

# Designing State Child Care Systems with Intentional Supports for Children and Youth 5-13 A Collaboration Playbook



45%

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80%

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## Introduction

School-age children [comprise almost half](#) (45%) of those served with Child Care and Development Fund (CCDF) funds. School-age youth spend 80 percent of their waking hours over the course of a year in out-of-school-time settings. Much of that time is while their parents or guardians are at work. Therefore, the accessibility and quality of their experiences in afterschool and summer programs can prove critical to their development. Quality school-age programs sustain and build upon the gains of early learning and mend the effects of the summer slide. Intentional, well-resourced programs ensure students have positive, developmentally appropriate spaces for their academic, social, emotional, and physical well-being. Yet, the supply of out-of-school programs does not come close to meeting the demand, and there is a real need for coordinated strategies to improve the quality and supply of care to meet this need.

On October 11, 2023, a meeting of state-level stakeholders was hosted in Washington, D.C., to discuss their collaborative work supporting CCDF school-age care. The event was organized by the [50 State Afterschool Network](#), [Afterschool Alliance](#), and the [National Center on Afterschool and Summer Enrichment \(NCASE\)](#), a technical assistance center of the Office of Child Care, Administration for Children and Families. Attendees included 10 state teams comprised of CCDF Lead Agency staff and their colleagues from their state's afterschool network. [Statewide afterschool networks](#) are organized collaborations of partners within a state working to help expand access to quality afterschool and summer programs through research, field building, and communication. The invited states shared key initiatives and lessons learned that can help support other states' efforts to advance out-of-school time (OST) practice. In many cases, the invited states did not create initiatives from scratch but rather built upon existing infrastructure—leveraging partners, tools, and even complementary funding streams and agencies in their state.

This playbook focuses on the sharing that occurred and illustrates opportunities for alignment to the [CCDF State Plans](#). States organized around six strategies for advancing school-age care: (1) relationship building, (2) coordination across agencies, (3) improving access, (4) professional development, (5) workforce development, and (6) quality systems. This playbook is intended to motivate state-level action to advance school-age care. With that goal in mind, the playbook concludes with practicable action steps toward a continuous system of practice and policy inclusive of school-aged children served by CCDF subsidies.

Thank you to the states that participated and to all the states, providers, organizations, and individuals across the country working collaboratively to develop our children and youth through quality school-age care.

## Relationship Building

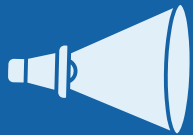
The states attending the convening have a wide range of relationships between their statewide afterschool networks and state agencies. Some are fledgling, and some have been in place for more than 20 years, enduring amid changes in administrative and community partner staff. All participants were interested in discovering what each partner could offer to respond to the needs of children, families, and providers. Many participants started with relationships in just one area, for example, COVID-19 relief funds, and from that, built trust to work more closely on various efforts. Some worked together on task forces or data analyses to understand gaps in access or barriers to family and program participation, and so recognized how they might jointly solve challenges. Others began integrating regular methods of communication to connect across systems of early care and school-age care or education and child care and workforce development. The following are examples of collaboration to support relationship building.

Activity	Collaboration Example	CCDF Topic Reference
Establish a school-age task force	Wisconsin’s Department for Children and Families created a school-age task force, supported by a facilitator, to understand barriers to subsidy access and utilization for school-age children. Key stakeholders included the Wisconsin Afterschool Network, child care centers, Boys and Girls Clubs of America, and state partners. Task force recommendations included stand-alone school-age licensing regulations, school-age-specific courses for licensing approval, and specific outreach to school-age child care deserts. The state has begun acting on recommendations, including a school-age-specific licensing pathway.	Coordination <b>(8.1.1, o)</b> and Consultation <b>(1.3.1, d)</b>
Identify issues of access	Indiana’s Office of Early Childhood and Out-of-School Learning discovered more school-age children were in “pending” status for subsidy than any other age group because families could not find school-age programs that accepted subsidy. The state partnered with the Indiana Afterschool Network to increase access to and quality of school-age programs.  Through the partnership, the statewide afterschool network will support providers with government-funded grants to help them meet requirements for CCDF eligibility, such as initial background checks, materials, and equipment.	Strategies to increase the supply and improve the quality of child care <b>(4.5.4)</b> ; Facilitating compliance with Lead Agency child care licensing <b>(7.2.1, vi)</b>
Build supportive partnerships	Nebraska’s State Department of Health and Human Services (DHHS) had a long-standing relationship with the Nebraska Children and Families Foundation, in which the Nebraska Statewide Afterschool Network “Beyond School Bells” (BSB) is situated. The relationship proved critical during the pandemic when BSB administered \$4.5 million in DHHS’ COVID-19 relief funds to licensed and license-exempt school-age providers and summer programs.  With remaining COVID-19 relief funds, DHHS also invested \$26 million to build statewide child care capacity, by providing start-up and expansion grants targeting child care deserts. BSB and DHHS will continue their partnership to expand access to high quality afterschool and summer programs after the COVID-19 relief funding ends.	Coordination <b>(8.1.1, o)</b> and Consultation <b>(1.3.1, d)</b>

