



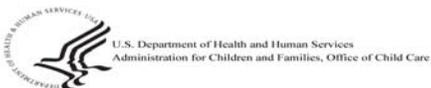
NATIONAL PROFILE

This national profile provides a picture of afterschool programs across all 50 States, 5 Territories, and the District of Columbia. It includes information about promising state, territory and local initiatives as well as information on the largest federal funding sources. It is designed to provide policymakers, administrators, and providers with an overview of the afterschool landscape, which includes a range of out-of-school time programming that occurs before and after school, on weekends, and during summer months. The Afterschool Investments Project developed a set of individual state and territory profiles, upon which this national profile is based. See <http://nccic.acf.hhs.gov/afterschool/statep.html> to learn more about afterschool initiatives in your state or territory and to search a database of state and territory initiatives.

The Afterschool Landscape—A View Across the States and Territories

States and territories recognize that the investment in out-of-school time programming—after school, before school, summer school or weekend activities—enhances and increases children’s opportunities to learn and grow. A wide variety of stakeholders, including educators, law enforcement officials, business leaders, and public officials at all levels of government recognize the contribution of afterschool services to the cognitive and personal development of school-aged children. Stakeholders across the country have made tremendous advances in setting high quality afterschool program standards, which includes the focus on licensing, quality rating/improvement systems and professional development systems, to name only a few.

Afterschool programs vary widely in terms of their settings, structures, goals and functions. They are operated by a host of providers including schools, faith-based and community-based organizations/non-profits, for-profit businesses, and family child care homes, among other settings. A range of activities including academics, enrichment, sports, fitness, mentoring, tutoring, or a combination thereof take place in school buildings, child care centers, recreation and community centers, and libraries across the nation. The Afterschool Investments State and Territory Profile Series highlights a range of policies and practices that support the quality and sustainability of programs.



Quick Facts

Demographics

Total United States population, 2009: ...307,006,550

Number of children ages 5-12, 2009:32,453,756

Percent of population, 2009: 10.6%

Percent of school-age children (ages 5-17) below 185% poverty/eligible for free and reduced-price lunch, 2008.....34.8%

Number of children, ages 6-12, in low-income working families, 2008.....6,730,000

Child Care and Development Fund (CCDF)

Administering agency:
U.S. Department of Health and Human Services,
Administration for Children and Families, Office of Child Care

Total FFY10 federal and state
CCDF funds:\$7,205,485,803

FFY10 total federal
share:\$5,044,081,000

FFY10 state MOE plus
match:\$2,161,404,803

FFY10 School Age & Resource and
Referral Targeted Funds: \$18,960,000

FFY08 Total Quality
Expenditures:\$991,625,211

FFY08 Percent of children receiving CCDF subsidies ages
5-12: 43.0%

FFY08 Percent of children receiving CCDF subsidies
age 5 only: 9.5%

FFY08 Percent of children receiving CCDF subsidies ages
6-8: 19.8%

Temporary Assistance for Needy Families (TANF) and Child Care

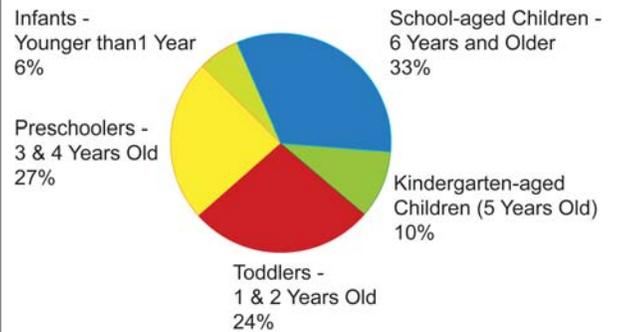
FFY08 state TANF transfer
to CCDF:\$1,678,911,488

