

Report
of the
Joint Committee
on
Out of School Programs

December 29, 2004

REPORT OF THE
JOINT COMMITTEE
ON
OUT-OF-SCHOOL PROGRAMS

COMMITTEE MEMBERS

Representative Danielle Moore

Senator Anita Yeckel

Representative Jerry Bough

Senator Mary Groves Bland

Representative Sharon Sanders Brooks

Senator Rita Days

Representative Kathlyn Fares

Senator Bill Foster

Representative Juanita Head Walton

Senator Carl Vogel

TO THE PRESIDENT PRO TEMPORE
OF THE SENATE
AND THE SPEAKER
OF THE
HOUSE OF REPRESENTATIVES
OF THE NINETY-SECOND GENERAL ASSEMBLY
OF THE STATE OF MISSOURI

Your Joint Committee on Out of School Programs begs leave
to submit the following report:

Anita Yeckel

Senator Anita Yeckel, Chair

Mary Groves Bland

Senator Mary Groves Bland

Rita Days

Senator Rita Days

Senator Bill Foster*

Carl M. Vogel

Senator Carl Vogel

Danielle Moore

Representative Danielle Moore, Co-Chair

Jerry Bough

Representative Jerry Bough

Sharon Sanders Brooks

Representative Sharon Sanders Brooks

Kathlyn Fares

Representative Kathlyn Fares

Juanita Head Walton

Representative Juanita Head Walton

*Senator Foster resigned his seat before the Joint Committee formalized the final draft, but he expressed his approval in principle of the suggestions made at the November 4, 2004 meeting.

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I. Charge to the Committee

House Concurrent Resolution No. 11 of 2003, sponsored by Rep. Danielle Moore, reconstituted a prior joint interim committee that had been created in 2002 by Senate Concurrent Resolution No. 73, sponsored by Sen. Mary Bland. The first joint committee held extensive hearings around the state and took testimony upon which the second committee built. It became clear in the closing days of the first committee's existence that the issue of afterschool care was such a large one that a multi-year committee would be the best to approach the problem. The reauthorizing resolution also recognized the large dimensions of the committee's task in renaming the committee, dropping "afterschool" and replacing it with "out-of-school."

In pertinent part, HCR 11 states:

that the committee continue and expand the in-depth studies conducted by the prior Joint Interim Committee on After-school Programs and to make a comprehensive analysis of the quantity and quality of Missouri out-of-school programs, including the solicitation of information from appropriate state agencies, public schools, youth development organizations, law enforcement agencies and juvenile officers, youth development and education experts, and the public (including youth) regarding the status of out-of-school programs; and

... that the committee, in consultation with the Departments of Elementary and Secondary Education, Social Services, and all other relevant agencies, make recommendations for an efficient and effective development plan to provide the opportunity for every Missouri school-age child to access quality out-of-school programs and design a system to train, mentor, and support out-of-school programs, and thereby guarantee their sustainability....

II. Committee Activities and Accomplishments

Because its predecessor committee had traveled to Kansas City and St. Louis to take testimony from parents, children, and service providers, this Committee was able to hold its hearings in Jefferson City and to focus more on state agencies in addition to major service providers like 4-H.

On November 13, 2003, the Committee heard from Citizens for Missouri's Children; the community education section of the Department of Elementary and Secondary Education; and the Missouri School Age Care Coalition and Afterschool Resource Center. On February 13, 2004, the Committee heard again from CMC, to get acquainted with the "Ready at 21" initiative and changes to federal laws that might be useful in considering

state policy on out-of-school program. The UM extension service presented a multi-part overview of their programs. The Committee then decided to narrow its focus further at its February 18 meeting centering on achieving sustained funding without additional state moneys; encouraging parental involvement; and creating a centralized location for information about out-of-school programs that would let parents find information about programs and providers find information about best practices and funding sources. To that end, the Committee then invited state agencies with any youth development programs that could include an out-of-school component to present their information and asked for suggestions from the agencies to achieve the Committee's goals.

