



State and Territory Afterschool Profiles

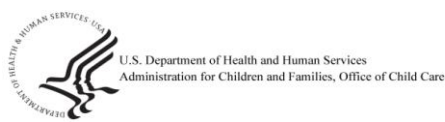
ARKANSAS

The Afterschool Investments project has developed profiles for each state and territory 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.

Key School-Age Activities Supported with CCDF Funds

► Quality Improvement Systems:

- Funds may be used to provide enhancement/improvement grants for quality development of School-Age Programs.
- Funds may be used to provide technical assistance to School-Age Programs through contracts with universities. Specialists are available to assist in establishment, development, and improvement of School-Age child care settings in licensed child care family homes and centers. Monetary support is provided to the Arkansas Out of School Network (AOSN). AOSN may use funds to support several working groups involved in developing the Quality Rating System requirements, Professional Development system, Core Competencies for youth workers and school-age staff, and the clarification of a governance structure. Funds may also be used for training of external and internal assessors in the High Scope Youth Program Quality Assessment tools.
- Funds will be used to distribute a quarterly activities guide for school-age caregivers, “School-age Links”, which is distributed to all school-age child care programs.



Quick Facts

Demographics

Total population, 2009:	2,889,450
Number of children ages 5-12, 2009:	310,576
Percent of population, 2009:	10.7%
Percent of school-age children (ages 5-17) below 185% poverty/eligible for free and reduced-price lunch:2008.....	45.3 %
Number of children, ages 6-12, in low-income working families, 2008.....	84,000

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: Arkansas Department of Human Services, Division of Child Care & Early Childhood Education

Total FFY09 federal and state CCDF funds:\$55,743,017

FFY09 total federal share:\$47,854,145

FFY09 state MOE plus match:\$7,888,872

FFY09 School Age & Resource and Referral Targeted Funds: \$225,238

FFY09 Tribal CCDF Allocation: \$0

FFY08 Total Quality Expenditures:\$11,436,971

FFY08 Percent of children receiving CCDF subsidies who are ages 5-12: 10.2%

► **Professional Development and Workforce:**

- Scholarships for Child Development Associate (CDA) Credentialing are available to staff in licensed child care family homes and centers. A specialty for school-Age providers is available. Additionally, funds may be used to provide a pre-employment web-based training module is provided for summer school-age caregivers.
- A statewide School Conference and regional conferences on school-age care are offered annually.

Statewide Initiatives

► **Arkansas Governor's Task Force on Best Practices for After-School and Summer Programs.**

With the establishment of a Governor's Task Force on Best Practices for summer and school-age programs in 2007, a final report of this group titled "Enriching Arkansas Children's Lives Through High-Quality Out-Of-School Activities" was issued in August 2008. This report identified the key elements for after-school and summer programs that must be addressed in any effort to improve quality. Recommendations are currently being addressed including adapting minimum licensing requirements for school-age care programs to meet the diversity of after-school and summer programs in the state, the implementation of a Quality Rating Improvement System, and the implementation of two GIF pilot programs.

► **Better Beginnings.** In May of 2010 the Department of Human Services Division of Childcare and Early Childhood Education launched **Better Beginnings**, the state's Quality Rating Improvement System. **Better Beginnings** is a three-tiered building block system designed to assess the quality of early education and care programs and youth development programs by evaluating the following program components: Administration, Administrator/Staff Qualifications & Professional Development, Learning Environment, Environmental Assessment, and Child Health & Development,. At present, participation in **Better Beginnings** is Voluntary.

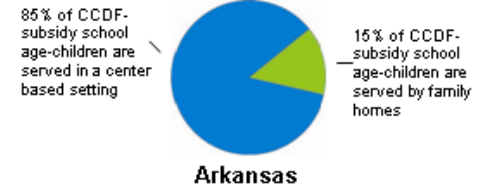
In an effort to promote quality in a way that serves the diversity of after school and summer programs in the state, a core group of afterschool stakeholders began working with the Division of Childcare and Early Childhood Education in August 2009 to adapt minimum licensing requirements for school-age care programs. The process of creating these stand-alone requirements that meet the specific needs of afterschool and summer programs was completed in 2010. During the months of May and June, regional stakeholder discussions were held in six local communities to gain input and comments from the field. Because these requirements provide the foundation for Arkansas to build higher-quality standards, the completion of this task is a critical step in helping programs to address some the of the necessary elements of quality that are important to have in place. Programs that choose to meet these requirements and be licensed will then have the opportunity to explore the resources available through the state's quality rating and improvement system, **Better Beginnings**.

