



KENTUCKY

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

- ▶ **Extended Learning Opportunity (ELO) Workgroup.** Kentucky's ELO Workgroup was established in 2000 following the National Governors Association Conference, “Extra Learning Opportunities: Defining the State Role.” The work group includes high-level individuals from state agencies and stakeholder groups and has primarily focused on avenues to promote professional development.
- ▶ **Kentucky School Board Partnership (KSBP).** With funding from the Mott Foundation and the Kentucky School Boards Association, the KSBP helps local school boards to use community-school partnerships for extended day programming. Elements of the project include promotion of best practices, policy guidance, evaluation rubrics, and training opportunities.
- ▶ **Kentucky Youth Development Partnership.** The Kentucky Youth Development Partnership began in 2000 through a three-year demonstration grant from the U.S. Department of Health and Human Services (DHHS). Partners, which include state agencies and local youth service organizations, coordinate efforts that promote a positive approach to youth development and offer training and technical assistance to program providers. The partnership was recently designated as a Building Exemplary Systems for Training Youth Workers (BEST) Initiative Site by the Academy for Educational Development's National Training Institute for Community Youth Work. The program received continuing funding from DHHS through 2008 and in 2004 hosted Sustainability Planning Training of Trainers facilitated by The Finance Project. For more information, see: http://www.kychildnow.org/programs/ky_youth.html

Quick Facts

Demographics

Total population:	4,206,074
Number of children ages 5-12:	434,397
Percent of population:	10.3%
Percent of students eligible for free and reduced-price lunch:	52.2%
Percent of K-12 students in Title I “Schoolwide” schools:	52.8%

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:
Cabinet for Health and Family Services,
Division of Child Care

Total FFY06 federal and state CCDF funds:	\$91,778,674
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FFY06 total federal share:	\$74,555,028
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FFY06 state MOE plus match:	\$17,223,646
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FFY06 School Age & Resource and Referral Targeted Funds:	\$307,910
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FFY06 Tribal CCDF Allocation:	\$0
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FFY05 Total Quality Expenditures:	\$9,958,742
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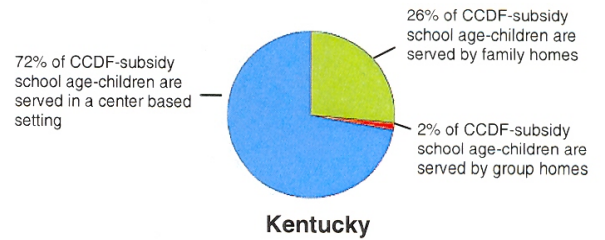
Percent of children receiving CCDF subsidies who are ages 5-12:	43.4%
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- ▶ **Read to Achieve.** Since 1999, Kentucky has used state lottery funds to promote academic enrichment to elementary school students through the Early Reading Incentive Grant Fund. During the 2005 legislative session, the Kentucky General Assembly passed the Governor’s Read to Achieve initiative, which revamped the program. The Reading Diagnostic and Intervention Grant, a competitive grant program, provides funds to schools to implement research-based reading diagnostic assessment to all primary students and intervention programs to primary students identified as struggling readers. In addition to offering programs during the school day, assistance may be provided before or after school and during the summer. The early reading intervention program selected by the funded school must be based on reliable, replicable research and offer short-term intensive one-on-one or small group instruction in essential skills necessary for reading proficiency. Services to struggling readers in the primary years are provided by a highly trained, qualified, certified teacher specifically hired to provide intervention services. Each school funded will be considered for renewal following the second year of successful implementation of the intervention reading program components, demonstrated student progress and the availability of funds appropriated by the legislature. At the beginning of the 2006-2007 school year, three hundred twelve (312) elementary schools received Read to Achieve grant funding.
- ▶ Since 1999, Kentucky has used state lottery funds to promote academic enrichment to over 5,000 elementary school students through the Early Reading Incentive Grant Program. Grants to 83 schools promote professional development and provide program funds for early reading enrichment offered both during and afterschool. The program, managed by Kentucky’s Department of Education, targets academically at-risk elementary school students, as well as students at specific high-risk schools. Program funding comes from state lottery funds and local matching funds.
- ▶ **Family Resource and Youth Services Centers.** Following the 1990 Kentucky Education Reform Act, Kentucky established Family Resource and Youth Services Centers in or near all public schools where at least 20 percent of students qualify for the federal school lunch program. Family Resource Centers are located in schools serving children under age 12, while Youth Resource Centers serve older children, and some locations serve both age groups. Centers that provide afterschool programming to school-age children have a particular emphasis on addressing the non-cognitive barriers to learning. This program is funded through state and local funds, parent fees, and donations from private foundations and is administered by Kentucky’s Cabinet for Health and Family Services. Currently, the state maintains 780 Centers at a cost of \$51.8 million a year.