FFY08 TANF direct spending on
child care:\$1,622,367,478

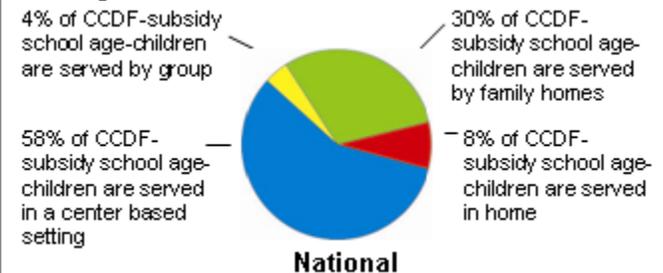
- ▶ **Setting Licensing and Health and Safety Standards.** To support high quality school-age programs, states and territories are engaged in a variety of efforts to improve program activities. Many states and territories have focused on revising licensing requirements to ensure minimum healthy and safety standards in afterschool settings. Licensing regulates the safety of child-care operations and many states and territories develop specific licensing requirements for school-age care programs. Because of the range of settings that afterschool programs can operate in, some programs may be exempt from licensing, and others may be required to comply with other state agency requirements. Licensing requirements are typically the first entry point into the state's quality improvement system and thus are a critical component of ensuring that all children and youth have access to high quality school-age programs.
- ▶ **Adopting Quality Improvement Systems.** To further advance program quality, states and territories have adopted or are developing standards for school-age programs as part of their Quality Improvement Systems (QIS) or Quality Rating Systems (QRS). Quality rating systems assess afterschool settings according to whether they meet particular quality benchmarks or standards in an easy-to-understand manner (for instance, on a scale of one to five stars). Quality improvement systems measure a range of program components including but not limited to: administration, staff qualifications, professional development, learning environment and child and youth development. Participation in most state quality improvement systems is voluntary, and may include licensed child care facilities that serve school-age children, licensed exempt after school programs as well as school-based afterschool programs. A number of states have developed other quality improvement systems, for example, for 21st Century Community Learning Center programs, which also help to improve the availability of high-quality school-age/youth programs.
- ▶ **Professionalizing the Field.** The growing demand for quality school-age care has prompted more states and territories to strengthen professional development systems and workforce initiatives in order to build the supply of high-quality afterschool program staff. Many of these initiatives focus on developing core competencies among various content areas, and delivering approved trainings for practitioners serving school-age children. In many states, afterschool funders have pooled their resources to make strategic investments in the professional development of afterschool staff and to build comprehensive statewide professional development systems. Funding through the American Recovery and Investment Act (ARRA) of 2009, including ARRA Child Care and Development (CCDF) funding, supported the improvement of and availability of training and professional development opportunities for school-age child care providers. States and territories are developing data management systems, such as training or trainer registries to capture the size and qualifications of the workforce, the universe of exiting professional development opportunities, and the availability of trainers and technical assistance providers. Other states have made a number of investments into the continuing education of the afterschool workforce, and also offer conferences that focus on leadership and management training in addition to peer learning and networking for afterschool practitioners.
- ▶ **Increasing Access.** Across the nation, the demand for high quality afterschool programs has never been greater. Many states have made attempts to fill that void and have leveraged their statewide afterschool networks, federal funding and other partnerships to provide afterschool programming in their communities. To increase access to activities, many programs form partnerships with schools and local government and run their programs out of schools, parks, libraries, and college campuses. Other methods to increase access include the creation of strong afterschool networks including both citywide intermediaries and statewide networks. Through a mixture of government and private funds, many programs have expanded their program services to a greater number of children and new locations. Many of the new afterschool program opportunities are supported by mentoring/training components needed to run efficient programs. A wide-range of activities are offered by afterschool programs including but not limited

Quick Facts (continued)

Ages of Children Served through CCDF (Preliminary Data, FY 2009)



• Settings



• Key School-Age Activities Supported with CCDF Funds

Licensing and Health and Safety:

States may use school-age targeted funds for state programs or policies that improve school-age care supply, quality, or both. Most states use funding to revising licensing requirements and adapt minimum licensing requirements.

QRIS/Quality Improvement Systems:

States may use the quality dollars to fund a range of efforts to improve the quality of child care in the state, including staff training, grants to providers, efforts to promote licensing and accreditation, efforts to improve provider compensation and rate differentials to promote high quality care. The vast majority of states report that, among other activities, they use funds to undertake comprehensive child care consumer education activities, to support grants and loans to assist providers in meeting state and local standards, to help build a professional development system, and to support efforts to monitor compliance with child care licensing and regulatory requirements.