On March 8, the Department of Elementary and Secondary Education was asked to testify. Dr. Kent King, Commissioner of Education, spoke about DESE's afterschool programs and the Department's possible role in achieving a centralized location for information about out-of-school programs. Jay Acock, director of community education, also spoke about a data management software program that the department wants to make available to out-of-school program providers, to help collect information about these programs. Dr. King brought one aspect of the No Child Left Behind law to the Committee's attention because of its potential impact on out-of-school programs. When schools enter their second year of school improvement, they must provide supplemental services, primarily tutoring in math and reading, outside of school hours. While the federal money is not enough to sustain a full-blown out-of-school program and comes with other federal requirements, the requirement that supplemental services take place outside regular school hours makes it likely that out-of-school programs will be receiving more attention.

The Department of Social Services presented an overview of its programs that have an out-of-school component on April 29. The biggest portion of their funds goes to the child care subsidy, which can be given to individual caregivers, but also funds close to 400 sites. Caring Communities was discussed; it still has 8 programs but has been drastically affected by budget cuts. Discussion centered on how sustainability is a problem across the board, and what information is needed by legislators to make decisions about funding. The Division of Youth Services operates 33 residential sites and 11 day treatment facilities, which provide education and out-of-school care and which are often looked to by other states as an example of how to redirect troubled youth, rather than simply incarcerating them. Rep. Juanita Walton reported on her attendance at the Kaufmann Foundation's meeting on the costs and benefits of after school programs. One economist reported that nationally, for every dollar spent on afterschool care, \$3.19 in societal costs is avoided.

At the Committee's April 19 meeting, the Department of Mental Health, Division of Alcohol and Drug Abuse presented information on their programs, which are typically evidence-based to comply with the federal Safe and Drug-free Schools act and include an evaluation for effectiveness. Most of these moneys are federal pass through dollars. The

Department of Public Safety, Juvenile Justice went over the department's programs. Some moneys are allocated by federal formula and go to the areas with the most juvenile crimes, but some moneys are returned and then become available as supplemental, which typically go to smaller communities. As with Mental Health, most of these moneys are federal. The Department does a lot of outreach to its potential grant writers and is willing to cooperate in the establishment of a central location of program information, as well as making more of this sort of information about its own programs available on the Department's website. The Department of Economic Development presented its program information--Neighborhood Assistance program tax credits, Youth Opportunity program tax credits, which are state moneys, and Americorps, which is federally funded. The Department also made suggestions to help accomplish the Committee's goals of gathering information in a central location, fostering best practices, and promoting programs that have parental involvement and academic components. They endorsed the idea of a one-stop shop for youth information and suggested asking the Governor's Youth Cabinet to tackle this project.

Also at this meeting, the Missouri Afterschool Network updated the Committee on the network's progress. Jay Acock of the Department of Elementary and Secondary Education confirmed that the new software will be able to tell what legislative district a program is located in. The Network is piloting software this summer, hoping to implement it in all 21st Century sites this fall and is establishing a model curriculum keyed to the state grade level expectations. Citizens for Missouri's Children reviewed information about the White House Task Force on Disadvantaged Youth and suggested the Committee could write a letter in support of planning funding. Rep. Moore said she and Senator Yeckel had worked on a draft. The members present agreed to circulate the draft for comment. The letter was sent to all task force members (a copy appears in Appendix 1).

At the Committee's September 15 meeting, the members heard once again from The Afterschool Network, Afterschool Resource Center, DESE's community education section and Citizens for Missouri's Children. Some discussion of ideas for the Committee's final report was undertaken, and the need for at least one more meeting to shape the report. On November 4, the Committee met to discuss items for inclusion in the report and approved its format. At that meeting, the Committee also discussed progress that it had made to date. These items included the Afterschool network website in the final stages of preparation, the suggestion of the Committee made in 2003 that the software DESE was developing be capable of tracking programs by legislative district having been distributed with that feature incorporated, and the positioning of Joint Committee members on the Children's Services Committee, with both the upcoming chair and vice chair positions being held by Joint Committee members.

