



ILLINOIS

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

► **Legislative Initiative.** In 2001, a task force mandated by the state legislature and co-chaired by the Superintendent of Education and Secretary of Human Services was charged with conducting an assessment of afterschool services in Illinois, including identification of the number of children and youth served in afterschool programs in the state; the number and location of children and youth who need but are not served by afterschool programs; and the various funding streams that currently support afterschool programs. The task force presented a comprehensive and strategic plan to the legislature in November 2002.

Highlighted recommendations included:

- Create a comprehensive system of out-of-school time services across the state.
- Develop common procedures among state agencies with a focus on youth for training, credentialing, meeting fiscal and programmatic reporting requirements, and evaluating programs.
- Build a system to disseminate information on best practices and outcome measures, link programs, and increase community capacity to provide needs assessment, training, service delivery, and evaluation.
- Expand public funding, coordinate state and federal funding, develop strategies to increase private, local, and foundation support.
- Require publicly funded programs to meet outcomes that support the stated goals for programs.

Quick Facts

Demographics

Total population:12,419,293

Number of children ages 5-12:1,486,657

Percent of population:12%

Percent of students eligible for free and reduced-price lunch:35.2%

Percent of K-12 students in Title I “Schoolwide” schools:24.9%

For more demographic information, visit <http://www.nccic.org/statedata/statepro/illinois.html>.

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Department of Human Services

Total estimated FFY03 federal and state CCDF funds: \$329,780,118

FFY03 total federal share:\$204,444,437

FFY03 state MOE plus match:\$125,335,681

School-Age & Resource and Referral Earmark:\$687,085

FFY02 Total Quality Expenditures:\$29,033,404

Percent of children receiving CCDF subsidies who are ages 5-12:53.4%



Read the Illinois After-school Task Force report at http://www.hmcdesign.com/icvp/icvp_report_4pdf.pdf.

▶ **Illinois Afterschool Partnership.** In 2003, the Mott Foundation awarded a grant to the Illinois Center for Violence Prevention to establish and sustain a statewide network to support afterschool programs in Illinois. Co-chaired by the Illinois Department of Human Services and the Illinois State Board of Education, the Illinois Afterschool Partnership is a statewide coalition of public and private entities with a vested interest in afterschool. The Partnership is working to implement the recommendations of the Illinois Afterschool Initiative Task Force, to build relationships with the private sector to increase their support of out-of-school time programs, and to involve parents and youth in strengthening the out-of-school time system. Workgroups have been established for capacity building, policy, and outcome measures.

Illinois Governor Rod Blagojevich received an award from the National Governors Association Center for Best Practices, with funds from the C.S. Mott Foundation and the Wallace Foundation, to hold a statewide summit on extra learning opportunities. The Partnership is working closely with the governor’s office to plan and implement the summit, which aims to convene and engage a range of state and local partners to devise a shared agenda for improving the quantity and quality of afterschool programs.

For more information, see <http://www.icvp.org/afterschool.asp>.

▶ **Teen REACH** The Department of Human Services administers and funds the Teen REACH program at \$19 million annually. Teen REACH provides structured activities for teens during nonschool hours to prevent their involvement in gangs, alcohol and drug use, sexual activity, teen pregnancy, and other problems. The program was originally funded with federal TANF funds and is currently operating with state general funds. Teen REACH targets youth ages 6 to 17 who live in Illinois’ most needy communities and come from families receiving public assistance.

For more information, see <http://www.dhs.state.il.us/chp/op/CYP/teenReach.asp>.

▶ **Bridges for Learning.** The Illinois State Board of Education administers the Summer Bridges program, an extended learning program designed to improve the reading, writing, and mathematics skills of students from pre-kindergarten through grade 6 in districts where a significant number of students do not meet state learning standards. The bulk of the program’s funding, \$26 million, is from state funds, and the remainder, \$6 million, is federal funding. Districts provide a local contribution and agree to integrate the summer bridges literacy framework into the regular school year.