Professional Development and Workforce Initiatives:

Among the most common uses of the school-age targeted funds is to provide specialized training for school-age caregivers, engage in planning related to school-age care and fund grants to improve the quality of school-age child care services.

to arts, robotics, aviation, homework help, health and fitness, mental health and enriching, hands-on activities; many of these activities extend to the weekend and through the summer. To meet the needs of special populations, some programs are designed specifically for older youth or children in migrant families, for example.

- ▶ **Strengthening Partnerships.** States, territories, and local communities are working with partners to align and coordinate resources to expand program capacity. Departments of Education, Human Resources, Labor and Justice and others commonly partner with local education agencies and community-based organizations to expand or improve services. Statewide afterschool networks, coalitions and alliances have played a key role in the coordination of resources and expansion of program capacity. These groups aim to increase the capacity of local communities to develop a common vision, broad community engagement, critical partnerships and the political will to establish and sustain quality afterschool programs. Local governments also provide support to afterschool programs by offering additional financial support and access to city or county resources. In addition, many city and private partnerships provide grants, technical assistance, training, capacity building, learning opportunities and public support.
- ▶ **Financing Strategies to Support Sustainability.** In recent years, policymakers have used a variety of financing strategies to fund afterschool programs, drawing from federal, state and local funding sources. Approaches vary from state-to-state, depending on policy goals, available resources, and economic and political climates. Most afterschool programs try to balance public and private funds in order to have a stable base of funding over time. A number of federal agencies programs support school-age and out-of-school time activities. The 21st Century Community Learning Centers (21st CCLC), administered by the Department of Education, continues to be a key support for the afterschool field. Several states, school districts and community agencies use 21st CCLC funds to improve the quality of school age care and expand the number students served. The Child Care and Development Fund (CCDF) funds have been used to support and build school-age program capacity. State funding also plays a significant role in the sustainability of local programs. For example, the Department of Labor administers funds to states for youth employment, training and preparation programs, including programs operated by afterschool programs. Some states have also used portions of their Master Tobacco Settlement funds for youth development and afterschool programs or have explored using state income taxes to generate additional funding. Some cities have passed sales tax increases to be designated within the city funds for school-age programs while other programs receive city or county to support afterschool programming. Private foundations, corporations and individual donors also invest millions of dollars in afterschool services each year.

Federal Funding for Afterschool Programs

Federal funding plays a significant role in providing safe and academically enriching afterschool programs for children and youth, particularly for those in low-income families. The three largest federal funding sources for afterschool programs are: the Child Care and Development Fund, Temporary Assistance for Needy Families, and the 21st Century Community Learning Centers. Each of these programs is administered by the states. (See side-bar for federal funding levels and other administrative data regarding these programs.)

- ▶ **Child Care and Development Fund (CCDF).** CCDF provides child care vouchers to subsidize the cost of care for low-income families and it supports state and territory child care quality improvement initiatives. Nearly half of all children receiving CCDF subsidies are ages five through 12. In addition, states may choose to use funds targeted for quality improvements to support initiatives to improve the quality and availability of school-age care, such as training programs or capacity-building grants for afterschool providers. States are required to utilize at least four percent of their CCDF funds on

Quick Facts (continued)

• Provider Reimbursement Rates

School-age rate categories:

To address the unique circumstances of school-age care, most states have implemented a separate rate category for school-age care or for children over a specific age. School-age rates are generally lower than rates for younger children, as school-age care typically requires fewer caregivers and involves fewer hours of care giving per day.

Average monthly, center-based school-age rate:

School-age payment rates vary widely across states and territories and differ as to whether rates are determined on a per-hour, per-week, or per-month basis. On average, the monthly, center-based rate ceiling for school-age care in large urban areas is \$415.

Note: This calculation was based on the assumption of 3 hours/day, 5 days/week, and 4 weeks/month.

