



UTAH

The Afterschool Investments project has developed 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 after school, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

- ▶ **The Ogden Area Youth Alliance.** The Ogden Area Youth Alliance is a non-profit organization supporting youth development. Their mission is to work as a unified voice to make youth a priority in the greater Ogden area. Their efforts aim to improve the quality of youth programs, advocate for policy improvements and network among youth organizations, and outreach with the community. The group educates the community by increasing awareness of the need for after-school programs, identifying areas where youth are under-served, strengthening communication and partnerships by sharing resources, and advocating for funding to sustain youth development in the Ogden area.
- ▶ **Alliance for Youth.** *Alliance for Youth* is a collaborative effort by organizations that deal with youth programs in Cache County, Utah. The Alliance consists of Logan City Parks & Recreation, Mount Logan Middle School, Logan City Schools, Cache County Schools, Cache County 4-H, Utah State University and the Boys & Girls Club of Cache Valley. The Alliance meets on a monthly basis to discuss existing programs and potential collaborations. The Alliance hosts combined "Lights On" programs, and this year held an "end of school year" party in the park with more than 550 children in attendance. As a group, the Alliance serves more than 1,000 children who attend daily after school programs. Funding plans in the works include a Christmas project for the month of December -- the Alliance will use the fair grounds to provide lights and programs for the entire community, as well as children's singing groups, arts & crafts, games and different types of Christmas programs.

Quick Facts

Demographics

Total population:	2,550,063
Number of children ages 5-12:	340,771
Percent of population:	13.4%
Percent of students eligible for free and reduced-price lunch:	32.5%
Percent of K-12 students in Title I "Schoolwide" schools:	15.6%

For more demographic information, visit <http://nccic.acf.hhs.gov/statedata/statepro/index.html>

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Utah Department of Workforce Services,
Office of Work and Family Life

Total FFY06 federal and state CCDF funds:	\$64,339,851
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FFY06 total federal share:	\$52,578,217
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FFY06 state MOE plus match:	\$11,761,634
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FFY06 School Age & Resource and Referral Targeted Funds:	\$194,223
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FFY06 Tribal CCDF Allocation:	\$242,188
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FFY05 Total Quality Expenditures:	\$8,692,108
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Percent of children receiving CCDF subsidies who are ages 5-12:	46.2%
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U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



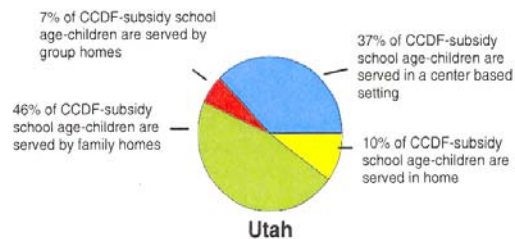
- ▶ **YouthCity.** YouthCity, established in 2000, serves Salt Lake City's young people with innovative and enriching activities created with input from participants. The programs are located in city community centers, schools and parks, where young people can have fun and learn new skills in a structured setting. YouthCity currently includes after-school and summer, arts education, employment, sports, government and community involvement programs.
- ▶ **United Way of Salt Lake.** United Way of Salt Lake's "Community Learning Center Technical Assistance and Resource Initiative" is currently in the development stage and over the next several years will be working to research, promote and support the development of comprehensive community learning centers which include afterschool components.
- ▶ **Utah Afterschool Network.** Utah has opened the Utah Afterschool Network (UAN), which will work to increase public awareness of the values and importance of afterschool programs, develop recommendations, and support public policies that increase availability and sustainability of high quality afterschool programs.
For more information, see <http://www.utahafterschool.org/>
- ▶ **Arts Education Program.** The Arts Education Program (AE) works with schools, communities, and nonprofit organizations to encourage lifelong learning in the arts. The AE program is administered through the Utah Arts Council and supports a variety of projects, including afterschool and weekend programs for youth. For example, at a local elementary school an AE grant was used to support a yearlong afterschool theater program that hosted a special guest artist from New York. Technical assistance is provided to schools and organizations interested in developing programs and obtaining funding for arts education projects.
For more information, see <http://arts.utah.gov/ae/sponsbook.html>
- ▶ **Afterschool Utah! Association.** The Afterschool Utah! Association enhances and facilitates quality programs for school age children and youth during out-of-school time by providing quality training opportunities for youth workers; promoting community awareness and increasing involvement of educators, families, and the public; and creating a network of information exchange among school-age providers.
For more information, see <http://utahafterschool.org>

Notable Local Initiatives

- ▶ **KidsmART** is an art program for at-risk elementary school students in Salt Lake City. School officials select students from local afterschool programs to participate in six-week art courses offered at the Salt Lake Art Center. The curriculum for KidsmART is designed as a supplement to the state-wide curriculum for art education, and draws on images and issues relating to the Center's changing exhibits. KidsmART is jointly funded through private foundations, the Office of Museum Services, and the Salt Lake County Zoo, Art, and Parks Fund.
- ▶ **West Valley City Community Education Partnership.** In 2002, a West Valley City Council member gathered a group of key decision makers to form the West Valley City Community Education Partnership. The Partnership represents school district, city, and community-based organizations. Since its inception, the Partnership has emphasized the importance of afterschool programs and has generated funds to provide several afterschool and family education programs throughout the city. Currently, several nonprofits share the responsibility of operating afterschool programs, as well as busing students from one program or center to another.

