



MISSISSIPPI

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

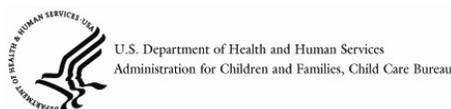
Statewide Initiatives

▶ **The Core Arts Initiative.** The Core Arts Initiative supports arts programs at sites ranging from juvenile detention centers to communitybased afterschool and summer programs. Programs use the arts as a tool to decrease incidences of violence and recidivism, increase school attendance, and provide positive experiences with adult mentors. The Core Arts Initiative received \$150,000 from the Mississippi Arts Commission in 2004, with a one-to-one matching requirement from individual sites. Currently, the Commission operates active programs at six sites statewide.

For more information, see www.arts.state.ms.us/grants_abcd_corearts.html

▶ **Support Our Students (SOS).** Support Our Students was established in 1995 to provide high quality afterschool mentoring activities and related services for at-risk children in grades K-9. Specific objectives of SOS include reducing the number of children who are unsupervised afterschool and may engage in juvenile crime in local communities; recruiting community volunteers to provide positive adult role models and supervise afterschool activities; improving the academic performance of participating students; and meeting their physical, intellectual, emotional, and social needs. The program is administered by the State Department of Education and served approximately 1,000 children at 21 sites during the 2003-2004 school year.

For more information, see www.mde.k12.ms.us/ACAD/ID/AltEd/AltEd.htm



Quick Facts

Demographics

Total population:	2,910,540
Number of children ages 5-12:	328,547
Percent of population:	11.3%
Percent of students eligible for free and reduced-price lunch:	69.5%
Percent of K-12 students in Title I “Schoolwide” schools:	61.6%

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

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency: Mississippi Department of Human Services, Office for Children and Youth

Total FFY06 federal and state CCDF funds:	\$62,882,256
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FFY06 total federal share:	\$55,743,653
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FFY06 state MOE plus match:	\$7,138,603
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FFY06 School Age & Resource and Referral Targeted Funds:	\$280,453
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FFY06 Tribal CCDF Allocation:	\$501,043
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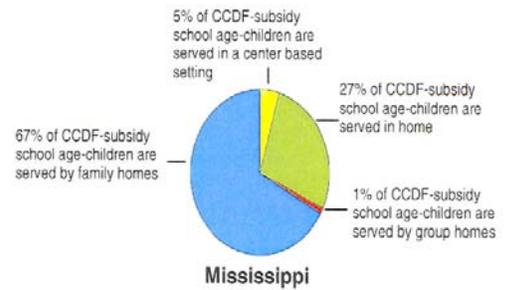
FFY05 Total Quality Expenditures:	\$6,233,088
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Percent of children receiving CCDF subsidies who are ages 5-12:	45.0%
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- ▶ **Quitman County Development Organization.** In response to this rural county's lack of extra-curricular activities, the Quitman County Development Organization partnered with local schools to create a youth credit union, develop a community convenience store, and perform on-site workshops and "saving days" with children who cannot travel to the credit union site. Youth from the community operate the credit union and convenience store and participate in financial literacy training. In addition, participants conduct financial workshops for other children and youth at area schools.
- ▶ **Mid South Promise Partnership.** Since 1998, the Foundation for the Mid South has partnered with the Mississippi Commission for Volunteer Service to ensure that every child in Issaquena and Washington counties has access to a caring adult, a safe place outside school, a healthy start, a marketable skill, and an opportunity to give back to the community. In these counties, AmeriCorps members are working to increase volunteer efforts serving youth in these areas. A Youth in Philanthropy project is working to help area youth better understand the nonprofit sector and get involved in serving their communities.

Quick Facts (continued)

• Settings



• Uses of CCDF Targeted Funds and Quality Dollars for Afterschool

"Resource and referral and school-age" targeted funds:

Funds may be used by the Office for Children and Youth to provide a Summer Child Care Program for school-age children.

Other quality activities:

Data not available

• Provider Reimbursement Rates

Label assigned by state for school-age rate category:.....5-13 years

Maximum rate for center-based school-age category: \$76.00/week

Notes: Two tiers exist. Rates for Tier 1 given.

Standardized monthly center-based school-age rate: \$180

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

Temporary Assistance for Needy Families (TANF) and Child Care

FFY05 state TANF transfer to CCDF:\$19,524,027

FFY05 TANF direct spending on child care:\$1,791,641

Statewide Organizations

National AfterSchool Association Affiliate:

Not available

Statewide Child Care Resource & Referral Network:

Mississippi Forum on Children & Families, Inc.
737 North President Street
Jackson, MS 39202
Phone: 601-355-4911
Fax: 601-355-4813
Web: www.mfcf.org

Additional Resources

State Child Care Administrators:

<http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf>

State TANF Contacts:

<http://www.acf.hhs.gov/programs/ofa/tanf-dir.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 licensing standards governing the care of school-age children? No

Are there specialized requirements for center-based care for school-age children?.....Yes

Ratio of children to adults in school-age centers:
5-9 years 20:1; 10 years and over 25:1

Number of National AfterSchool Association (NAA) accredited programs: 2

21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant amount:\$12,265,497

Most recent competition: July 2004

Applications funded: 34

Total first year grant awards:\$5,520,314

Fiscal agent type:
73.5% school district
26.5% other

Licensing required? No

Notes and Sources

Demographics

Total population: *Annual Estimates of the Population for the United States and States, and for Puerto Rico: April 1, 2000 to July 1, 2006*, U.S. Census Bureau.

Number of children ages 5-12: *Estimates of the Resident Population by Single-Year of Age and Sex for the United States and States: July 1, 2006*, U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Percent of K-12 students in Title I "schoolwide" schools: *Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data: School Year 2005-06*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

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

FFY06 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY06 Tribal CCDF Allocation: Federal CCDF Funds are awarded directly to Federally-recognized Indian Tribes.

FFY05 total quality expenditures: This data includes FY05 and prior year funds expended for quality from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under targeted funds for infant and toddler, school-age care and resource and referral. This figure provides information obtained from state financial reports submitted for FY05.

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

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

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2006-2007. State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Separate subsidy rates for part-time vs. full time and Tiered Reimbursement Rate Systems: U.S. Department of Health and Human Services. Child Care Bureau. Report of State Plans FY2006-2007.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY05 that were awarded in FY05 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

States with separate school-age licensing standards and states with specialized requirements for child care centers serving school-age children: National Association for Regulatory Administration, 2005 Child Care Licensing Study, available at <http://www.nara.affiniscape.com/displaycommon.cfm?an=1&subarticleid=104>.

Ratio of children to adults in school-age setting: Data from the National Child Care Information Center (NCCIC), available at: <http://nccic.acf.hhs.gov>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, March 2007, available at: <http://www.naaweb.org>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds flow to states based on their share of Title I, Part A funds. States use their allocations to make competitive awards to eligible entities. Data from the U.S. Department of Education 21st Century Community Learning Centers Office and the 21st CCLC Profile and Performance Information Collection System.

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

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

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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.