families in need of child care, remarkably similar to programs whose mission is to provide school-age child care.

¹⁸ Community Care Licensing Division, “Child Care Center Manual of Policies and Procedures-Title 22, Division 12, Chapter 1” November 1998

¹⁹ Ibid

Unlicensed School-Age Child Care

Self-Care

With only 13,469 school-age children in some form of licensed care, the question of “Where are the other 23,120 children in need of care?” arises. While many of these children could be receiving care from family members, it is likely that a significant portion of this population is in self-care. The term self-care refers to children who care for themselves without adult assistance or supervision, referred to as “latchkey kids” by some community members. It is difficult to estimate the number of children in self-care in Sacramento. However, according to a recent study by the Urban Institute:

- Six percent of California’s school-age children spend some time in self-care per week.²⁰
- Children between the ages of 10 to 12 spend an average of 6.2 hours in self-care per week.²¹

Parent employment status, as well the availability and affordability of care options are significant influences for families who choose to have their children provide self-care. In addition, there are other factors, including maternal education and income. Children of mothers with a college degree or higher are significantly more likely than children of mothers with some college education or less to be caring for themselves. In addition, children in the highest income families are much more likely than children of moderate and low-income families to be in self-care.

There is no doubt that there are children in self-care in Sacramento County, as verified by multiple informants. The former phone line, “Phone Friends,” was designed to provide a place for children to call and speak with a friendly adult when they were home alone and wished to discuss a problem, homework question, or just wanted to chat. When the program was running, it received 1500 to 1600 calls a month, between 1998 and 1999, from children in self-care, half of whom called from the greater Sacramento area.²²

Choosing to allow a child to provide self-care is a very personal decision for a family. According to both Child Protective Services and the Child Care Law Center, there is no law that specifically addresses the age at which a child can provide self-care. Many families come to the conclusion that their children are mature enough to care for themselves and that this additional freedom is a valuable stepping stone in that child’s development. However, allowing a child the freedom to provide self-care as a conscious

²⁰ Capizzano, J., Tout, K., Adams, G., “Child Care Patterns of School-Age Children with Employed Mother,” Occasional Paper Number 41, The Urban Institute September 2000

²¹ Ibid.

²² Phone Interview with former Phone Friends Coordinator Bea Bird, November 2000

choice is quite a different scenario from having no other option for child care except to leave a child alone.

Other

Families who are not able to utilize the types of care listed above to meet their child's needs will try to find school-age care through a variety of other avenues. It can also involve utilizing other types of programming such as drop-in centers, libraries, recreation activities such as football or karate, faith community programming, and whatever other out-of-school time opportunity may be available to their children and meets their care needs. For example, The Library Foundation has begun funding free "homework centers" within two Sacramento City libraries. According to the centers' Youth Coordinator Terry Chekon, these centers were created to "organize the chaos" of school-age children who were hanging out at the library because they didn't have an alternative care environment other than self-care. Whether intended or not, environments that are geared to serve children, regardless of their mission, could potentially be used as child care by a family trying to provide a safe environment for their child when the parent or guardian is unavailable.

Challenges and Barriers to School-Age Care

There are multiple reasons for the current absence of adequate care, many of which were raised at the Sacramento Local Child Care and Development Planning Council forum. Those reasons are explored in greater depth below.

Funding

“If we could just get past the funding issues we could get to the child development issues; actually do the fun stuff.”

Program Liaison, Joe Hudson, Department of Education

Providers

Providing care strictly for school-age children can be one of the least financially rewarding types of child care, simply due to the nature of a school-age child’s schedule. Among the providers interviewed for this project who do serve school-age children, many frequently mentioned the difficulty of just funding their programs and the high level of time and energy required to “chase” grants and other funding sources. Grant dependent programs particularly feel a financial crunch as many grants only fund for one or two years. Several expressed concern about not knowing if their program would even exist next year. Two individuals noted that they had previously run programs but they had folded for just that reason, indicating that providers’ fears were not unfounded. Providers also mentioned the strain of trying to attract and retain quality staff when the wages programs are able to provide are not competitive in the current labor market.

Average Starting Wages		
	Hourly	Annual
Child Care Provider	\$7.24	\$13,108
Assistant	\$6.36	\$11,130

These annual salary averages are based on a projected 40 hour a week position, as opposed to the part-time positions held by many school-age providers.²³

In recent years, there has been greater acknowledgement of the need for out-of-school time opportunities for school-age children. Following that acknowledgement, new grants and funding opportunities for programs have gradually emerged. Many of these funding opportunities, including the 21st Century Learning Center and the After-School Learning and Safe Neighborhoods Partnerships funds, are tied to specific goals such as education, enrichment, or prevention. While these are very worthy aims, such funding creates programs that are *not intended to meet families’ child care needs*. For example, many after-school “enrichment programs” use the school building for space and follow the

²³ “A Profile of the Sacramento County Child Care Workforce,” Center for the Child Care Workforce, 1999

school schedule. When the school is closed, so is the program, leaving the families scrambling for back-up.

The disconnect between the needs of the parents and the goals of the providers is one that is partly due to an overall lack of out-of-school time options specifically for school-age care, and partly due to a lack of cohesion between after-school program and family goals. While new funding sources can result in the creation of new out-of-school time opportunities, and breathe life into older ones, the funding requirements can create a program structure that does not meet the needs of the families and children who are accessing it.

Parents

In addition to the funding hurdles programs face, financing out-of-school time care is often a challenge for parents. Even in these prosperous times, many families are struggling financially:

- There are at least 24,683 children between age 6 and 13 living in poverty level in Sacramento.²⁴ The national average poverty threshold for a family of four is \$12,674 a year.
- As of 1998, 93,894 students were receiving free or reduced price school meals, a 50% increase since 1990. The income eligibility for free or reduced lunch, for a family of four, is \$22,165 a year.²⁵
- The Child Development Division estimates that there are approximately 5,000 school-age children in Sacramento receiving some form of monetary child care subsidy.²⁶

Many providers believe that the families who are struggling the most with finding appropriate opportunities and care for their children are families who are just slightly out of the range of the income requirements for most subsidy programs. Providers feel those families have few options and are caught in a financial bind. According to a recent report, “The Self-Sufficiency Standard of California” by the Californians for Economic Self-Sufficiency Project, a Sacramento County family of four needs to earn **at least \$40,610 annually**, or \$9.61 an hour per adult in order to be self-sufficient and not have to rely on public aid.²⁷ This amounts to a 22% increase since 1995.