III. Findings from Testimony

A. Afterschool care can be viewed as an educational issue, a health/safety issue, a family services issue, and an economic development issue.

Depending upon what organization is involved, afterschool programs may be seen as answers to questions on how to increase academic performance, how to prevent delinquency, and how to ensure that working parents don't have to worry where their youngsters are and who they're with. Afterschool programs can be viewed as doubly powerful economic development engines by providing an incentive to businesses to locate where good programs exist and ultimately producing new employees with good academic skills and work habits fostered by those programs.

B. One size does not fit all; different parents look for different qualities in programs.

Although nobody questioned the need for afterschool programs, nearly everyone emphasized that a variety of programs is not only good but necessary, since parents differ in their concerns for their children.

1. Affordability and accessibility (fees, location, transportation).

For many parents, finding a program at all can be tricky, and finding one that is affordable is even trickier. Especially for parents of limited means who may need access to public transportation to see their children safely established in a program, the combination of the right price with the right location is a key to their participation. If the program is not offered at a school site, the issue of transportation to the program site is also of concern, especially in traffic-dense urban areas where walking is not something for children to do unsupervised. In rural areas, finding a suitable location that doesn't require a long car ride can also be problematic. Children with special needs have a particularly difficult time finding suitable programs.

2. Academic/enrichment/recreational/character-building options.

While programs with an academic component received the most attention in testimony, several related themes emerged. The amount of time for a child to spend in constructive activity that isn't necessarily academic is an issue for some parents who feel that today's children don't have sufficient time just to be kids.

3. "Afterschool" means more than just 3:00 p.m. to 5:00 p.m.

For many children, programs that cover before school, weekends, summers, snow days, and other out-of-school times are a necessity. For parents who work outside the traditional 9:00 to 5:00 time slot, this issue is crucial.

C. The right program can help academically and socially.

All witnesses took as a given that the right match of program to child would create both social and academic benefits. Afterschool programs were credited with reducing the rate

of delinquency, with increasing academic performance, and with improving the social skills repertoire of participants.

D. Lack of consistent, stable funding sources is a drain on the time and energy of most programs.

Whether providers are schools, community organizations, or faith-based, securing an ongoing funding source is a key to survival. Typically, multi-year grants provide an opportunity to initiate a program, but locating stable, continuing funding is a time-consuming task that must be addressed if a program is to outlive its initial grant period. Many programs, as they expand to meet local needs, begin to offer features that eventually require multiple funding sources. A reliance on multiple funding sources is not necessarily a bad thing, except that the search for funding consumes time that might be better spent on other aspects of a program, such as improving content or evaluating effectiveness. Becoming knowledgeable about funding sources and about how to facilitate access to auxiliary services (such as transportation or food service) takes time.

As a result of the 2002 reauthorization of the Elementary and Secondary Education Act, commonly referred to as "No Child Left Behind," the nature of one of the main grants supporting afterschool care has changed considerably. The 21st Century Learning Communities portion of the legislation, which had existed previously, is in transition from a federally administered grant aimed at schools to a state-administered grant that is open to other agencies in addition to schools. In other respects, the legislation has narrowed in focus, from community support to support provided specifically to the parents of children participating in the programs. Further, some portions of Title I (education for the economically disadvantaged) and Title IV (formerly Title VI--safe and drug free schools) could potentially support afterschool programs. As of this writing, the picture for higher federal funding levels is cloudy. Last year's federal budget cut support for afterschool programs, based on a report that such programs have less academic benefit than was originally thought. However, critics of the report claim that it takes pre-No Child Left Behind programs and applies a No Child Left Behind yardstick to their measurement. As schools gear up to make the required level of "adequate yearly progress," it seems likely that academic-oriented out-of-school programs would see increased parental and school support.

