



CALIFORNIA

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 California Afterschool Network.** The California Afterschool Network, established in 2006, is a broad coalition charting the course of afterschool opportunities for California’s children and youth so that California’s afterschool programs can keep children safe, inspire learning, and help working families. The Network provides leadership and links to state policy makers to support high-quality programs; offers a collective voice to support policies, research, public awareness campaigns and innovative strategies; and builds partnerships among all after school partners to support opportunities for mutual learning.

Network activities include a weekly *listserv* providing updates on information and resources for afterschool research, policy, practice and events, *participation in committees on policy, program quality and research* which aim to expand and enhance the quality of afterschool opportunities, *interactive research* including online surveys to identify the needs of participants in the Network and more.

For more information, see: <http://www.afterschoolnetwork.org>

► **After School Education and Safety Act.** In November 2002, California voters passed Proposition 49, the After School Education and Safety Program (ASES) Act of 2002. This landmark law is intended to encourage schools and local communities to provide safe and educationally enriching alternatives for children and youth during non-school hours. Proposition 49 expanded funding for existing after school programs from approximately \$121.6 million to \$550 million per year. Intended to serve all elementary and middle schools the program currently serves students in 4,000 schools throughout California. Each ASES



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



Quick Facts

Demographics

Total population:	36,457,549
Number of children ages 5-12:	4,115,743
Percent of population:	11.3%
Percent of students eligible for free and reduced-price lunch:	48.8%
Percent of K-12 students in Title I “Schoolwide” schools:	37.9%

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

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
California Department of Education, Child Development Division

Total FFY06 federal and state CCDF funds:	\$842,997,563
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FFY06 total federal share:	\$535,991,307
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FFY06 state MOE plus match:	\$307,006,256
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FFY06 School Age & Resource and Referral Targeted Funds:	\$1,989,628
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FFY06 Tribal CCDF Allocation:	\$4,204,766
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FFY05 Total Quality Expenditures:	\$108,886,257
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Percent of children receiving CCDF subsidies who are ages 5-12:	51.3%
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program must include both educational/literacy and enrichment activities to complement the educational content of the regular school day. The educational and literacy elements include tutoring and/or homework assistance designed to help students meet state standards in reading/language arts, mathematics, history and social studies, or science. The educational enrichment element includes an array of activities to reinforce and enhance the school's curriculum. Activities may include youth development strategies, recreation and prevention activities such as visual and performing arts, music, physical activity, health/nutrition promotion, career awareness and preparation; community service-learning; and other activities based on student needs and interests.

ASES program staff and school site principals and staff must work closely to integrate activities with the school's curriculum, instruction, and learning support activities. They must also ensure a safe physical and emotional environment, as well as opportunities for children and youth to build relationships.

- ▶ **After School Education and Safety Program.** The After School Education and Safety (ASES) Program is the result of the 2002 voter approved initiative, Proposition 49. This proposition amended California *Education Code* to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program which began in 1998. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: 1) maintain existing before and after school program funding, and 2) provide eligibility to all elementary, middle, and junior high schools throughout California. The current funding level for the ASES Program is \$550 million.

For more information on the program, visit <http://www.cde.ca.gov/ls/ba/as>

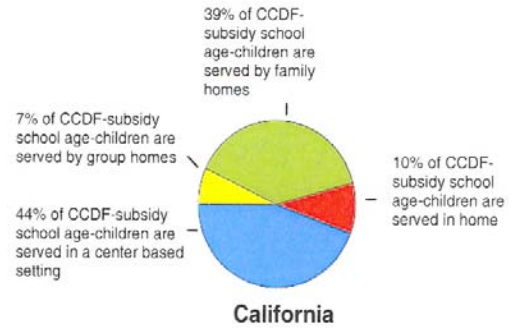
- ▶ **Regional Support.** The California Department of Education (CDE) has established a Regional Network for the purpose of providing training and technical assistance in each of the eleven service regions of the California County Superintendents' Educational Services Association. In each region, technical assistance is provided by a regional lead and a CDE staff member who work together to implement training opportunities and activities uniquely designed to fit the needs of local before and after school program grantees.

Notable Local Initiatives

- ▶ **Funding initiatives.** Several California communities, including San Francisco and Oakland, have enacted ordinances reserving specific funds for child, youth and family services, including after school programs. The Oakland Fund for Children and Youth (OFCY) was established in November 1996, when over three fourths of Oakland voters passed the Kids First! (Measure K) initiative - an amendment to the City Charter that sets aside 2.5 percent of the city's unrestricted General Purpose Fund for direct services to children and youth. This fund provides almost ten million dollars to programs that serve children and youth, with young people playing a vital role in determining how the dollars are spent. In 2004, OFCY launched the After School Initiative in partnership with the Oakland Unified School District, leveraging existing after school dollars and infrastructure support for community based organizations and school sites receiving federal (21st Century Community Learning Centers program) or state ASES funding to create comprehensive after school programs.

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 enhance data collection and distribution for the statewide childcare network. Funds may also be used to provide grants to before- and afterschool programs and to support the professional development of school-age providers through training, material provision, and financial stipends.

Other quality activities:

Funds can be used to support Local Child Care Planning Councils, which will establish priorities (i.e., school-age care) that determine how to best meet the child care needs of unserved and underserved populations in their county. Funds may also be used to evaluate the efficiency and effectiveness of all major program quality activities, including school-age services.

• Provider Reimbursement Rates

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

Maximum rate for center-based school-age category: \$56.58/full-day

Notes: Rates vary by county. Rates for Marin county given.

Standardized monthly center-based school-age rate: \$685.21/full-time

Are separate subsidy rates offered for part-time and full-time care?Yes

Tiered Reimbursement Rate System:

Rates differ by whether school-age care providers receive a contract (\$32.89/day) or vouchers (see maximum rate above).

Statewide Organizations

National AfterSchool Association Affiliate:

California School-Age Consortium (CalSAC)
657 Mission Street
Suite 601
San Francisco, CA 94105
Phone: 415-957-9775
Web: <http://www.calsac.org>

Statewide Child Care Resource & Referral Network:

California Child Care Resource & Referral Network
111 New Montgomery Street, 7th Floor
San Francisco, CA 94105
Phone: 415-882-0234
Fax: 415-882-6233
Email: info@rrnetwork.org
Web: www.rrnetwork.org

Statewide Afterschool Network:

Center for Community School Partnerships
CRESS, School of Education
University of California Davis TB 206
Davis, California
Phone: 530-754-4319
Web: <http://education.ucdavis.edu/cress/ccsp/index.html>

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/21stcclc/contacts.html>

Quick Facts (continued)

Temporary Assistance for Needy Families (TANF) and Child Care

FFY05 state TANF transfer to CCDF:\$412,642,000

FFY05 TANF direct spending on child care:\$403,389,439

Program Licensing and Accreditation Policies

Are there separate licensing standards governing the care of school-age children? Yes

Are there specialized requirements for center-based care for school-age children?..... Yes

Ratio of children to adults in school-age centers:
14:1

Number of National AfterSchool Association (NAA) accredited programs: 42

21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant amount:\$131,320,892

Most recent competition: December 2004

Applications funded: 17

Total first year grant awards:\$3,550,000

Fiscal agent type:
70.6% school district
29.4% 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&subarticlebr=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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Center for Best Practices
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Washington, DC 20001
Phone: 202-624-5300
Web: www.nga.org

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.