²⁴ Child Care Portfolio 1999

²⁵ Sacramento County Children’s Report Card, Sacramento County Children’s Coalition, September 2000

²⁶ Phone interview with Will Lee, Associate Governmental Program Analyst, California Department of Education, Child Development Division, September 2000

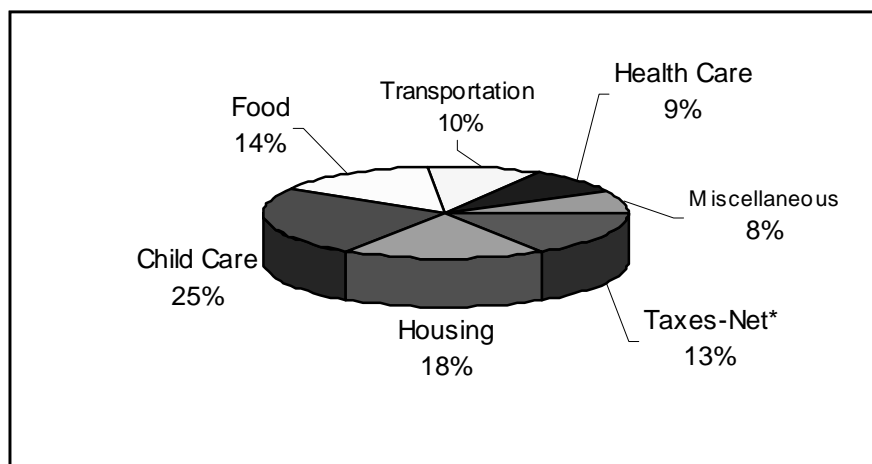
²⁷ Pearce, D., Brooks, J., “The Self-Sufficiency Standard”, Californians for Family Economic Self-Sufficiency and Equal Rights Advocates, November 2000

Even with such a budget available, which is substantially more than the federal poverty line, the cost for child care would take up 26% of a family’s income. Child care is by far the largest single family budget item, costing more than rent, utilities and health care.

- In an informal survey of parents who had called Child Action, Inc. in search of school-age care, 27% mentioned the cost of care as a barrier to finding an appropriate opportunity for their child.

Percentage of Income Needed to Meet Basic Needs in Sacramento County, 2000

Based on the Self-Sufficiency Standard for a Family with Two Working Parents, One Pre-school Child and One School-Age Child



Source: The Self-Sufficiency Standard of California, 2000

*Note: Percentages include the net effect of taxes and tax credits. The percentage of income needed for taxes is actually 17%, but with tax credits the amount owed is reduced to 13%.

The Catch 22 of the funding challenge is that “while paying for child care is a major expense for families, many child care providers are themselves earning minimum level wages and are considered part of the working poor. As the minimum wage increases to help elevate the standard of living for the working poor, the cost of child care also increases.”²⁸ One after-school program director interviewed for this project shared that she was caught in exactly this trap for, as a single mother, with her income she was unable to afford child care for her own two children without outside financial assistance.

**Mean Family Income
Families with Children by Type-1990**

	Married Couple	Single Father	Single Mother
El Dorado	50,720	34,511	19,770

²⁸ Findeisen, N., Middleton, K., Stogner, A. Golparvar, R. “Working Poor-An Overview of the Working Poor in the Greater Sacramento Region,” Community Services Planning Council 1998

Placer	58,003	31,779	19,968
Sacramento	50,346	28,712	18,207
Yolo	49,434	25,387	17,955
California	55,374	30,787	20,561

Source: U.S. Census Bureau via "Working Poor", 1998

More Sacramento providers and families are about to face this very dilemma in the near future as both the federal government and the State of California have recommended minimum wage increases over the next two years. The Industrial Welfare Commission recently concluded its year-long study into the state's minimum wage and has unanimously voted for a \$1.00 increase of the current \$5.75 minimum, over the next 2 years.

Minimum Wage	Year
\$5.75	2000
6.25	2001
6.50	2002

The first 50 cent raise will take place on January 1st of 2001, with a second installment scheduled for January 1st of 2002.²⁹

Children with special needs

There are at least 16,271 children in kindergarten through eighth grade with a disability in Sacramento County.³⁰

While it is difficult for all families to find school-age opportunities that meet their children's needs, it is especially challenging for families with school-age children with special needs. This is an area that is difficult to document as all programs serving school-age children are legally mandated to care for children with special needs, unless inclusion of that child would "fundamentally alter"³¹ the nature of the program. However, many families and agencies feel quite strongly that the amount of school-age opportunities for children with special needs is significantly less than for children without special needs. There are a few major reasons for this, however one of the most common is accessibility, both social and physical.

Few parents will choose to put their child in an environment that cannot meet the child's needs if they aren't forced to by other circumstances. An additional deterrent is that

²⁹ California Labor Federation website, www.calaborfed.org/Media%20Releases/2000_1023_minimum-wage.html

³⁰ California Department of Education, Special Education Division, December 1999 reporting data from the California Special Education Management Information Services.

³¹ American's with Disabilities Act, 1990

many families are aware that they run the risk that their child will be “bounced” from care altogether, should their provider come to the conclusion that they are unable or unwilling to care for the child. According to representatives for WarmLine Family Resource Center and Alta California Regional Center, some families will choose to have a parent reduce their work hours, or give up their employment altogether, to stay at home and care for their child if they are unable to find an appropriate out-of-school time choice. This decision, which reduces a family’s income, can create a more financially stressful situation, especially if the child’s special needs already require expensive adaptive equipment or medical services. Overall, the additional barriers school-age children with special needs face, when searching for an out-of-school time opportunity, seem to significantly reduce the number of choices available to them. (See Appendix G)

Transportation

The issue of providing transportation for children to attend out-of-school time opportunities is a second challenge faced by the majority of programs for school-age children.

- Of the families interviewed for this project 62% indicated that transportation was necessary for their child to attend a program.

