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Afterschool Programs in Pennsylvania

Conducted Pursuant to House Resolution 2008-824

May 2009

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Summary and Recommendations

House Resolution 824 calls on the Legislative Budget and Finance Committee to prepare a report on the availability and affordability of afterschool programs in the Commonwealth. We found:

A. There Is No Commonly Accepted Definition for What Constitutes an Afterschool Program (pp. 4-5)

For the purposes of this report, we defined an afterschool program as having five elements:

- structured activities, possibly but not necessarily including tutoring;
- overseen by engaged adult mentors;
- providing services at least 12 hours per week outside traditional school time during all or most of the school year or, in the summer, at least five hours a day for six or more weeks;
- with an expectation of regular attendance; and
- provided at a school or center-based facility.

Afterschool programs are hard to define, in part, because, unlike for child care facilities which have established quality and regulatory standards, we could find no commonly accepted program standards for afterschool programs.

B. Public Funding Is Available for Afterschool Programs, But It Is Primarily Directed to Low-Income Families With Children Ages 6-12 (pp. 5-26)

The largest source of funds for afterschool programs is Child Care Works, which provides subsidies for low-income families with children aged 12 and under. Funding for afterschool programs for teens is also available through various sources, but makes up only a small percentage of the total available funding. Many programs include afterschool services in a menu of eligible uses, but these programs typically do not track exactly how their funds are used. As a consequence, it was not possible to determine the total amount of public monies used for afterschool programs.

Major funding sources include:

Pennsylvania Department of Education

21st Century Community Learning Centers. In FY 2008-09, Pennsylvania received \$42.2 million in federal 21st CCLC funds, which supports 157 grantees, 400 sites, and over 37,000 school-age children. The federal 21st CCLC grant is the only federal funding stream solely devoted to afterschool programs. The 21st Century grant awards, however, are time-limited, typically for a three-year period.

The Department reported that its estimated federal 21st CCLC allocation for the 2009 federal fiscal year has been increased by 6 percent, to \$44.8 million, fifth highest in the nation.

Tutoring and Programs for Special Populations. Although our definition of an afterschool program effectively excludes programs that provide only tutoring services, it should be noted that approximately 172,000 students received tutoring assistance through the Education Assistance Program (EAP) in FY 2007-08. The enacted budget for FY 2008-09 includes \$65.1 million for the EAP program.

In addition to the EAP, the Department has other resources for special populations, such as federal Title I, partnerships with the Department of Public Welfare for teen parent needs and prevention, and other special populations (e.g. Migrant Education) that have extended learning opportunities embedded in their programs.

Department of Labor and Industry

Workforce Investment Boards. Pennsylvania appropriates approximately \$15 million in federal TANF (Temporary Aid to Needy Families) funds each year to support summer youth activities at the community level through the Workforce Investment Boards (WIBs). These resources are coupled with approximately \$30 million in funding from the Workforce Investment Act that supports youth training and employment programs. Annually, approximately 10,000 youth ages 14-21, are served through the WIB Youth Development Program. Under the federal Recovery & Reinvestment Act of 2009, Pennsylvania's WIB summer youth programs will receive a major (\$34.6 million) infusion of new monies.

Department of Public Welfare

Office of Child Development and Early Learning. The Office of Child Development and Early Learning funds child care for school-age children between the ages of 6 to 12 through the Child Care Works program. In FY 2007-08, state and federal spending for child care for this age group totaled \$164.4 million. Low income, TANF and former TANF clients are eligible for these subsidies.

As of February 2009, the Child Care Works program had a waiting list of between 15,000 and 16,000 children. About one-third of the children on the waiting list are school-aged (6 through 12 years old).

County Needs Based Budgets. The Department of Public Welfare's Office of Children, Youth and Families (OCYF) provides social services funds to counties through the needs based budgeting process. Afterschool programs are one of the services that can, but are not required to be, included in the array of programs offered by a county.

To determine how many counties use OCYF funds for afterschool programming, we worked with DPW to survey 16 county children and youth agencies. While most (eight) did not fund afterschool programs, five counties did allocate money, a combined total of \$5.33 million, for afterschool programming.

Community Based Family Centers. OCYF also provides funding to 47 counties for community based family centers. Since each family center can determine its own approach to meeting their community's needs, not all services are available at every center.

We sent out questionnaires to each center and received 29 responses. Only four centers reported that they offer an afterschool program, including one which gives time but no money.

ELECT/ELECT Student Works. The Education Leading to Employment and Career Training (ELECT) initiative is administered jointly through a partnership between DPW and the Pennsylvania Department of Education. The ELECT program expands the services of existing teen parent programs, and can include afterschool programs. ELECT Student Works program concentrates its efforts on the factors that are known to lead to teen pregnancy and other high-risk behaviors that jeopardize the economic and social futures of children in grades 3-8.

Pennsylvania Commission on Crime and Delinquency

Communities That Care. The Communities That Care program is designed to empower communities to reduce risk factors that are shown to increase the likelihood that youth will be involved in such problem behaviors as delinquency, substance abuse, school drop-out, violence, and teen pregnancy. Of the 76 communities that have a CTC program, 13 reported having an afterschool program as one of their program components.

Department of Community and Economic Development

Educational Improvement Tax Credit. The Department of Community and Economic Development administers the Commonwealth's EITC program, which can be used to support afterschool programs that provide academic enrichment. The funds available for EITC programs, however, are quite limited, and currently more programs apply for funds than are available.

American Recovery & Reinvestment Act of 2009

Although no funds are specifically targeted for afterschool programs during the school year, the Afterschool Alliance reports that opportunities may exist for these programs to both directly and indirectly benefit from the American Recovery & Reinvestment Act of 2009. The Pennsylvania Department of Education is currently working on a list of recommendations for how these afterschool and extended learning opportunities might be used in the Commonwealth. Also, as noted above, Pennsylvania summer youth employment programs will be receiving an additional \$34.6 million in Recovery Act funding.

C. Afterschool Program Costs Vary Widely (pp. 26-28)

Cost studies of out-of-school-time programs from around the nation find a wide variation in costs—from \$449 to \$7,160 per child per year. Much of this variation can be attributed to program characteristics (such as duration and student age and related staffing ratios) and methodological differences in sample sizes and how costs are calculated.

We found similar wide variation in the cost of Pennsylvania's afterschool programs, with the annual cost of Boys & Girls Clubs being about \$450 per student, 21st CCLC costs averaging about \$760 per student, and afterschool programs at some private schools costing well in excess of \$4,000 per student. The average cost reported for afterschool programs for the 77 child care centers in selected counties that responded to our questionnaire was \$77.53 per child per week, which would total about \$2,800 during the school year.

The report also contains information from a recent study sponsored by the Wallace Foundation on an online tool providers can use to estimate the cost of establishing high-quality afterschool programs.

D. Transportation Can Be a Major Issue for Afterschool Programs (p. 29)

One of the most common problems faced by afterschool programs is transportation. In our survey of child care providers, we found that frequently (for about 55 percent of the centers that responded to our questionnaire in 14 sampled counties)

schools provide at least some bus service to the center. This practice, however, appears much more common in rural school districts, where almost 90 percent of rural centers reported having at least some school bus service, than urban districts, where only about 30 percent reported such service.

Centers also often provide their own transportation for at least some students. This was the practice in 60 percent of the responding centers in urban districts, 35 percent of centers in suburban districts, and about 20 percent of the centers in rural districts.

E. It Can Be Difficult to Engage Teenagers in Structured Afterschool Programs (pp. 30-33)

While teenagers have a greater ability to care for themselves than younger children, teens also engage in risky behaviors that research shows could potentially be avoided if they were involved in supervised afterschool programs. However, teens are often reluctant to participate in such structured programs or have jobs or other interests that keep them from participating.

One key to engaging teens is to provide them with opportunities to develop leadership, decision-making, and life skills. This approach has been used successfully by the Pennsylvania 4-H Afterschool program. The 4-H program offers teens leadership positions within the organization, which leads to incentives such as the opportunity to participate in statewide leadership conferences.

The coordinator for a successful Boys & Girls Club program in the Indiana, Pennsylvania area noted that older teens often leave their program to look for after school jobs. To keep teens engaged and to help meet their need for income, their club has begun the practice of employing older students to assist in programs for younger students. Workforce Investment Boards also report success in engaging older youth in programs involving job readiness and career exploration opportunities.

F. The Level of Demand for Additional Afterschool Programming Is Difficult to Quantify (pp. 34-37)

It is difficult to assess the extent of unmet need for afterschool programs. Some studies find that programs often have many underutilized slots, while other studies find that only one slot exists for every three children desiring afterschool programs. After reviewing the conflicting findings of these studies, a 2005 Rand report concluded that policymakers need to be cautious about claims of broad unmet demand for afterschool programs.

Our survey of child care providers in select counties (who typically serve children aged 12 and under) found similar mixed options on the need for additional afterschool programs. Of the 109 child care centers responding to our survey, 50 centers (46 percent) indicated that the need for afterschool programs in their community was being met; 35 centers (32 percent) indicated that the need was not being met; and 24 centers (22 percent) responded “did not know.” The percentage of respondents indicating that the afterschool needs in their community were not being met was fairly uniform across centers serving urban, suburban, and rural districts.

As another measure of the potential unmet need for afterschool programs, the Pennsylvania Center for School and Communities reported that there are currently 200 organizations that have expressed interest in applying for 21st CCLC Cohort 5 grants.

We should also note that we did not survey parents or students, so their perceptions of whether there is an unmet need for afterschool programs might be quite different than the perspectives of the afterschool program providers.

G. Some Areas of the Commonwealth Have Comprehensive Information Systems to Help Parents Find Afterschool Programs, But Most Do Not (pp. 37-38)

Even in areas where afterschool programs exist, it can be difficult for parents to locate appropriate programs for their children. To address this problem, Philadelphia and Southwestern Pennsylvania, in particular, have developed comprehensive databases of the afterschool programs in their area.

The City of Philadelphia’s website (www.phillysos.org/progkeysearch.asp) provides a comprehensive list of child care providers within the city of Philadelphia. The database lists 1,573 programs that provide some form of afterschool programming. These programs can then be filtered by zip code. The After School Activities Partnership maintains a similar website where parents can search for afterschool programs within Philadelphia.

Seven counties in southwestern Pennsylvania also have a publicly accessible computer database of afterschool programs through the Southwestern PA Afterschool Resource Collaboration (SPARC). SPARC has gathered basic contact information as well as information on program type, grades/ages served, and some capacity information for over 500 providers operating over 1,500 programs in southwestern Pennsylvania. All of the information collected through this effort is available online at www.swpaafterschool.org. The SPARC information can also be accessed through a portal at the Allegheny County Department of Human Services website.

H. Afterschool Programs Have Had Difficulty Establishing Themselves as a Recognizable “System” (pp. 38-42)

As noted above, afterschool programs are supported by a wide variety of funding streams with different, though often related, purposes. As a result, afterschool programs have been slow to build the type of physical, financial, and public support infrastructure that exists for other social service programs.

If the Commonwealth’s afterschool programs are to evolve into a true “system,” school district involvement and collaboration with afterschool program providers, churches, and other community organizations will be essential. Although we were not able to contact all of the Commonwealth’s 501 school districts, we did contact several via telephone interviews and written questionnaire and reviewed information posted on school district web sites. As might be expected, we found that school districts differ widely in both their direct and indirect involvement with afterschool programs.

I. States Vary in Their Approach to Afterschool Program Funding and Planning (pp. 42-46)

In FY 2006, 27 states, including Pennsylvania, budgeted at least some state funds specifically for afterschool programs, according to a report by the National Conference of State Legislatures. California provided the largest amount by far, dedicating \$547.4 million to afterschool programs. Other states with major grants-based programs for afterschool programs include New York (\$155.4 million), Illinois (\$30.7 million), New Jersey (\$15.6 million), and Tennessee (\$12.3 million). Pennsylvania, in contrast, reported spending only \$480,000 in state funds specifically for afterschool programs. Afterschool programs were defined as programs operating 12 or more hours per week outside traditional school time and not single-activity focused (e.g., athletic or tutoring programs).

Some states, such as Massachusetts, Washington, Iowa, and Michigan, are attempting to develop a coordinated approach to afterschool programming. These attempts generally include participation by executive and/or legislative officials as well as private sector stakeholders.

In spring 2006, the Pennsylvania Department of Education and others sponsored a summit in support of Extra Learning Opportunities (ELO), including afterschool programs. The summit resulted in a 12-page document entitled *Leading For Learning: Creating A Vision for Extra Learning Opportunities in Pennsylvania*. This document provides information on research findings and various strategies being used to support ELO programs in Pennsylvania. It also identifies several challenges facing Pennsylvania’s ELO programs, including identifying stable sources of funding, finding capable staffing, finding transportation, and maintaining high

quality standards. The document, however, offers no specific goals, plans, or action steps for addressing these issues.

Recommendations

The Pennsylvania Statewide Afterschool/Youth Development Network and Pennsylvania Partnerships for Children are among the statewide groups in Pennsylvania making efforts to advance new state policies with regard to afterschool programming. We recommend that these groups, working with the Governor's Office and legislative leaders, take the lead in creating a Statewide Afterschool Coordinating Council. This Council could be formed as a result of a legislative resolution or at the request of the Governor.

We recommend the Council include representation from the executive (e.g., the Departments of Education, Labor and Industry, and Public Welfare) and legislative branches of state government; key regional organizations, such as the Allegheny Partners for Out-of-School Time and interested foundations; as well as parent and youth (perhaps both middle school and high school) representatives.

Some of the initial issues the Coordinating Council should address include:

a.) **Expanding the scope of the document *Leading For Learning: Creating A Vision for Extra Learning Opportunities in Pennsylvania* to include goals and action steps to address the already-identified issues in that paper and in this report.** These issues include:

- identifying stable sources of funding,
- identifying strategies for finding and retaining capable afterschool program staff,
- establishing and maintaining quality program standards,
- transportation,
- developing strategies and helping providers design effective programs for engaging teens, and
- fostering further collaboration and partnerships with schools, businesses, and other untapped community groups.

b.) **Promoting additional regional databases of afterschool programs.** Simply finding an appropriate afterschool program can be a challenge to parents. The web-based applications in southwestern Pennsylvania and Philadelphia demonstrate that it is feasible to create and maintain large-scale, searchable databases of afterschool programs.