Program Licensing and Accreditation Policies

School-age licensing standards:

46 states have specialized requirements for child care centers that serve school-age children; 18 states have established separate regulations that govern the care of school-age children.

Ratio of children to adults in school-age centers:

Ratios vary by state and increase for older children. The range of ratios for school-age children across states is: 10:1 to 26:1.

School-age programs exempt from licensing standards:

38 states allow public or private school-based, school-age programs to be exempt from licensing standards.

Systems/Quality Supports

School-age core competencies: At least 19 states have designed school-age core competencies for the professional development of their school-age workforce.

School-age program standards: At least 17 states have developed school-age program standards.

Trainer/training registry: Currently, 33 states have a training/trainer workforce registry in place.

School-age care credentials:

At least 12 states have developed a professional credential for school-age and youth care providers.

Statewide quality rating and improvement systems (QRIS):

Of the 23 states with statewide QRIS, at least 16 states have made key school-age care adaptations to their rating systems. Other states and territories are developing school-age standards, or revising their systems to include school-age programs.

quality activities and may also use discretionary funds targeted by Congress for school-age care quality improvements and/or resource and referral activities.

- ▶ **Temporary Assistance for Needy Families (TANF).** TANF funds, which provide financial support for low-income families, may also be used to support afterschool programs. States can directly spend TANF funds on afterschool programs and initiatives. States can also transfer up to 30 percent of their federal TANF allocation to the state CCDF agency. TANF funds transferred to CCDF are subject to CCDF rules and requirements, and can be used to expand out-of-school time capacity-building and quality-enhancement efforts. Direct TANF spending can provide states with additional flexibility for school age care for youth with specific needs. For example, funds can support services such as education, job training, mentoring and health care in addition to individual subsidies for children.
- ▶ **21st Century Community Learning Centers (21CCLC).** The 21CCLC program is the only federal funding source that targets support to afterschool programs. The purpose of 21CCLC is to support community learning centers that provide students with a broad array of academic enrichment services, including tutoring, homework help, and community service, as well as music, arts, sports, and cultural activities. As of 2001, when 21CCLC became a state formula grant program, the Department of Education awards grants to State Education Agencies that to manage statewide competitions to grant awards to local eligible entities, including community-based and faith-based organizations, as well as schools.

A number of other federal funding sources can support afterschool programs or specific activities or services in afterschool programs. These sources include the U.S. Department of Education's Supplemental Education Services funding under Title I, as well as grant programs administered by the Departments of Agriculture, Justice, and Labor. State and local governments, as well as corporations and foundations also fund afterschool initiatives. These diverse funding streams have helped states and territories to respond to the urgent need for afterschool programs nationwide.

National Organizations and Resources

See the Afterschool Investments project Resource List for major national resources grouped under the following key topics: program development, financing and sustainability, measuring results, collaboration and partnerships, quality improvement, school age care settings, and community mobilization and outreach.

<http://nccic.acf.hhs.gov/afterschool/rresources.html>

State Resources

State CCDF Contacts:

<http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf>

State TANF Directors:

<http://www.acf.hhs.gov/programs/ofa/states/tanf-dr.htm>

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Statewide afterschool networks:

There are currently 39 Statewide Afterschool Networks funded by the C.S. Mott Foundation to support efforts to improve policy and program quality in the field of afterschool.

21st Century Community Learning Centers (21st CCLC)

FY09 total grants to states:.....\$1,131,166,000

Program locations:

The majority of 21st CCLC programs are school-based, but some programs are located in the community or provide services on- and off-school sites.

Licensing required:

6 states require 21st CCLC programs to be licensed, 12 states require licensing in certain situations, and 32 states, and the District of Columbia, do not require licensing.

Additional information about 21st CCLC:

Some states are coordinating the use of their 21st Century Community Learning Center funds with other resources, including the Child Care and Development Fund (CCDF), to expand the availability of school-age care for children and youth. See

http://nccic.acf.hhs.gov/afterschool/21st_cclc_brief.pdf to learn more about 21st CCLC funding with CCDF.