When there is school “buy-in” and the school is willing to transport a child to their after-school opportunity, the challenge is reduced somewhat. However, programs without that partnership with the school district often find providing transportation for the children they serve a large obstacle that for some families is insurmountable. They want care that will transport their child directly from school and does not “piggy-back” on the school bus system. This type of service is extremely difficult to find, as providing transportation is an additional expense for the school age provider. It can involve:

- Purchasing a van or bus
- Paying vehicle insurance fees
- Temporarily losing a staff member to provide the transport
- Meeting car seat and seat-belt regulations

When possible, other options such as the school transportation system, which is free for providers, are preferable. One interesting result of the transportation challenge appears to be the creation of after-school opportunities within the private school system. Of the schools interviewed, those with more than 50 students had some type of after-school

program. The majority of such schools indicated that the creation of the after-school program was a direct response to the lack of transportation options for the students. Most of the schools did not have a comprehensive transportation system, and as they are not able to “piggy-back” on the public system, depend upon the parents to transport the children to and from school. As a result the private school representatives interviewed felt that the school must work around the parents’ schedule and provide after-school care. (See Appendix H for a national comparison of after-school opportunities in private vs. public schools)

The exception to this particular challenge appears to be transportation availability for children with special needs. The schools are mandated to provide transportation to children with a disability that affects them during their school day. This includes both transporting the child to school, but also transporting the child to and from the out-of-school-time opportunity that the child’s guardian has chosen for them to attend, even if it is out of district. According to Nancy Alexander, the Transportation Supervisor with the County Office of Education,

“Providing transportation is very expensive and the districts are not mandated to provide it, except for children with special needs. For those children, the districts come together to get that child where they need to go, especially after-school programs because we know how hard it is for families to find a program that will accept their child to begin with.”³²

While the transportation the district provides is generally not inclusive, such as a “special” bus, it does reduce the size of this particular challenge for families with children who are eligible for the service.

Program Space

Finding an appropriate environment in which to provide care for school-age children can be a significant hurdle for many providers. Space is at a premium as programs stretch their budgets to pay rent for a facility or form partnerships with other groups that are willing to share space. Fees that can be required to start the licensing process are as follows:

- License application fees range from \$100 to \$500.³³
- According to the Sacramento County Planning Department providers who wish to care for eight or more children (including family child care providers) and need to apply for a conditional use permit, must pay a \$3,321 application fee.
- According to the Sacramento City Planning Department, providers may care for up to 14 children “by right” in a residential neighborhood. However,

³² Phone Interview, November 2000

³³ Title 22, Division 12, Chapter 1, Section 101187 November 1998 (Reprinted June 1999)

centers that need to apply for a conditional use permit must pay a \$1,495 fee.

These fees would be on top of the costs involved with paying rent, buying a relocatable, or building a new facility, as well as paying for insurance, supplies and equipment. While there are many out-of-school time opportunities held in child care centers and family child care homes which have a designated place for care, a significant portion of out-of-school time programs do not have that resource. Some programs are able to establish very effective partnerships with community groups serving children. Schools are a particularly popular choice for partnership. However, many programs report that a successful partnership with the school around the use of facilities hinges strongly on “buy-in” on the part of the school district and the school principal. Programs that are invited in by the school or are perceived as benefiting the school are more likely to have a reciprocally cordial and supportive relationship. Programs that are not seen as partners in caring for children report finding schools less helpful. With only tenuous partnerships, difficulties can arise.

Allowing programs to utilize school facilities is not always an easy proposition. Few schools have space that can be designated specifically for the use of the after-school activity. Challenges can include the following:

- The school must often find a staff member to be available to lock up, as well as perhaps work around janitor union schedules;
- Sharing classroom space with a teacher who may or may not be supportive;
- Storage for programs sharing space seems to be a consistent dilemma.

Yet, for out-of-school time opportunities that are not able to utilize a space resource, it can mean canceling a program altogether or hosting it in a poor quality environment.

At the Sacramento Local Child Care and Development Planning Council’s forum last October the impact of class size reduction was addressed as an issue that had a negative impact on the availability of quality space for school-age providers to use. The challenge of class size reduction was first raised in 1996 in Sacramento as a result of California’s Department of Education’s Class Size Reduction Program (Chapter 163, Statutes of 1996). This program, while voluntary, provided schools with financial incentives to serve children in classes with 20 or fewer students.

During the field-work portion of this investigation, that particular topic was not raised by any of the providers or school representatives as a barrier to providing program space. It appears that, four years after the implementation of the initial class size reduction program (CSR), programs and schools have adjusted to the consequences and no longer consider it to be a primary barrier of concern, despite the continued effect. In Sacramento County, between 1999 and 2000, 67,476 children in 3,614 classes were affected by CSR and \$54,921,612 was brought into the school districts through CSR

apportionment.³⁴ As the CSR program continues to expand, including the movement to reduce class size in grade nine, this is an area that should continue to be followed for future trends and their potential impact on out-of-school time opportunities that share school space.

Qualified Staff

All school-age programs, regardless of their size, structure or mission, should have qualified and committed staff. Yet many programs are struggling just to find any staff. As was mentioned earlier in this report in the *Funding* section the issue of attracting and retaining competent staff is a major challenge for most school-age programs. However, the difficulty in providing competitive wages and benefits is not the only barrier that shapes this challenge. Unless a provider serves infants or pre-school children, their business primarily runs with part time and split shifts to cover before and after school hours. This type of schedule creates a position that is less than full time. Some programs, such as Sacramento's 4thR program, attach additional work hours for "curriculum development time." However, few programs can afford to create full time positions for all staff and attract qualified employees. Programs must compromise in order to find staff. As a result most programs have employees who have a flexible schedule and low income requirements, but little previous training or experience, such as college students. Yet, even then, it is difficult for many programs to fill all of their openings and among the staff they do have there is a high rotation. When the staff have a time availability change, desire a full time position, are looking for career advancement or a higher income most move on.

This environment is not extremely attractive to those with extensive qualifications in child care and development, who may be able to get a full time, higher paying job in other child-oriented fields. Most programs interviewed for this project, regardless of the type, seem to expect their direct care staff to change from year to year, or even semester to semester, and feel there is always a need to provide training that just covers the basics. With high staff turnover and monetary constraints, there is little funding, time or incentive left over to offer the investment of advanced training.