E. Organizational "siloes" hamper information flow.

Despite the best efforts of state agencies and child advocacy organizations, at this writing there is no single, authoritative, comprehensive source of information on programs for school age children, primarily because no single organization has taken on the enormous task of collecting, organizing, and evaluating the data. Departments collect data on their own programs and are willing to share their findings, and child advocacy organizations such as Citizens for Missouri's Children provide a vital function in collating data from many sources. However, for anyone interested in a full picture, days of research among disparate sources are required. Even if one assumes that all the data in various

organizational pipelines is captured, Missouri has such a strong history of local control and independence from what is sometimes seen as governmental interference, information will undoubtedly be missed.

IV. Recommendations

- A. When the Committee decided, in February 2004, to focus on how to make best practices information available, how to help organizations find sustained funding, and how to increase parental involvement, it invited state stakeholder agencies to contribute their suggestions, which the Committee endorses:
1. Assuming the continuation of the Governor's Youth Cabinet, its website would be a logical place to provide links for out of school program information;
 2. Ensure all departments with out-of-school time grants or other programs know about the Afterschool Network and have links to its website; and
- The Committee also decided to promote the creation of a permanent subcommittee on the Children's Services Commission for the purposes of oversight and promotion of out-of-school programs.
- B. Practitioners recommended doing something to ensure the continuation of the Afterschool Network when its Mott grant runs out and providing more outreach to non-school providers to reassure them Network resources are available for them. Parents wanted to make it easier to find programs and once a good program gets underway, ensure that it continues. In discussing these suggestions, the Committee concluded that the single most cost-effective recommendation that spoke to both practitioners' and parents' concerns was the inclusion of a modestly sized line item in the Department of Elementary and Secondary Education's appropriations bill to support, through a contract granted by the department, the salary and clerical help for a full-time Network director. The Afterschool Resource Center's coordinator and personnel are supported by other means and are fully occupied in getting technical help and training to programs. The Afterschool Network's current director serves as good will gesture from a school district with the resources to permit a person to devote much of her time to promoting awareness of the Network. To rely on the good luck or good timing necessary to continue to find an organization with similar capacity when the current director steps down does not serve the goal of good public policy. Ensuring that the Network has a person who can do outreach and make connections to underserved areas is a vital step in preserving the progress that the Afterschool Network has made to date. Since the Committee also wanted to continue Missouri's tradition of decentralized, nonbureaucratic programs, support of a full-time director position via departmental contract provides the most impact for the least money.

V. Credits and Bibliography

A. *Credits*

The Joint Committee wishes to acknowledge the assistance of the Department of Elementary and Secondary Education's Community Education section, the Missouri Afterschool Network, the University of Missouri extension service (especially through their work with 4-H), and the following departments of state government: Economic Development; Mental Health; Public Safety; and Social Services. These agencies gave generously of their time and energy.

B. *Bibliography*

The web sites listed in the bibliography are by no means the only ones that deal with out-of-school programs. These sites were discovered during the background research process and were found to be helpful.

1. National. These web sites all have excellent resource sections.

www.afterschool.gov

This site offers one-stop access to government resources that support after school programs. The web site is housed and supported by the General Services Administration and the Interagency Federal Child Care Council.

www.afterschool.org

The Promising Practices in Afterschool (or "PPAS") System is an effort to find and share things that are working in afterschool programs. The PPAS website is for afterschool program directors who want to improve the quality of their programs.

www.afterschoolalliance.org/home.html

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. It is supported by a group of public, private and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to afterschool programs by 2010.

www.gse.harvard.edu/hfrp/projects/afterschool/about.html

The Harvard Family Research Project is working in partnership with other organizations to add value to the out-of-school time (OST) field by promoting strategic use of information to improve quality, accessibility, and sustainability of OST programs across the nation. Our strategy is tailored to support knowledge development, evaluation, and learning in out-of-school time, and draws from an array of our tactical activities.