Notes and Sources

Demographics

Total population, 2009: Annual Estimates of the Population for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2009, U.S. Census Bureau.

Number of children ages 5-12, 2009: Estimates of the Resident Population by Single-Year of Age and Sex for the United States and States: July 1, 2007, U.S. Census Bureau.

Percent of school-age children (ages 5-17) below 185% poverty/ eligible for free and reduced-price lunch, 2008: POV46. Poverty Status by State Table: 2008, Current Population Survey, 2009 Annual Social and Economic Supplement, U.S. Census Bureau.

Number of children, ages 6-12, in low-income working families, 2008: Children in low-income working families by age group (Number) - 2008, National KIDS COUNT Program, Data Source: Population Reference Bureau, analysis of data from the 2008 American Community Survey, U.S. Census Bureau.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States, tribes and territories receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional targeted funds on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Office of Child Care, as reported by states, tribes and territories, unless otherwise noted.

FFY10 CCDF Allocation: Funding allocations are based on appropriation and do not reflect any reallocated or redistributed funds that may occur at a later date.

FFY10 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY10 Tribal CCDF Allocation: Federal CCDF Funds are awarded directly to Federally-recognized Indian Tribes.

FFY08 total quality expenditures: This data includes FY08 and prior year funds expended for quality from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under targeted funds for infant and toddler, school-age care and resource and referral. This figure provides information obtained from state financial reports submitted for FY08.

Ages of Children Served through CCDF and Settings of School-Age Children Served by CCDF: U.S. Department of Health and Human Services, Office of Child Care.

Maximum rates for school-age category: Rates are listed for center-based care, family child care, and license exempt programs; where rates vary by region or county, the rate for the most populated urban area is given.

Separate subsidy rates for different age ranges and Tiered Reimbursement Rate Systems: U.S. Department of Health and Human Services, Office of Child Care, Report of State Plans FY2010-2011.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY08 that were awarded in FY08 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families, available at: http://www.acf.hhs.gov/programs/ofis/data/2008/tanf_2008.html.

Program Licensing Policies

States with separate school-age licensing standards and states with specialized requirements for child care centers serving school-age children: National Child Care Information and Technical Assistance Center (NCCIC) and National Association for Regulatory Administration, 2007 Child Care Licensing Study, see: <http://www.naralicensing.org/displaycommon.cfm?an=1&subarticlenbr=160>.

Ratio of children to adults in school-age centers: Data from NCCIC, available at: <http://nccic.acf.hhs.gov>.

Types of school-age programs and exemptions from licensing standards: Research conducted by Afterschool Investments, March 2008.

Systems/Quality Supports

Quality supports for school-age practitioners: Research conducted by Afterschool Investments Staff, 2010.

Statewide quality rating system: NCCIC, QRIS Standards, Levels and Rating Systems, see: http://nccic.acf.hhs.gov/poptopics/qris_systems.html

OPRE Compendium of Quality Rating Systems and Evaluation, see: http://www.acf.hhs.gov/programs/opre/cc/childcare_quality/compendium_qrs/qrs_compendium_final.pdf

Statewide quality rating system: NCCIC, Quality Rating Systems: Definitions and Statewide Systems, see: <http://nccic.acf.hhs.gov/pubs/qrs-defsystems.html>.

21st Century Community Learning Centers

The 21st Century Community Learning Centers Program is a state formula grant. Funds flow to states based on their share of Title I, Part A funds. Data from the U.S. Department of Education 21st Century Community Learning Centers Office and the 21st CCLC Profile and Performance Information Collection System as of October 2010, see: <http://ppics.learningpt.org/ppics/public.asp>.

The Office of Child Care awarded a technical assistance contract to ICF International, in partnership with The Finance Project, for the Afterschool Investments project (AIP). The goals of AIP include:

- Identifying ways that states, territories, tribes and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support school-age programs, and sharing these practices and approaches;
- Identifying administrative and implementation issues related to CCDF investments in school-age programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting school-age programs, and providing models, strategies and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State and Territory Profiles are designed to provide a comprehensive overview of noteworthy State/Territory and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.