One particular quality concern was identified as a definitive barrier, which was being addressed in a consistent and comprehensive way by few programs. Sacramento County is quite diverse and contains many communities where the predominant language is not English. Informants representing agencies that serve Sacramento's Asian, Slavic, and Deaf communities, noted the major obstacle of finding a school-age provider who is fluent in the languages used by those communities. Individuals who do not speak or read English often have difficulty finding care that meets their family's needs. In addition, once care is found, communicating needs and concerns with a provider can be a significant hurdle if that provider is not fluent in the parent's language. A representative from NorCal Center for Deafness noted that she knows of many parents who will keep their child with a provider fluent in American Sign Language, even if the provider offers

³⁴ Dept of Education web site www.cde.ca.gov/classsize/particip/dist99.htm

a poor quality program. She believes this is because it is so difficult to find a provider who speaks their language and understands their culture.

Continuum of Care

As working families in Sacramento seek child care options for their school-age children that are available to meet their needs, a variety of solutions may be patched together. During any given day, a school-age child may pass through a variety of environments outside of the family, designed at least in part to care for them appropriately yet which offer different standards of care. A multitude of influences converge to shape the opportunities that a child has available to them, without ever meeting that particular child or stepping foot in a program. These players can include licensing officials, zoning officials, funders, agencies that provide subsidy, landlords, administrators, schools, parent employers, government officials, board members, and a multitude of other individuals and organizations. The representatives of these groups are often essential to the process of providing direct care to school-age children, though they themselves do not provide the actual care and may not even recognize the role they play in providing school-age child care. However, these groups along with program directors, providers, schools and families, create the continuum of care.

Although there are so many players involved with a range of, sometimes conflicting, interests, there are two major issues that come into play that affect both children and the majority of individuals and agencies along the continuum: collaboration and quality.

Collaboration

As providers try their best to meet the needs of children in their care, as well as connect with resources to create a quality environment, collaboration can prove to be a key resource. Many of the providers, parents, and school representatives interviewed for this project recognized the value of parent, school and provider collaboration. Collaboration is important when trying to stay apprised of and to address current trends, resources and challenges. However, it can also be an important tool for meeting the needs of individual children. Children do not exist in a vacuum and what goes on during their school day, in their homes, on their sports teams, in their community and in their after-school programs continue to influence them regardless of where they are being cared for at the moment. Yet, there are very limited opportunities for collaboration along the continuum, or even just among school-age providers. Sacramento does have an active chapter of the California School Age Collaborative (CalSac) that provides a regular venue for school-age providers to network and use each other as resources. However, it is a group that is designed to facilitate collaboration among providers, as opposed to collaboration among the larger spectrum of adults and programs involved in the lives of school-age children.

Not only did the need for collaboration arise at the Sacramento Local Child Care and Development Planning Council forum last October, but also emerged in a recent study

commissioned by the Sierra Health Foundation on the needs of Sacramento County's Youth.³⁵ As a result of that study, Sierra Health and other partners hosted a "Youth Conference" where a major goal was networking and collaboration. What was unique about this forum was that individuals representing areas all along the continuum of care were encouraged to attend. Over 85 individuals representing a wide range of out-of-school time opportunities turned out for the event, including funding agencies, school representatives, after-school programs, prevention programs, and youth, indicating that collaboration was a resource many are eager to embrace when time and program structure allows. However, collaboration is not simply a one time event and there are few venues for continuous networking by all the players along the continuum.

Quality Care

Regardless of the type of environment a child attends, it is generally recognized that there are certain ingredients that allow that program to successfully care for children. There has been some movement in recent years towards creating a consistent standard for quality care in school-age opportunities. The National School-Age Alliance (NSACA), in partnership with the National Institute on Out-of-School-Time (NIOST), has created a set of national standards which lead into an accreditation process. It is a process that is open to both licensed and exempt from license forms of care. However, although the standards are valuable guidelines, the expense of going through the accreditation process seems to prove prohibitive to many programs. According to the NSACA web site, there are currently no programs accredited by their agency in Sacramento. Another method for examining quality school-age care settings is the self-assessment tool the School-Age Care Environment Rating Scale (SACERS). Modeled after the Early Childhood Environmental Rating Scale (ECERS), this tool illustrates criteria for a quality school-age environment. Yet, as it is a *self-assessment* tool, it is unclear to what degree it is utilized by programs. It was not brought up by any of the providers interviewed during this project. The barriers previously mentioned in this report could prevent a provider from pursuing paths, to providing standardized quality care, that require self-motivation and resources.

Some groups, such as the California Collaborative After School/ School-Age Project of the California Department of Education, have suggested the creation of a School-Age Permit. Such a structure would have funding attached to it to assist providers in this process. However, this particular permit structure would only be required for those programs currently required to acquire a Child Development Permit with the California Department of Education.

Currently there is not a consistent framework through which providers of school-age care can ensure, as well as measure, a seamless level of quality care in their own programs as well as along the continuum. Although it is generally recognized that school-age opportunities should maintain a minimum of quality, the understanding of what that

³⁵ Lefkovitz, B., Report on Sacramento County Youth Providers, prepared for Sierra Health Foundation April 2000

entails varies from program to program. Some are struggling to meet even minimum safety standards and do not have the resources to improve the quality of their program. With the struggles that stem from all of the challenges discussed in the previous pages, as well as the lack of collaboration along the continuum for all the school-age players to network and communicate, the issue of finding continuous quality out-of-school time opportunities remains hit or miss at best.

Conclusion

There is, without a doubt, a need for greater quantity and quality of out-of-school time opportunities for school-age children in Sacramento. The Sacramento County Local Child Care and Development Planning Council is in a unique position to have a positive impact in the area of school-age care. Although some of the challenges mentioned in this report are quite significant, none of them are insurmountable. The following is a list of recommended actions in which the Sacramento Local Child Care and Development Planning Council could engage to work towards creating a County of communities which are willing and able to meet the needs of their school-age children.

1) Funding – Advocate for the expansion of school-age care.

The Sacramento Local Child Care and Development Planning Council can continue to advocate for affordable care for school age children, as well as a decent wage for school-age care providers. Legislation that would create stipends for child care providers, such as AB 212, and provide tax credits for parents, should be supported. Any initiative that includes a stipend for providers who include children with special needs should also be supported. The Sacramento Local Child Care and Development Planning Council can also advocate for expanded funding for child care subsidies. Legislators and committees who support such funding should be encouraged to keep in mind the concept of “parent choice” so those subsidies can be used to pay for a range of care, including programs that are exempt from licensing.

2) Funding – Seek funding for school-age care.