- c.) **Identifying opportunities, if any, created by the American Recovery & Reinvestment Act of 2009.** The Recovery Act may offer opportunities for both direct and indirect support of afterschool programs. Although the funds are time-limited and may be fully allocated over the next several months, the Coordinating Council could play a role in helping to ensure that afterschool programs are aware of whatever funds might be available to them. Even if Recovery Act funds are not available, the Council could help programs identify and advocate for new funding sources within other executive branch departments.
- d.) **Assessing local needs and barriers.** Identifying the unmet need for afterschool programs is difficult, particularly for programs that service middle and high school aged youth. Local assessments, using surveys and other field instruments to clarify demand for specific services by specific classes of clients, would be useful in assessing local needs and barriers to participation and in developing programs to meet those needs and remove those barriers.

I. Introduction

House Resolution 2008-824 (Appendix A) directed the Legislative Budget and Finance Committee (LB&FC) to assess the availability of afterschool programs in the Commonwealth.

Study Objectives

As stated in HR 824, the objectives of this study are to determine:

- the availability, types and locations of afterschool programs across the Commonwealth;
- geographical gaps where there are not available, affordable and accessible afterschool programs for children and youth across the Commonwealth;
- statistical information on the number of children and youths currently being served in afterschool programs;
- the cost per child to provide various types of high-quality afterschool programming;
- the extent to which public funding is available by funding stream for after-school programming; and
- the extent to which private funding, both parent fees and corporate and foundation grants, are available for afterschool programs.

Scope and Methodology

We could find no agreed-upon definition of an “afterschool program.” For the purposes of this report, we defined an afterschool program as a program: (1) having structured activities, (2) with engaged adult mentors, (3) offering services at least 12 hours a week outside traditional school time during all or most of the school year, or in the summer, at least five hours a day for six or more weeks, with (4) an expectation of regular attendance, and (5) provided at a school or center-based facility. This definition, therefore, excludes activities such as seasonal sports leagues, teen drop-in centers, and clubs or programs (e.g., cub scouts or a school chess club) that may only meet once or twice a week.

We began our assessment of the availability of afterschool programs by attempting to identify programs that receive state or federal funds. In many cases, this information was not readily available because often afterschool programs are

optional, not required, program elements (e.g., the Community Based Family Center program). Determining whether the funds were being used for an afterschool program often required us to contact the fund recipient directly. If the number of fund recipients was small, we attempted to contact them all. If the number of fund recipients was large, we contacted a sample as a way to assess the likely extent to which funds were being used for afterschool programs.

Specifically, we worked with the Department of Public Welfare to contact a sample of 16 county Child and Youth agencies (see below for a list of these counties), of which 13 responded, as well as all 47 Community Based Family Centers, of which 29 responded. We also surveyed all 22 local Workforce Investment Boards, of which 13 responded.

Identifying afterschool programs that receive only private funds was more difficult. We selected a sample of 16 counties (Allegheny, Berks, Blair, Bradford, Bucks, Cumberland, Delaware, Erie, Greene, Indiana, Lehigh, Luzerne, Mercer, Mifflin, Philadelphia, and Warren,) and 18 school districts within those 16 counties (9 rural, 4 suburban, and 4 urban) and attempted to identify all privately and publicly funded afterschool programs within those districts.

In 14 sample counties (the 16 counties listed above, excluding Allegheny and Philadelphia), we also sent questionnaires to all certified child care providers within those districts (a total of 360 providers). We did not send questionnaires to certified child care providers in Allegheny and Philadelphia counties, in part because of the large numbers of programs in these counties, primarily because both counties have extensive databases of the afterschool programs in their counties that allow users to identify which providers offer afterschool programs, for what age groups, and at what cost to parents. The survey questions and answers can be found in Appendix B.

To identify the afterschool programs in these school districts that are not certified child care providers, we interviewed school officials and contacts from other major afterschool providers (e.g., local YMCAs and Boys & Girls Clubs) as well as identifying programs through telephone books and internet search engines. However, given the difficulties we had in identifying and contacting these programs, the information presented in the report should not be viewed as comprehensive of either the counties or school districts in our sample.

As we used a judgmental sample approach in our surveys, the survey statistics cited in this report are not a statistically valid representation of all Commonwealth counties, school districts, and afterschool program providers and should not be considered as such.

Acknowledgements

We would like to thank the Pennsylvania Partnerships for Children, the Pennsylvania Statewide Afterschool/Youth Development Network, and the staff at the Departments of Education, Labor and Industry, and Public Welfare who assisted us in our work. We also thank the many school districts and afterschool program providers who responded to our telephone and mail surveys.

Important Note

This report was developed by Legislative Budget and Finance Committee staff. The release of this report should not be construed as an indication that the Committee or its individual members necessarily concur with the report's findings and recommendations.

Any questions or comments regarding the contents of this report should be directed to Philip R. Durgin, Executive Director, Legislative Budget and Finance Committee, P.O. Box 8737, Harrisburg, Pennsylvania 17105-8737.

II. Afterschool Programs in Pennsylvania

According to the U.S. Census Bureau's 2007 estimates, Pennsylvania has 2.06 million children ages 5 to 17. U.S. Census data also shows that 16 percent of children ages 5 to 14 regularly spend out-of-school time without adult supervision.

Our review of afterschool programs in Pennsylvania found:

A. There Is No Commonly Accepted Definition for What Constitutes an Afterschool Program

While some would define an afterschool program as any adult-supervised program or activity that occurs during out-of-school hours, for the purposes of this report, we focused on afterschool programs that had the following five elements:

- structured activities, possibly but not necessarily including tutoring;
- overseen by engaged adult mentors;
- providing services at least 12 hours per week outside traditional school time during all or most of the school year or, in the summer, at least five hours a day for six or more weeks;
- with an expectation of regular attendance; and
- provided at a school or center-based facility.

This definition therefore excludes activities such as seasonal sports leagues, teen drop-in centers, and clubs (e.g., cub scouts or a school chess club) or tutoring-only programs that may only meet once or twice a week. It also excludes family-based child care programs.

Afterschool programs are hard to define, in part, because there are no required standards for what constitutes an afterschool program. Programs receiving 21st Century Community Learning Center funding, for example, are not required to be certified as child care facilities, nor are various other part-day programs for school-aged children. Afterschool programs can apply for accreditation to the Council on Accreditation, which uses the National AfterSchool Alliance's standards as a basis for their system. However, such accreditation is voluntary.

Though not required to be certified, afterschool programs receiving grants through the 21st Century Community Learning Center Initiative must adhere to certain requirements and make federal assurances with regard to academic enrichment and parental involvement activities. The 21st CCLC program is discussed further below.

Many afterschool programs are certified by DPW as child care facilities because the afterschool programs are incorporated into the child care program they provide to preschool children. Certified child care programs, particularly those that provide center-based care, are subject to extensive health, safety, staffing, and other regulatory requirements.

In addition to these regulatory requirements, Pennsylvania has also instituted the Keystone STARS (Standards, Training, Assistance, Resources, and Support) Child Care Quality Initiative to supplement and expand upon the minimum requirements. The goal of the STARS program is to promote continuous quality improvement in early learning and school age environments. The initiative uses research-based performance standards that are tiered in levels that range from Start with STARS to STAR 4. The standards, which vary by STAR level, focus on:

- Staff Qualifications and Professional Development
- Early Learning Program
- Partnerships with Family and Community
- Leadership and Management

The STARS program is administered by the Department of Public Welfare's Office of Child Development and Early Learning through six Early Learning Regional Keys. Regional Keys provide assistance to STARS providers with resources, the STARS Performance Standards and Worksheets, and professional development opportunities.

In a questionnaire we sent to 360 certified child care centers in 14 sample counties, of the 92 centers responding, one-third reported they offer afterschool programs to students at the middle and/or high school level; 77 percent of the responding centers reported that they were enrolled in the Keystone STARS initiative.

B. Public Funding Is Available for Afterschool Programs, But It Is Primarily Directed to Low-Income Families With Children Ages 6-12

Most public funding (state and federal) for afterschool programs is targeted to children ages 6 to 12 from low-income families. Afterschool funding for middle and high school aged youth makes up only a small percentage of total funding, and in programs that do fund afterschool programs for older students is often offered as an optional, not required, service.

Public funding for afterschool programs is available through the Departments of Education, Labor and Industry, and Public Welfare, as well as through the

Pennsylvania Commission on Crime and Delinquency.¹ As described below, eligibility varies.

Department of Education

21st Century Community Learning Centers

Under the federal 21st Century Community Learning Centers grant, in FY 2008-09 Pennsylvania received \$42.2 million in federal funds, which supports 157 grantees, 400 sites, and over 37,000 school-age children. The federal 21st CCLC grant is the only federal funding stream solely devoted to afterschool programs. The 21st Century grant awards are approved for a three-year period. Grant applicants are required to describe how the Center will continue to operate and what contributions partnering organizations will make to help sustain the Center after the grant period ends. 21st CCLC grantees are also required to submit program implementation and results data annually to both the Pennsylvania Department of Education (PDE) and the US Department of Education.

21st Century Community Learning Centers focus on providing expanded educational opportunities to school-age children (pre-kindergarten through twelfth grade) attending low performing schools and/or schools that serve a high percentage of students (at least 40 percent) from low-income families. From 1998 to 2001, the United States Department of Education administered the 21st CCLC program and supplied funds to local communities through a competitive proposal process. In 2002, administration of the 21st CCLC program was turned over to the states.

PDE's primary goal for its 21st CCLC program is to assist children who are academically below proficiency meet state standards in core academic subjects by providing students with academic enrichment opportunities. CLCs offer participants a broad array of services and programs, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education in addition to traditional tutoring services. CLCs can provide services before school, after school, and during holidays and summer recess. CLCs must provide equitable services to private school students and their families.

21st CCLCs can obtain training, technical assistance, and other resources through the Center for Schools and Communities, which also monitors programs for compliance with federal and state requirements. The Center, together with the Penn State Cooperative Extension, has developed an afterschool staff development tool kit entitled *After the School Bell Rings*. The kit is designed to assist afterschool staff to understand various aspects of how to implement a successful

¹This report only describes some of the main sources of public funding. A chart showing additional federal programs that offer afterschool funding can be found in Appendix C.

afterschool program. The training consists of seven modules, most typically delivered in 30 to 45 minutes.

In FY 2006, 42 percent of 21st CCLC funds were used to fund school district programs, and 58 percent were used to fund other (nonschool district) programs. A list of the 2007-2010 grant recipients is shown on Table 1. Fifty-six Cohort 2 grantees were continued thru an application process for two additional program years (ending on September 30, 2009). In addition, all of Cohort 1's 30 grantees were continued for two additional program years, which ended September 30, 2007. Grantees are continued at 50 percent of their Year 3 funding award amount for both years 4 and 5. Five percent of the allocation is utilized for monitoring, technical assistance, professional development, and administration.

The Department's estimated federal allocation for the 2009 federal fiscal year is \$44.8 million, a 6 percent increase over FFY 2008 and the fifth largest allocation among the states.

Most (61 percent) of the regular 21st CCLC student attendees are in grades 2 through 6, with the highest number of students being in 4th (14 percent), 3rd (13 percent), 5th (13 percent), 6th (11 percent), and 2nd (10 percent) grades respectively. Pre-K, 12th, K, and 11th grades remain the lowest percentage of enrolled students in that order.

Tutoring and Programs for Special Populations

Although our definition of an afterschool program effectively excludes programs that provide only tutoring services,² it should be noted that the Pennsylvania Department of Education administers the Education Assistance Program for school districts with the most severe academic challenges. These are the districts with at least one building that did not make school-wide Adequate Yearly Progress targets in reading or math.

Participating students can receive tutoring before school, after school, on weekends, or during the summer. It is up to each school district to design a program that is appropriate to its community's needs. Approximately 172,000 students received such tutoring assistance in FY 2007-08. The enacted budget for FY 2008-09 includes \$65.1 million for the Educational Assistance Program.

²The school-based tutoring programs we reviewed generally provided between 1 to 1.5 hours of tutoring, two days a week, and not for the full school year.

