



# MONTANA

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

► **Montana Afterschool Network.** Montana has convened the Montana Afterschool Network to include a broad range of stakeholders representing state agencies, licensed child care centers, school-based and school-linked afterschool programs, youth development organizations, and mentoring and prevention programs. The project is supported by a three-year grant from the C. S. Mott Foundation with matching funds from the First Interstate Bank Foundation, Homer A. and Mildred S. Scott Foundation, Dennis & Phyllis Washington Foundation, Montana Department of Public Health & Human Services, and Montana Office of Public Instruction. Building on goals set during a 2004 National Governors Association Extra Learning Opportunities Summit, the Montana Afterschool Network has designated three high-priority areas of activity: 1) Develop state level leadership for afterschool issues; 2) Create a common advocacy message; and 3) Work locally through existing afterschool and youth support networks. The three-year project is coordinated by the Montana Child Care Resource and Referral Network. Establishment of the Montana Afterschool Network builds on previous work accomplished with resources from the Child Care and Development Fund school-age targeted funds that provided a database of over 700 afterschool programs and community stakeholders, annual afterschool supply and demand mapping, afterschool training opportunities, and a statewide afterschool informational newsletter.

For more information, visit <http://www.mtafterschool.org>



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



## Quick Facts

### Demographics

Total population:	944,632
Number of children ages 5-12:	92,647
Percent of population:	9.8%
Percent of students eligible for free and reduced-price lunch:	34.5%
Percent of K-12 students in Title I “Schoolwide” schools:	19.8%

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

### Child Care and Development Fund (CCDF)

#### • CCDF Administrative Overview

**Administering agency:**  
Montana Department of Public Health and Human Services, Human and Community Services Division

**Total FFY06 federal and state CCDF funds:** \$16,650,700

**FFY06 total federal share:** \$13,437,468

**FFY06 state MOE plus match:** \$3,213,232

**FFY06 School Age & Resource and Referral Targeted Funds:** \$49,519

**FFY06 Tribal CCDF Allocation:** \$3,182,025

**FFY05 Total Quality Expenditures:** \$1,933,642

**Percent of children receiving CCDF subsidies who are ages 5-12:** 39.6%

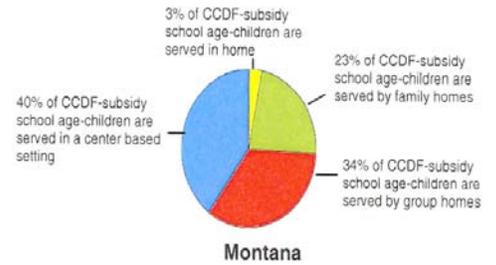
- ▶ **Montana Out-of-School Time (MOST) Grants.** The Montana Department of Public Health and Human Services made program grants of \$5,000 or less to over 60 afterschool programs statewide in state fiscal year 2005. The \$375,000 MOST grant fund was funded by TANF direct funds. Grant funds could be used for program improvements or operations and were available to the full spectrum of afterschool programs, including licensed centers, school-based, youth development, and mentoring programs). The MOST grants are seen as a means to deliver child care subsidy support to legally unlicensed afterschool programs that do not charge daily fees.
- ▶ **Afterschool Systems-Building.** Last year the steering committee of the Montana Afterschool Network highlighted areas of activity that could be better coordinated between existing systems. These include data collection, staff training, curriculum development, and community collaboration. This year Network staff have worked to bridge state systems through inclusive data mapping of afterschool supply and demand, shared training of program staff and directors, and development of a survey to identify areas of program-defined need and best practice.
- ▶ **Afterschool Supply and Demand Mapping.** The Montana Afterschool Network collected data on the percentage of children ages 5 to 12 enrolled in public school with working parents who could be served on a daily basis by an afterschool program from September 2004 through June 2005. These data are a snapshot of daily capacity rather than annual enrollment. The maps demonstrated an overall capacity to serve 15.60% of children needing care statewide, up slightly from 13.74% in 2004. 21st Century Community Learning Center programs have dramatically improved afterschool capacity in rural and low income communities over the past three years. While licensed exempt programs continue to grow, licensed afterschool programs demonstrate a slow decline. Eighteen extremely rural counties documented no daily afterschool opportunities; however, afterschool needs in these areas may be mitigated by full day, evening, weekend, holiday or summer programs whose numbers are not included in this survey.