Funding opportunities, such as grants, for providers can be encouraged and promoted by the Sacramento Local Child Care and Development Planning Council. Potential and pre-existing funders should be advised about the needs of families and providers and encouraged to shape that funding to reflect those needs. For example, in late December of 2000 members of Congress passed the Labor, Health and Human Services and Education appropriations bill for 2001 which included a \$392 million increase for the academically oriented 21st Century Learning Centers after school program. While these dollars could ultimately be extremely beneficial in the creation and expansion of out-of-school time

opportunities, it is important that funders, and those applying for funds recognize that while the Centers provide beneficial academic enrichment opportunities for school age children, they should also provide quality child care.

3) Transportation – Support the creation of appropriate transportation initiatives and coordination of transportation services.

One such avenue for doing so would be to advise the Department of Transportation around this issue and encourage them to mold their services to reflect community needs. The school districts and transportation services should also be advised and kept apprised of the child care and transportation challenges within the communities they serve. Funding possibilities, such as the Calworks transportation stipend, should be encouraged to be shaped to meet the needs of families and school age children.

4) Program Space – Promote initiatives to maximize the use of community facilities

The Sacramento Local Child Care and Development Planning Council can work with potential community resources around the issue of program space. For example, faith based organizations may be useful resources. According to a representative of the California Council of Churches, one in five licensed child care programs is housed by a congregation. The Sacramento Local Child Care and Planning Development Council can also encourage effective strategies for sharing space.

5) Continuum of Care – Advocate for a continuum of care that supports families and providers.

The Sacramento Local Child Care and Development Planning Council can work towards a continuum of care that accurately reflects the needs of both providers, parents and school-age children. This can include identifying the participants in the continuum as well as the potential resources and services they are able to provide. Individuals and agencies that are part of the continuum, but may not see themselves in that light, such as business or law enforcement, could be kept apprised of both the needs of families and providers as well as the important role they play in the area of school-age care.

6) Collaboration – Promote community collaboration in the development of school-age care opportunities.

The Sacramento Local Child Care and Development Planning Council can open all lines of communication and collaborate with all individuals and agencies that are invested in the needs of school-age children. They could include, not only parents, providers, program administration and schools, but also funders and foundations, local and state government officials, the transportation department, faith based groups, agencies which represent children with special needs, law enforcement, and all others who are potential partners around the care of school-age children. The Sacramento Local Child Care and Development Planning Council can also support frameworks and tools for facilitating communication between community partners, families, and school-age children.

7) Quality – Support quality care standards

The Sacramento Local Child Care and Development Planning Council can support the creation of a set of quality care standards that would exist in all settings a school-age child participates in during their out-of-school time. Such settings would not only include licensed providers but learning centers, diversions programs, sports activities and art opportunities so that children are cared for with a consistent level of care. Accreditation should also be encouraged of both licensed and license-exempt programs. Including children with special needs, as well as having a program reflect the cultural and linguistic needs of the community being served should be emphasized as key components to a quality school-age program. The use of a consistent evaluation process should be encouraged by programs as both a means of examining the quality of their program as well as it's success in regards to it's mission for use both internally and for discussions with potential funders. The Sacramento Local Child Care and Development Council should also support methods and tools that assist families in need of school-age child care assess the quality and appropriateness of a program to provide such a service.

Glossary of Terms

After-School Program- A program that provides care for children following a child's school day, typically between 3 and 6 p.m.

Out-of-School-Time Program-any program or opportunity that provides care for school age children any time they are not in school, including before school, evenings and weekends. Such programs can include, but are not limited to: child care centers, family day care homes, recreation activities, arts activities, homework enrichment programs, drop-in centers, and faith based programs.

Parent-a term, in the context of this document, that generically refers to any individual legally in the parent role in a child's life, including biological parents, foster parents, and guardians.

Provider-any individual caring for and supervising children within the context of an out-of-school-time program.

School-Age child-a child between the ages of 5 and 14.

Self-Care-a child caring for themselves and perhaps others without any adult supervision. Colloquially referred to as "latchkey".

Appendix A



The Sacramento County Local Child Care and Development Planning Council
Presents

A Public Forum on School-Age Care

- When:** Monday, October 25, 1999
6:00 p.m. to 9:00 p.m.
- Where:** Sacramento County Office Of Education
9738 Lincoln Village Drive
Sacramento, CA 95827
- Who:** Local Elected Representatives, Members of School Boards and School Districts, Administrators of Programs Serving School-age Children, and Interested Parents and Community Members
- Why:** To discuss the currently available options for school-age care, to determine if existing programs are meeting the needs of the community, and to discuss what is required to meet those needs.

For more information please call Joyce Williams at Child Action, Inc., 916/369-3323.

Directions: Take Highway 50 to Bradshaw Road. Go south on Bradshaw Road (to the right if coming from downtown) until you get to Lincoln Village Drive. Turn left on Lincoln Village Drive and then turn right into the parking lot at the Sacramento County Office of Education.



9/17/99

Appendix B

School-Age Forum Panelists

Gail Zittel, Elk Grove Unified School District

Saundra Walden, B.J. Jordan Child Care Programs

Tammy Sanchez, Sacramento County Office of Education

Kevin McCartney, Boys and Girls Clubs of Greater Sacramento, Inc.