Table 1

21st Century Community Learning Centers

2004 - 2007 Grant Recipients (Cohort 2)

<u>County</u>	<u>Applicant</u>	<u>Funding</u>
Adams.....	Upper Adams School District.....	\$ 466,620
Allegheny.....	Allegheny County Dept. Human Services.....	385,000
Allegheny.....	McKeesport Area School District.....	168,500
Allegheny.....	Wilkesburg School District.....	353,950
Allegheny.....	Wireless Neighborhoods Inc.....	308,000
Allegheny.....	Woodland Hill SD.....	403,510
Allegheny.....	Youth Places.....	347,199
Bedford.....	Bedford Area SD.....	184,800
Berks.....	Reading SD.....	479,814
Blair.....	Blair County Human Services Office.....	346,500
Bucks.....	Latino Leadership Alliance.....	92,540
Bucks.....	Morrisville SD.....	473,151
Cambria.....	Communities in Schools/Laurel Highlands.....	332,878
Cambria.....	Greater Johnstown SD.....	232,434
Centre.....	Cen-Clear Child Services Inc.....	688,022
Chester.....	Coatesville Area SD.....	165,946
Clinton.....	Keystone Central SD.....	452,057
Columbia.....	Southern Columbia Area SD.....	356,673
Dauphin.....	Harrisburg SD.....	316,800
Dauphin.....	Retired Senior Volunteer Program.....	96,630
Dauphin.....	Ronald H. Brown Charter School.....	268,978
Delaware.....	Chester Community Charter.....	225,672
Delaware.....	Chester Upland SD.....	838,777
Delaware.....	Saint Katherine Drexel School.....	147,634
Delaware.....	Upper Darby SD.....	148,488
Fayette.....	Young Inspirations Inc.....	387,227
Franklin.....	Chambersburg Comm. Improvement Assn.....	429,943
Greene.....	Greene County AVTS.....	656,531
Lackawanna.....	Scranton City SD.....	519,522
Lancaster.....	Lancaster School District.....	796,746
Lehigh.....	Lehigh Carbon Community College.....	253,790
Luzerne.....	Central Susquehanna IU/Hazleton ASD.....	269,280
Mercer.....	Farrell Area SD.....	356,400
Montgomery.....	Pottstown SD.....	418,631
Montour.....	Central Susquehanna IU/Danville SD.....	187,000
Northampton.....	Bethlehem Area SD.....	413,566
Northampton.....	Easton Area SD.....	152,337
Philadelphia.....	CommEd Alliance of West Phila.....	143,288
Philadelphia.....	Congreso de Latinos Unidos.....	560,700
Philadelphia.....	Discovery Charter School.....	209,202
Philadelphia.....	First Phila CS for Literacy.....	352,498
Philadelphia.....	Imhotep Institute Charter HS.....	261,092
Philadelphia.....	Laboratory CS of Comm. & Lang.....	418,000
Philadelphia.....	Leadership Learning Partners CS.....	298,288

Table 1 (Continued)

2004 - 2007 Grant Recipients (Cohort 2) (Continued)

<u>County</u>	<u>Applicant</u>	<u>Funding</u>
Philadelphia	Norris Square Civic Association.....	\$ 75,323
Philadelphia	People for People Charter School	215,293
Philadelphia	Philadelphia Academy C.S.	280,500
Philadelphia	Presbyterian Children's Village Svcs	299,200
Philadelphia	Project H.O.M.E.	200,303
Philadelphia	Project Mercy	80,046
Philadelphia	Temple University	388,030
Philadelphia	The Women's Christian Alliance	68,560
Philadelphia	Traveler's Aid Society	194,470
Philadelphia	Variety Club of Philadelphia.....	360,360
Philadelphia	Young Scholars Charter School.....	122,595
Schuylkill.....	Schuylkill Intermediate Unit 29.....	299,561
Washington.....	Connect, Inc.....	66,100
Westmoreland...	Southwestern Human Services/Monessen FCtr..	156,000
York	York City School District	<u>472,211</u>
	Total	\$18,643,166

2005 Grant Recipients (Cohort 3)

<u>County</u>	<u>Applicant</u>	<u>Funding</u>
Adams.....	Upper Adams School District.....	\$ 265,503
Allegheny	Penn Hills SD	337,747
Allegheny	Wilkinsburg Borough SD.....	159,959
Allegheny	Wireless Neighborhoods, Inc.	381,940
Bedford	Bedford Area School District.....	149,383
Cambria	The Learning Lamp	297,664
Delaware.....	William Penn SD	318,019
Lackawanna....	Scranton SD.....	539,085
Lancaster	La Academia: Partnership CS.....	93,012
Lancaster	Lancaster SD	279,960
Lebanon.....	Lebanon SD	445,414
Northampton....	Pocono/Slate Belt Youth for Christ	192,037
Philadelphia	CommEd Alliance of West Phial	92,294
Philadelphia	Education Works	611,472
Wayne.....	Wayne Highlands SD.....	367,132
Wyoming.....	Tunkhannock Area SD.....	<u>266,903</u>
	Total.....	\$4,797,524

Table 1 (Continued)

2007-2010 Grant Recipients (Cohort 4)

<u>County</u>	<u>Applicant</u>	<u>Funding</u>
Adams.....	Lincoln Intermediate Unit #12.....	\$ 388,841
Allegheny.....	Heritage Health Foundation, Inc.....	473,507
Allegheny.....	Youthplaces.....	398,606
Allegheny.....	Pittsburgh SD.....	351,176
Allegheny.....	Wireless neighborhoods.....	257,809
Allegheny.....	Hill House.....	219,999
Allegheny.....	McKeesport Area SD.....	203,002
Allegheny.....	Baldwin-Whitehall SD.....	173,219
Allegheny.....	CIS of Pittsburgh-Allegheny County/Minadeo Elem.....	144,809
Allegheny.....	Woodland Hills SD.....	141,350
Allegheny.....	Highlands SD.....	100,000
Bedford, Huntingdon.....	Bedford Area SD.....	272,616
Berks.....	Reading SD.....	257,176
Bucks.....	Morrisville SD.....	371,512
Bucks.....	United Way of Bucks County.....	209,128
Bucks.....	Bristol Township SD.....	116,101
Cambria.....	Greater Johnstown SD.....	188,886
Cambria.....	CIS of the Laurel Highlands, Inc.....	125,950
Carbon.....	Lehigh Carbon Community College.....	135,688
Chester.....	Coatesville Area SD.....	195,250
Chester.....	Kennett Consolidated SD.....	130,001
Clearfield.....	Cen-Clear Child Services Inc.....	440,232
Clinton.....	Keystone Central SD.....	318,795
Columbia, Northumberland...	Southern Columbia Area SD.....	213,727
Crawford.....	Crawford Central SD.....	123,500
Dauphin, Lancaster.....	Harrisburg SD.....	186,750
Dauphin, Lancaster.....	Ctr. For Global Citizenship/Elizabethtown College.....	171,437
Delaware.....	Chester Upland SD.....	841,056
Delaware.....	Chester Community Charter School.....	135,283
Delaware.....	William Penn SD.....	127,976
Erie.....	Erie City SD.....	291,500
Fayette.....	Private Industry Council of Westmoreland/Fayette.....	146,210
Franklin.....	Chambersburg Area SD.....	58,271
Indiana.....	ARIN Intermediate Unit 28.....	368,536
Lancaster.....	Lancaster SD.....	332,948
Lancaster.....	La Academia: Partnership CS.....	61,875
Lebanon.....	Lebanon SD.....	246,992
Lehigh.....	Allentown City SD.....	431,309
Lehigh.....	Hispanic American Org. & Roberto Clemente CS.....	203,125
Lycoming.....	Williamsport Area SD.....	197,566
Mercer.....	Farrell SD.....	480,428
Montgomery.....	Norristown Area SD.....	425,368
Montgomery.....	Pottstown SD.....	270,377
Northampton.....	Bethlehem Area SD.....	498,045
Northampton.....	Easton Area SD.....	180,000
Northumberland.....	Central Susquehanna Intermediate Unit.....	284,982

Table 1 (Continued)

2007-2010 Grant Recipients (Cohort 4) (Continued)

<u>County</u>	<u>Applicant</u>	<u>Funding</u>
Northumberland.....	Shikellamy SD	\$ 251,122
Perry	Retired & Senior Vol Prog of the Capital Region	138,642
Philadelphia	University of Pennsylvania	641,148
Philadelphia	Scholarship in Progress	624,289
Philadelphia	EducationWorks, Inc.	600,784
Philadelphia	Project H.O.M.E.....	394,831
Philadelphia	Foundations, Inc.....	387,504
Philadelphia	Congreso de Latinos Unidos	337,517
Philadelphia	Allegheny West Foundation	330,162
Philadelphia	Salvation Army, Eastern PA & Delaware Div.	309,085
Philadelphia	Variety - The Children's Charity	250,959
Philadelphia	International Education & Community Initiatives.....	225,780
Philadelphia	Christopher Columbus Charter School	190,830
Philadelphia	Universal Institute Charter School.....	183,900
Philadelphia	Girard College	129,926
Philadelphia	Harambee Institute of Science & Technology CS.....	104,265
Philadelphia	PA Academy for the Profession of Teach & Learn.....	68,076
Philadelphia	Mercy Neighborhood Ministries of Phila., Inc.....	50,000
Potter	Potter County Human Services	128,171
Schuylkill.....	Schuylkill Intermediate Unit 29	130,786
Somerset	Learning Lamp.....	170,317
Susquehanna	Montrose Area SD.....	50,000
Venango	Child Development Centers, Inc.....	313,438
Washington.....	Connect Inc. Washington Family Center.....	208,608
Wayne.....	Wayne Highlands SD	161,526
York	York City SD	420,319
	Total.....	\$18,692,899

Source: Pennsylvania Department of Education.

In addition to the EAP, the Department has other resources for special populations, such as federal Title I³, partnerships with DPW for teen parent needs and prevention, and other special populations (e.g., Migrant Education) that have extended learning opportunities embedded in their programs.

Department of Labor and Industry

Workforce Investment Boards

Local Workforce Investment Boards (WIBs) plan and oversee the local delivery of workforce services with approval by the Governor. The boards, in partnership with local elected officials, identify providers of training services, monitor system performance, and help develop the regional labor market information system.

The Federal Workforce Investment Act (WIA) of 1998 was enacted to improve the delivery of job training and employment services. Funding for numerous programs has been consolidated under the WIA into three basic grants under Title I-B:

- adult employment and training,
- dislocated worker employment and training, and
- youth employment and training.

WIBs receive approximately \$30 million in funding from the Workforce Investment Act to support youth training and employment programs through 23 local WIBs. The Commonwealth also appropriates approximately \$15 million in federal TANF funding each year to support summer youth activities at the community level through the WIBs. WIBs also often partner with other organizations, such as school districts, intermediate units, Community Action Agencies, and other youth-serving agencies to fund and deliver programs

Annually, approximately 10,000 youth ages 14-21, are served through the WIB Youth Development Program. Under WIA, eligible youth are defined as low income individuals between ages 14 through 21, who can be characterized by one or more of the following: deficient in basic literacy skills, a school dropout, homeless, runaway or foster child, pregnant or parenting, an offender, or an individual who requires additional assistance to complete an educational program, or to secure and hold employment.

³Supplemental Educational Services (SES) was created as a part of the No Child Left Behind Act. This program requires Title I schools in their second year of school improvement (or in corrective action or restructuring) to provide tutoring to low income students. Parents must be informed that their child qualifies for tutoring services, but participation in the tutoring program is optional. The vast majority of students who have been enrolled in SES tutoring in Pennsylvania attend school in Philadelphia and Pittsburgh.

We found, however, that not all local WIBs fund afterschool programs, and of those that do, at least some have had to curtail their programs due to budget constraints.⁴ Of the 13 WIBs that responded to an L&I/LB&FC survey, 3 (Montgomery, Butler, and Lancaster) reported that they do not fund afterschool programs. Montgomery County reported that because of a reduction in their youth funding (both WIA and TANF) they could not, for the first time in many years, fund any afterschool programs in 2008-09. They hope to be able to reinstitute afterschool programs next year. The Lackawanna WIB also reported having to reduce their afterschool programs due to budget constraints.

Efforts to expand youth WIB programs will be greatly assisted by the recently passed federal Recovery Act, under which Pennsylvania's WIBs anticipate receiving an additional \$34.6 million for youth programs. While the Recovery Act does not limit the use of these additional funds to summer employment, the Congressional explanatory statement for the Act states that "the conferees are particularly interested in these funds being used to create summer employment opportunities for youth." Consequently, states and local areas are being encouraged to use as much of these funds as possible to operate expanded summer youth employment opportunities during the summer of 2009. Local areas will have until the end of Program Year 2010 (June 30, 2011) to expend WIA Youth Recovery Act funds. With some exceptions (e.g., under the Recovery Act, youth is defined as up to a maximum of 24 years old), the same laws and regulations for WIA Youth funds apply to the Recovery Act funds.

Department of Public Welfare

Office of Child Development and Early Learning

The Child Care and Development Fund is the principal source of federal funding for child care subsidies for low-income families and is the principal source of federal funding for initiatives to improve the quality of child care in states. In Pennsylvania, the federal CCDF program is administered by the Department of Public Welfare's Office of Child Development and Early Learning and is known as Child Care Works. Table 3 shows the distribution of spending for school-age children between the ages of 6 to 12 by county and by eligibility category for FY 2007-08.

Low-income families, TANF and former TANF clients are eligible for the Pennsylvania Child Care Works program. Table 2 shows the income limits for low income families.

⁴Local Area allocations have declined in recent program years, from \$32.3 million in 2006 to \$29.2 million in 2007 and \$27.8 million in 2008. Under the American Recovery and Reinvestment Act of 2009, the local areas expect to receive \$34.6 million in 2009 for youth programs.

Table 2

TANF Income Limits for Low Income Families

<u>Family Size</u>	<u>Maximum Yearly Family Income (May 2008)</u>
2	\$28,000
3	\$35,200
4	\$42,400
5	\$49,600
6	\$56,800
7	\$64,000
8	\$71,200

Source: Pennsylvania Department of Public Welfare.

Parents are responsible to help pay for child care. The co-payment may be as little as \$5 per week and varies according to parent income and the number of people in the family. Most families eligible for a child care subsidy pay between \$5 and \$25 each week for their child care. The family only has one co-payment, regardless of how many children they have in care. The Commonwealth pays the rest, usually about \$75 to \$95 a week per child.

As can be seen in Exhibit 1, as of February 2009, the Child Care Works program had a waiting list of between 15,000 and 16,000 children (all ages, not just school-aged). About one-third of the waiting list children are school-aged (6 through 12 years old). Table 4 shows the waiting list by county.