www.nccic.org/afterschool

To support state efforts to provide quality afterschool opportunities, the Child Care Bureau awarded a technical assistance contract on out-of-school time to The Finance Project and their partner, The National Governors Association Center for Best Practices. The Afterschool Investments project provides technical assistance to Child Care and Development Fund grantees and other State and local leaders supporting afterschool efforts.

www.publicengagement.com/afterschoolnetworks

The national network of statewide afterschool networks brings together established statewide afterschool networks in their collective mission to build partnerships and policies that are committed to the development and sustainability of quality afterschool programs. These partnerships funded through the support of the Charles Stewart Mott Foundation and other funders are focused on actively engaging key decisionmakers in support of school-based/school-linked afterschool programs, particularly in underserved communities.

2. Missouri-specific sites or pages. These pages are specific to Missouri.

Missouri Afterschool Network.

The Missouri Afterschool State Network was developed as a statewide partnership to support and coordinate high-quality out-of-school time programs.

www.moasn.org

Missouri 4H–Afterschool programs through VISTA

4h.missouri.edu/go/vista/afterschool.htm

Afterschool Alliance–Missouri fact page (included as Appendix 2)

www.afterschoolalliance.org/states/states_facts.cfm?state_abbr=MO

Department of Elementary and Secondary Education--School Age Care page

dese.state.mo.us/divcareered/school_age_care_index.htm

Missouri Child Care Resource and Referral Network.

The mission of the Missouri Child Care Resource and Referral Network is to provide coordinated, statewide child care resource and referral services that promote a high quality child care system.

www.moccrn.org/

Missouri School Age Care Coalition.

MOSAC2 is a non-profit organization that supports, trains and unifies professionals in the field of school age child care and out of school time.

MOSAC2 is dedicated to promoting public support and awareness of the benefits

of programs in out of school time
www.mosac2.org/

Citizens for Missouri's Children.
The CMC mission is to advocate the rights and well-being of all Missouri's children, especially those with the greatest need.
www.mokids.org/links.htm

National Child Care Information Center–Missouri fact page
www.nccic.org/afterschool/PDFDocs/MO.pdf

Collaborative Communications Group–Missouri Afterschool Network
information
www.publicengagement.com/afterschoolnetworks/networkdescript-MO.pdf

St. Louis for Kids.
St. Louis For Kids provides leadership, coordination, technical assistance, and advocacy to the region's youth-serving organizations focused on improving quality, accessibility and sustainability of non-school hour programs so that our youth have the opportunity to achieve their full potential and growth into healthy adults.
[/www.stlouis4kids.org/](http://www.stlouis4kids.org/)

Kansas City Local Investment Commission–out of school programs.
LINC is the Community Partnership selected by the state of Missouri to administer the Caring Communities fund created by seven state departments -- Social Services, Mental Health, Health, Labor, Education, Corrections, and Economic Development -- to support and develop school-linked, neighborhood-based services.
www.kclinc.org/initiatives/initfrm_ed.html

Appendix 1

The Committee wrote to the Task Force on Out of School Time, chaired by Domestic Policy Director, Margaret Spellings. A copy of the letter follows this page.



MISSOURI SENATE
JEFFERSON CITY

May 5, 2004

ANITA YECKEL
1st DISTRICT
ASSISTANT MAJORITY FLOOR LEADER

STATE CAPITOL, ROOM 323
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COMMITTEES:
FINANCIAL AND GOVERNMENTAL
ORGANIZATION, VETERANS' AFFAIRS AND
ELECTIONS—CHAIRMAN
APPROPRIATIONS
EDUCATION
JUDICIARY AND CIVIL AND CRIMINAL
JURISPRUDENCE

Mrs. Margaret Spellings, Director
Domestic Policy Council
1600 Pennsylvania Avenue NW
Washington, DC 20500
Fax #: 202-456-5557

Dear Mrs. Spellings,

We are writing to commend you on the bold leadership you displayed by chairing the White House Task Force for Disadvantaged Youth. The final report of the Task Force spoke powerfully to the needs and concerns of disadvantaged youth in Missouri, as well as the nation as a whole.