## Coordination Across Agencies

Out-of-school time programs often seem situated between education and child care in a way that allows them to be flexible and responsive to the needs of youth, families, and educational communities, but which also leaves them navigating multiple systems. In many cases, this can be an opportunity to coordinate and leverage across systems to do more with limited resources and provide enhanced opportunities for programs and the families they serve, regardless of the funding stream providing the support. Federal agencies frequently encourage states to think strategically about how funds might be braided or aligned.<sup>1</sup> This can secure more accessible, high quality opportunities to eligible recipients with the greatest need. Leaders can convene various partners serving school-age youth around the same table to discuss opportunities for collaboration as one way to advance these goals. The following are examples of collaboration to support coordination across agencies.

### SPOTLIGHT



Since the early 1990s, Missouri used a memorandum of understanding between the CCDF Lead Agency and the Department of Elementary and Secondary Education to bring both the 21st Century Community Learning Center (CCLC) grants and the School-Age Community grants under the same office. In 2021, a new Office of Childhood was formed that included both CCDF and 21st CCLC, along with early childhood programs and services. This allowed afterschool program resources and grants to be provided to the field in a more coordinated fashion. The coordinated approach additionally ensures that research-based quality practice specific to afterschool programs is implemented across funding streams. **(Coordination 8.1.1, subsections o, and q(ix))**

Activity	Collaboration Example	CCDF Topic Reference
Monthly co-designed meetings	Utah’s federally funded afterschool programs are administered through the Bureau of Education’s 21st Century Community Learning Centers (21st CCLC) programs and the state CCDF Lead Agency, the Office of Workforce Services. The Utah Afterschool Network convenes monthly meetings of the two agencies along with the Utah Education Policy Center at the University of Utah, which supports <a href="#">research and evaluation</a> related to the state’s grant programs. The meetings are co-designed by the partners and support collective goals and open communication. The group sees the benefits of its collaboration in a more streamlined system of support for programs, which reduces duplication, including grant applications, and reporting processes as well as providing quality supports.	Coordination <b>(8.1.1, o)</b> and Quality improvement activities <b>(7.2.1)</b>

<sup>1</sup> See [21st CCLC Draft Non-Regulatory Guidance, October 19, 2023 C-6](#): “An SEA could leverage part of its 5% 21st CCLC reservation along with part of the 9% of CCDF funds that must be set-aside for quality improvement activities to coordinate and align quality enhancements for out-of-school time programming, including the delivery of professional development across all out-of-school time programs in the State” and [CCDF 2025-2027 Plan Template 8.2.1 \(i\)](#) Combining funding for CCDF services – Title IV B 21st Century Community Learning Center Funds (Every Student Succeeds Act).

Activity	Collaboration Example	CCDF Topic Reference
<p>Leveraging systems and support structures through coordination</p>	<p>Michigan’s Afterschool Partnership had a longstanding relationship with the state’s Department of Education through the 21st CCLC program. Michigan’s Department of Education currently has a Director of Pre-School and Out-of-School Time Learning position and a newly developed state Out-of-School-Time Advisory Committee. The Michigan Afterschool Partnership helps programs with technical assistance and professional development, which includes support for 21st CCLC grantees as well as capacity building for the broader field. Through communication between agencies with the Afterschool Partnership as an intermediary, work done in 21st CCLC has been leveraged by the CCDF Lead Agency to improve quality programs across the state regardless of their primary funding source. The Afterschool Partnership also worked with the Department of Education and a diverse group of stakeholders and created Michigan Out-of-School Time Quality Standards, which were adopted by the state board of education, and assists the state on the school-age portions of the Quality Improvement System and in supporting the implementation of the Michigan Youth Development Associate Credential.</p>	<p>Combined funds and Partnerships <b>(8.2.1)</b> and Coordination <b>(8.1.1, q, ix)</b></p>