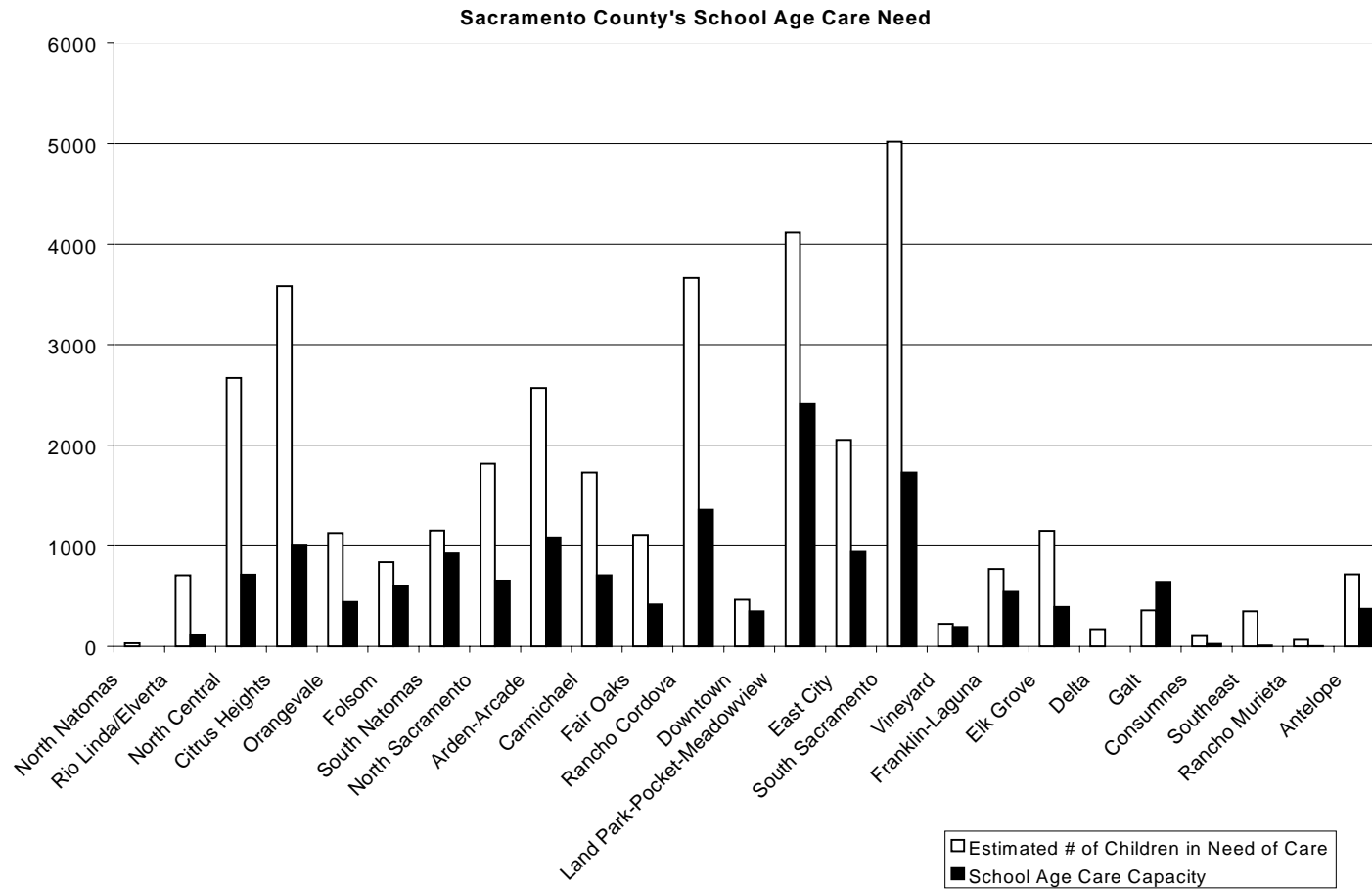
Beth Coffman, Child Development, Inc.

Pat Dorman, On the Capitol Doorstep

Gary Crabbe, The 4th R

Ralph Petingell, the City of Sacramento

Appendix C



Appendix E – Comparison of After School Programs³⁵ –

Child Development Programs • After School Learning and Safe Neighborhoods Partnerships
21st Century Community Learning Centers • School Based Programs • Parks & Recreation Programs
Non-Profit Programs • For Profit Programs • Family Child Care

CDD Programs General Child Care	CDD Programs SB 303 "Latchkey"	After School Learning and Safe Neighborhoods Partnerships Program	21 st Century Community Learning Centers	School Program (Operated by a school district, on school campus)	Park & Recreation Programs 4-H, Boys/Girls Club, Camp Fire, YMCA, etc.	Center Based Programs & Family Child Care 4-H, Boys/Girls Club, Camp Fire, YMCA
Program is designed to provide childcare to serve the needs of parents who are working, in training, attending school, seeking employment.	Program is designed to provide childcare to serve the needs of parents who are working, in training, attending school, seeking employment.	Program is designed to provide tutorial, homework assistance and a safe place after school. It is not designed to provide childcare for working families.	Program for rural and inner-city public schools, to enable them to plan, implement, expand projects that benefit the educational, health, social services, cultural and recreational needs of the community.	Program designed for children to have a safe place after school.	Program designed as recreational. Agencies adamant that they are not child care programs.	Program is designed to provide childcare to serve the needs of parents who are working or want a place for their child to be after school.
<p>Priorities:</p> <ul style="list-style-type: none"> • Families working with Child Protective Services • Children birth to 14 	<p>Priorities:</p> <ul style="list-style-type: none"> • Families working with Child Protective Services • K-3; large percent are K 	<p>Priority funding given to schools with 50% or more students on free/reduced lunch program. No priority to age levels, Child Protective Services</p>	<p>Priorities:</p> <ul style="list-style-type: none"> • Children in grades K-12 • Open to all children who want to participate whether or not they attend the school where the program is operated. 	<p>Priorities:</p> <ul style="list-style-type: none"> • Children who attend the school; • May be K-8 	<p>Priorities:</p> <ul style="list-style-type: none"> • Children K-12; • If at a recreation center, open to those who can pay the fee; • If at a school open to those who attend the school and can pay the fee. 	<p>Priorities:</p> <ul style="list-style-type: none"> • None known.
Attends according to parents' work, school needs.	Attends according to parents' work, school needs.	Requires participating students to attend five days a week, 3 hours a day.	Attends according to personal desire; not required.	Attends according to personal desire; not required.	Attends according to personal desire; not required.	Attends according to parents' work, school or personal needs.
Need and eligibility criteria.	Need and eligibility criteria.	No income, or need eligibility criteria.	No income, or need eligibility criteria.	No income, or need eligibility criteria.	No income, or need eligibility criteria.	No income, or need eligibility criteria.
<p>Provides care up to 11 hours per day.</p> <p>Must provide care, up to 11 hours day, on in-service, holiday, vacation</p>	<p>Provides care 3 – 4 hours per day, after school</p> <p>Must provide care, up to 11 hours day, on in-service, holiday, vacation</p>	<p>Minimum 3 hours day, after-school</p> <p>May provide 3 hour program on in-service, holiday, vacation days</p>	<p>Programs may operate in the after school hours, weekends.</p>	<p>Programs operate after school, on school campus.</p>	<p>Programs operate after school on school campus or in recreation center on/near school campus.</p>	<p>Non-profits may provide before/after school care. Profits provide care up to 11 hours per day.</p>