Quick Facts (continued)

• Settings



• Uses of CCDF Targeted Funds and Quality Dollars for Afterschool

"Resource and referral and school-age" targeted funds:
Funds may be used to support the creation of a *Utah After School Network* to support the development of statewide policies that will secure resources needed to sustain new and existing after school programs, and support statewide systems to ensure after school programs are of high quality, to expand the capacity of Youth Connections, a grant program designed specifically for low-income, at-risk elementary school youth and to continue the School Age Career Ladder to increase training for school-age program staff.

Other quality activities:
Data not available

• Provider Reimbursement Rates

Label assigned by state for school-age rate category: School-age

Maximum rate for center-based school-age category: \$372/month

Notes: Rates are statewide.

Standardized monthly center-based school-age rate \$217

Are separate subsidy rates offered for part-time and full-time care?.....No

Temporary Assistance for Needy Families (TANF) and Child Care

FFY05 state TANF transfer to CCDF: \$0

FFY05 TANF direct spending on child care: \$5,000,239

Statewide Organizations

National AfterSchool Association Affiliate:

AfterSchool Utah! Association
B&G Club of Cache County
345 S. Main
Logan, UT 84321
Email: bgccv@yahoo.com
Web: www.afterschoolutah.org

Utah Afterschool Network
747 E. South Temple Suite 100
Salt Lake City, UT 84102
Email: christinef@afterschoolutah.org
Web: www.afterschoolutah.org

Statewide Child Care Resource & Referral Network:

Utah Association of Child Care Resource & Referral
Mountainland CCR&R
800 W. University Parkway, #163
Orem, UT 84058
Phone: 801-863-8220

Utah Association for Adult, Community, and Continuing Education

662 W. Bulldog Circle
Murray, UT 84123
Phone: 801-264-7476

Additional Resources

State Child Care Administrators:

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

State TANF Contacts:

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

21st Century Community Learning Centers Contacts:

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

Quick Facts (continued)

Program Licensing and Accreditation Policies

Are there separate licensing standards governing the care of school-age children?.....No

Are there specialized requirements for center-based care for school-age children?.....No

Ratio of children to adults in school-age centers:
20:1

Number of National AfterSchool Association (NAA) accredited programs: 2

21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant amount:\$4,807,715

Most recent competition: July 2006

Applications funded: 4

Total first year grant awards: \$425,130

Fiscal agent type:
100% school district
0% other

Licensing required?No

Notes and Sources

Demographics

Total population: *Annual Estimates of the Population for the United States and States, and for Puerto Rico: April 1, 2000 to July 1, 2006*, U.S. Census Bureau.

Number of children ages 5-12: *Estimates of the Resident Population by Single-Year of Age and Sex for the United States and States: July 1, 2006*, U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education, Washington, DC: National Center for Education Statistics.

Percent of K-12 students in Title I "schoolwide" schools: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education, Washington, DC: National Center for Education Statistics. 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 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, Child Care Bureau, as reported by States, unless otherwise noted.

FFY06 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.

FFY06 Tribal CCDF Allocation: Federal CCDF Funds are awarded directly to Federally-recognized Indian Tribes.

FFY05 total quality expenditures: This data includes FY05 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 FY05.

Uses of CCDF Targeted Funds and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are targeted 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 FY2006-2007. State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Separate subsidy rates for part-time vs. full time and Tiered Reimbursement Rate Systems: U.S. Department of Health and Human Services, Child Care Bureau. Report of State Plans FY2006-2007.

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 FY05 that were awarded in FY05 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

States with separate school-age licensing standards and states with specialized requirements for child care centers serving school-age children: National Association for Regulatory Administration, 2005 Child Care Licensing Study, available at <http://www.nara.affiniscape.com/displaycommon.cfm?an=1&subarticle=104>.

Ratio of children to adults in school-age setting: Data from the National Child Care Information Center (NCCIC), available at: <http://nccic.acf.hhs.gov>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, March 2007, available at: <http://www.naaweb.org>.

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 flow to states based on their share of Title I, Part A funds. States use their allocations to make competitive awards to eligible entities. Data from the U.S. Department of Education 21st Century Community Learning Centers Office and the 21st CCLC Profile and Performance Information Collection System.

The Child Care Bureau awarded a 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 state 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.