## Notable Local Initiatives

- ▶ **The Flagship Project** is a community-school partnership that provides skill building, non-school hour activities to K-12 students at nine Missoula schools. Flagship's mission it to reinforce the social, academic and cultural achievement of Missoula's youth. Programs are provided free of charge to students and families. Youth Development Coordinators, in collaboration with nearly 30 community "partner" organizations, arrange for an array of activities for students to choose from such as youth theater, art classes, sports, job shadowing, and community activities. Last year, 4,000 students participated in nearly 600 different Flagship activities. During that time, over 14,000 hours of volunteer time was recorded. The Flagship Project was a recipient of the Montana Department of Public Health and Human Services Montana Out-of-School Time (MOST) grants, funded by TANF funds.
- ▶ **Raising Our Community Kids Safely (ROCKS)** Afterschool Program is a licensed afterschool program in Miles City. ROCKS was founded in 1999 when the local Retired Senior Volunteer Program (R.S.V.P.) Director recognized the need for an afterschool program and secured an AmeriCorps VISTA placement

## Quick Facts (continued)

### • Settings



### • Uses of CCDF Targeted Funds and Quality Dollars for Afterschool

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

The school-age quality targeted funds may be used for staffing and operating expenses for Montana Child Care Resource and Referral core services, including publication of MCCR&R's annual Afterschool Supply & Demand Maps, a bi-annual newsletter, e-mail updates to the field, and an afterschool website.

*Other quality activities:*  
Data Not Available

### • Provider Reimbursement Rates

*Label assigned by state for school-age rate category:* ..... Age 2+

*Maximum rate for center-based school-age category:* .....\$17.25/day

*Notes:* Rates vary by CCR&R district. Rates for Billings District given.

*Standardized monthly center-based school-age rate* ..... \$320

*Are separate subsidy rates offered for part-time and full-time care?.....No*

**Tiered Reimbursement Rate System:** Montana has a tiered reimbursement program that increases subsidy rates for child care providers that have obtained a one- or two-star quality rating.

to be the program's coordinator. Now in its fifth year, ROCKS serves five elementary schools at a centrally located site, offering both school-year and summer programming. The program receives strong community volunteer support and local media coverage. ROCKS won Honorable Mention in the Community College Innovation Award in the May 2003 issue of College Planning & Management magazine for its partnership with Miles City Community College and was a recipient of a Montana Department of Public Health and Human Services Montana Out-of-School Time (MOST) grant.

## Statewide Organizations

**National AfterSchool Association Affiliate:**  
Not Available

**Statewide Child Care Resource & Referral Network:**  
Montana Child Care Resource and Referral Network  
127 East Main Street, Suite 217  
Missoula, MT 59802  
Phone: 406-549-1028  
Web: <http://www.montanachildcare.org>

**Statewide Afterschool Network:**  
Montana Afterschool Network  
127 East Maine St., Suite 217  
Missoula, Montana 59802  
Phone: 406-549-1186  
Web: <http://www.mtafterschool.com/>

## 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)

### Temporary Assistance for Needy Families (TANF) and Child Care

FFY05 state TANF transfer to CCDF: .....\$1,864,574

FFY05 TANF direct spending on child care: ..... \$0

### 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 years 10:1; 6 years and over 14:1

Number of National AfterSchool Association (NAA) accredited programs...1

### 21st Century Community Learning Centers (21st CCLC)

FY06 state formula grant amount: .....\$4,807,715

Most recent competition: July 2004

Applications funded: ..... 16

Total first year grant awards: .....\$1,855,000

Fiscal agent type:  
93.8% school district  
6.3% 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 21<sup>st</sup> 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.

## Contact Us:

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### National Governors Association

Center for Best Practices  
444 North Capitol Street, NW  
Washington, DC 20001  
Phone: 202-624-5300  
Web: [www.nga.org](http://www.nga.org)

*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.*