In particular, we were quite compelled by the Task Force recommendation that federal agencies contribute "funds to provide interagency support for state and local government efforts to assess youth-related policies, programs, funding streams, indicators, and data in order to create and implement strategic plans for coordinated investment of Federal, state, and local dollars to improve outcomes for youth."

Over the past two years, our Joint Legislative Committee has been collecting information from out-of-school program providers and relevant state agencies on need, availability, outcomes and coordination strategies for youth programs. In order to involve the key stakeholders in a comprehensive and systemic way we believe that we need to put a structure in place to manage such a system.

C
O
P
Y

Currently in Missouri, we are considering several potential pathways to align state efforts to help young people access the supports and opportunities they need to reach age 21 ready for work, college and life. Knowing that federal funds may be available to partially offset the costs of creating an alignment mechanism could encourage our legislative colleagues to support the concept and potentially add state funds when the economy has recovered sufficiently.

Sincerely,

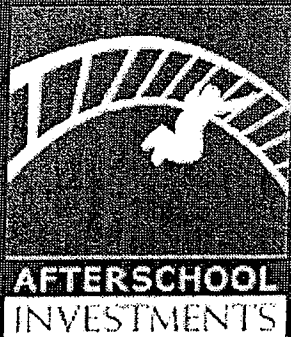
The Missouri Joint Committee on Out-of-School Programs

Representative Danie Moore
Co-Chair

Senator Anita Yeckel
Co-Chair

Appendix 2

The following pages are the printout of the Missouri information page of the National Child Care Information Center–Afterschool Investments as it existed on December 1, 2004.



STATE AFTERSCHOOL PROFILES

MISSOURI

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the "state of afterschool," as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

► **Joint Committee on Out-of-School Time.** In 2002, the Missouri Legislature established the "Joint Interim Committee on After-School Programs." This bi-partisan committee was charged with conducting a comprehensive analysis of the quality and quantity of after-school programs in the state, as well as developing a plan that addressed making programs available to every child in the state, developing a comprehensive professional development system and other supports for providers, and planning for long-term sustainability. In 2003, a new bipartisan "Joint Committee on Out-of-School Time" resolved to continue the in-depth studies regarding the status of programs, make recommendations for a development plan to provide quality out-of-school programs for all Missouri children, make recommendations for designing a system to train, mentor, and support providers and ensure sustainability. Recommendations and findings are due to the General Assembly by January 1, 2005.

► **Missouri Afterschool Network (MASN).** The Missouri Department of Elementary and Secondary Education (DESE) recently took the lead in building public/private partnerships to create the Missouri Afterschool Network. The Network received a grant from the C.S. Mott Foundation to assist in establishing a statewide afterschool infrastructure. MASN is funded using portions of the state's 21st Century Community Learning Centers funds and the federal Child Care and Development Fund grant (administered by the Network via an agreement with the Department of Social Services (DSS)), along with private funders including the Marion Ewing Kauffman Foundation. MASN is governed by an Afterschool Advisory Council made up of the funders (DESE, Kauffman, DSS) and the

Quick Facts

Demographics

Total population:5,595,211
 Number of children
 ages 5-12:645,449
 Percent of population:12%
 Percent of students eligible
 or free and reduced-price
 lunch:35.1%
 Percent of K-12 students in Title I
 "Schoolwide" schools:14.2%

For more demographic information, visit <http://www.nccic.org/statedata/statepro/missouri.html>.