CDD Programs General Child Care	CDD Programs SB 303 "Latchkey"	After School Learning and Safe Neighborhoods Partnerships Program	21 st Century Community Learning Centers	School Program (Operated by a school district, on school campus)	Park & Recreation Programs 4-H, Boys/Girls Club, Camp Fire, YMCA, etc.	Center Based Programs & Family Child Care 4-H, Boys/Girls Club, Camp Fire, YMCA
days.	days					
	"Latchkey" program requires enrollment match of 50% full fee paying families (may apply for and receive a waiver)	Requires 50% match from collaborative partners.	Requires collaborative partnership.			
\$0 to low cost; sliding fee scale.	\$0 to low cost; sliding fee scale.	May charge a fee.	No cost.	May be charged a fee.	Generally charged a fee; some programs have scholarship funds.	Fee charged. Non-profits may have a scholarship fund.
May provide education, recreation, or a combination.	May provide education, recreation, or a combination.	Must provide education, literacy, and enrichment components.	Designed to target high-need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence and student drug abuse.	Staff may assist with homework or it may be more recreational.	Generally recreation only.	May provide education, recreation, or a combination.
Must meet CDSS Title 22 licensing requirements for education and experience for staff, ratios, square footage, etc.	Must meet CDSS Title 22 licensing requirements for education and experience for staff, ratios, square footage, etc.	May operate up to 20 hours per week without meeting CDSS Title 22 licensing requirements. Staff requirements: minimum of instructional aide. Must have fingerprint clearance.	Programs do not follow Title 5, Ed Code or Title 22, DSS/CCL requirements for education and experience for staff, ratios, square footage, etc. They are encouraged to follow the guidelines in: <i>Safe and Smart, Making After-School Hours Work for Kids</i> . Safety, Health and Nutrition components are minimally addressed.	Title 5, Education Code and/or Title 22 licensing requirements for education and experience for staff, ratios, square footage, etc. Staff are employed by school district and have physicals and TB as a minimum.	Staff qualifications: minimal; usually high school/college students who are 18 yrs or older. Programs operate up to 16 hours per week, 12 weeks per year and do not follow Title 22 DSS/CCL requirements for education and experience for staff, ratios, square footage, etc. Unclear what staff to child ratios are, however they may be as high as 1:60. Not required to have fingerprint clearance on staff.	Must meet CDSS Title 22 licensing requirements for education and experience for staff, ratios, square footage, etc. (Centers).

Notes:

Licensed child care and development programs include CDE Child Development Division, private providers, and agencies such as 4-H, Camp Fire, YMCA and Boys and Girls Club. These programs must operate within guidelines established by California Department of Social Services, Community Care Licensing whether they operate on or off a school campus, when they are deemed by DSS/CCL to be a child care program.

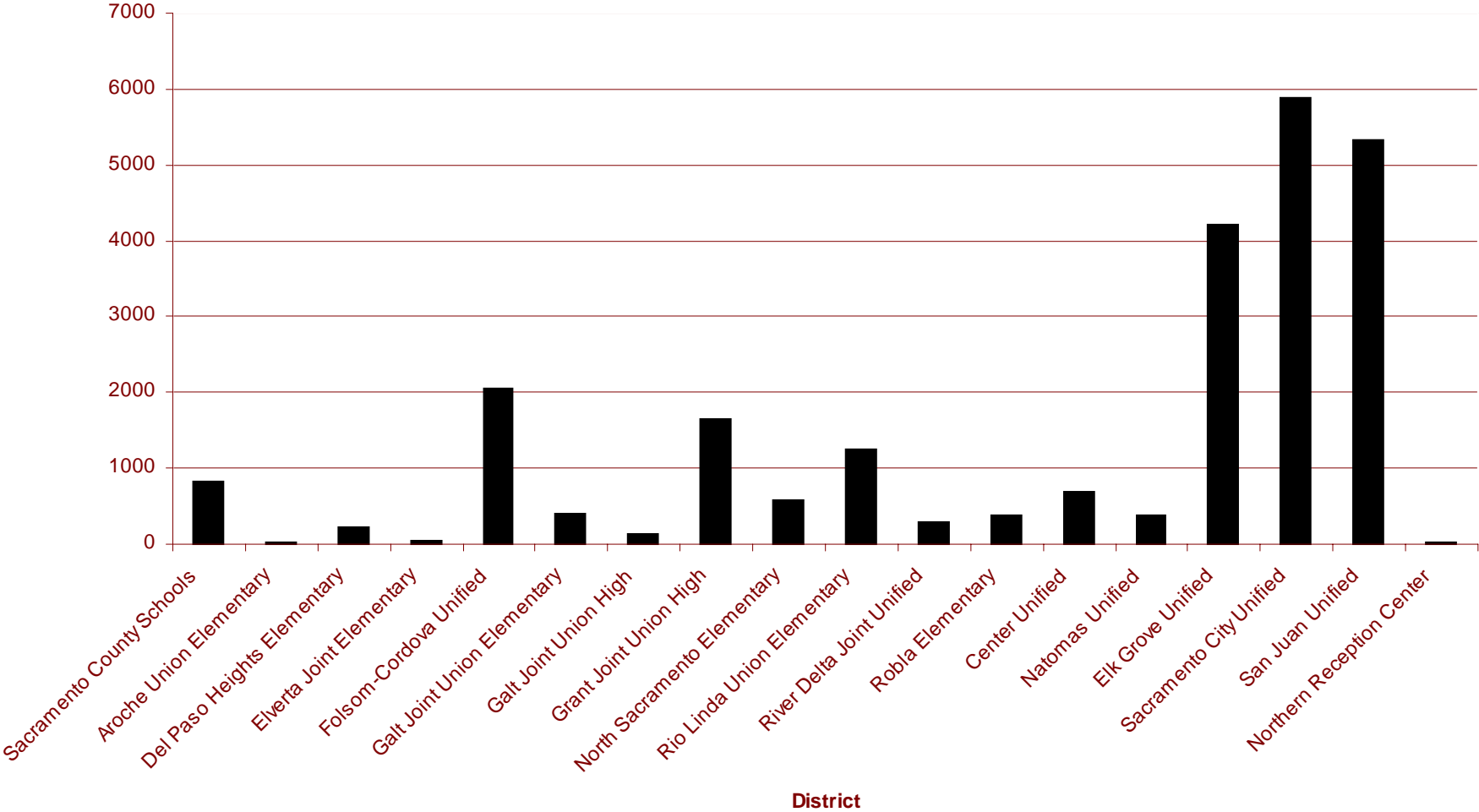
Unlicensed programs include those operated by a school district and those operated by park and recreation programs. School district programs may be required to operate under Title 5, Education Code. The park and recreation programs are exempt from licensure if they operate fewer than 16 hours per week, or less than 12 weeks in a 12-month period. The park and recreation programs may have large student to staff ratios, few staff requirements and are not required to have a fingerprint clearance on staff.

