

Author Full Name : Laura Wright**Received Date :** 02/21/2024 03:26 PM**Comments Received :****4.3.2 (a) Base Payment Rates (charts)**

Recommendation: Due to the complexity of school-age care formats, consider creating a second chart for school age Market Rate Survey information: one for school-year/before- and after- care and a second for full-day programming and summer programs.

Rationale: Putting before- and after- school care (~3 hrs per day) and full day “schools out” and summer camps in the same chart complicates the data collection and reporting from school age providers. The “full time” before and afterschool rate is different from the “full time” camp rate. While the per hour cost may be similar, the daily and weekly rates are significantly different. If the CCDF State Plan asks for the data to be reported separately, states will collect the data separately, and the data will be more accurate.

6.2 Introduction

Recommendation: Include Statewide Afterschool Network in the statement “The professional development framework must be developed in consultation with the State Advisory Council on Early Childhood Education and Care and should include the Statewide Afterschool Network, or similar coordinating bodies.

Rationale: The Statewide Afterschool Networks serve a similar role to the State Advisory Councils on Early Childhood Education and Care, but with a focus on school age child care. Since many State Advisory Councils on ECE have a more limited scope of birth-five or birth-eight, encouraging inclusion of the Statewide Afterschool Networks would ensure better coordination of the professional development system for professionals working with school-age children.

6.2.1 (b) Did the lead agency consult with other key groups in the development of their professional development framework

Recommendation: If the above recommendation is not included, then list statewide afterschool networks as a possible key group to be consulted

Rationale: This will help ensure, especially for states that do not have significant school-age representation on their State Advisory Councils for Early Childhood Education and Care, that they are at a minimum being asked to consider how this framework is inclusive to support the essential professional development needs of the school-age workforce with relevant and appropriate topics that advance school-age children’s development.

7.2.2 (a) Training and Professional Development: Describe their training and professional development of the child care workforce including birth to five and school-age providers

Recommendation: We request that section i “Yes” ask about any:

General training

Training specific to infants and toddlers

Pre-school specific trainings

School-age specific trainings

Rationale: We are encouraged that states are asked to describe this training and the mention of school-age providers.

However, this question would potentially allow a state to provide a detailed description for 0-5 and overlook any school-age components or lack thereof.