



# VIRGINIA

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

► **PASS Initiative.** In 2002, Governor Mark Warner implemented Partnership for Achieving Successful Schools (PASS), a comprehensive effort to improve student achievement in Virginia’s lowest academically performing schools. One key component of PASS is strengthened partnerships between schools, families, and communities. In addition to assistance with school administration and programs, PASS schools are matched with business leaders, many of whom enlist their employees or other members of the local community to serve as volunteer tutors and mentors for afterschool programs. The Virginia Department of Social Services has partnered with the Department of Education to target additional resources for before- and afterschool programs in elementary schools in Virginia’s underperforming areas, including Amherst, Covington, Petersburg, Portsmouth, and Richmond.

For more information, see [www.passvirginia.org/index.cfm](http://www.passvirginia.org/index.cfm)

► **Project Graduation.** In 2003, Governor Mark Warner announced “Project Graduation,” a program to help rising high school seniors meet graduation requirements. Project Graduation combines regional summer academies, expanded access to online tutorials, distance learning opportunities, and statewide dissemination of information on other effective models that help students. Project Graduation is funded with federal dollars designed to underwrite innovative pilot programs to support statewide education reform efforts.

For more information, see [www.pen.k12.va.us/2plus4in2004/index.shtml](http://www.pen.k12.va.us/2plus4in2004/index.shtml)

## Quick Facts

### Demographics

- Total population: .....7,078,515
- Number of children ages 5-12: .....800,682
- Percent of population: .....11%
- Percent of students eligible for free and reduced-price lunch: .....29.3%
- Percent of K-12 students in Title I “Schoolwide” schools: ....10.9%

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

### Child Care and Development Fund (CCDF)

#### • CCDF Administrative Overview

Administering agency:  
Commonwealth of Virginia,  
Department of Social Services

Total estimated FFY03  
federal and state

CCDF funds: .....\$153,406,359

FFY03 total federal  
share: .....\$97,180,099

FFY03 state MOE plus  
match: .....\$56,226,260

FFY03 School Age & Resource and  
Referral Earmark: .....\$349,203

FFY02 Total Quality  
Expenditures: .....\$359,871

Percent of children receiving  
CCDF subsidies who are  
ages 5-12: .....43.9%



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



▶ **Truancy Reduction/ Dropout Prevention Program.** The Truancy Reduction/Dropout Prevention program is designed to identify truants and potential dropouts and provide coordinated services to help these students succeed in school. Program activities include academic enrichment, life skills and job training, and conflict resolution. Administered by the state Department of Education, the program serves elementary, middle, and high school students who are academically at-risk at 180 sites across the state.

## Notable Local Initiatives

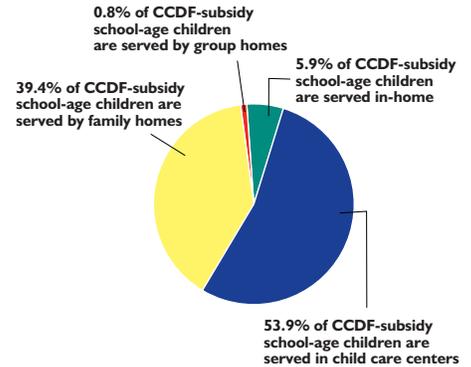
▶ **Falls Church Extended Day and After-School Activities.** In response to a citywide survey indicating a need for before- and after-school child care, the City of Falls Church established an Extended Day Care Program in its two elementary schools and the After-School Activities Program (ASAP) at the local middle school in 1975. The programs are open to all children residing in the city who have working parents or guardians, regardless of ability to pay or disabilities. The programs provide a safe, fun, and enriching environment for students in kindergarten through eighth grade. Activities include recreational and board games, arts and crafts, music, drama, cooking, science, and language classes. Additionally, each site has a homework period of at least one hour that takes place in a quiet, supervised area.

▶ **Innovations for Schools, Youth, Neighborhoods and Communities (In-SYNC) Partnerships.** This initiative is jointly funded by the City of Hampton and the Hampton schools to improve youth, families, schools, and communities. Through a comprehensive strategic planning process among community-based organizations, agencies, children, and families, initiative stakeholders agreed upon three guiding principles: 1) increased and better coordinated resources through improved collaboration and partnerships; 2) community-owned and supported services; and 3) high-quality programs that meet the needs of families. Afterschool programs are central to the In-SYNC project.

▶ **The Norfolk Afterschool Initiative (NAI).** NAI works to expand the availability and improve the quality of learning opportunities during the non-school hours by integrating education with afterschool programming for youth in Norfolk. Created by the Norfolk Afterschool Committee, NAI is part of the "Helping Municipalities Connect Education and Afterschool Initiatives" 12-month technical assistance project awarded to the City of Norfolk by the National League of Cities' Institute for Youth, Education and Families. Spearheaded by the Norfolk Department of Youth Development, NAI focuses on conducting an inventory of all afterschool programs within the city, developing standards for Norfolk's afterschool programs, and implementing a "model" middle-school afterschool program.

## Quick Facts (continued)

### • Settings



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

*"Resource and referral and school-age" earmark:*

The Department of Social Services may use funds to offer school-age grants through a competitive bid process for the purposes of enhancing or establishing programs statewide. Funds may be used to provide expansion or start-up grants for before- and afterschool care to schools participating in Virginia's Partnership for Achieving Successful Schools (PASS).

*Other quality activities:*

The state Department of Social Services may continue to fund local departments of social services for a Quality Initiative Grants Program. These funds may be used to improve the quality and availability of school-age programs. Funds may also be used to provide training to school-age providers on improving the quality of care.

### • 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:* \$148.00/week

*Notes:* Rates vary by county. Rates for Fairfax Co/City given.

*Standardized monthly center-based school-age rate:* .....\$220

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

## Statewide Organizations

### *Statewide Organizations National AfterSchool Association*

#### **Affiliate:**

Virginia School-Age Child Care Network  
 YMCA of Greater Richmond  
 2 West Franklin Street  
 Richmond, VA 23220  
 Phone: 804-649-9622 x417  
 Fax: 804-649-7318

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

Virginia Association of Child Care Resource & Referral Network  
 c/o Memorial Child Guidance Clinic  
 5001 W. Broad Street, Suite 140  
 Richmond, VA 23230  
 Phone: 804-282-5993  
 Fax: 540-982-2935  
 Email: [ccscrr@mindspring.com](mailto:ccscrr@mindspring.com)  
 Web: [www.councilofcommunityservices.com](http://www.councilofcommunityservices.com)

## 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: .....\$29,157,034

FFY02 TANF direct spending on  
 child care: .....\$191,620

### **Program Licensing and Accreditation Policies**

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

Are school-operated programs  
 exempt from licensing standards?  
 Yes, unless the school chooses to be  
 licensed for accountability standards.

Ratio of children to adults in school-  
 age centers:

5 years .....12:1  
 6 years & over .....20:1

Number of National AfterSchool  
 Association (NAA) accredited  
 programs: .....13

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

FY02 state formula grant  
 amount: .....\$5,029,926

Applications funded: .....27

Program locations: Data not available

Licensing required? .....No

## 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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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.*