Table 3

FY 2007-08 Child Care Expenditures for Children 6-12 by Category

County	Low Income	Former TANF	TANF	Total
Adams	\$ 386,287	\$ 82,894	\$ 24,862	\$ 494,044
Allegheny	9,905,969	9,308,526	4,671,160	23,885,655
Armstrong	433,844	127,225	46,752	607,822
Beaver	1,598,318	829,401	262,448	2,690,166
Bedford	91,459	14,941	10,205	116,604
Berks	1,966,728	1,107,105	599,315	3,673,148
Blair	583,179	153,641	74,468	811,289
Bradford	179,597	46,041	37,754	263,392
Bucks	2,402,283	1,153,748	396,320	3,952,351
Butler	726,703	123,739	63,472	913,915
Cambria	845,282	277,060	149,614	1,271,956
Cameron	3,838	2,858	5,674	12,369
Carbon	237,630	48,696	21,782	308,108
Centre	647,097	193,987	91,722	932,806
Chester	1,568,308	667,107	119,939	2,355,353
Clarion	157,159	39,017	19,082	215,258
Clearfield	338,150	90,587	50,282	479,020
Clinton	143,760	43,905	22,995	210,660
Columbia	187,189	78,159	23,864	289,211
Crawford	413,465	198,683	96,475	708,623
Cumberland	735,175	226,418	52,366	1,013,959
Dauphin	2,015,689	1,064,861	325,928	3,406,478
Delaware	4,069,653	3,183,641	1,055,502	8,308,796
Elk	91,171	7,111	18,018	116,300
Erie	3,434,165	1,916,729	916,173	6,267,067
Fayette	660,741	339,380	135,486	1,135,607
Forest	12,958	3,620	1,877	18,454
Franklin	402,920	179,448	31,027	613,396
Fulton	20,368	748	236	21,352
Greene	247,431	42,777	10,387	300,595
Huntingdon	187,429	23,203	5,322	215,954
Indiana	399,573	52,751	33,886	486,210
Jefferson	203,077	29,966	4,312	237,356

Table 3 (Continued)

County	Low Income	Former TANF	TANF	Total
Juniata	\$ 50,599	\$ 3,470	\$ 2,582	\$ 56,651
Lackawanna	1,602,294	493,255	201,308	2,296,858
Lancaster	1,789,561	1,132,841	367,575	3,289,977
Lawrence	785,519	443,332	114,323	1,343,174
Lebanon	440,136	250,186	68,629	758,951
Lehigh	3,055,026	1,536,812	569,112	5,160,950
Luzerne	1,690,222	538,218	277,453	2,505,893
Lycoming	588,785	186,909	92,045	867,738
McKean	81,695	19,054	13,551	114,301
Mercer	580,082	316,635	215,968	1,112,685
Mifflin	223,538	52,571	35,142	311,251
Monroe	1,053,685	396,478	72,780	1,522,944
Montgomery	2,464,874	1,690,142	426,652	4,581,668
Montour	127,749	19,599	19,790	167,137
Northampton	1,438,551	744,882	251,467	2,434,901
Northumberland	259,303	59,462	28,879	347,643
Perry	97,130	39,561	7,685	144,376
Philadelphia	21,425,049	24,384,608	14,740,185	60,549,841
Pike	376,275	80,585	66,412	523,272
Potter	34,849	15,325	16,744	66,918
Schuylkill	587,424	196,932	78,888	863,244
Snyder	74,307	16,474	23,162	113,942
Somerset	321,861	43,930	14,234	380,024
Sullivan	5,605	2,581	1,302	9,489
Susquehanna	105,988	26,895	5,495	138,378
Tioga	166,648	32,838	5,100	204,587
Union	67,378	20,842	22,168	110,388
Venango	503,891	170,442	83,011	757,344
Warren	192,293	87,266	20,726	300,285
Washington	1,655,183	239,867	82,280	1,977,329
Wayne	214,828	65,237	8,934	289,000
Westmoreland	1,677,863	420,243	203,399	2,301,506
Wyoming	93,446	56,366	3,223	153,035
York	1,425,150	707,364	228,154	2,360,668
Total	\$80,553,382	\$56,149,176	\$27,747,063	\$164,449,620

Source: Pennsylvania Department of Public Welfare.

Office of Children, Youth and Families

County Services Funded Through the Needs Based Budget. Pennsylvania's child welfare system is county-administered and state-supervised. Child welfare services are organized, managed, and delivered by County Children and Youth agencies. Through the needs based budgeting process, the Department of Public Welfare's Office of Children, Youth and Families (OCYF) funds each county to provide social services to protect children from abuse and neglect. The counties then determine the specific programs, as well as the funding allocations for the programs, to carry out their charge. Afterschool programs are one of the services that can, but do not have to be, included in the array of programs offered by a county through OCYF funds.

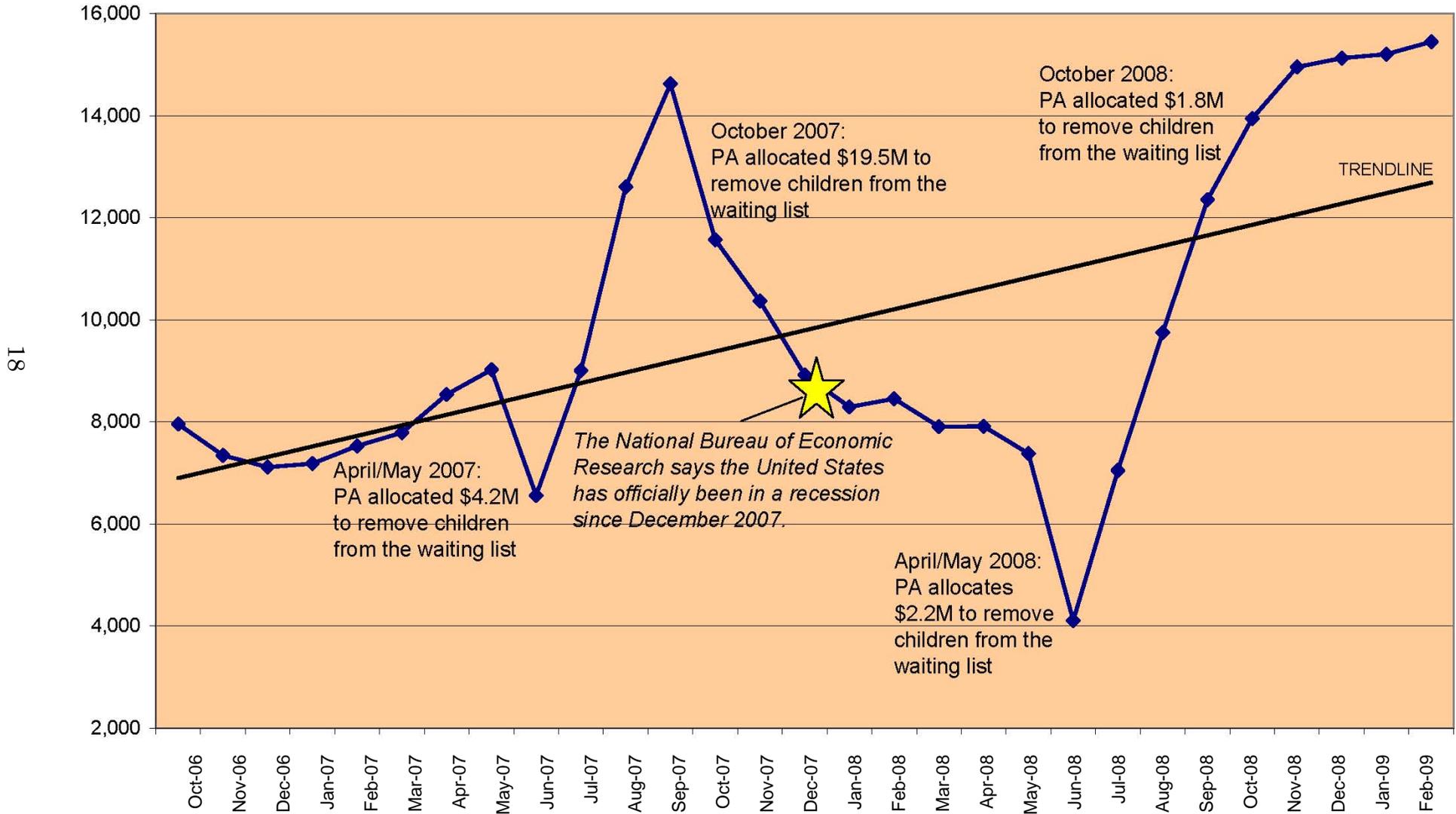
To determine how many counties use OCYF funds for afterschool programming, we worked with DPW to survey the 16 county children and youth agencies in the counties we targeted. Of those 16 counties, we received 13 responses, for a return of 81 percent.

While most (eight) did not fund afterschool programs, five of the 13 counties did allocate money, a combined total of \$5.33 million, for afterschool programming.

- Allegheny County allocated \$4.5 million to serve 1,505 students, ages 6-12, and 650 students ages 13-17, in 34 different centers.
- Bradford County allocated \$260,000 to serve 156 students, ages 6-17, at one center.
- Bucks County allocated \$292,877 to serve 420 students, ages 6-17, at 20 centers.
- Luzerne County allocated \$40,000 to serve 125 students, ages 6-17, at one center.
- Mifflin County allocated \$250,000 to serve 40 students, ages 6-12, and 35 students ages 13-17 at one center.

Pennsylvania Child Care Works Waiting List 2006-2009

Number of eligible children living in low-income families on Child Care Works waiting lists between October 2006 - February 2009.



Source: Pennsylvania Office of Child Development and Early Learning, February 2009

Table 4

Child Care Works Waiting List by County
(February 2009)

County	# Children on Waiting List	County	# Children on Waiting List
Adams	19	Lancaster	650
Allegheny	1,394	Lawrence	134
Armstrong	21	Lebanon	111
Beaver	186	Lehigh	884
Berks	551	Luzerne	123
Blair	54	Lycoming	215
Bradford	39	McKean	7
Bucks	632	Mercer	84
Butler	103	Mifflin	62
Cambria	27	Monroe	269
Cameron	4	Montgomery	717
Carbon	54	Montour	21
Centre	63	Northampton	158
Chester	405	Northumberland	22
Clarion	24	Perry	25
Clearfield	1	Philadelphia	4,423
Clinton	41	Pike	26
Columbia	66	Schuylkill	6
Crawford	25	Snyder	1
Cumberland	177	Somerset	15
Dauphin	442	Sullivan	3
Delaware	1,401	Susquehanna	7
Elk	22	Tioga	41
Erie	211	Union	8
Fayette	41	Venango	45
Franklin	107	Warren	5
Greene	21	Washington	111
Indiana	12	Wayne	2
Jefferson	14	Westmoreland	51
Juniata	2	York	514
Lackawanna	192	Total	15,091

Source: Pennsylvania Office of Child Development and Early Learning.

Community Based Family Centers. In addition to the afterschool programs funded through the needs based budgets, OCYF also provides funding to 47 counties for community based family centers. The goal of the family centers is to help families become healthier, better educated, and self-sufficient. Family centers help parents:

- Learn about their children’s development.
- Engage in parent education and child development activities.
- Access health care information as well as assistance regarding health care services and insurance.
- Access education, training, and employment information.
- Receive information and assistance on other community resources, such as well-baby care, immunizations, and early intervention services.

Family center services may include:

- Adult Education
- Job Training and Placement
- Language Skills
- Literacy Programs
- Parent Support Groups
- Parenting Skills Programs
- Child Health and Development Screenings
- Family Activities
- Toy and Book Lending Libraries
- Child Care Programs
- Summer and Afterschool Activities
- The Parents as Teachers Program PAT (This program is for families with children who are birth to five years of age.)

Since each family center can determine its own approach to meeting their community’s needs, not all services are available at every center. We worked with DPW to determine which, if any, of the 47 counties are funding afterschool programs through Family Centers.

We sent out 47 questionnaires and received 29 responses, for a return rate of 62 percent. Only four centers reported that they offer an afterschool program, one of which gives time but no money. One center, Family Center of Bedford County, works with the 21st Century Community Learning Center program in all five of the county’s school districts. The four centers responding that they fund afterschool programs are:

- Mercer County Family Center spends \$6,000 to serve 43 students, ages 6-12, and reported having a waiting list.
- Fulton County Center for Families spends \$34,000 to serve 35 students, ages 6-12 with no waiting list.

- Blair County Family Resource Center’s program is in the beginning stages of establishing an afterschool program that focuses on tutoring.
- Jefferson Family Center offers a program, but provides only in-kind services. It did not specify the number of students served or provide waiting list information.

Office of Income Maintenance

TANF Transition Funds (State Only). In 1997, Pennsylvania began receiving a federal TANF block grant of \$719 million per year. Due primarily to a rapid decrease in the TANF caseload in the late 1990s, Pennsylvania built up a TANF “surplus.” For several years during the Ridge/Schweiker administration, some of the surplus funds were invested in the county child welfare system. Some counties, including Philadelphia, used some of these funds to support afterschool programs. The extent of spending on afterschool programs during these years, however, is not known.

Over time, the Commonwealth spent down the accumulated surplus, effectively eliminating this source of funds for afterschool programs. In order to reduce the impact on the counties, the Commonwealth created an appropriation of state only funds to replace federal TANF funding for County Child Welfare and assist in the transition. Fiscal Year 2007-08 was the final year of the Transition Fund. Table 5 shows the funding phase out.

Table 5

TANF Transition Funds Phase Out (State Only Funds)

	TANF Transition Funds (State Only)
FY 2005-06	\$45 million
FY 2006-07	\$45 million
FY 2007-08	\$20 million
FY 2008-09	\$0

Source: Pennsylvania Department of Public Welfare.

No dollars were appropriated in FY 2008-09, and there are no future dollars from this source to be used for afterschool programs. Some of the funds for these programs have, however, been absorbed into the needs based budget, which was increased to partially offset this impact.

TANF Block Grant (Federal). A portion of the TANF Block Grant is allocated to Pennsylvania’s 22 Local Workforce Investment Agencies (WIAs) for youth programs (see above discussion under Department of Labor and Industry).

ELECT/ELECT Student Works. The Education Leading to Employment and Career Training (ELECT) initiative is administered jointly through a partnership between DPW and the Pennsylvania Department of Education. The ELECT program has 27 sites across the Commonwealth to expand the services of existing teen parent programs and provides comprehensive support services to help young parents complete their education. The ELECT Student Works (ESW) program has four sites and concentrates its efforts on the factors that are known to lead to teen pregnancy and other high-risk behaviors that jeopardize the economic and social futures of children in grades 3-8. As shown in Table 6, a portion of these activities could be considered afterschool activities.

Pennsylvania Commission on Crime and Delinquency

Communities That Care (CTC) began in Pennsylvania through seed grants from the Pennsylvania Commission on Crime and Delinquency (PCCD). These grants have allowed prevention boards in various communities to convene, hire a community mobilizer, perform risk and resource assessments, and develop a community action plan. PCCD continues to administer the CTC program through federal Title V (Incentive Grants for Local Delinquency Prevention Program) and the state's Evidence-Based Prevention and Intervention Practices funding.

