



# OREGON

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

- ▶ **Oregon School Age Care, Enrichment, and Recreation Program.** Established in 1987 with federal child care funds, the School Age Care, Enrichment, and Recreation Program provides support and technical assistance for elementary and middle school out-of-school time programs. The program, housed at Portland State University, continues to receive Child Care and Development Fund (CCDF) dollars from the Oregon Employment Department’s Child Care Division to work with afterschool programs on professional development, program quality, curriculum, school relations, and sustainability.
- ▶ **Oregon Commission on Children and Families.** State agencies in Oregon are required by legislative mandate to work in partnership with local communities to engage in a comprehensive planning and coordination of services for children, youth, and families. Local commissions bring community partners together to produce an overall county comprehensive plan to target state funds toward priority outcomes for children and families. CCDF funds, for example, are used by many local commissions to help fund afterschool programs. The state counterpart to the local commissions, the Oregon Commission on Children and Families, has a specific focus area on youth development. For more information, see <http://www.ccf.state.or.us/>.
- ▶ **State Youth Development Collaboration Project.** In 1998, the Oregon Commission on Children and Families received a multi-year federal State Youth Development Collaboration Project grant from the Family and Youth Services Bureau of the federal Department of Health

## Quick Facts

### Demographics

|  |                |
|--|----------------|
| Total population:  | .....3,421,399 |
| Number of children ages 5-12:                                  | .....381,262   |
| Percent of population:   | .....11%       |
| Percent of students eligible for free and reduced-price lunch: | .....36.1%     |
| Percent of K-12 students in Title I “Schoolwide” schools:      | ....16.7%      |

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

### Child Care and Development Fund (CCDF)

#### • CCDF Administrative Overview

Administering agency:  
Oregon Department of  
Employment, Child Care Division

Total estimated FFY03 federal and  
state CCDF funds: ..\$82,462,288

FFY03 total federal  
share: .....\$59,145,750

FFY03 state MOE plus  
match: .....\$23,316,538

School-Age & Resource and  
Referral Earmark: .....\$192,971

FFY02 Total Quality  
Expenditures: .....\$13,124,957

Percent of children receiving  
CCDF subsidies who are  
ages 5-12: .....47.9%



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



and Human Services. The purpose of the grant was to support and strengthen the development of youth-serving systems that are based on the youth development approach. With these funds, the Commission has worked with state agencies, including the Department of Education and the Criminal Justice Commission, as well as with Oregon BEST (Building Exemplary Systems for Training Youth Workers), a Wallace Foundation initiative, to provide youth development training to state and local partners.

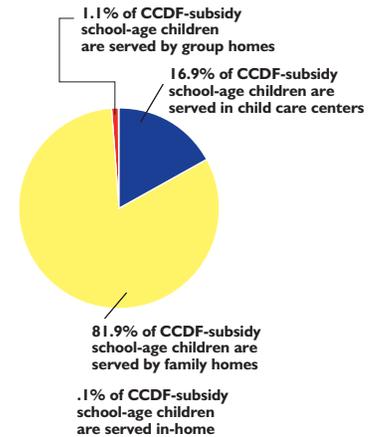
- ▶ **Rural Community Schools Partnerships (RCSP).** The Ford Family Foundation provides three-year grants (up to \$100,000 per year) to 16 rural communities throughout the state. The Partnership aims to strengthen rural schools and their surrounding communities by helping develop and sustain vibrant partnerships that offer a range of opportunities for youth, families, and communities, including afterschool programs.
- ▶ **Oregon Out-of-School Time Network.** An out-of-school time network planning group received \$48,805 from the Criminal Justice Commission in early 2004 to bring together policy makers, educators, childcare providers, youth development workers, program developers, advocates, parents, and others interested in improving outcomes for youth in afterschool programs. The group is charged with establishing a statewide structure, to outreach to relevant stakeholders statewide, and to provide initial services to out-of-school time programs.

## Notable Local Initiatives

- ▶ **SUN Initiative.** The Schools Uniting Neighborhoods (SUN) Initiative was founded by the City of Portland and Multnomah County in 1999 as a partnership between schools and city, county, and state governments. The SUN Initiative’s mission is to improve the lives of children, their families, and the community through partnering with local school communities to extend the school day and develop schools as “community centers” in their neighborhoods. SUN Schools link with other community institutions, such as the libraries, parks, community centers, neighborhood health clinics, and area churches and businesses. The initiative’s goals include increasing family involvement in schools, improving the use of public facilities, and improving outcomes for participating children and youth.
- ▶ **Local Tax Revenue.** Cities across Oregon are looking for resources to support afterschool services and in some places have been willing to increase taxes to do it. In November 2002, two cities passed property tax measures that support children’s initiatives. The Portland Children’s Initiative provides \$50 million over the next five years for early childhood education, afterschool programming and mentoring, and child abuse prevention programs. The Eugene School Activities Levy offsets cuts to local schools by providing almost \$8 million annually for four years for art and music teachers, school counselors, and afterschool programs.

## Quick Facts (continued)

### • Settings



### • Uses of CCDF Earmarks and Quality Dollars for Afterschool

*“Resource and referral and school-age” earmark:*

The School Age Care, Enrichment, and Recreation program at Portland State University has used funds to offer training and technical assistance to address the needs of local youth programs. Among its major activities is a partnership with the State of Washington to create and provide a training for afterschool administrators and to coordinate a statewide mentoring program involving school-age professionals.

*Other quality activities:*

Reimbursements may be provided for providers who obtain more training.

### • 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:* ....\$398/month

*Notes:* Rates vary by groups of zip codes. Rates for Group Area A given.

*Standardized monthly center-based school-age rate* .....\$187

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

*Notable Features of Rate System:* Informal providers receive a 7% differential if they meet the minimum training standards required of licensed providers.

## Statewide Organizations

### National AfterSchool Association Affiliate:

Oregon School-Age Coalition (OSAC)  
 Medallion School Partnerships  
 1505 SE 122nd  
 Portland, OR 97233  
 Phone: 503-626-2093

### Statewide Child Care Oregon Child Care Resource & Referral Network:

805 Liberty NE, Suite 2  
 Salem, OR 97301  
 Phone: 800-342-6712  
 Web: <http://www.occrn.org>

### The Commission on Children and Families:

530 Center St., NW, Ste. 405  
 Salem, OR 97310  
 Phone: 503-373-1253  
 Web: <http://www.ccf.state.or.us>

### Oregon Community Education Association:

1036 E Street  
 Springfield, OR 97477  
 Phone: 541-746-8655

## 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](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)

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

FFY02 state TANF transfer to CCDF: .....\$0

FFY02 TANF direct spending on child care: .....\$5,241,873

### Program Licensing and Accreditation Policies

Are there separate school-age licensing standards? .....Yes

Are school-operated programs exempt from licensing standards? ..... Yes

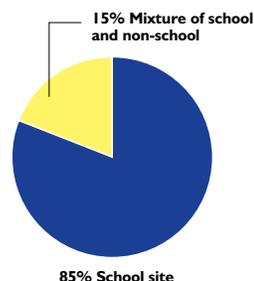
Ratio of children to adults in school-age centers: .....15:1

Number of National Afterschool Association (NAA) accredited programs: .....0

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

FY02 state formula grant amount: .....\$2,700,000

Applications funded: .....8



Program locations:

Licensing required? .....No

Additional information about 21st CCLC:

School-age earmark funds are used to provide technical assistance to Oregon's 21st Century Community Learning Center administrators and grantees.

## 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.

## Contact Us:

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### The Finance Project

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Washington, DC 20001

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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.*