Background:

The California legislature recognized the importance of quality childcare when they began funding child care and development programs in 1943. The CDE has been providing after school child care programs through SB 303 "Latchkey" since 1984. These programs must meet requirements for the education and experience of the staff and for the health and safety of the children established by Title 5, Education Code, and Title 22, Department of Social Services.

³⁵ Adapted from the chart "Comparisons of After School Programs" created by the State Department of Education's After School and Safe Neighborhood Program, 1999

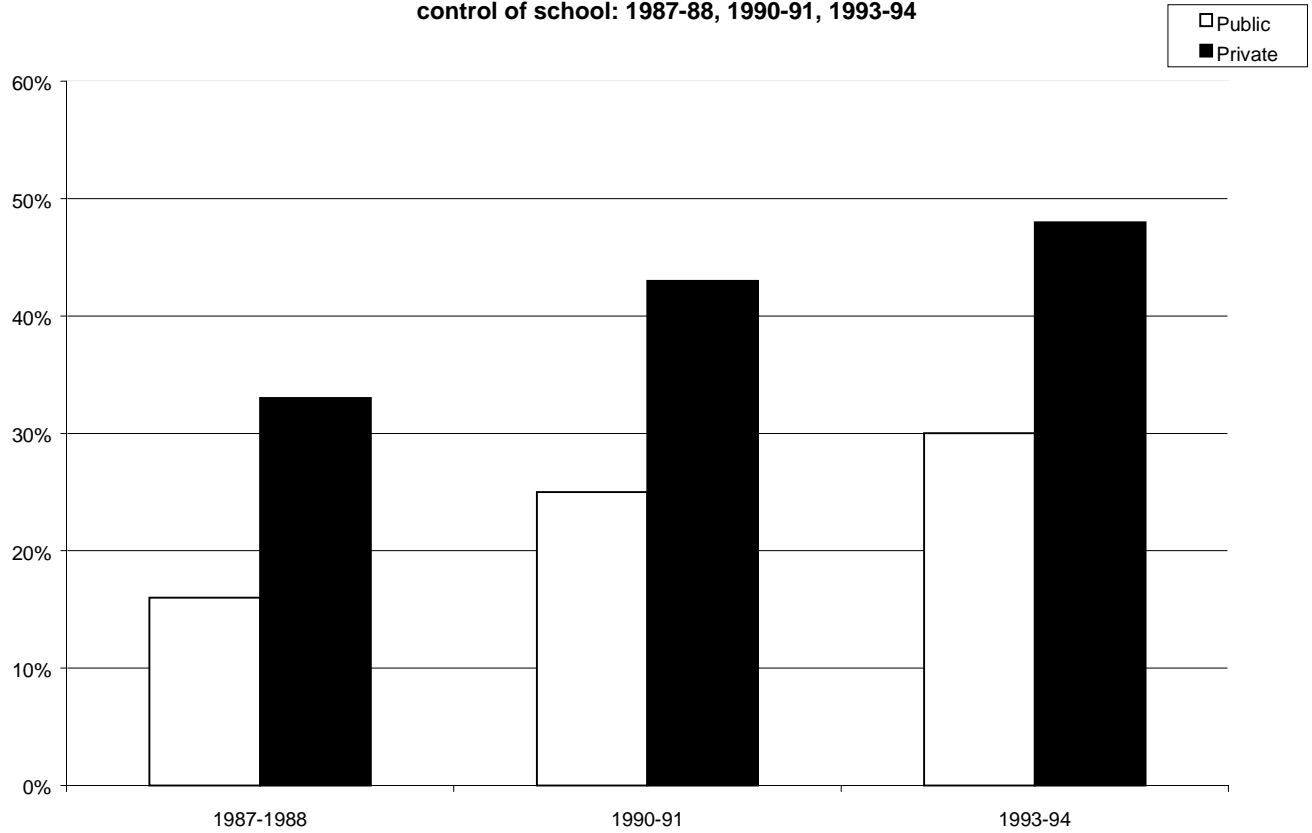
Total Number of Children Receiving Special Education Services by District



Enrollment in Sacramento County Schools by Grade and Disability														
Grade	MR	HH	Deaf	SLI	VI	ED	Disability Category						TBI	Total
							OI	OHI	SLD	DB	MB	AUT		
Kind.	60	11	6	731	13	2	46	14	78	1	2	31	0	995
1st	70	7	11	945	10	17	35	22	254	0	6	37	2	1416
2nd	62	12	5	894	10	39	32	20	544	0	2	21	5	1646
3rd	87	13	7	870	19	55	31	30	802	0	5	38	1	1958
4th	77	9	13	703	11	71	24	33	1152	0	3	22	1	2119
5th	84	17	3	475	11	97	15	23	1366	1	2	16	4	2114
6th	110	9	3	312	9	123	29	36	1501	0	1	37	1	2146
7th	70	17	7	192	13	125	21	28	1503	0	2	13	3	1994
8th	84	20	8	126	15	124	28	28	1430	0	4	12	4	1883
Total	704	115	63	5248	111	653	261	234	8630	2	27	227	21	16271
Index														
MR	Mental Retardation													
HH	Hard of Hearing													
DEAF	Deaf													
SLI	Speech or Language Impairment													
VI	Visual Impairment													
ED	Emotional Disturbance													
OI	Orthopedic Impairment													
OHI	Other Health Impairment													
SLD	Specific Learning Disability													
DB	Deaf-Blindness													
MD	Multiple Disability													
AUT	Autism													
TBI	Traumatic Brain Injury													
Source: California Department of Education, Special Education Division, December 1999														
reporting data from the California Special Education Management Information Systems														

Appendix H

Percentage of elementary and combined schools that offer extended-day programs, by control of school: 1987-88, 1990-91, 1993-94



Source: "Findings from The Condition of Education Statistics 1997: Public and Private Schools: How Do They Differ?" National Center for Education Statistics 1997