For more information, see <http://cfc.ky.gov/frysc>
- ▶ **Extended School Services.** The Extended School Services program was implemented in 1990. Localities in Kentucky provide extended school services (including extended days, weeks, or years) for students requiring additional academic instruction to meet academic standards. Local school councils determine the program design and curriculum for each school. Funding is provided through grants by the Kentucky Department of Education. For more information, see: <http://cfc.ky.gov/frysc>
- ▶ **Community Education.** The Community Education system in Kentucky promotes extended-day use of public facilities, community engagement, and programs addressing the needs of all age groups. Community Education initiatives are run locally in 131 school districts and funded annually with \$1.2 million in state funds and local matching funds. In some localities, existing programs such as Extended School Services and 21st Century Community Learning Centers have collaborated with Community Education directors to support enrichment programs during out-of-school time.

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 provide grants and contracts for the development of quality school-age care, accreditation costs, technical assistance, and staff scholarships. Additionally, the Cabinet for Families and Children helps arrange the annual school-age care conference.

Other quality activities:
Funds may be used to develop a resource-sharing library of materials and equipment for circulation among school-age programs. Grants are also available to assist providers with the cost of national accreditation through the National AfterSchool Association (NAA).

• Provider Reimbursement Rates

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

Maximum rate for center-based school-age category: \$19.99/day

Notes: Rates vary by region. Rates for Central Region given.

Standardized monthly center-based school-age rate: \$300

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

Tiered Reimbursement Rate System:
Kentucky provides an incentive bonus to providers based on a range of criteria, including a quality rating, the number of children served, and the size of the program.

Notable Local Initiatives

- ▶ **The Extended School Program (ESP)** is a fully licensed program in Lexington that offers student enrichment opportunities in recreation, academics, and positive socialization skills. The Lexington-Fayette Division of Parks and Recreation worked with the Fayette County Public School System to develop the program. Each site is administered by a director who has or is working toward a degree in education, recreation, psychology, or a closely related field. The site director ensures the quality of the program curriculum and provides continuity between these ESP activities and school policies. Each program maintains a low student-to-staff ratio and provides in-service training to staff.
- ▶ **Liberty Boating Program.** The Casey County schools and the City of Liberty cooperate to provide activities outside of the classroom that give students incentives to stay in school until they graduate and meet the state's proficiency standards. The schools have a state-funded youth services center and a federally-funded afterschool program. The district used these resources to help the city create a boating program that is designed to help students develop lifelong skills and complement their in-class instruction. The city built a boathouse on a small lake, and the afterschool program purchased sailboats, canoes, paddleboats, and sculls. The youth services center coordinates with classroom teachers to use the facility during the warmer months of the year. Teachers integrate the boating program in their science curriculum by teaching students about the operation of the city's water-treatment plant, which is located on the same lake.
- ▶ **Louisville KidTrax.** Jefferson County Public Schools (JCPS) and Louisville city officials are examining the connection between school achievement and children's afterschool experiences by linking data from 300 community organizations with the school district database. The goal is to consolidate data to provide a complete picture of each student. The holistic view facilitates a more coordinated effort across community agencies and organizations to ensure children are achieving. Software enables the afterschool programs to collect, track, and report data through the use of identification cards. Afterschool programs can download student information, including grade point average, test scores, school attendance, and disciplinary referrals. The combined information enables analyses of individual students, groups of students, individual programs, and across programs to identify patterns and trigger interventions. The first 25 afterschool programs in Louisville began using this software in 2004.

Statewide Organizations

National AfterSchool Association Affiliate:

Kentucky Coalition for School Age Child Care (KCSACC)
3511 Warner Avenue
Louisville, KY 40207
Phone: 502-636-1358

Statewide Child Care Resource & Referral Network:

Kentucky Child Care Network
146 Consumer Lane
Frankfort, KY 40601
Phone: 502-223-5002 or 877- 723-5002
Fax: 502-227-4724
Web: www.kychild.com

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:\$54,386,300

FFY05 TANF direct spending on child care:\$20,884,670

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?Yes

Ratio of children to adults in school-age centers:
5-6 years 15:1; 7 years and over 20:1; In part-day programs for school-age children, the ratio for children 7 years of age and older is 25:1

Number of National AfterSchool Association (NAA) accredited programs: 9

21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant amount:\$14,031,589

Most recent competition: January 2006

Total applications funded:..... 4

Total first year grant awards: \$1,923,194

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&subarticlenbr=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.