



OHIO

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

► **Ohio’s Out-of-School Time Project.** The Out-of-School Time Project is a statewide network to support afterschool initiatives funded by Child Care and Development Fund quality dollars through a collaboration between the Ohio Department of Job and Family Services and the Ohio Department of Education. The Project, implemented by the Ohio Child Care Resource and Referral Agencies, provides professional development training and technical assistance to out-of-school time programs throughout Ohio. In 2003, over 800 trainings were offered to 7,000 providers across the state.

For more information, see www.outofschooltime.org/index.html

► **Statewide Afterschool Network.** In 2003, Ohio began a three-year project funded by the C.S. Mott Foundation to establish a Statewide Afterschool Network that would increase and improve the state’s commitment to student learning and youth development. The network serves as a vehicle to bring together a number of systems and stakeholders, including policymakers, educators, parents, and service providers. The main objectives of the project are to

- Increase the quantity and quality of programs;
- Eliminate duplication and gaps in service;
- Provide technical assistance for providers;
- Create a system to share best practices;

Quick Facts

Demographics

Total population:11,353,140

Number of children ages 5-12:1,318,804

Percent of population:12%

Percent of students eligible for free and reduced-price lunch:27.4%

Percent of K-12 students in Title I “Schoolwide” schools:27.8%

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

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Ohio Department of Job and Family Services, Bureau of Child Care and Development

Total estimated FFY03 federal and state
CCDF funds:\$287,025,033

FFY03 total federal share:\$199,537,434

FFY03 state MOE plus match:\$87,487,599

FFY03 School Age & Resource and Referral Earmark:\$601,695

FFY02 Total Quality Expenditures:\$9,420,223

Percent of children receiving CCDF subsidies who are ages 5-12:41.7%



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



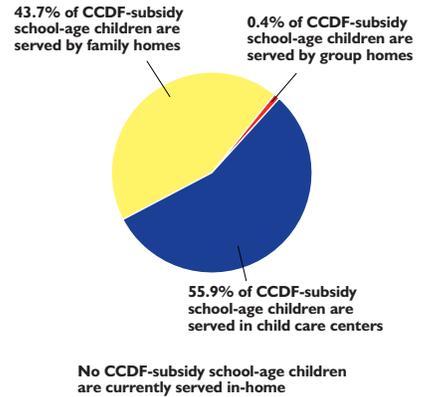
- Develop a sustainable plan for Ohio’s afterschool network; and
- Increase available funding for afterschool programs from public and private sources.

Notable Local Initiatives

- ▶ **Akron After School Partnership.** In 2001, the City of Akron and the Akron Public Schools created the Akron After School Partnership to provide new opportunities for children and youth to participate in afterschool programs. The program is designed to transform schools into centers of lifelong learning in the communities they serve. The enrichment programs include charm school, tennis, acting, science clubs, and sign language instruction. The program began in four schools and has expanded to 12.
- ▶ **Columbus Cap City Kids.** The Cap City Kids program was launched by Mayor Michael Coleman to improve the quality of the afterschool opportunities in Columbus. Using program standards developed by the Mayor’s Office of Education in collaboration with education and community leaders, the city initially supported five pilot sites to see if this would result in positive outcomes, such as higher student achievement and more engagement in social activity. When student report cards indicated that these goals were being achieved, the city expanded the program to operate in a total of 20 sites. The Mayor’s Office of Education is also working with youth-serving agencies such as the YMCA to encourage the broader use of these standards throughout the community.
- ▶ **Stark County Afterschool Council.** In 2002, the Stark Community Foundation began researching afterschool programs and hired the Stark Education Partnership to conduct a study on the needs of afterschool programs within the county. The final study recommended the creation of a Stark County Afterschool Council, which was launched in the spring of 2003. The Council’s four main goals are to encourage the creation of quality afterschool programs in grades one through eight, develop programmatic standards, provide information about funding options, and raise public awareness on the value of afterschool programs.
- ▶ **Cleveland Community Vision Council.** In 2000, the United Way of Greater Cleveland convened public and private leaders to develop a long-term vision for afterschool in the Cleveland area. This initial meeting resulted in the development of several Community Vision Councils, including the Strong Families = Successful Children committee co-chaired by Cleveland Mayor Jane Campbell. Upon Cleveland’s receipt of a technical assistance grant from the National League of Cities, the partners in this vision council agreed to make afterschool programs a priority for this countywide commission. This Vision Council is working to expand the use of school buildings as neighborhood centers and is developing them as community focal points.

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

“Resource and referral and school-age” earmark:
 Funds may be used to enhance licensing of programs, to widen the availability of school-age care in different communities, and to fund a school-age consultant in each Resource and Referral agency to provide technical assistance to school districts.

Other quality activities:
 Data not available

• 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: ..\$100.00/week

Notes: Rates vary by county. Rate for Cuyahoga County given.

Standardized monthly center-based school-age rate\$384

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:\$145,593,652

FFY02 TANF direct spending on child care:\$71,259,099

Statewide Organizations

National AfterSchool Association Affiliate:

Ohio Professionals for School-Age Care
9994 Cunningham Road
Camp Dennison, OH 45111
Phone: 513-221-0033 x 327
Fax: 513-221-0393

Statewide Child Care Resource & Referral Network:

Ohio Child Care Resource & Referral Association
78 Jefferson Avenue
Columbus, OH 43215
Phone: 614-224-0222
Fax: 614-224-5437
Web: www.occrra.org/

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?No

Ratio of children to adults in school-age centers:

5 years14:1

6 years & over18:1

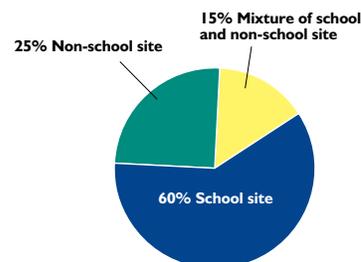
Number of National AfterSchool Association (NAA) accredited programs:7

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount:\$9,763,093

Applications funded:39

Program locations:



Licensing required?

Yes, for non-school based programs.

Additional information about 21st CCLC:

The Ohio Department of Job and Family Services/Bureau of Child Care and Development is working to make stronger linkages with the 21st Century program in the coming year.

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.