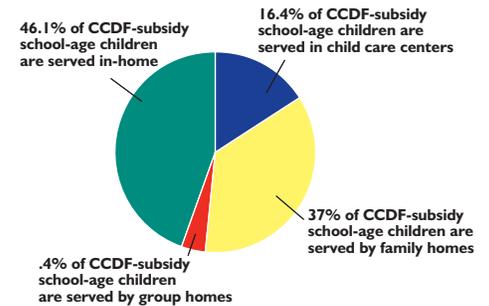
For more information, see <http://www.isbe.state.il.us/sos/htmls/summerbridges.htm>.

Notable Local Initiatives

- ▶ In Chicago, approximately 400,000 youth participated in out-of-school time activities administered by several city departments, ranging from the **Chicago Park District** to the **Chicago Department of Human Services**. The city is also spearheading an effort to improve the quality of activities for youth and track the programs available in the city’s neighborhoods.
- ▶ In 2000, Chicago’s First Lady, Maggie Daley, brought together representatives from the Chicago Public Schools, the Park District, and the Public Library to create **After School Matters**, a network of afterschool activities that offers paid “apprenticeships” in such fields as sports, arts, and communication. The apprenticeships often lead to regular or part-time

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

“Resource and referral and school-age” earmark:

The Department of Human Resources contracts with the school-age provider association to offer training, technical assistance, and networking opportunities.

Other quality activities:

Funds may be used to support the Making the Most of Out-of-School Time (MOST) Project and the Illinois School-Age Child Care Network.

• Provider Reimbursement Rates and Family Copayments

Label assigned by state for school-age rate

category:2 1/2 and older

Maximum rate for center-based school-age category:\$24.34/day
\$12.17/part day

Notes: Rates vary by groups of counties. Rates for Group IA Counties are given.

Standardized monthly center-based school-age rate\$243

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:\$0

FFY02 TANF direct spending on child care:\$141,605,285

summer jobs. A related program, also sponsored by the three city bureaucracies, provides open recreation with adult supervision.

- ▶ In 1989, representatives from the Day Care Action Council of Illinois, Chicago Department of Human Resources, and the University of Illinois Cooperative Extension Service joined together to parent the new **Illinois School-Age Child Care Network**. Today, the 200+ member Illinois School-Age Child Care Network, an affiliate of the National AfterSchool Association, represents school districts, park districts, YMCA/YWCA, day care centers, and other youth-serving organizations throughout Illinois.
- ▶ The **Northern Illinois Collaboration**, a group of large employers based in northern Cook County and Lake County have pooled their resources to expand the child care and out-of-school-time opportunities available to their employees. The employers involved in the collaboration include Hewitt Associates, Baxter, Allstate, Discover Financial Services, Kraft, and Abbott Laboratories. Members of this group have supported programs run by the YMCA of Lake County, including professional development for in-home child care providers and a 10-week summer program for early adolescents.

Statewide Organizations

National AfterSchool Association Affiliate:

Illinois School-Age Child Care Network
207 W. Jefferson, Suite 301
Bloomington, IL 61701
Phone: 800-649-1766 x13
Web: <http://www.isaccn.org>

Statewide Child Care Resource & Referral Network:

Illinois Network of Child Care Resource & Referral Agencies
207 W. Jefferson
Suite 504
Bloomington, IL 61701
Phone: 800-649-1994
Web: <http://www.ilchildcare.org>

Illinois Afterschool Partnership:

Illinois Center for Violence Prevention
220 South State St., Suite 1215
Chicago, IL 60604
Phone: 312-986-9200
Web: <http://www.icvp.org/afterschool.asp>

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?Yes

Are school-operated programs exempt from licensing standards?Yes

Ratio of children to adults in school-age centers:

Age 5 & up20:1

Age 6 & up in centers only30:2

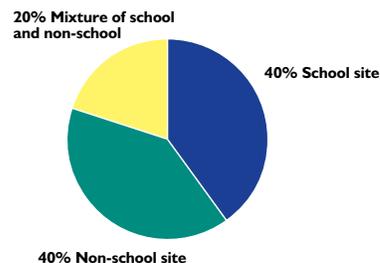
Number of National AfterSchool Association (NAA) accredited programs:13

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount:\$12,520,691

Applications funded:35

Program locations:



Licensing required?No

Additional information about 21st CCLC:

As of October 2003, Illinois has awarded five year grants to 54 applicants serving 104 high-priority schools.

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.