



# TENNESSEE

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

- ▶ **Extended Learning Programs.** Since 1985, Tennessee’s Extended Learning Programs have provided learning and enrichment activities for children, youths, and their families. Local school districts must include at least one performance measure for each activity that relates to the stated measurable objectives in the State Board of Education Master Plan. Program activities can include remediation academic enrichment; recreation, art, dance, and music; life skills and job training, nutrition and snacks; community service; and conflict resolution and violence prevention. The target population is students who have Limited English Proficiency or who are academically at-risk, low-income, special education, gifted and talented, members of a special school or specific town or community, or students with disabilities; or parents of involved students. Services are provided to students and their families from preschool through high school before school, after school, or during summer, weekends, or evenings. The program is administered by the Tennessee Department of Education, and fiscal year 2004-2005 state funding for the program is \$24.2 million, which provides services to 980,000 students.
- ▶ **Tennessee Early Childhood Training Alliance (TECTA).** Supported by the Tennessee Department of Human Services and administered by Tennessee State University, TECTA provides training and professional development programs to child care providers in Tennessee. School-age care providers who are employed in a registered family or group home or licensed child care center can enroll in a free

## Quick Facts

### Demographics

Total population: .....5,689,283

Number of children ages 5-12: .....635,153

Percent of population: .....11%

Percent of students eligible for free and reduced-price lunch: .....43%

Percent of K-12 students in Title I “Schoolwide” schools: .....29.5%

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

### Child Care and Development Fund (CCDF)

#### • CCDF Administrative Overview

Administering agency: Tennessee Department of Human Services

Total estimated FFY03 federal and state CCDF funds: .....\$147,146,873

FFY03 total federal share: .....\$112,085,138

FFY03 state MOE plus match: .....\$35,061,735

School Age & Resource and Referral Earmark: .....\$391,197

FFY02 Total Quality Expenditures: .....\$5,529,402

Percent of children receiving CCDF subsidies who are ages 5-12: .....44.1%



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



School-Age Orientation course. A certificate is offered to providers who complete the 30-hour orientation, which ties into a provider’s star rating. In 2002-2003, 183 providers completed the School-Age Orientation.

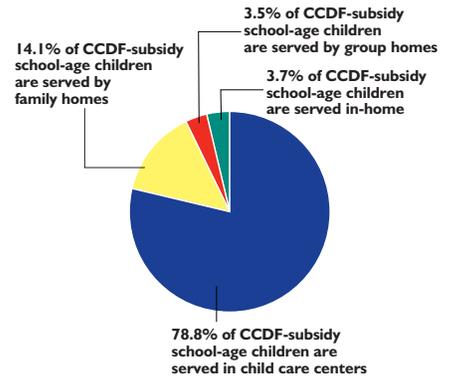
For more information, see <http://www.nccic.org/ccpartnerships/profiles/tennearly.htm>.

## Notable Local Initiatives

► **Project for Neighborhood Aftercare (PNA).** In 1996, Tying Nashville Together (TNT), a multi-faith, public action oriented organization held community-wide focus groups and determined that afterschool care was nonexistent for low-income families, although larger providers such as the YMCA did provide services in other parts of the community. During the next year, TNT worked with numerous stakeholders in the community to design an afterschool program that would fit into the existing network. In 1997, these efforts culminated in the creation of the Project for Neighborhood Aftercare (PNA), a neighborhood-based afterschool program that emphasizes academics, art, and music. Currently, the city provides \$510,000 for tuition-free afterschool programs at 12 different sites citywide. In some cases, PNA partners with 21st Century Community Learning Center sites and works closely with the local school districts.

## 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 provide technical assistance and support through child care resource and referral centers, and to develop or expand school-age child care programs. This technical assistance and support includes workshops, site visits, lending library resources, and telephone consultations to assist providers with learning activities for programs offered before- and after-school, and during school holidays and summer months. Additionally, one full-time staff member in the Resource and Referral network office oversees the school-age effort.

#### Other quality activities:

Funds are used to support scholarships for professionals to attend the TennSACA Conference.

### • 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: ..\$75 per week

Standardized monthly center-based school-age rate .....\$215

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

Notable Features of Rate System: Tennessee has the Star-Quality Rating system that provides recognition to child care providers who meet a

## Statewide Organizations

### National AfterSchool Association Affiliate:

Tennessee School-Age Care Alliance  
 236 Barker Road  
 Nashville, TN 37214  
 Phone: 615-391-2270  
 Fax: 615-391-5338

### Statewide Child Care Resource & Referral Network:

Tennessee Department of Human Services  
 400 Deaderick Street, 14th Floor  
 Nashville, TN 37248  
 Phone: 800-462-8261  
 Fax: 615-313-6683  
 Web: <http://www.state.tn.us/humanserv/childcare.htm>

## 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)

higher standard of quality. Additional stars increase a provider’s reimbursement rate. Grants, technical assistance, and training are offered to all providers who wish to qualify or earn more stars.

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

FFY02 state TANF transfer to CCDF: .....\$50,600,000

FFY02 TANF direct spending on child care: .....\$27,614,579

### Program Licensing and Accreditation Policies

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

Are school-operated programs exempt from licensing standards? .....No

Ratio of children to adults in school-age centers:  
 5 years .....16:1  
 6 years & over .....20:1

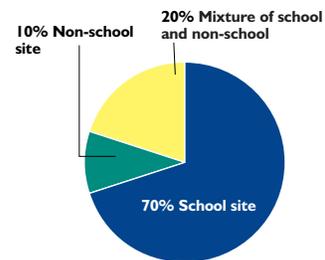
Number of National AfterSchool Association (NAA) accredited programs: .....2

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

FY02 state formula grant amount: .....\$4,422,079

Applications funded: .....16

#### Program locations:



#### Licensing required?

Yes, for certain types of programs.

## 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 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.*