CTC uses a risk-focused and evidence-based approach for promoting positive development among youth. CTC is designed to empower communities to both enhance positive youth development and reduce risk factors that are shown to increase the likelihood that youth will be involved in such problem behaviors as delinquency, substance abuse, school drop-out, violence, and teen pregnancy.

The CTC program recognizes that no two communities are exactly alike, and therefore allows considerable discretion in how the community decides to prevent adolescent problem behaviors. Afterschool programs, for example, are allowed, but not required, components. Of the 76 communities that have a CTC program, 13 (17 percent) reported having an afterschool program as one of their program components (see Exhibit 2.) Specific information on how much each of these programs spends on their afterschool programming is not available.

Table 6

ELECT Expenditures and Students Served

School District/Program	2004/05		2005/06		2006/07		2007/08		2009/10	
	\$	#	\$	#	\$	#	\$	#	\$	#
Erie/The Champs Program	\$466,276		\$466,276	334	\$466,276	366	\$466,276	320	\$466,276	na
Provide tutoring, career dev., health & fitness, recreational activities, team building activities, community service projects, D&A prevention, parent nights, provides supportive services.										
Harrisburg/The Explore Program	\$368,112		\$368,112	180	\$368,112	341	\$368,112	301	\$368,112	na
Provide tutoring, hygiene education, recreational activities, field trips, writer's workshop, role play, mentoring, develop ideas to help community, partners with college students, provides supportive services.										
Philadelphia/The Afterschool Enrichment Academy	\$1,963,266		\$1,963,266	1480	\$1,963,266	1450	\$1,963,266	1483	\$1,963,266	na
Provide reading and math instruction, mentoring, character education, resiliency building activities, collaborate with teachers and discuss progress with parents, monitor student behavior, recreational activities.										
Pittsburgh/The ELECT Student Works (ESW) Afterschool Program	\$1,079,796		\$1,079,796	763	\$1,079,796	790	\$1,079,796	837	\$1,079,796	na
Provide services in grades 3rd - 8th, tutoring, monitor after school programs in schools, field trips, recreational activities, educational activities, work with community groups.										
Total	\$3,877,450		\$3,877,450	2757	\$3,877,450	2947	\$3,877,450	2941	\$3,877,450	na

Source: Pennsylvania Department of Public Welfare.

Communities That Care Afterschool Programs

Allegheny County (McKeesport)
Beaver County (New Brighton)
Berks County (Reading)
Bucks County (Upper Bucks)
Cameron County
Delaware County
Forest County
Lancaster County (Elizabethtown Area)
Lawrence County
Montgomery County (Wise)
Washington County (McGuffey)
Wyoming County
York County (York Suburban)

Source: Communities That Care Statewide Directory, 2008.

Department of Community and Economic Development

DCED administers the Commonwealth's Educational Improvement (EI) Tax Credit program, which can be used to support afterschool programs in both public and private schools. Although most of the \$75 million in available tax credits are reserved for scholarship organizations and to provide funds for pre-kindergarten programs, one-third of the credits are available for educational improvement programs. Afterschool programs can qualify as educational improvement programs, depending on the content of the program.

The amount of tax credits used for afterschool programs is not readily available information and would require surveying the approximately 500 educational improvement programs throughout the Commonwealth. As an example, however, the Phoenixville Community Education Foundation, an approved EI organization, reported operating several afterschool and summer programs (Camp Jump Start, Fast Forward Connections, SAFE Summer Academics, and the KARE AfterSchool Club, among others) for school-aged children in the Phoenixville area.

After School Activities Partnerships (ASAP) is another EI program that allows businesses to receive tax credits for their donations. ASAP was created in 2002 to help provide recreational and enrichment activities for Philadelphia youth during afterschool hours in some of the poorest and most dangerous areas of the city.

Private Foundation Funding

Private foundations also provide both direct and indirect funding for after-school programs. The William Penn Foundation, for example, provided a three-year \$1.15 million grant to the Crozer-Keystone Health System's Wellness Center to enhance the quality and duration of out-of-school youth programs within the city of Chester. The programs are focused at teens and young adults ages 12-22.

Other foundations, including the Brandywine Health Foundation, United Way of Southeastern Pennsylvania, United Way of Allegheny County, The Grable Foundation, The Heinz Endowments, and the Richard King Mellon Foundation, also award grants to help directly fund afterschool and summer programs in Pennsylvania.

Private foundations also indirectly support afterschool programming in the Commonwealth. The William Penn Foundation, for example, funded the publication *Quality Time After School*, which identifies characteristics of afterschool activities that are linked to youth engagement and learning. This report is based on surveys and interviews with more than 400 participants and instructors from five Philadelphia-based Beacon Centers (discussed below). The report's findings highlight the importance of two features of high-quality activities: good group management and positive adult support of learning.

The Charles Steward Mott Foundation, in conjunction with local coalitions and funders, is helping to develop statewide afterschool networks by providing technical assistance and seed funding to organizations in many states. Pennsylvania is currently one of 38 statewide afterschool networks (the PA Statewide Afterschool/Youth Development Network) funded through this partnership.

Similarly, the United Way of Southeastern Pennsylvania supports the Center for Youth Development, which works to improve the quality of more than 300 after-school and summer programs through customized staff training and other forms of practical assistance. The United Way's programming is targeted to middle school and high school youth who are at risk for dropping out.

American Recovery & Reinvestment Act of 2009

Although no funds are specifically targeted for afterschool programs during the school year (some funds are available for summer programs), the Afterschool Alliance reports that opportunities may exist for afterschool programs to both directly and indirectly benefit from the American Recovery & Reinvestment Act of 2009. In particular, states are to receive additional funding through the Child Care and Development Block Grant; Title I; the State Stabilization Fund; and Youth Training and Employment Services, particularly summer employment programs (see Department of Labor and Industry discussion above).

However, there are many competing uses for these funds, and decisions on how most of these funds can be spent will probably be made over the next several months. Further, even if the Commonwealth did allocate some portion of these funds for afterschool programs, Recovery Funds will only be available for the next two years. Unless additional Recovery Funds are authorized, after the two-year period, the afterschool programs would need to find new sources of funding.

The Pennsylvania Department of Education is currently working on a list of recommendations for how these afterschool and extended learning opportunities might be used in the Commonwealth.

C. Afterschool Program Costs Vary Widely

Findings from selected cost studies of out-of-school-time programs from across the nation suggest a wide variation in costs—from \$449 to \$7,160 per child per year (see Exhibit 3). Much of this variation can be attributed to program characteristics and methodological differences in sample sizes, how costs are calculated, whether in-kind resources are taken into account, and whether startup, operating, and system-building costs are included.

Afterschool Costs in Pennsylvania. We found similar wide variation in the cost of Pennsylvania’s afterschool programs. Some programs, such as the Boys & Girls Clubs, reported expenses of approximately \$450 per student per year. The Pennsylvania Department of Education reports that the annualized cost to provide afterschool programming for children who attend 21st Century Community Learning Centers is approximately \$762 per student.⁵ Programs in private schools can have tuition charges well in excess of \$4,000 per school year.

The average cost reported for afterschool programs for the 77 child care centers responding to our questionnaire from 14 sampled counties was \$77.53 per child per week (or about \$2,800 per school year). As might be expected, the cost reported by urban centers was somewhat higher (\$79.38) than for either the suburban (\$77.92) or rural (\$75.00) centers. Urban centers also tended to serve more students (an average of 44 students per center) than either the suburban (34 students per center) or rural (13 students per center) centers.

⁵These numbers are averages calculated from 157 current grantees, total monies received in annual funding and the number of students served. Annual costs and cost per student rates are determined by the grantee and based upon the number of participating children, geographic location, and on the range of services to be provided. PDE suggests a per student cap of \$1,000-\$1,100 per student. Although there is no match requirement for the first three years of 21st Century funding, all programs are strongly encouraged to leverage additional funds from other public and private sources throughout the entire contract period to build sustainability. Any value of any such additional funds or in-kind contributions are not included in the cost per student estimate.

Exhibit 3

Cost Data From Out-of-School-Time Program Studies

Appendix I: Cost Data from Out-of-School-Time Program Studies					
Studies on Out-of-School-Time Program Costs	Total Cost Per Child	Methodology and Date of Data Collection	Cost Elements Excluded	Donated or In-Kind Resources Excluded	Number of Sites Surveyed
Boys & Girls Club Teen Initiatives Herrera January 2003 ¹	Boston: \$449 per year. Range: \$432–\$600 per year. New York City: \$2,178 per year. Range: \$1,868—\$2,437 per year.	Cost surveys completed by programs for fiscal 1999.	Yes. Startup, capital, and system-building costs excluded.	Yes. Does not account for in-kind resources from the Boys & Girls Club, including social work and administrative staff, facilities, computers, supplies, and recreational equipment.	8
The After School Corporation (TASC) Reisner et al. 2004	\$1,000 per year, or \$6.76 per day.	Review of program administrative records, site visits, and surveys of after-school coordinators and staff, 1998–2000.	Yes. Startup, capital, and system-building costs excluded.	Not clear.	84 (for cost portion of study)
After School Education and Safety (ASES) Program ² Naughton and Teare July 2005	\$7.50 per day, on average, for after-school programs. \$4.90 per day, on average, for before-school programs.	Surveys of program administrators, 2004–2005. Cost estimates based on ASES grant amounts and the required 50% local match.	Yes. Capital and system-building costs excluded.	Yes. Does not account for donated facilities and storage space costs.	141
Better Educated Students for Tomorrow (BEST) After School Enrichment Program Proscio and Whiting October 2004	\$1,357 per year (\$2,684 per year including a conservative estimate of the value of rent-free space).	Budget data, 2003–2004.	Not clear	No.	N/A
San Diego “6 to 6” Out-of-School-Time Program Proscio and Whiting October 2004	\$1,361 per year (\$979 per year for after-school component; \$652 per year for before-school component).	Budget data, 2003–2004. Estimates based on contract amount paid to out-of-school-time providers, prorated to include administrative and overhead costs.	Not clear	Yes. Does not account for donated facilities.	N/A
The After School Corporation (TASC) Proscio and Whiting October 2004	\$1,600 per year	Budget data, 2003–2004	Not clear	Yes. Does not account for donated facilities.	N/A
After-School Matters (ASM) Proscio and Whiting October 2004	\$1,740 per year (\$2,520 per year including student apprentice stipends).	Budget data, 2003–2004.	Not clear	Yes. Does not account for donated facilities.	N/A

¹ See Appendixes II and III for complete citations of the studies referenced.

² N/A means the study did not provide the relevant information.

³ This program is also known as the Before and After School Learning and Safe Neighborhood Partnerships Program.

Source: *The Cost of Out-of-School-Time Programs: A Review of the Available Evidence*, page 16, The Finance Project website at www.financeproject.org.

The overwhelming majority (92 percent) of respondents to our survey of child care centers reported that they received no corporate or private foundation grant funding.

California’s After School Education and Safety Initiative. As a point of comparison, California has initiated the After School Education and Safety Initiative stemming from Proposition 49 of 2002. As part of this initiative, the state is to provide a grant to schools of \$5 per day (\$900 per student per school year). The local school district is to provide an additional 50 percent in matching funds (\$450 per student per school year), for total annual costs of \$1,350 per student.

Wallace Foundation Research. The Wallace Foundation recently sponsored research to attempt to answer the question “How much does a quality afterschool program cost?”⁶ Their research is intended to discover not the average cost of an afterschool program (their report uses the term out-of-school program), but rather to clarify what it costs to offer a high-quality out-of-school program. They found that the “cost of quality” varies depending on a range of factors, including program goals, times of operation, and ages served.

They found that for programs serving elementary and middle school children, the average hourly cost was approximately \$7 per slot during the school year, with costs generally ranging from \$3 to \$9 per hour. During the summer, the average hourly cost was \$4 per slot, with a much smaller cost range (\$2 to \$5). On a daily basis, this translates to an average cost of \$24 per slot during the school year (ranging from \$14 to \$31 a day) and \$32 during the summer (ranging from \$21 to \$36 a day). Summer programs tended to be more costly per day than school-year programs because they operated more hours per day.

For teen programs, the average hourly cost for a school-year program was \$10 per slot, with costs ranging from \$4 to \$12 for most programs. During the summer, hourly costs averaged \$8 per slot, with approximately the same range (\$3 to \$12). These hourly costs translate into daily slot costs of \$33 a day (ranging from \$15 to \$49) during the school year and \$44 a day (ranging from \$24 to \$63 a day) during the summer.

To help providers plan and reach their quality goals, the Wallace Foundation has developed an online “cost calculator” (www.wallacefoundation.org/cost-of-quality). Providers can enter information in 11 programmatic areas (e.g., age of children to be served, number of children to be served, geographic location, and youth-to-staff ratios), and the calculator generates information on a range of costs, both in terms of cost per slot and total program costs. The calculator allows you to choose among seven metro areas in Pennsylvania—Erie, Indiana County, Johnstown, Lancaster, Philadelphia, Pittsburgh, and York.

⁶*The Cost of Quality Out-of-School-Time Programs*, Jean Baldwin Grossman, Christianne Lind, et al., January 2009.

D. Transportation Can Be a Major Issue, Especially in Rural Areas.

In addition to affordability, one of the most common problems faced by after-school programs is transportation. In our survey of child care providers in 14 sample counties, we found that frequently (for about 55 percent of the centers responding) schools provide at least some bus service to the center. This practice appears much more common in rural school districts, where almost 90 percent of rural centers reported having at least some school bus service, than urban districts, where only about 30 percent reported such service. Suburban districts fell in the middle, with about 75 percent of centers reporting that their school districts provide at least some bus service to their center.

Responding centers also often reported that they provide their own transportation for at least some students. This was the practice in 60 percent of the responding centers in urban districts, 35 percent of centers in suburban districts, and about 20 percent of the centers in rural districts.

For centers where the school district does not bus students to the center, transportation can be a major concern, as evidenced by the following comments:

- We have a major problem with transportation. [Our] School District will not bus children to daycare centers. Parents are having a very difficult time transporting and leaving work to do so. It costs too much for us as a center to purchase a van, insurance, booster seats, extra staff to be able to offer that service.
- Transportation to the facilities is a major barrier. The local facilities need funding for proper transportation for all eligible children.
- Transportation seems to be the biggest obstacle [to meeting the afterschool needs in our community].
- School district refuses to bus children to a “for profit” center. We do not get any cooperation from [our school district] unless we beg - it is wrong.
- Parents in our community have told us that they do not like leaving their child in the schools for before and/or after care. However, it is too expensive for us to transport the children to and from our center.