## Improving Access

Families using CCDF subsidies access school-age care through different paths, depending on how states and territories administer the program. Some states offer grants and contracts for school-age programs serving eligible school-age children. Grants and contracts can create a more secure, sustainable environment for program administrators and staff and often connect to additional supports around program quality and staff professional development. However, most afterschool and summer programs still access CCDF funds through direct subsidies, which follow each child. CCDF subsidy eligibility criteria often include licensing regulations designed for early child care settings, such as requiring staff to have an early education degree or having an accessible water fountain at a toddler-sized height. These regulations can be challenging and expensive for school-age and school-based programs to meet while providing little to no tangible benefits to the children they serve.

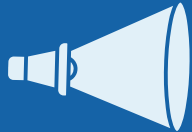
Additionally, in some instances, license-exempt school-age providers who still meet all the health and safety standards to participate in the subsidy program are provided with lower subsidy reimbursement rates. These practices, alone or in combination, may lead to providers choosing not to participate in the subsidy program. Providers' ability and willingness to participate in the subsidy system affects the supply of slots available to families, with some parents of school-age children eligible for subsidy but unable to use it because of the lack of providers. In such cases, families able to pay may have access to a high-quality program offered at a convenient school site, while families making use of the subsidy would have to look elsewhere or go without care. In addition to policies to improve program participation in the state subsidy system, families with school-age children benefit from direct information on how they can access subsidy, including knowing how to apply, how to manage child transitions from full-day early care environments to the K–12 system, and what kind of transportation will be available if not on a school site. The following are examples of collaboration to improve access.

Activity	Collaboration Example	CCDF Topic Reference
<b>Licensing: Creating an alternative pathway to school-age licensing</b>	Wisconsin's school-age task force identified opportunities to change the state's current licensing regulations to make them fit better with the health, safety, and quality needs of school-age providers. With funds from the Department of Children and Families, the Wisconsin Afterschool Network developed an <a href="#">alternative pathway to school-age licensing</a> in partnership with the University of Wisconsin Milwaukee, which acts as the course registrar. The state was also able to modify some staffing requirements for school-age programs and directors, including accounting for different professional backgrounds, such as education or recreation degrees, and for the often part-time nature of these positions.	Health and safety standards appropriate to different settings and age groups <b>(5.4.1)</b>  Director and Teacher Requirements <b>(5.2.3, 5.2.4)</b>
<b>Grants and contracts: School-age child care grants</b>	Missouri uses CCDF dollars to support School-Age Community (SAC) grant programs. The state provides about \$2 million for the grant program, and programs can now receive up to \$100,000 for operations. The funding also includes school-age-specific TA to grantees as a key component in supporting quality, recognizing that the school-age programs have distinct needs requiring <a href="#">specialized TA</a> . Prior to the formation of the Office of Childhood, an interdepartmental memorandum of understanding transferred funding for SAC grants to the Department of Elementary and Secondary Education so that the office administering 21st CCLC could align messaging, TA, and quality supports where possible.	Grants and contracts <b>(4.5.1)</b>

# Professional Development

Professional development tailored to the needs of school-age staff is different from professional development appropriate to early childhood educators. Ensuring that (1) trainers with school-age experience and expertise are available and considered qualified in state systems, and (2) school-age-appropriate trainings are included in and given credit in workforce registries can help staff build their professional profile, support staff retention, enhance overall staff well-being, and provide better programming to school-age children in their care. The following are examples of collaboration to support professional development.

**SPOTLIGHT**



South Dakota conducted a statewide professional development gap analysis, which included a school-age lens, and discovered that their career lattice needed enhancements for school-age programs. South Dakota State University, funded by the state CCDF Lead Agency, brought a diverse group of partners together to revise the career lattice. As part of this work the statewide afterschool network brought focus to the development of core knowledge and competencies standards that include school-age care professionals. The network is also working to develop leadership programs for school-age staff. **(Professional development framework, career pathways, 6.2.2 ii)**