To keep the momentum toward quality improvement moving forward, the Arkansas Out-of-School Network (AOSN) partnered with the Center for Youth Program Quality (YPQA) to provide training and technical assistance for quality assessment and improvement planning in select after school programs across the state. This YPQA model is closely aligned with the task force recommendations and measures actual on site interventions with youth. This Arkansas YPQA Pilot Project engaged over 40 programs from across the state to complete an evaluation intervention to assess, plan, and improve their quality. In the fall of 2009, AOSN and the Department of Education developed a partnership to conduct self assessments on all the 21 CCLC programs utilizing the YPQA tool. In 2009, the Division of Childcare and Early Childhood Education made the decision to embed the YPQA assessment tool as a measurement of point-of-service quality within the school-age component of the **Better Beginnings** Quality Rating Improvement System.

► An example of a strategic partnership recommended by the Governor's Task Force is the decision by the Department of Human Services Division of Child Care and Early Childhood Education and the Department of Education to include the Arkansas Department of Education K-12 Frameworks in the Quality Rating Improvement System, Better Beginnings, as a required

Quick Facts (continued)

• **Settings**



• **Provider Reimbursement Rates**

Maximum rate for center-based school-age category:\$21.10 per day

Notes: Rates vary by county. Rate for Pulaski County is presented.

Maximum rate for family child care school-age category:\$17.50/day

Maximum rate for license exempt school-age category:.....\$17.50/day

Are separate subsidy rates established for different age ranges? No

Temporary Assistance for Needy Families (TANF) and Child Care

FFY08 state TANF transfer to CCDF:\$12,500,000

FFY08 TANF direct spending on child care:\$986,344

Program Licensing 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 years 18:1; 6 years and over 20:1

planning component in order to create an intentional linkage of daily activity plans to the ADE Frameworks.

Using general improvement funds allocated during the 2009 legislative session, two model afterschool programs were funded to test the application of the Governor’s Task Force recommendations on an urban and a rural program. The pilot phase was completed in May of 2010 and the data collected will provide practical information and evidence of the challenges faced by programs attempting to apply high quality standards and measuring the outcomes. The lessons learned will be incorporated into legislation or policies created in a statewide expansion effort.

► **Arkansas Out-of-School Network (AOSN).** AOSN continues to work towards the establishment of core competencies for staff and identifying/developing professional development initiatives to support high quality settings; determining the cost of quality programs, and community outreach and public education on the benefits of afterschool programs. In June 2009, AOSN released "Arkansas Standards for Quality Afterschool Programs". These standards have been aligned with the quality framework outlined by the Governor’s Task Force Recommendations. As a result of this due diligence a set of comprehensive standards exist that could be used as a framework to assess the level of quality of the myriad of Arkansas’s OST programs. In July 2009, AOSN held a multi-day institute that served as a strong, cohesive, comprehensive professional development experience focused on evidence-based practices and peer learning. More institutes of this kind are in future development. The AOSN website (<http://www.aosn.org>) provides regional and local leaders with information and communication tools to help promote out-of-school time programs in Arkansas. Funding for AOSN is provided by the Charles Stewart Mott Foundation, the Arkansas Department of Human Services, and the Arkansas Department of Education.

AOSN staff offered research and policy expertise centered on how to properly utilize the more than \$312,000 in general improvement funds appropriated during the 2009 legislative session for after school and summer programs. Members of the AOSN Steering Committee and the AOSN Quality Standards Committee provided expertise and research support to the Division of Child Care and Early Childhood Education in drafting the guidelines for the General Improvement Fund Pilot RFP. This set the stage for the future use of best practice models to be incorporated into state funding requests for afterschool.

AOSN members, school superintendents, providers and interested parties participated in multiple conference calls and public forums to discuss how local school districts might make use of the American Recovery and Reinvestment Act (ARRA), particularly the \$142 million in Title I funds, to expand access to quality after school and summer programs. AOSN played a key role in disseminating information about these events through its network of supporters.

AOSN staff, as well as, members of the AOSN Quality Committee were actively involved in the process to develop stand-alone school-age licensing regulations, as well as, providing input to the Division of Child Care into the design of the school-age component of the Quality Rating Improvement System (QRIS) or *Better Beginnings*. AOSN distributed notices about the public hearings and the call for public comment through its network. To further the work to build an integrated of assessment and evaluation, AOSN continued its work with the Division of Childcare and Early Childhood Education to implement another round of YPQA training and assessment to include licensed programs, as well as, 21CCLC programs.