E. It Can Be Difficult to Engage Teenagers in Structured Afterschool Programs

While teenagers obviously have a greater ability to care for themselves than younger children, teens can also engage in risky behaviors that research shows could potentially be avoided if they were involved in a supervised afterschool program. However, teens often have competing demands and interests and may be reluctant or unable to participate in structured afterschool programs.

One study noted that because afterschool resources, particularly in low-income neighborhoods, are often public dollars, they are linked to the policy goals and objectives that are most important to the voters and elected officials. As a result, these programs are typically designed to address risks and problems rather than cultivating children's interests, skills, and talents. But afterschool programs must also appeal to parents and children. Afterschool programs must therefore balance the interests of parents who seek child care and educational enrichment; of youngsters who are eager for recreation, skills, and autonomy; and of policymakers who tend to focus on school achievement and risk reduction.

A Columbia University policy report⁷ concluded that good afterschool programs “are best characterized by their approach to youth as resources to be developed rather than as problems to be managed.”

According to the report, programs for adolescents should:

- Help young people develop strong, positive relationships with adults.
- Build on the young person's strengths rather than focus on his or her weaknesses.
- Provide an environment that helps young people develop positive relationships with peers.
- Give youth challenges they can rise to.
- Provide enriching, creative activities they can participate in.
- Give youth opportunities to develop leadership and decision-making skills.
- Focus on the developmental needs of young people by nurturing teens' autonomy at the same time the programs lend them guidance.
- Provide all of these opportunities over the long term.

Boys & Girls Clubs. The Pennsylvania Area Council of Boys & Girls Clubs is made up of 17 Club organizations with over 75 Clubhouse sites and more than 80 separate units throughout the state. Boys & Girls Club programs serve over

⁷*What Do Adolescents Need for Healthy Development? Implications for Youth Policy*, Jodie Roth, PhD, and Jeanne Brooks-Gunn, PhD, 2000.

115,000 kids, ages 6-18, on a daily basis throughout the year. The Boys & Girls Clubs receive the large majority of their funding from grants and contributions from private nongovernmental sources.

We spoke to the director of the Evergreen Boys & Girls Club in Indiana County, which is a program we were recommended to contact as having a successful relationship with both the school district they serve (Purchase Line School District) and the middle and high school students in their area. The program is provided free to students through a 21st Century Communities of Learning Center grant. Approximately 45 high school students attend the program on any given day, with about 100 students attending on at least a semi-regular basis.

The director of this program attributed their success in attracting students to their efforts to involve students in leadership roles and focusing activities in areas of interest to the students, such as helping them look for colleges and job training opportunities. Even so, it can be challenging to maintain contacts with older (11th and 12th grade) students, many of whom spend their afterschool hours either working or looking for work. To help meet that need, the Club often employs these older students to assist in programs for younger students.

The director noted that they can offer programs at a much lower cost than the programs located on school property, which would require the adults to be paid at a teachers' rate (and possibly at a time and a half rate) rather than the \$12-\$15 per hour rate typically paid to the Evergreen staff. Because the program is at the end of its 21st CCLC funding cycle, the director anticipates that they will have to take economizing steps next year, perhaps by scaling back their days of service, closing one of their centers, and/or cutting their summer program.

Pennsylvania 4-H Afterschool. 4-H is the youth education branch of the Cooperative Extension Service, a program of the U.S. Department of Agriculture. Each state and each county has access to a County Extension office for both youth and adult programs.

The Pennsylvania 4-H Afterschool program has about 101,000 members, 14 percent of whom are between the ages of 13-15, with an additional 6 percent between ages 16-19. Most "stand-alone" 4-H programs meet either monthly or weekly; in other cases, 4-H clubs are formed with members who are already attending an existing afterschool program.

We spoke to the state coordinator for the Pennsylvania 4-H Afterschool program, who also noted that retaining teenagers in out-of-school programs is challenging. The coordinator believes the key to keeping teens engaged in their program is to be able to offer leadership positions within the organization. She noted that about 1,200 teens are in leadership positions across the Commonwealth, which

provides them with certain incentives such as attending state leadership conferences. They also provide special programs for older students, such as technology programs involving training in GIS and GPS systems.

YMCAs. Of the 82 YMCAs throughout the Commonwealth, 69 report providing some type of afterschool programming, serving approximately 16,500 children in grades K-12. The YMCAs receive various types of government funding, including Child Care Works, federal Title XX (Social Services Block Grant), Keystone STARS (state), Child and Adult Care Food Program (federal), Human Services Development Fund (state), and funding from various other miscellaneous federal, state, and local sources. Pennsylvania YMCAs estimate that in 2008 they received total government funding of approximately \$8.6 million.

Although the vast majority of public funding for YMCAs is targeted towards school-age child care, Y programs also include a variety of enrichment activities targeted to older youth. Such programs include After School Arts, Gang Prevention/Intervention, Tutoring, Recreation and Sports, Child/Teen Obesity, Youth Centers/Clubhouses, Mentoring, College Prep/Exploration, Youth Civic Engagement, Volunteerism, Fitness/Exercise, At-Risk Youth, Diversity Events, Youth Employment, and Summer programs.

WIB Afterschool Programs. Local Workforce Investment Boards often sponsor a variety of afterschool programs for TANF and other WIA-eligible youth, typically between the ages of 13 to 18. The Montgomery County WIB, for example, provided a report which listed information on 16 different youth empowerment programs funded by TANF. These programs, which show high levels of participation, served 698 clients during the 2006 program year in both summer and afterschool programs. Examples of afterschool and summer programs funded through local WIBs are shown in Exhibit 4.

LB&FC Survey. The need for expanded afterschool programs for middle and high school age youth was cited by several of the respondents to our survey of child care centers. Comments received included:

- I believe the programs or activities are mainly all focused on young children—preschool and elementary ages. There needs to be a fun and safe place for middle and high school children.
- There needs to be additional programs for middle and high school students.
- Keeping grade school and middle school kids busy at all times [is important] so they can stay out of trouble and off city streets.

Examples of Afterschool Programs Funded Through Local Workforce Investment Boards

- Programs are primarily designed around the Experiential College & Career Exploration and Healthcare Models which focus on job readiness training, college exploration, community service, and active citizenship. Students participate in workplace visits, college readiness workshops, workplace mentoring, college visits, SAT preparation workshops, as well as the 6-week Summer Workready program. (Philadelphia WIB)
- Workshops are designed to help the youth plan for and be successful in their futures careers. All of the activities are designed to meet the PA Academic standards of Career, Education, and Work. Workshops included: Junior Achievement curriculum (work ethics), career exploration and assessments, resume writing, interviewing skills, and appropriate attire/appearance for the workplace. Life skills such as peer pressure, bullying, anger management, safe sex, drugs and alcohol, and budgeting are also presented. Tutoring is available to all of the youth on a weekly basis. Paid work experience is offered to the youth who participate in the afterschool workshops. (WCJP serving Lawrence and Mercer Counties)
- We have, for a good many years, conducted after-school programs revolving around remedial and tutoring services, addressing truancy through counseling and academic instruction, landscaping training, and a “Build-To Keep” computer program. In years past, we also have utilized TANF funding to conduct a youth arts program, basic computer training, Computer Technician Training, and basic remedial activities for elementary students. However, due to decreasing funds and increasing operating costs programs, during the current year, we have had to concentrate most of our efforts on the Out-Of-School youth population. (Lackawanna WIB)
- The North Hills Manor Ninth Grade Academy ran from July 17 through August 17 from 9am -12pm. Students had the opportunity to use computers to research colleges and the types of courses needed for their anticipated careers. Keyboarding instruction was an integral part of the program, as were various educational and recreational trips and special projects such as designing business cards. Students attended at least 85% of the classes as evidenced by the attendance sheets. (Montgomery County WIB)

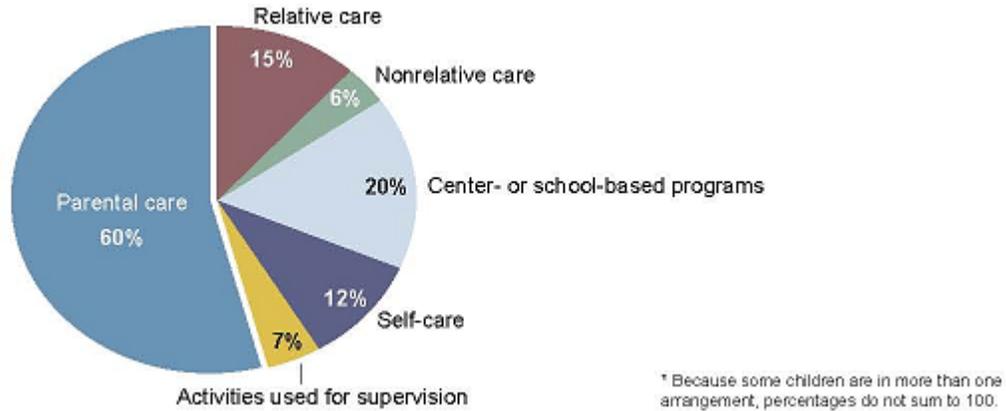
Source: As reported by local Workforce Investment Boards.

F. The Level of Demand for Additional Afterschool Programming Is Difficult to Quantify

National statistics show that about 20 percent of children in Kindergarten through Grade 8 spend at least a portion of their afterschool hours in a center or school-based afterschool program (see Exhibit 5).

Exhibit 5

Children in Afterschool Arrangements by Type

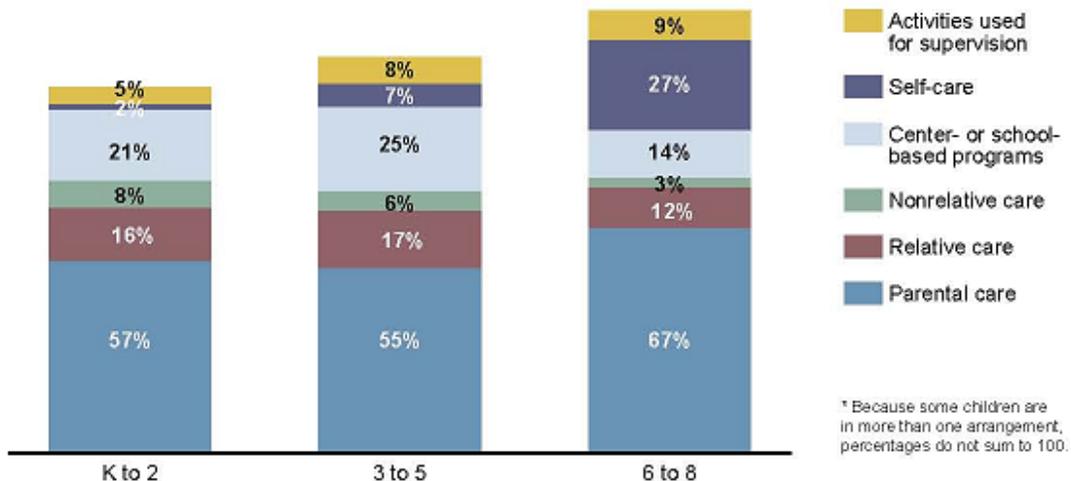


Source: *School-Age Child Care Arrangements*, Child Care and Early Education Research Connections, October 2006.

As shown in Exhibit 6, center or school-based care is more common for younger students; older students (grades 6-8) are often in self-care.

Exhibit 6

Children in Afterschool Arrangements by Grade

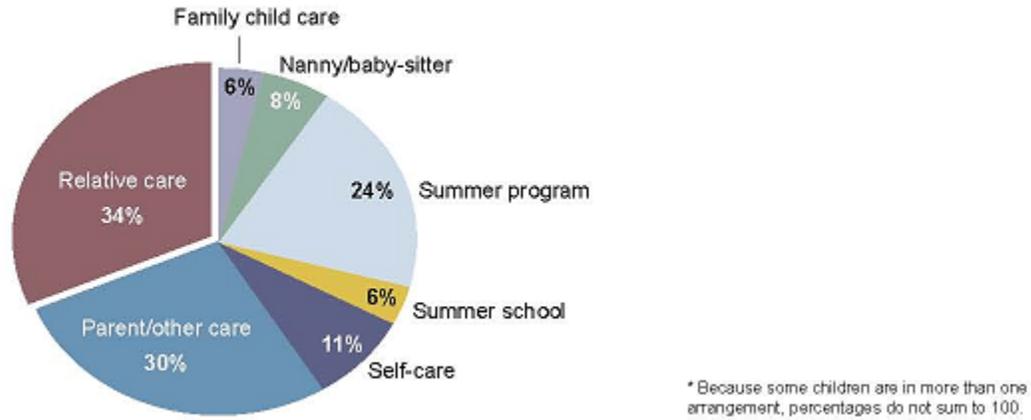


Source: *School-Age Child Care Arrangements*, Child Care and Early Education Research Connections, October 2006.

Exhibits 7 and 8 show child care arrangements for children during summer recess.