Activity	Collaboration Example	CCDF Topic Reference
<p>Establishing core competencies for school-age staff</p>	<p>Washington State’s Core Competencies for School-Age Childcare and Expanded Learning Professionals were designed in collaboration with the CCDF Lead Agency, School’s Out Washington (the statewide afterschool network), expanded learning providers from across the state, and the Next Generation Youth Work Coalition. In addition to areas such as racial equity and cultural responsiveness, curriculum, promotion of communication and creativity, and partnerships with schools, the competencies place a key emphasis on youth empowerment. Youth and program voices are consistent priorities for the state and afterschool network in partnership. In 2021, the Department of Children, Youth, and Families (DCYF) requested an update to ensure that the <a href="#">competencies</a> reflect current context and practices, including an enhanced equity approach and lessons learned as a result of the COVID-19 pandemic. This second edition was led by School’s Out Washington in partnership with a statewide Advisory Group and regional focus groups that represented the state’s geographic, racial, gender, and professional diversity.</p>	<p>Training and professional development of the school-age workforce <b>(7.2.1, i)</b>; Updates and consultation with key groups in the professional development framework <b>(6.2.1, b)</b>; Professional standards and competencies <b>(6.2.2)</b></p>

Activity	Collaboration Example	CCDF Topic Reference
<p>Serving special populations: Behavior and inclusion, staff wellness, and resilience training</p>	<p>New Jersey's Statewide Afterschool Network (NJSACC) responded to an increase in requests for guidance around positive behavior and inclusion and a more student-centric and research-based approach to what used to be termed "behavior management." The network, in its contract with the state, works closely with specific partners, such as the nonprofit Kids Included Together, which offers behavior and inclusion training for partners and providers. To help providers feel supported and to reduce stress and stress-related responses in the provider setting, Kids Included Together also offers a hotline for real-time support for providers dealing with specific challenges. The network also works with another organization to offer staff resilience and social and emotional skills to support staff in working with school-age children.</p>	<p>Ongoing training and professional development including specialized training or credentials for providers who care for infants or school-age children <b>(6.3.3)</b>; Outreach and services to eligible families with a person(s) with a disability <b>(2.4.1, b)</b></p>



## Workforce Development

High-quality staff are the foundation for high-quality programming. Yet, a recent provider survey of afterschool programs found that 85% of programs were concerned about their ability to hire and maintain staff.<sup>2</sup> School-age staff encompass a wide range of educators. Some have advanced degrees; some work part time or seasonally. The afterschool field also successfully employs and engages high schoolers. High school staff provide younger students in afterschool and summer programs near-peer mentors while allowing the older students to gain workforce readiness skills and begin earning credits for a possible future career in youth development or formal teaching.

School-age providers know the impact of professional development on their ability to offer strong programs. Advice on how to prevent staff burnout is one of their most highly requested supports.<sup>3</sup> Afterschool staff who have credentials, receive strong professional development, or participate in other career pathways report feeling less stressed in their careers.<sup>4</sup> Additionally, increased pay, benefits, and worker wellness initiatives that are carefully structured and inclusive (i.e., available to part-time and/or non-degreed staff) can help the school-age workforce with recruitment and retention challenges. Opportunities for staff of school-age youth to participate in professional development, pursue credentials and degrees, and career pathways are important. The following are examples of collaboration across state agencies and organizations to support workforce development.

Activity	Collaboration Example	CCDF Topic Reference
Michigan Youth Development Associate Credential (MI-YDA)	The Michigan Department of Education partnered with a diverse group of stakeholders to expand the pipeline of credentialed early childhood educators and youth workers through career pathways that begin in high school and lead to multiple career opportunities. This aligns with the state’s Career and Technical Education plan, alongside the Governor’s goal to have 60% of the state obtain a credential or degree by 2030 as part of that plan. The Department of Education put together a credentialing plan for early childhood care and education (ECCE) and OST through the state’s Career and Technical Education Office and included the state’s Office of Child Care, Michigan Afterschool Partnership, Office of Preschool and Out-of-School Time Learning, and Teacher Certification Office. The MI-YDA parallels the Child Development Associate Credential used for early education, including requirements of 120 hours of training, 480 hours of work experience, portfolios, and clinical experiences. The MI-YDA is designed for the specific needs of the school-age population and its professionals. Participants can earn the credential by the time they leave high school, which is transferable to college credits, expediting students’ ability to earn an associate or bachelor’s degree.	Ongoing training and professional development including specialized training or credentials for providers who care for infants or school-age children <b>(6.3.3)</b> ; Combining funding for CCDF services <b>(8.2.1)</b>

<sup>2</sup> Afterschool Alliance. (2024, April) Afterschool Programs Support Learning Recovery but Struggle with Staffing and Costs. <http://afterschoolalliance.org/documents/Afterschool-Programs-Support-Learning-Recovery-Wave-10.pdf>