In September of 2009, AOSN participated in the NCSL Annual Youth Policy Institute held in Nashville, Tennessee. Arkansas’s delegations consisted of the AOSN Network Coordinator, two members of the Arkansas House of Representatives, one member of the Arkansas Senate, a Department of Education representative, a representative from the Division of Child Care, and a community based youth program provider. The Arkansas team worked on a state plan to address the most pressing needs of Arkansas youth. A key component of this plan was recognition of the need to expand access to quality afterschool and summer programs. The group designated AOSN as the main point of contact for further work and organizational leadership to engage a broader array of stakeholders in finalizing the Arkansas State Plan.

In June of 2010, AOSN convened 200 key stakeholders and supporters of

Quick Facts (continued)

Systems/Quality Supports

Which of the following quality supports are in place for school-age practitioners?

Credentials.....No
Core Competencies.....No
Program Standards.....No

Does the state have a Trainer/Training Registry?.....Yes

Has a statewide quality rating system been developed?.....Yes

Is there a statewide afterschool network in place?.....Yes; Arkansas Out of School Network; <http://www.aosn.org>

21st Century Community Learning Centers (21st CCLC)

FY09 state formula grant amount:\$11,619,927

Most recent competition: August 2009

Applications funded:.....29

Total first year grant awards:\$3,896,691

Fiscal agent type:
 83% school district
 17% other

Licensing required?Yes

Additional information about 21stCCLC:
 Cooperative efforts between school districts and community-based organizations applying for 21st CCLC funding allows for outreach and expansion of quality afterschool programs for children.

afterschool and summer programs entitled “Afterschool is Key” to address the most pressing concerns facing children and youth: education, juvenile justice, health, and workforce development. This policy summit was designed to help solidify the role that high quality afterschool and summer programs can play in mitigating the challenges facing children and youth in Arkansas.

A key development was the decision by the Governor to commit an additional \$500,000 in Child Care Development Funds from the American Recovery and Reinvestment Act (ARRA) to build the professional development system and improve the quality of afterschool and summer programs in Arkansas. ASU Childhood Services and partners of AOSN began providing face-to-face trainings that address a wide range of topics aimed at improving point-of-service quality in afterschool programs. AOSN also began work with the Colorado Afterschool Network to develop three online trainings that will address the 40 Developmental Assets.

AOSN has played a significant role in implementing a system to support quality out-of-school time (OST) programs and has provided support to a variety of programs across the state through the implementation of the Youth Program Quality Initiative (YPQI). AOSN and its fiscal sponsor, Arkansas State University’s Childhood Services Department, continue to provide training and supports for the Youth Program Quality Initiative (YPQA). Key partners in this effort to build a system of quality for OST programs are the Arkansas Department of Education and the Division of Child Care and Early Childhood Education.

In 2010, AOSN launched the **Arkansas Youth Development Institute (YDI)**, a series of online professional development for youth development practitioners. The YDI is designed to provide free and easily accessible, quality training on the core knowledge needed when working with youth. For more information on the YDI visit www.aosn.org.

In the fall of 2010, AOSN along with other key stakeholders participated in a Joint Coordinating Committee convened by members of the Arkansas Legislature to develop a framework for funding afterschool and summer programs. The legislation passed the House and Senate of the Arkansas General Assembly in February and March of 2011 and was signed into law by Governor Mike Beebe. The Positive Youth Development Grant Program Act 166 will provide guidance to policy makers on the development of a statewide system of youth programs.

For more information contact Laveta Wills-Hale, AOSN Network Coordinator, at lwills@astate.edu or visit <http://www.aosn.org>

- ▶ **Arkansas School-Age Quality Initiative.** Using over \$100,000 in CCDF quality funds, the Arkansas Department of Human Services contracts with Childhood Services at Arkansas State University in Jonesboro to provide training to school-age programs across the state with the goal of increasing the number of state-accredited school-age programs. This work includes efforts to create cooperative efforts between school districts and community-based organizations applying for 21st Century Community Learning Center funding. Funds support annual statewide and regional school-age conferences, the bi-monthly publication of School-Age Links for caregivers, and enhancement grants to licensed school-age child care programs to upgrade and expand care quality.
- ▶ **Arkansas 21-Century Network.** This initiative, a partnership of the Arkansas Department of Education and the Yale Center for Child Development and Social Policy, seeks to provide Arkansas’ children and families with high quality educational programs. In 2001, the Winthrop Rockefeller Foundation joined the effort with a five-year commitment to increasing the network’s capacity statewide. Several of the School of the 21st Century Network communities have focused on providing extended-day afterschool programs for elementary and middle-school students.