Exhibit 7

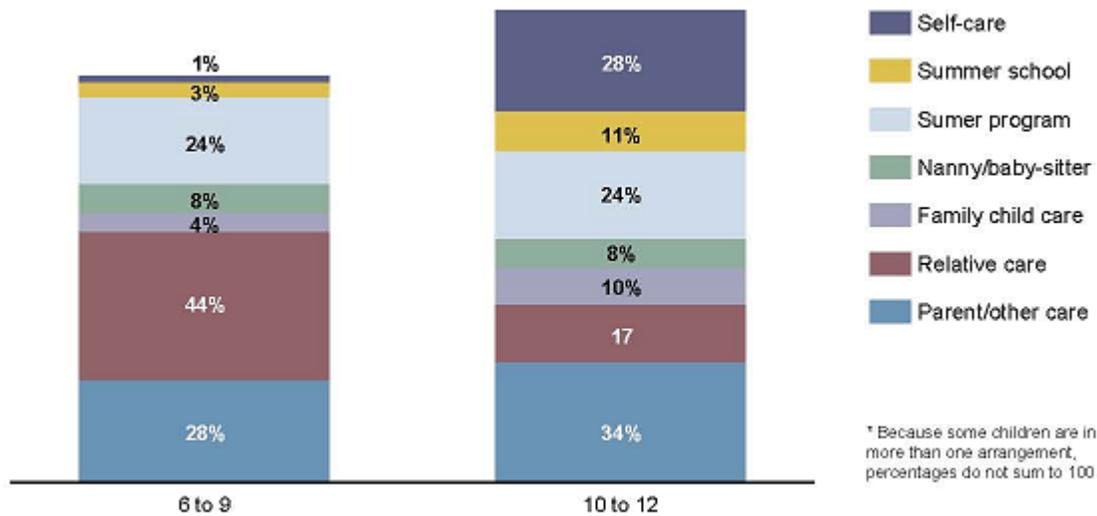
Children in Summer Arrangements by Type



Source: *School-Age Child Care Arrangements*, Child Care and Early Education Research Connections, October 2006.

Exhibit 8

Children in Summer Arrangements by Age



Source: *School-Age Child Care Arrangements*, Child Care and Early Education Research Connections, October 2006.

Beyond keeping children safe and supervised during nonschool hours, a growing body of research points to the important role that structured afterschool programs play in helping young people succeed both academically and socially. According to a 2002 analysis of Census data, 16 percent of children ages 5 to 14

regularly spend out-of-school time without adult supervision. Children who lack a safe, supervised afterschool activity may be at risk for a host of dangerous behaviors, including crime, smoking, drug use, and sexual behavior. Minority and low-income parents, in particular, report that they are unsatisfied with how their children spend out-of-school time, worry about how their children are occupying their time, and find it difficult to find interesting, age-appropriate, and affordable activities for their children.

While measures of the extent to which demand for afterschool programs exceeds supply vary widely (some studies have found programs with an abundance of underutilized slots, while some have found that only one slot exists for every three children desiring afterschool programs), a 2005 RAND analysis of surveys and polls, estimates, and enrollment and attendance data from studies done across the nation did reach one clear conclusion: the afterschool field needs more precise estimates of where and when the supply of programs fails to meet demand.⁸

The RAND report states, in part, that:

In exploring the assertions of unmet demand, we could find little solid proof that it exists and, if so, what its nature is. Studies making such claims base them largely on the total number of children not being served in formal programs, not on an assessment of real unmet demand. At best these claims should be couched in the frame of “total possible demand.” There was at least some evidence that many children are being cared for by relatives or others in their homes and do not choose, at least with the current offerings, to participate.

Furthermore, we found that programs that tracked enrollment and attendance are often undersubscribed and have low attendance.

We conclude that at this time it would be prudent of policymakers to be cautious about claims of broad unmet demand and the need to increase the quantity of slots and number of programs. Arriving at this conclusion will require a more formal assessment of what is being demanded and by whom, and what barriers to participation exist.

Our survey of child care providers in 14 sample counties found similar mixed options on the unmet need in Pennsylvania for additional afterschool programs. Of the 109 child care centers responding to our survey, 50 centers (46 percent) indicated that the need for afterschool programs in their community was being met; 35 centers (32 percent) indicated that the need was not being met; and 24 centers (22 percent) responded “did not know” (see Appendix B). The percentage of

⁸Susan Bodilly and M. K. Beckett, *Making Out-of-School Time Matter: Evidence for an Action Agenda* (Santa Monica, Calif.: RAND, 2005).

respondents indicating that the afterschool needs in their community were not being met was fairly uniform across centers serving urban, suburban, and rural districts. We should note that we did not survey parents or students, so their perceptions of whether there is an unmet need for afterschool programs might be quite different than the perspectives of the afterschool program providers.

As another measure of the potential unmet need for afterschool programs, the Pennsylvania Center for School and Communities reported that there are currently 200 organizations that have expressed interest in applying for a 21st CCLC Cohort 5 grant. The Pennsylvania Department of Education also noted that when they receive grant applications for a new cohort, the amounts requested always far exceed the available funding.

G. Some Areas of the Commonwealth Have Comprehensive Information Systems to Help Parents Find Afterschool Programs, But Most Do Not

Even in areas where afterschool programs exist, it can be difficult for parents to locate appropriate programs for their children. To help parents find afterschool programs, Philadelphia and Southwestern Pennsylvania, in particular, have developed comprehensive databases to facilitate such searches.

Philadelphia. The City of Philadelphia maintains a website (www.phillysos.org/progkeysearch.asp) which provides a comprehensive list of child care providers within the city of Philadelphia. The database lists 1,573 programs that provide some form of afterschool programming. These programs can then be filtered by zip code.

For example, a parent living in or near the 19126 zip code area, a 1.2 square mile area in North Philadelphia, could find listings for 15 different afterschool programs operating in that area code. Although the database does not indicate which, if any, of these programs has openings for new students, it does show what activities the programs offer. These activities include homework help, book clubs, chess clubs, foosball, ping-pong, drill team, music clubs, performing arts, computer literacy, and basketball and other sports. Many of these programs require no fee.

In addition to the City of Philadelphia, the After School Activities Partnership (ASAP) also maintains a website (www.phillyasap.org/home.aspx) where parents can search for afterschool programs by zip code. When we searched the 19126 zip code on the ASAP site, the ASAP database listed all the programs found on the City of Philadelphia website except one.

Southwestern Pennsylvania. Communities in southwestern Pennsylvania have a similar publicly accessible computer database of afterschool programs made available through the Southwestern PA Afterschool Resource Collaboration (SPARC). SPARC has gathered basic contact information as well as information on program type, grades/ages served, and some capacity information for over 500 providers operating over 1,500 programs in southwestern Pennsylvania. All of the information collected through this effort is available online at: www.swpaafterschool.org. The SPARC information can also be accessed through a portal at the Allegheny County Department of Human Services website (<http://humanservices.net/?keyword=after+school>).

Program offerings include arts and culture, career and workforce preparation, personal development, educational and academic support, and recreation and fitness. The website is easy to search by zip code and includes mapping, directions, and public transportation options. For example, we did a search on zip code 15110 (City of Duquesne) and found 13 afterschool programs within a three-mile radius of the City of Duquesne.

We also chose two rural townships at random (Gray Township in northwestern Greene County and Gilmore Township in southwestern Greene County) and found that the nearest afterschool program listed was 35.8 miles from Gray Township and 27.4 miles away from Gilmore Township.

The information available through the SPARC and Allegheny County websites is actively managed by 3 Rivers Connect (3rc) employees. To maintain current information, SPARC offers training to afterschool providers on how to enter and update their program information. Because transportation to programs is often a hurdle, SPARC undertook a major effort—which they report has been well-received—to provide information on directions and public transit options to the programs.

SPARC is a project of 3rc, a nonprofit agency based in Pittsburgh working in conjunction with the United Way of Allegheny County and the Allegheny County Department of Human Services. 3rc's mission is to help individuals, educators, and community leaders use information and technology to make the best possible decisions about the allocation of resources and delivery of services. 3rc is funded primarily through private foundation grants; they receive no state funding.

H. Afterschool Programs Have Had Difficulty Establishing Themselves as a Recognizable “System”

As discussed above, afterschool programs are supported by a wide variety of funding streams with different, though often related, purposes. As a result, afterschool programs, nationally as well as in the Commonwealth, have been slow to

build the type of physical, financial, and public support infrastructure that exists, for example, for early learning programs.

The Allegheny Partners for Out-of-School Time (APOST), a group of funders, afterschool intermediaries, and afterschool providers convened in 2007 by United Way of Allegheny County, has identified this “non-system” as a major impediment to affordable, high-quality aftercare programming. In particular, APOST noted that many organizations provide afterschool programs, including community-based groups, human services agencies, private companies, child care centers, schools, individuals, and others. In many communities, providers compete with each other and schools for resources and students.

APOST also cites two reports focusing on afterschool programs in Allegheny County, both of which reached the same conclusion that the region had a patchwork of programs with varying levels of capacity, quality, and access.⁹ Both reports recommend a commission be created to focus on developing a public-policy agenda and to create a plan for a comprehensive and coordinated system of afterschool programs in the Allegheny County region.

Although such a commission has not been created, APOST is attempting to at least partially fulfill that role by identifying best practices and organizing a set of benchmarking trips to several cities, school districts, and/or counties that have implemented nationally recognized afterschool systems. APOST is focusing on programs that could provide services for older youth, have innovative uses of data/evaluation, and spread services to encompass geographies beyond city boundaries. Efforts are also underway to consolidate data on afterschool programs via the Southwestern Pennsylvania Afterschool Resource Collaboration (SPARC).

The basic elements APOST believes should be incorporated into an Allegheny County afterschool system are shown in Exhibit 9.

⁹*Expanding the Promise: An Agenda for Nonschool-Hour Programs for Elementary School-Age Children in Allegheny County*, The Heinz Endowments, January 2000, and *Analysis of Non-School Hour Programs/Services in Allegheny County: Demand and Supply Considerations*, May 2004, Dewey and Kaye, Inc.

Basic Elements for an Allegheny County Afterschool

Quality

- A professional development system is in place that also provides technical assistance to increase capacity to meet standards of quality
- Clear, relevant, agreed-upon standards for programs developed where appropriate, recognizing the limitations and requirements of existing funding streams as necessary
- Data utilized for monitoring quality and impact

Access

- Accessible, appealing programs serve all youth
- Benefits of the afterschool system to youth are quantified and communicated
- Data utilized for monitoring quality and impact

Sustainability

- Communications strategy in place to clearly advance a public and policy agenda
- Governance intermediary with dedicated staff in place
- Dedicated funding secured from diverse sources
- Feasible level of activity in programs that can be sustained over time

Source: Allegheny Partners for Out-of-School Time.

The 2006 Pennsylvania Governor's Summit on Extra Learning Opportunities (ELO) also noted that ELO programs (which include afterschool programs) at the local, state, and national level have, for the most part, operated in relative isolation from each other. Summit participants noted that improvements are occurring in part as a result of efforts of the Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN), a statewide organization dedicated to promoting sustainable, high-quality afterschool and youth development projects. PSAYDN connects statewide, regional, and local partnerships to the technical resources needed to improve organizational capacity and advance state policies with regard to afterschool programming.

Collaboration With Schools, Churches, and Other Community Organizations. If the Commonwealth's afterschool programs are to evolve into a true "system," involvement and collaboration, particularly with school districts, but also churches and other community organizations, will be essential. Although we were not able to contact all of the Commonwealth's 501 school districts, we did contact several via telephone interviews and written questionnaires and reviewed information posted on school district web sites. As might be expected, we found that school districts varied widely in both their direct and indirect involvement with afterschool programs.

As noted previously, the Purchase Line School District has a close relationship to the Evergreen Boys and Girls Club, which operates a 21st Century Community Learning Centers program. The Erie School District also has a close relationship with the CHAMPS (Creating **H**ealthy **A**ctive **M**embers **P**lanning to **S**ucceed)

program, which provides afterschool care, 3 hours a day, 4 days a week, to over 700 students in grades 3 through 12 at fifteen elementary, middle, and high schools. CHAMPS also receives 21st CCLC funding. Similar collaborations exist in many other school districts, often through programs funded by 21st CCLC funding.

The 23 Beacon Centers in Philadelphia also have a close relationship to public schools; in fact they are located within public schools. The Beacon program is a research-based model first introduced in New York City and subsequently replicated in major cities throughout the nation. The long-term intent of the program is to improve community safety and outcomes for the children and families living there.

Beacon Centers are generally open from 3:00 p.m. to 8:00 p.m., five to six days each week during the school year and operate full-day programs during the summer. Each site serves approximately 300 children and youth per day, with programs also being available to adults and seniors. Services include:

Youth development activities:

- Academic enrichment and other academic supports
- Youth leadership, peer mentoring, and community service projects
- Recreational and cultural arts activities
- Job training and preparation

Family Support activities:

- Childcare and early enrichment
- Parenting classes and peer support groups (including groups for fathers and grandparents)
- Information and referrals (including employment and counseling)
- Community gatherings and cultural events

Additional activities and services as needed in the community:

- English as a second language classes
- Medical and mental health services
- Assistance with basic needs such as food, clothing, and housing.

To help promote such cooperation and collaboration between schools and afterschool programs, the National Association of Elementary School Principals developed a handbook entitled *Leading After-School Learning Communities: What Principals Should Know and Be Able To Do*. This handbook outlines six standards and strategies for principals to follow to develop and foster successful high-quality afterschool programs for their students.

Parochial and other private schools, as well as churches and other community organizations, also provide afterschool programs for their students and students in their communities. The BLAST After School Program is an example of a faith-based

organization that operates an afterschool program with close ties to community groups in its service area. BLAST receives funding from both the Pennsylvania Department of Education (a 21st Century CLC grant) and the Upper Darby School District to provide afterschool programs to students in the Upper Darby area.

The Commonwealth's Early Learning System. Some have cited the Commonwealth's early learning system as a potential model for an afterschool system. The early learning system, an early priority of the Rendell administration, is administered by the Office of Child Development and Early Learning's Bureau of Early Learning Services. This Bureau develops and implements standards for early learning programs and professionals to improve the quality of early learning for young children; provides financial supports and technical assistance for programs and professionals to improve quality; and provides family support programs to reduce risk and increase early learning opportunities for children.

The Commonwealth's Early Learning system also incorporates related programs and services such as Pennsylvania Pre-K Counts, Keystone STARS, state-funded Head Start, the Children's Trust Fund, Nurse Family Partnership, Parent-Child Home programs, and the TEACH scholarship program.

I. States Vary in Their Approach to Afterschool Program Funding and Planning

In 2007, the National Conference of State Legislatures surveyed the 50 states to determine state spending on expanded learning opportunities such as afterschool and summer learning programs.¹⁰ State legislative fiscal officers were asked to consider only those state-funded programs that operated approximately 12 or more hours per week outside traditional school time and were not single-focused activities, such as athletic or tutoring programs.