<sup>3</sup> Ibid

<sup>4</sup> Diehl Consulting Group. (2021, August). Child & youth care (CYC) youth worker survey. [https://indysb.org/wp-content/uploads/2021/09/CYC-Survey-Report\\_FINAL\\_08.16.2021.pdf](https://indysb.org/wp-content/uploads/2021/09/CYC-Survey-Report_FINAL_08.16.2021.pdf)

Activity	Collaboration Example	CCDF Topic Reference
<p>School-age competency standards and TA available via New Jersey Child Care Information System (NJCCIS)</p>	<p>The New Jersey Statewide Afterschool Network, or NJSACC, has had a collaborative partnership with their state agency for 20 years. The network supports school-age professional development and coaching for licensed and subsidized school-age programs. It also provides intensive TA to programs. The network uses a program self-assessment and observational tools aligned to the <a href="#">state's school-age quality standards</a>. The school-age standards as well as the technical assistance provided by NJSACC are tracked through the system. Within the NJCCIS, providers and even licensing professionals can click a button to request school-age TA or refer a program for TA. NJCCIS is an integrated system that allows technical assistance and professional development providers to highlight the trainings they offer so that program staff can choose those most appropriate to their needs. This also allows the state to track the services being requested by school-age programs and to think strategically about additional outreach and workforce needs.</p>	<p>Supporting the child care workforce <b>(6.1.1, 6.1.2)</b>; Impact of the professional development framework <b>(6.2.3)</b>; Ongoing training and professional development including specialized training or credentials for providers who care for infants or school-age children <b>(6.3.3)</b>; Quality improvement activities - High quality program standards <b>(7.2.1, ix)</b></p>

## Quality Systems

School-age program quality is especially critical for supporting the needs of the developing child. School-age providers need to be well-trained in areas such as youth mental health and identity, youth voice and choice, connections with the school day, creating a positive environment, social connectedness, and trauma-informed care. High-quality afterschool and summer programs help sustain and improve upon the gains of premier early learning programs, which helps improve school attendance; increase academic achievement and on-time grade promotion; and foster a greater sense of belonging, self-efficacy, and wellness. In many states, statewide afterschool networks have developed quality standards, self-assessments, observational tools, and TA offerings to help school-age programs best support children and families. Quality systems that fit school-age program settings allow these programs to develop their environment and staff and participate in the increased advantages of subsidies, such as tiered reimbursement and TA, which helps with staff retention and program longevity. The following are examples of collaboration to support quality systems.

Activity	Collaboration Example	CCDF Topic Reference
<p>School-Age Program Quality Tool (SAPQA)</p>	<p>Utah’s CCDF Lead Agency began working on quality in coordination with the statewide afterschool network in 2008. In 2018, the School-Age Program Quality Assessment (SAPQA) was incorporated into the state’s quality rating and improvement system (QRIS) as a high-stakes assessment system for child care centers. The SAPQA was also incorporated into the grants system for other school-age community-based organizations and Local Education Agencies to align further with the state’s QRIS system. Over time, the state found that programs benefited from a continuous improvement process that incorporated prolonged or ongoing access to quality grant opportunities alongside greater accountability. The grant program was structured to allow for movement up and down the quality tiers so that programs partially meeting their goals would be shifted to a lower tier rather than removed from the grant program altogether. The quality support team established a TA plan with a focus on a continuous improvement model of plan, act, assess, and evaluate. In a self-assessment tool and action plan, the programs also receive guidance, including support and focused coaching, in the key areas in which they would like to improve. Programs could also receive an objective evaluation at the end of the year to assess their improvement. As programs began to see improvements in their overall quality, they found higher value in the SAPQA and then sent their staff to participate in the training.</p>	<p>Developing, implementing or enhancing a quality improvement system <b>(7.2.1, iii)</b></p>