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
 Missouri Department of Social
 Services, Office of Early Childhood
 and School-Age Child Care

Total estimated FFY03
 federal and state
 CCDF funds:\$128,792,245

FFY03 total federal
 share:\$93,558,610

FFY03 state MOE plus
 match:\$35,233,635

School-Age & Resource and
 Referral Earmark:\$342,034

FFY02 Total Quality
 Expenditures:\$27,454,701

Percent of children receiving
 CCDF subsidies who are
 ages 5-12:49.5%



U.S. Department of Health and Human Services
 Administration for Children and Families, Child Care Bureau



chairs of four working committees. This allows for input from stakeholders who do not currently have fiscal resources to offer the network. The Network has funded an intermediary organization, the Missouri School Age Care Coalition (MOSAC²), to manage the Missouri Afterschool Resource Center, which will coordinate training, technical assistance, and other services to programs across the state. The Center planned a statewide Afterschool Stakeholders Summit to expand and strengthen collaborations and strategize on topics including funding, partnerships, staff, and standards.

For more information, see http://www.mosac2.org/mo_afterschool_network.htm.

► **School-Age Care Grant Program.** Since 1996, Missouri's Department of Social Services (DSS) and Department of Elementary and Secondary Education (DESE) have collaborated to provide \$1.4 million of CCDF quality set-aside funds for the School-Age Care Grant Program (SAC). This program provides grants for before- and afterschool programs in public schools. Administered by DESE, 130 to 150 grants averaging \$10,000 to \$20,000 per site are awarded annually to aid public schools in building sustainable, high-quality programs for school-age students during non-school hours. A portion of the quality enhancement dollars of the CCDF funds administered by DESE have been used to pilot a collaborative effort between DESE and the University of Missouri's Outreach and Extension's 4-H Youth Development Department. This collaboration, called the DESE/MU 4-H Afterschool Computer Lab Project, has established over 87 afterschool computer labs for upper elementary and middle school youth and provided the sites with software and volunteer training. Technical assistance was provided by 4-H for continued program development through grant-writing opportunities, collaborative community efforts, and educational programs.

For more information, see http://www.dese.state.mo.us/divcareered/school_age_care_index.htm.

► **Caring Communities.** Caring Communities is Missouri's cross-system reform initiative that concentrates on neighborhood-based efforts linked to schools, with before- and after-school programming functioning as a core service of each site. In 1989, the departments of Elementary and Secondary Education, Health, Mental Health, and Social Services piloted Caring Communities as a service integration program to achieve better results for children and families through more effective and accessible programs, local decision-making, and more flexible financing for school-linked services. Since that time, Caring Communities has expanded through Schools in Excellence Grants and has become a key feature of the Urban Education Policy supported by the State Board of Education. State-level collaboration is facilitated through the Family and Community Trust (formerly called the Family Investment Trust), which also provides financial and technical assistance. Caring Communities now includes partnerships with the departments of Corrections, Economic Development, and Labor and Industrial Relations and has sites at over 100 schools in 21 communities.

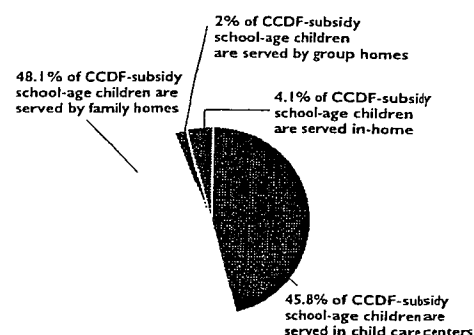
For more information, see <http://www.mofit.org/system/index.htm>.

Notable Local Initiatives

► **Kansas City Before & After School Child Care/Local Investment Commission (LINC).** The Kansas City School District provided a before- and afterschool program for 12 years. Facing decreasing desegregation dollars and extensive budget cuts, the school district realized that it could not provide the services, known as Extended Day, beyond the 1998-99 school year without community support. An advisory task force composed of individuals from every sector, including

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

"Resource and referral and school-age" earmark:

Through a Memorandum of Agreement with the Department of Social Services, the Department of Elementary and Secondary Education may provide grants to public school districts that encourage before- and after-school programs to be accredited.

