



ALABAMA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

- Community Education Extended-Day Program.** The primary purpose of this program is to open public school buildings for youth programming during extended hours and beyond the school year. Program goals vary among the 270 program sites, but include educational enrichment and services for working parents. Extended-Day also supports existing character enrichment programs such as Boy and Girl Scouts and 4-H. By using high school and college students as teacher aides, the program offers these older students training and career development opportunities. The program is administered by the Alabama Department of Education in partnership with local schools, parks and recreation offices, and the cooperative extension system. Extended Day’s total funding of over \$5 million comes from federal, state, and local funding streams, as well as parent fees.
- After School Alabama.** Housed at the Program for Rural Services and Research at the University of Alabama, After School Alabama (ASA) provides technical assistance to community groups and organizations that maintain or establish quality afterschool programs. With initial funding from the Alabama Department of Economic and Community Affairs (ADECA) in 2001, ASA’s first project was to research afterschool programs throughout the state. Its study found that demand for quality programs exceeds supply in Alabama, especially in rural areas. ASA received additional funding from ADECA in 2002 to design and implement model programs that will provide guidance for implementing and maintaining quality afterschool programs. The project hosts workshops and maintains a website to disseminate informa-

Quick Facts

Demographics

Total population:4,447,100

Number of children
ages 5-12:510,699

Percent of population:11%

Percent of students eligible
for free and reduced-price
lunch:48.7%

Percent of K-12 students in Title I
“Schoolwide” schools:36%

For more demographic information, visit <http://nccic.org/state/data/statepro/alabama.html>

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Alabama Department of Human Resources

Total estimated FFY03
federal and state
CCDF funds:\$97,284,776

FFY03 total federal
share:\$80,898,967

FFY03 state MOE plus
match:.....\$16,385,809

FFY03 School Age & Resource
and Referral Earmark: ..\$361,916

FFY02 Total Quality
Expenditures:\$11,350,168

Percent of children receiving
CCDF subsidies who are
ages 5-12:34.6%



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



tion to agencies, child advocacy groups, and policymakers. After School Alabama is currently partnering with the state Department of Education and the Alabama Cooperative Extension Service to develop a statewide afterschool network.

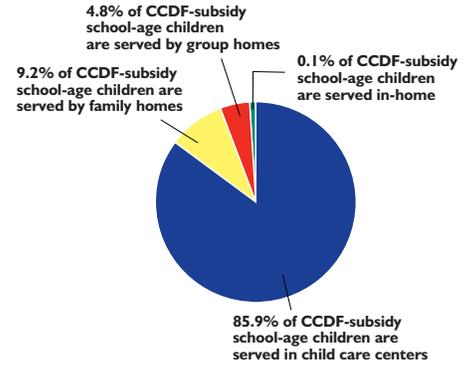
For more information, see: <http://www.prsr.ua.edu/afterschool/about.html>

Notable Local Initiatives

- ▶ **Birmingham Community Education.** Community Education has been an integral component of the City of Birmingham since the 1970s. Community Education has several related goals: to provide community residents with lifelong learning opportunities; to cooperate with other community agencies to provide health, education, cultural, and recreational opportunities at accessible central locations; and to involve the community in the education process. Cooperative arrangements with city agencies help each community education center provide an array of services on site during the afterschool hours and address issues such as illiteracy, unemployment, substance abuse, teen pregnancy, and homelessness. Advisory Councils at each of the city's 18 sites feed into a citywide council that helps the school district set policy and direction for the initiative. The Birmingham Mayor and City Council provide two-thirds of the program cost through the city's general fund budget. The Birmingham Board of Education provides one-third.
- ▶ **Mobile TEEN Center.** In 1997, the Mobile, Alabama, Health Department was awarded a U.S. Department of Health and Human Services Healthy Start grant to open an adolescent resource center, the Mobile TEEN Center, with the goal of reducing violence, drug abuse, and other risky behaviors leading to infant mortality among babies born to teenagers. The TEEN Center is a multifaceted one-stop center offering services including case management, family support, home visitations, mentoring, academic enhancement, counseling, medical clinics, GED classes, and teen summits. The school system refers students to the TEEN Center on a regular basis to deal with risky behaviors. In 2000, the evaluator of the TEEN Center along with 12 other community members partnered with the school system to write a 21st Century Community Learning Centers grant using needs assessment data about risky behaviors. This data continues to be used by the TEEN Center to help focus service delivery and to evaluate progress in risk reduction efforts.

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

“Resource and referral and school-age” earmark:

A collaboration between the Department of Human Resources and the Department of Education may grant school-age earmark funds to local education agencies to provide a statewide program for school-age care in public schools.

Other quality activities:

Funds can be used to increase school-age activities at both before- and afterschool programs.

• Provider Reimbursement Rates and Family Copayments

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

Maximum rate for center-based school-age category: ..\$83.00/week

Notes: Rates vary by region. Rates for Birmingham given.

Standardized monthly center-based school-age rate\$166

Is “time in care” a factor in determining family copayment for school-age care?No

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF:\$24,742,924

FFY02 TANF direct spending on child care:\$20,816,443

Statewide Organizations

National AfterSchool Association Affiliate:

Not Available

Statewide Child Care Resource & Referral Network:

Alabama Child Care Network
 c/o Family Guidance Center
 1230 Perry Hill Road
 Montgomery, AL 36109
 Phone: 334-270-4100 x 227
 Fax: 334-270-4216

Other statewide organizations:

Alabama Community Education Association
 Derrell Morrison, President
 Birmingham City Schools
 205-231-5839
 comedeast@bham.rr.com

Additional Resources

State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:

http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Program Licensing and Accreditation Policies

Are there separate school-age licensing standards?No

Are school-operated programs exempt from licensing standards?Yes

Ratio of children to adults in school-age centers:

5 years16:1
 6 years & over20:1

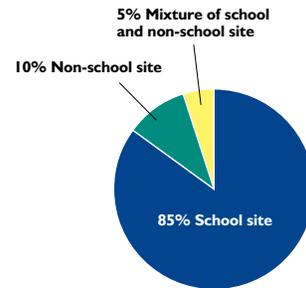
Number of National AfterSchool Association (NAA) accredited programs:4

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount:\$4,543,745

Applications funded:30

Program locations:



Licensing required?

Yes, for non-school-based programs.

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.