



OKLAHOMA

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

- ▶ **Oklahoma Afterschool Network.** The Oklahoma Afterschool Network (OKAN) was created as a result of the urgent need to expand and sustain quality afterschool programs for children and youth across Oklahoma, as identified in the recommendations of a Legislative Task Force on Out-of-School Time and through the needs assessments of numerous education, health, and prevention initiatives at the local and state levels. Over 30 state agencies and organizations are participating in the OKAN collaboration. The mission of OKAN is to build strong public and private support for quality afterschool programs for children and youth in Oklahoma, with a special emphasis on reaching young people living in areas with the greatest needs and fewest resources.
- ▶ **Oklahoma Institute for Child Advocacy.** The Oklahoma Institute for Child Advocacy (OICA), a statewide non-profit child and youth advocacy organization, provides data, resource development ideas, and training on a range of issues related to the health and well-being of children and youth. OICA prepares the annual *Oklahoma Kids Count Databook* which presents state and county-by-county data on key indicators of child and adolescent health and well-being. In addition, they partner with the University of Oklahoma Health Sciences on the Youth Asset Survey (YAS), which explores the relationship between a core set of protective factors, or “youth assets,” and adolescent health risk reduction. OICA partnered with Search Institute to pilot their training, “More Than Just a Place to Go,” designed to help program providers incorporate the developmental asset approach into afterschool programs.

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



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



Quick Facts

Demographics

Total population:	3,579,212
Number of children ages 5-12:	384,718
Percent of population:	10.7%
Percent of students eligible for free and reduced-price lunch:	54.5%
Percent of K-12 students in Title I “Schoolwide” schools:	46.1%

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

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Oklahoma Department of Human Services, Division of Child Care

Total FFY06 federal and state CCDF funds:	\$95,806,515
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FFY06 total federal share:	\$75,858,981
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FFY06 state MOE plus match:	\$19,947,534
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FFY06 School Age & Resource and Referral Targeted Funds:	\$271,366
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FFY06 Tribal CCDF Allocation:	\$36,881,463
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FFY05 Total Quality Expenditures:	\$9,030,936
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Percent of children receiving CCDF subsidies who are ages 5-12:	33.6%
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- ▶ **Oklahoma Parent Teacher Association (PTA).** The Oklahoma PTA aligns with the National PTA in its commitment to ensure that all children and youth have access to high-quality, safe, and enriching afterschool programs. The PTA has tools and planning guides available on their website for parents and community members who wish to create an afterschool program. The PTA firmly believes that parents should be involved at all stages of afterschool programs—planning, implementation, and evaluation—and that quality standards should be a part of the afterschool system. Many local PTA units sponsor and participate in afterschool programs in their communities. More information is available at <http://www.okpta.org/index.htm>.
- ▶ **Oklahoma State 4-H and Extension Service.** Oklahoma State 4-H is invested in quality afterschool programs and continued education for all afterschool staff and teachers. 4-H has included Afterschool Child Care/High Risk Behavior as an impact area for the FY06-09 Plan of Work for Oklahoma. Twenty-eight educators are involved on this impact team. A web-based training was held in January 2004 for 30 state afterschool staff and educators and all that attended were given a copy of “4-H Afterschool in a Box.” In addition, several programs throughout Oklahoma (like the YMCA and Boys and Girls Club) use 4- H curricula such as the 4-H Food Science, Health Rocks, and Ag in the Classroom to enhance their afterschool projects and lessons. The Oklahoma State 4-H and Extension Service is working to expand and strengthen this role so more Oklahoma children will have experiential learning opportunities and sustainable programs.

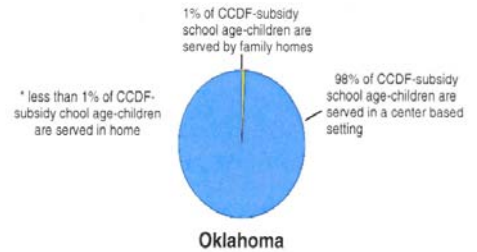
For more information, see: www.clover.okstate.edu/fourth.