The NCSL survey found that in FY 2006, 27 states, including Pennsylvania, budgeted at least some state funds specifically for afterschool programs. California provided the largest amount by far, dedicating \$547.4 million to afterschool programs.¹¹ Other states with major grants-based programs for afterschool programs include New York (\$155.4 million), Illinois (\$30.7 million), New Jersey (\$15.6 million), and Tennessee (\$12.3 million). In contrast, Pennsylvania reported having budgeted \$480,000 in state funding specifically for afterschool programs.¹²

The NCSL paper also noted that many states, including Pennsylvania, include afterschool programs in a menu of eligible uses for funds set aside to serve a

¹⁰*State Funding for Expanded Learning Opportunities* by Jennifer Stedron and Daniel Thatcher, LegisBrief, August/September 2007.

¹¹In 2002, Californians passed Proposition 49 to increase the state's investment in after-school so that every elementary and middle school could access state funds for after-school programs.

¹²Does not include, for example, the state share of the Child Care Works program.

certain population of students (e.g., at-risk students). However, states generally do not track local use of these funds, which makes it difficult to determine the actual amount spent on afterschool programs.

Some states are attempting to develop a coordinated approach to afterschool programming. For example, in November 2007, The **Massachusetts** Special Commission on After School and Out of School Time issued a 160-page report calling for specific actions in five major areas:

- Increasing public awareness by creating a statewide public awareness campaign about the importance of afterschool programs in the development of children and youth.
- Providing information and increasing access by making it easier for parents to find out about afterschool programs statewide and for the state to collect more data that will help policymakers and funders better understand the need for afterschool programming across the Commonwealth.
- Promoting quality programs and a quality workforce through the creation of a professional development fund, the enhancement and coordination of existing regional technical assistance centers, the systemic exploration of compensation and benefits to reduce the high turn-over rate; and formalizing a set of competencies and program measures to achieve quality standards.
- Fostering partnerships and collaboration by creating public and private partnerships at state, regional and local levels to leverage existing revenue and resources already dedicated to this purpose. In particular the Special Commission calls for increased collaboration between schools and community-based organizations where school facilities, alternative transportation drop-offs and other strategies can be explored to increase access to quality afterschool program opportunities for children and youth.
- Sustaining the effort to ensure the afterschool field has the sustained resources, policies and partners to help provide a stable continuum of quality afterschool experiences for children and youth by maximizing all the federal, state, local and private revenue coming to Massachusetts. Other recommendations call for state agencies to work together to reduce the administrative barriers afterschool programs face when applying for funding.

Central to implementing these recommendations is the proposed creation of a Statewide Afterschool and Out-of-School Time Public and Private Coordinating Council to be comprised of senior leaders across a variety of disciplines. This group is to bring together representatives from state and municipal governments, public

safety, arts, libraries, parks and recreation departments, workforce development, business, higher education, private funders, youth, and other community leaders, to create a more unified and coordinated response to ensure that all Massachusetts' children and youth receive quality opportunities.

In **Washington**, the Superintendent of Public Instruction requested that various stakeholders from across the state develop a statewide afterschool plan for the Washington State Legislature. This report, entitled *Afterschool in Washington: A Smart, Strategic Investment*, was issued in 2005.

In developing this report, input was gathered from hundreds of Washington State child care professionals, afterschool program staff, school staff, parents, youth, and policy makers. Over 200 stakeholders participated in 23 focus groups, which were held in every region of the state. In addition, over 340 stakeholders completed an on-line survey. All participants shared their priorities for afterschool programs in developing the plan.

The report made the following four recommendations (stated verbatim):

1. Create fifty additional afterschool programs in Washington State to serve 9,000 additional kids. Funding toward this recommendation will provide safe, high quality after school programs that support academic achievement. New programs will be geared to serve groups who are currently underachieving in Washington's schools: children who are low income, of color, and immigrants and refugees.

2. To ensure high quality programs that support school success, provide training for and professional development of Washington's afterschool program staff. The number one factor necessary for quality afterschool programming is well-trained staff. Support for this recommendation will increase quality training programs, and provide scholarships for higher education to the people who are committed to a career of working with kids in afterschool programs. The 21st Century Community Learning Center program has shown that high-quality programs can help children and youth achieve academically, but only if staff have training and support.

3. Support statewide afterschool intermediary organizations to ensure economies of scale for supporting afterschool programs. Funding in this area will improve afterschool programs by supporting intermediary organizations that provide leadership, coordination, technical assistance, training, advocacy, and that help programs access all available funding streams.

4. Increase public awareness about the benefits of afterschool programs. Support for a public awareness campaign increases the chances that state investments will be matched by private and corporate funding and may contribute to citizen support for afterschool programs. Given the many compelling reasons for children and youth to participate, parents, schools, and policymakers need to understand the benefits of programs and the need for good afterschool programs for all young people.

Iowa's Blueprint for Afterschool was developed by the Iowa Afterschool Alliance, an organization comprised of both private sector and state government officials. The plan identifies five strategies (see Exhibit 10) to help ensure access to affordable, high-quality afterschool programs for Iowa children ages 5–17.

Exhibit 10

Iowa's Strategies for Ensuring Access to Affordable High-Quality Afterschool Programs

- Develop policies and sustainable funding to construct a statewide infrastructure that systemically strives to increase the accessibility and quality of afterschool programming.
This statewide system will engage leadership to spur changes in statewide policy, funding, administration, oversight, and quality outcomes.
- Ensure afterschool is community-driven.
It is important for afterschool programs to be designed and sustained by meeting the needs of the community in which it serves.
- Develop and implement common standards of quality.
As a larger statewide investment is made in afterschool programming, it is imperative for common standards of quality to be instituted to ensure that appropriate outcome measures are met.
- Promote effective collaboration and partnerships among stakeholders.
Local collaborations and partnerships can create opportunities for the highest quality programming at the lowest price: pooling resources and opportunities.
- Provide technical assistance and resources to communities, families, and afterschool programs.
Technical assistance should be offered to programs to promote program success and sustainability in the form of staff development, curriculum development, and quality and safety standards.

Source: The Iowa Afterschool Alliance's *Blueprint for Afterschool*, Summer 2008.

Michigan's plan for afterschool programming was developed in response to a House resolution (H.R. 26 of 2003) that created a task force co-chaired by the Michigan Department of Education and the Family Independence Agency. The task force found that afterschool programs play an invaluable role in positive youth development and identified five goals, along with corresponding objectives and actions, for the state to pursue. The goals are:

- Goal 1. Reinforce and extend existing public support for afterschool programs.
- Goal 2. Develop state structures and policies that support quality afterschool programming.
- Goal 3. Identify and facilitate access to sustainable funding mechanisms for existing afterschool programs.
- Goal 4. Ensure that all Michigan school-age children have access to a variety of quality afterschool programs that enhance physical, social, emotional and cognitive development.
- Goal 5. Alleviate afterschool childcare burdens of working parents and caregivers.

In spring 2006, the **Pennsylvania** Department of Education and the Governor's Office of Policy and Planning, in partnership with the National Governors Association, sponsored a summit of Extra Learning Opportunities (ELOs). ELOs were defined as before or afterschool programs or out-of-school-time programs that provide youth ages five to eighteen with supervised activities that promote learning and positive youth development.

The summit resulted in a 12-page document entitled *Leading For Learning: Creating A Vision for Extra Learning Opportunities in Pennsylvania*, which provides information on research findings and various strategies being used in Pennsylvania. The paper also identifies several challenges facing Pennsylvania's ELO programs, including identifying a stable source of funding, finding capable staffing, transportation, and maintaining high quality standards. The document, however, offers no specific plans, goals, or action steps for addressing these issues.

III. Appendices

APPENDIX A

House Resolution 2008-824

PRIOR PRINTER'S NO. 4047

PRINTER'S NO. 4124

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE RESOLUTION

No. 824 Session of 2008

INTRODUCED BY WHEATLEY, BISHOP, BRENNAN, CALTAGIRONE, COHEN,
FRANKEL, GINGRICH, GRUCELA, HERSHEY, JAMES, JOSEPHS,
KIRKLAND, KORTZ, KOTIK, KULA, LEVDANSKY, MELIO, MUNDY, MURT,
MYERS, PARKER, READSHAW, SCAVELLO, SIPTROTH, THOMAS,
YOUNGBLOOD, K. SMITH, HENNESSEY AND RUBLEY, JUNE 25, 2008

AS REPORTED FROM COMMITTEE ON CHILDREN AND YOUTH, HOUSE OF
REPRESENTATIVES, AS AMENDED, JUNE 30, 2008

A RESOLUTION

1 Directing the Legislative Budget and Finance Committee to
2 prepare a report on the availability of after-school
3 programming and the after-school needs of children and youth
4 in this Commonwealth.

5 WHEREAS, Nearly 1.8 million school-age children and youths in
6 this Commonwealth return from school to a home where each parent
7 and youth is absent due to employment outside the home; and <--

8 WHEREAS, These children spend an average of more than six
9 hours per week unsupervised after school; and

10 WHEREAS, According to the national report "America after 3
11 P.M.," 26% of youths not in after-school programs would be
12 likely to participate if an after-school program were available
13 in the community; and

14 WHEREAS, Just 8% of children in Pennsylvania working families
15 are in after-school programs, while 28% of children in
16 Pennsylvania working families are "latchkey kids" with no adult
17 supervision in the afternoon; and

Appendix A (Continued)

1 WHEREAS, After-school programs provide safe, challenging,
2 engaging and fun learning experiences to help children and youth
3 develop their academic, cultural, emotional, physical and social
4 skills; and

5 WHEREAS, Children and youth who regularly attend high-quality
6 after-school programs have better grades and conduct in school,
7 more academic and enrichment opportunities and better peer
8 relations and emotional adjustment; and

9 WHEREAS, Teens who do not participate in after-school
10 programs are also three times more likely to engage in risky
11 behavior, including drug and alcohol use, smoking and sexual
12 activity; and

13 WHEREAS, After-school programs are supported with private and
14 public funds, both Federal and State, including 21st Century
15 Community Learning Centers, subsidized child care, school-age
16 child care, work force investment boards, ELECT Student Works
17 and tutoring programs; therefore be it

18 RESOLVED, That the House of Representatives direct the
19 Legislative Budget and Finance Committee to prepare a report on
20 the after-school needs of children and youth in this
21 Commonwealth; and be it further

22 RESOLVED, That the report assess the after-school
23 opportunities for children and youth and their families and
24 include:

25 (1) A review of the availability, types and locations of
26 after-school programs across this Commonwealth.

27 (2) Geographical gaps where there are not available,
28 affordable and accessible after-school programs for children
29 and youth across this Commonwealth.

30 (3) Statistical information on the number of children and

Appendix A (Continued)

1 youths currently being served in after-school programs.

2 (4) The cost per child to provide various types of high-
3 quality after-school programming.

4 (5) The extent to which public funding is available by
5 funding stream for after-school programming.

6 (6) The extent to which private funding, both parent fees
7 and corporate and foundation grants, are available for after-
8 school programs;

9 and be it further

10 RESOLVED, That the Legislative Budget and Finance Committee
11 report its findings and recommendations to the Children and
12 Youth Committee of the House of Representatives and the
13 Appropriations Committee of the House of Representatives no
14 later than 12 months after adoption of this resolution.

APPENDIX B

LB&FC Questionnaire to Child Care Centers and Responses

(Responses Are Underlined)

Legislative Budget and Finance Committee
PO Box 8737
Harrisburg PA 17105-8737

Phone (717) 783-1600
Fax (717) 787-5487
info@lbfc.legis.state.pa.us

Legislative Budget and Finance Committee – After School Programs Questionnaire for Child Care Centers

House Resolution 824 calls on our Committee to conduct a study of the availability and affordability of after-school programs in the Commonwealth. As part of that study, we would appreciate your completing the following questionnaire and mailing (or faxing) it back to us by **January 30, 2009**.

1. Does your Center operate an after-school (not just pre-school) program? 92-Yes 21-No

If yes,

a. What age groups do you serve (check all that apply):

90-Young elementary (K-3rd) 80-Older elementary (4-5th) 30-Middle School 3-High School

b. How many students does your after-school program serve? 32 (average) What is the weekly cost to parents for after-school care? \$77.53 (average) per student per week

c. About what percent of your after-school students receive subsidized care? 47.32% (average)

d. Does your after-school program have a waiting list? 23-Yes 67-No

e. How do your after-school students get to your Center:

52-School bus drops off 34-Center picks up 22-Parents are responsible

f. Is your program located in a: 21-public school 15-private/charter school 14-church 47-other

g. Is your facility enrolled in Keystone STARS? 70-Yes 21-No

h. Do you receive any corporate or private foundation grants to help run your after-school program? 7-Yes 80-No If yes, are these grants a 1 minor or 3 major source of funding?

i. Does your program operate during the summer? 87-Yes 2-No If yes, what age groups do you serve during the summer? 85-Elementary 37-Middle School 3-High School

2. Do you think the need for after-school programs in your community is generally being met?

50-Yes 35-No 24-Don't know If no, what are the major barriers to providing such care?

See report text for sample comments.

3. Would you like to make additional comments regarding the availability and affordability of after-school care in the Commonwealth (attach additional page if necessary)?

See report text for sample comments.

Name of Facility _____ County _____ Phone No. _____

APPENDIX C

Federal Funding Sources for Out-of-School Time Programs

Education

21st Century Community Learning Centers
Title I
Title I: Supplemental Education Services
Safe and Drug Free
Safe School and Healthy Students
Perkins

Community Service

Corporation for National Service
AmeriCorp

Agriculture

U.S. Department of Agriculture/National School Lunch Program

Community Development

Community Development Block Grant

Health and Human Services

Child Care and Development Fund
Substance Abuse and Mental Health Services Administration
Temporary Assistance for Needy Families

Labor

Work Study

Juvenile Justice

Juvenile Justice
Juvenile Accountability
Weed and Seed

Housing

YouthBuild
Title XX

Source: *Snapshots of Sustainability: Profiles of Successful Strategies for Financing Out-of-School Time Program*, The Finance Project, September 2007.