For more information, see <http://www.yale.edu/21c/arkansas/>

- ▶ **The Opportunity to Learn Campaign (OTL).**

A Coordinated effort of the Arkansas Public Policy Panel and the Arkansas Citizens First Congress designed to address the achievement gap by: making

sure existing school funds are spent effectively; parents are more involved; supports for better teachers are in place; support is available to expand pre-school, after-school, and summer programs, and to expand school-based health programs. The OTL Campaign seeks to bring together a wide variety of stakeholders to improve schools for every child by implementing proven solutions to close the opportunity to learn gaps. For more information on the OTL Campaign contact the Arkansas Public Policy Panel at www.arpanel.org.

Notable Local Initiatives

- ▶ **Prevention, Intervention, & Treatment (PIT) Initiative.** In 1994, a citizen-based project called FUTURE-Little Rock recommended and helped pass a 1/2 cent sales tax to permanently designate city funds to sustain and administer the city's Prevention, Intervention, and Treatment (PIT) initiative, which emphasizes neighborhood collaborations between public, private, and other community-based players; strong citizen involvement; and targeted youth development programming. Since the implementation of PIT, major crimes in Little Rock have dropped, especially among the adolescent population. A piece of this youth development strand is New Futures for Youth, an Annie E. Casey Foundation program that provides a forum for community problem solving and encouraging collaboration between the various community players in youth issues—churches, businesses, and neighborhood groups. New Futures recommended that the Prevention and Intervention portions of the funding be consolidated and used to fund neighborhood-based youth development programs during non-school hours and that the programs be targeted to those neighborhoods with the greatest needs. The City of Little Rock currently funds 27 year-round youth development programs.

For more information: see New Futures For Youth, <http://www.newfuturesforyouth.org>

The AOSN Community Innovations Project. In 2008, the Arkansas Out of School Network (AOSN) received a grant from the C.S. Mott Foundation to increase the capacity local communities to develop common visions, broad community engagement, critical partnerships, and the political will to establish and sustain quality, school-based/school-linked afterschool and summer programs. In July of 2009, AOSN began work with the Lake Village/Eudora community in southeastern Arkansas and will continue work with this community to implement best practice tools and strategies for building and sustaining a coalition. In March of 2010 AOSN selected the University District Education Network of the University of Arkansas at Little Rock (UALR) as the second community. AOSN developed a facilitation guide utilizing a community engagement process called "Study Circles". This approach will create a sustainable local afterschool initiative by engaging a broad-based grassroots segment of the community in structured discussions about out-of-school time. Following the "Study Circles" process AOSN will provide ongoing support and technical assistance to help the community implement the action identified by the community. AOSN will continue to provide technical assistance and support through October of 2011.

Statewide Organizations

Arkansas Out-of-School Network
2222 Cottdale Lane, Ste. 230
Little Rock, AR 72202
Phone: 501-660-1012
Fax: 501-660-1010
Web: www.aosn.org

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/states/tanf-dr.htm>

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

Notes and Sources

Demographics

Total population, 2009: Annual Estimates of the Population for the United States, Regions, States, and Puerto Rico: April 1, 2000 to July 1, 2009, U.S. Census Bureau.

Number of children ages 5-12, 2009: Estimates of the Resident Population by Single-Year of Age and Sex for the United States and States: July 1, 2007, U.S. Census Bureau.

Percent of school-age children (ages 5-17) below 185% poverty/ eligible for free and reduced-price lunch, 2008: POV46. Poverty Status by State Table: 2008, Current Population Survey, 2009 Annual Social and Economic Supplement, U.S. Census Bureau.

Number of children, ages 6-12, in low-income working families, 2008: Children in low-income working families by age group (Number) - 2008, National KIDS COUNT Program, Data Source: Population Reference Bureau, analysis of data from the 2008 American Community Survey, U.S. Census Bureau.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States, tribes and territories 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, Office of Child Care, as reported by states, tribes and territories, unless otherwise noted.

FFY10 CCDF Allocation: Funding allocations are based on appropriation and do not reflect any reallocated or redistributed funds that may occur at a later date.

FFY10 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.

FFY10 Tribal CCDF Allocation: Federal CCDF Funds are awarded directly to Federally-recognized Indian Tribes.

FFY08 total quality expenditures: This data includes FY08 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 FY08.

Maximum rates for school-age category: Rates are listed for center-based care, family child care, and license exempt programs; 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 FY2010-2011 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 different age ranges and Tiered Reimbursement Rate Systems: U.S. Department of Health and Human Services, Office of Child Care, Report of State Plans FY2010-2011.

The Office of Child Care awarded a technical assistance contract to ICF International, in partnership with The Finance Project, for the Afterschool Investments project (AIP). The goals of AIP include:

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

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