Notable Local Initiatives

- ▶ **Community Afterschool Program, Norman, OK.** This citywide afterschool program began in 1974 and recently celebrated its 30th anniversary. Its mission is to provide quality before- and afterschool childcare to Norman’s K-5 population. This organization has a program at every elementary school in Norman to facilitate access for parents and children. They are fee-based but offer scholarships and accept DHS and tribal subsidies for those who meet income and tribal requirements.
- ▶ **Green Country Camp Fire.** Camp Fire Boys and Girls in Tulsa provides afterschool, small group, volunteer-led clubs for boys and girls 3 years old through 12th grade. Children have fun while developing selfconfidence, social and life skills, and self-esteem through ongoing contact with safe, caring adults and positive peers. As a partner in the Drug-Free Communities initiative launched by the East Tulsa Prevention Coalition, a Teens-In-Action chapter has been formed at East Central High School with 9th through 12th graders mentoring 4th & 5th grade students identified as at-risk for suspension by meeting afterschool every week. After a time of informal visiting and snacks, older youths lead personal safety and violence prevention programs such as “Second Step.”
- ▶ **Tulsa Tutoring Program.** The City of Tulsa’s Division of Workforce Development recruits teachers to provide afterschool tutoring services for area high school students. The students are low-income, at-risk youth who often come from single parent or other nontraditional families. Tutors are provided the students’ pre-test reading and math scores at the onset of the school year to ensure that the tutoring curricula meet the individuals’ needs. Children are assessed at the end of the school year to measure gains in reading and math skills. If the tutor feels the student needs additional help outside the classroom to address personal issues, a youth case manager from the city’s Division of Workforce

Quick Facts (continued)

• Settings



• Uses of CCDF Targeted Funds and Quality Dollars for Afterschool

“Resource and referral and school-age” targeted funds:

The state may provide trained consultants through the Center for Early Childhood Professional Development (CECPD) at the University of Oklahoma to assess child care facilities serving school-age children using the School-Age Environmental Rating Scale. The state may also conduct outreach to school districts and localities addressing the need for and impact of school-age care, required resources, licensing law, and quality indicators.

Other quality activities: Funds can also support CECPD’s training and technical assistance activities to child care providers, including school-age care providers.

• Provider Reimbursement Rates

Label assigned by state for school-age rate category: 73 months to 13 years

Maximum rate for center-based school-age category:\$239/month

Note: Rates vary by geographic area. Five-day weekly rates paid on a monthly basis for one-star centers in the High Geographic Area (including Oklahoma County) given. Rates also vary by the age of the child.

Standardized monthly center-based school-age rate \$140

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

Tiered Reimbursement Rate System: In accordance with the Reaching for the Stars program, there are higher payment rates for providers who meet specific criteria demonstrating high quality care.

Development is contacted. Participating youth may earn monetary incentives through attendance, good attitude, and quality use of time during tutoring.

- ▶ **Neighborhood Centers.** Neighborhood Centers of Norman provides a safe and supervised place for neighborhood residents of all ages to participate in activities, extended learning opportunities, and socialization. This program attempts to build up the number of developmental assets in Norman's youth through fun and exciting intergenerational activities.
- ▶ **Osage Nation Child Care Program.** The Osage Nation Child Care Program has an afterschool component designed to meet the wide-ranging needs of school-age children in the Tribe. The afterschool program opened in March 2004, after nearly two years of work to secure funding to build the Youth Enhancement Facility (YEF). The YEF is a state-of-the-art two-building facility that includes a music room, an arts and crafts studio, a computer lab, a gymnasium, and an academic center for mentoring and tutoring services. Construction funding and ongoing program support funds for the YEF are provided through several different funding streams, including a state juvenile justice grant, as well as a state obesity prevention and health and fitness grant. Additionally, in October 2004, the Tribe directed \$50,000 of its CCDF funding to help sustain the operation of a new Boys and Girls Club which will be located in the facility to run the afterschool programs. More than 400 children ages 5-12 are enrolled in afterschool programs at the YEF, as well as a growing number of teenagers.

Statewide Organizations

National AfterSchool Association Affiliate:

Oklahoma Afterschool Association
Integrus Health, Fun & Fit
5500 N. Independence
Oklahoma City, OK 73112
Phone: 405-949-6888
Email: Crista.Graham@Integrus-health.com

Statewide Child Care Resource & Referral Network:

Oklahoma Child Care Resource and Referral Association
5900 Mosteller Drive, Suite 1212A
Oklahoma City, OK 73112
Phone: 888-962-2772 or 405-843-5737
Web: <http://www.oklahomachildcare.org/>

Oklahoma Institute for Child Advocacy:

420 NW 13th St. #101
Oklahoma City, OK 73103
Phone: 405-236-5437

Oklahoma Parent Teacher Association:

2801 N. Lincoln, Suite 214
Oklahoma City, OK 73105
Phone: 405-376-2231

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:\$30,759,395

FFY05 TANF direct spending on child care:\$32,963,925

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:
5 years 15:1; 6 years and over 20:1

Number of National AfterSchool Association (NAA) accredited programs: 6

21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant amount:\$10,231,818

Most recent competition: August 2006

Applications funded: 9

Total first year grant awards:\$1,372,000

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&subarticleid=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.

Contact Us:

Email:

afterschool@financeproject.org

Web:

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

The Finance Project

1401 New York Avenue, NW
Suite 800

Washington, DC 20005

Phone: 202-587-1000

Web: www.financeproject.org

National Governors Association

Center for Best Practices

444 North Capitol Street, NW

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.