Other quality activities:

Data not available

• Provider Reimbursement Rates and Family Copayments

Label assigned by state for school-age rate

category:School-age

Maximum rate for center-based school-age category:\$15.00/day

Notes: Rates vary by area. Rate areas for school-age are divided into seven groups of counties and "Rest of State." Rates are given for St. Louis County.

Standardized monthly center-based school-age rate:\$138

Is "time in care" a factor in determining family copayment for school-age care?

Yes, based on part-day, half-day, or full-day care.

Notable Features of Rate System:

There is a rate differential for program providers serving a disproportionate share of families using subsidies. Licensed providers whose child enrollment is consistently at a minimum of 50% receive a rate differen-

parents, community leaders, funders, providers, and other organizations was formed to identify a solution to save the Extended Day program. The community-driven before- and after-school model the task force developed includes a central coordinating organization to oversee and manage Extended Day. In 1999, the Local Investment Commission (LINC) accepted responsibility for this role and began coordinating before- and after-school child care programs at 45 Kansas City schools. In 2002, over 6,800 students were enrolled in the program, as well as over 2,800 in summer programs, at 18 schools. Administrative and financial responsibilities are now shared by multiple parties with LINC serving as the lead agency. Anchor funding includes child care subsidies, sliding scale parent fees, reimbursements from the Bureau of Nutrition Programs, and Title I support for academic enrichment activities.

► **St. Louis for Kids.** During 1997-98, St. Louis 2004 met with citizens in region-wide forums and actively engaged more than 1,500 volunteers who developed plans to improve the region. The public ranked accessible, high-quality, non-school hour programs for kids as one of their top priorities. Following the regional forums, St. Louis 2004 convened a citizens' work group consisting of educators, youth development providers, social service workers, parents, and others. The work group developed the vision and long-term goals of "Safe Places for Kids." The board of the Regional Violence Prevention Initiative voted to adopt the vision of "Safe Places" as its sole mission. St. Louis for Kids works in partnership with neighborhood leaders and providers to develop high-quality, non-school hour programs and the organizational capacity to deliver them. Activities include encouraging program development, linking qualified providers to neighborhoods that want programs, locating funding sources, providing information on "best practices," facilitating program provider collaboratives, linking programs to technical assistance, and making grants to support program expansion.

Statewide Organizations

National AfterSchool Association Affiliate:
Missouri School Age Care Coalition (MOSAC2)
754 LaFeil Drive
Manchester, MO 63021
Phone: 636-527-1935
Web: <http://www.mosac2.org/>

Statewide Child Care Resource & Referral Network:
Missouri Childcare Resource and Referral Network
4236 Lindell Boulevard., Suite 300
St. Louis, MO 63108
Phone: 314-535-1459
Fax: 314-754-0330
Email:
Web: <http://www.mocccrn.org>

Additional Resources

State Child Care Administrators:
<http://nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:
http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:
<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

tial of 30% above the standard school-age rate. There is also a rate differential for accreditation. If a provider is accredited by any of the seven approved accreditation bodies, they receive a 20% rate differential above the standard school-age rate.

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF:\$12,939,632

FFY02 TANF direct spending on child care:\$0

Program Licensing and Accreditation Policies

Are there separate school-age licensing standards?No

Are school-operated programs exempt from licensing standards?Yes

Ratio of children to adults in school-age centers:16:1

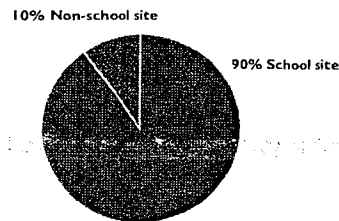
Number of National AfterSchool Association (NAA) accredited programs:21

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount:\$4,778,758

Applications funded:21

Program locations:



Licensing required?No

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States 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 earmarks 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, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 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.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

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 FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from State Administration of the 21st Century Community Learning Centers Program. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time 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 out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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