Activity	Collaboration Example	CCDF Topic Reference
School-age quality pilot	<p>When the 2014 reauthorization of the Child Care and Development Block Grant (CCDBG) Act created a more general set-aside for quality, Georgia’s Department of Early Care and Learning (DECAL) realized it needed to focus attention on the systems serving school-age children, who make up 48% of all children served through subsidies in Georgia. DECAL created the role of School-Age and Youth Program Specialist and, in partnership with the statewide afterschool network, set out to determine how well supported program providers were to offer high-quality school-age programs. In response to the findings, DECAL committed to deliver quality care across the early childhood to school-age continuum. Relief funds posed new opportunities for investments, which enabled the state to act on ideas they had accumulated over the years. This resulted in grants specifically targeted to support school-age programs and classrooms, increasing professional learning opportunities for school-age providers and exploring opportunities and piloting programs to strengthen and embed Georgia’s quality work into the larger child care quality improvement process. Through research to explore revisions in the state’s school-age Quality Rated program and a pilot of a youth development micro-credential, the state is partnering with the Georgia Statewide Afterschool Network (GSAN) to help define quality pathways for school-age programs.</p>	<p>Supporting the training development of the child care workforce including birth to five and school age providers <b>(7.2.1, i)</b>; Developing, implementing or enhancing a quality improvement system <b>(7.2.1, ii)</b>; Evaluating and assessing the quality and effectiveness of child care services within the State/Territory <b>(7.2.1, vii)</b></p>

<sup>5</sup>National Center on Afterschool and Summer Enrichment. (2021, June). Federal supports for afterschool and summer child care: Georgia. <https://childcareta.acf.hhs.gov/sites/default/files/ncase-ga-sacdataprofile-2021.pdf>

## Putting the Playbook to Work

The examples listed in this resource provide descriptions of successful state-level coordination and collaboration resulting from hard work, time, effort, coordination, compromise, and most importantly, commitment to the needs of children and families.

To help more CCDF Lead Agencies advance their goal of better supporting high-quality school-age care, we offer the following action steps:

1. Know your numbers. Use the [National Center for Afterschool and Summer Enrichment Fact Sheets](#) to build awareness of the number of school-age students already being served with CCDF funds in your state.
2. Ensure the CCDF 2025-2027 planning process identifies areas of interest in your state for strengthening and communicating efforts in supporting school-age care to include in the plan draft and final submission.
3. Make use of [key information to support CCDF Administrators](#), which highlights the important task of collaboration, including working with partners to develop, review, and receive final approval on drafts, and compose memoranda of understanding. The tool includes a [linked template](#) for states to record their collaboration with all required partners, including their statewide afterschool network or other coordinating entity for out-of-school time care. Identify your [statewide afterschool network](#) and work with them to complete the template section, including Partner Agency or Organization, Key Contact Names, Date(s) of Coordination/Collaboration, Coordinating Goals, Coordinating Process, Coordinating Result, Key Contact Phone, and Key Contact Email.
4. While coordinating goal setting, consider key areas where collaboration can advance communal goals. Such areas may include relationship building in work related to outreach to families; collaborating across agencies; data collection for program mapping, cost study and quality investment, and needs assessments or other analyses; evaluating barriers to access; supporting professional development; ensuring inclusive workforce systems for school-age staff; and strengthening quality systems that consider the distinct needs of providers serving older youth. Please use this playbook where helpful to identify possible areas for collaboration.
5. Ensure mechanisms for on-going engagement, data collection feedback from the field, and developing resources available to leverage resources on behalf of the school-age field. Develop systems designed to sustain any changes in leadership.

## Final Considerations

Collaboration is a key component in the planning and implementation of the Child Care Development Block Grant. Quality collaboration helps reach more families across communities with high-quality, equitable opportunities. The work also benefits agencies by leveraging partnerships and resources, building on what already exists, and reducing duplicative practices, which is especially essential in light of the sunset of COVID-19 relief funds. Collaboration takes commitment and investment, but the examples highlighted in this playbook, and those occurring across the country in numerous examples not yet captured, speak to its value and impact. We consider this playbook and the 2025–2027 CCDF planning cycle now underway as critical mechanisms to incorporate increased collaboration into practice and to endeavor to build out additional resources and examples to continue to support the field.

### Other Helpful Resources

The following list of resources is only intended as an aid for those seeking more information on school-age care and afterschool and summer programs. It is not intended to be comprehensive, nor does inclusion on this list constitute an endorsement.

- » [NCASE Resource Library](#)
- » [You4Youth](#)
- » [Afterschool Alliance research pages](#)
- » [National Afterschool Association Core Knowledge, Skills, & Competencies for Out-of-School Time Professionals](#)
- » [National Summer Learning Association Knowledge Center](#)
- » [National Institute on Out-of-School Time](#)
- » [David P Weikart Center for Youth Program Quality](#)
- » [American Institutes for Research® \(AIR\) Afterschool and Expanded Learning](#)
- » [University of Virginia Youth-Nex Research Center](#)