

# State Legislative Investments in School-Age Children and Youth



by Barbara Hanson Langford  
June 2001



## THE FINANCE PROJECT

The Finance Project is non-profit policy research, technical assistance, and information organization that was created to help improve outcomes for children, families, and communities nationwide. Its mission is to support decision making that produces and sustains good results for children, families and communities by developing and disseminating information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies. Since its inception in 1994, The Finance Project has become an unparalleled resource on issues and strategies related to the financing of education and other supports and services for children, families, and community development.



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## THE OUT-OF-SCHOOL TIME TECHNICAL ASSISTANCE PROJECT

This paper is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the Wallace-Reader's Digest Funds and the Charles Stewart Mott Foundation. These tools and resources are intended to assist policy makers, program developers and community leaders in developing financing and sustainability strategies to support effective out-of-school time and community school initiatives.



**Out-of-School Time Project**  
[www.financeproject.org/osthome.htm](http://www.financeproject.org/osthome.htm)

State Legislative  
**Investments** in **School-Age**  
Children  
and Youth

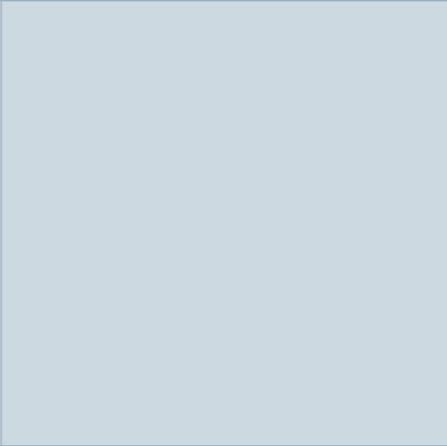
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# Preface

Nationwide, leaders at all levels of government are increasingly interested in out-of-school time and community school initiatives. Fueled by growing concerns over students' academic performance, risk-taking behaviors and community safety issues, many policymakers are looking to invest in supports and services for school-age children and youth that promote healthy growth and development.

State legislatures are among the critical decision makers crafting policies affecting school-age children and youth. State legislatures have important opportunities to shape policies aimed at improving results for children, youth and families, including passing authorizing legislation and setting priorities for state investment. How state legislatures define their role can significantly shape outcomes for school-age children and youth, as well as for their families and communities.

The Finance Project's mission is to support decision making that produces and sustains good results for children, families and communities by developing and disseminating information, knowledge, tools and technical assistance for improved policies, programs and financing strategies. Its current activities include providing technical assistance on financing and sustainability to several networks of state and local leaders who are implementing innovative child and family initiatives. One such technical assistance effort is the Out-of-School Time Project. With funding from the Wallace Reader's Digest Funds and Charles Stewart Mott Foundation, The Finance Project is developing an array of information resources and policy tools to assist policy makers, program developers, and community leaders develop effective financing and sustainability strategies for out-of-school time and community school initiatives.

*State Legislative Investments in School-Age Children and Youth* is intended to provide policy makers, program developers and community leaders with practical information on trends in state activity related to out-of-school time and community school initiatives. This paper examines the landscape of state legislative action regarding supports and services for school-age children and youth, including how programs are structured and administered, and discusses future implications and challenges in sustaining state legislative initiatives. The paper also provides a state-by-state catalogue of statutes that provide support for school-age children and youth.

This paper was prepared by Barbara Hanson Langford of The Finance Project. Amy Dawson provided assistance in initial data analysis and conceptualizing and writing early drafts. Michele Miller researched and wrote the examples highlighted in the paper. Megan Parry was the lead author of the state-by-state catalogue of statutes. Scott Groginsky, Julie Poppy, and Paul Gentile of the National Conference of State Legislature's Child Care Project also provided statutory information and summaries for the catalogue under a subcontract from The Finance Project. Meagan Mitchell provided invaluable research support. The author would like to express her appreciation to Martin Blank, Theresa Clarke, Steve Fowler, Scott Groginsky, Mark Ouellette, Cheryl Hayes, Carol Cohen, Sharon Deich and Margaret Flynn for their comments and guidance. The Finance Project thanks each of the above individuals for their contributions to the development of this paper.

Cheryl D. Hayes  
Executive Director





# Executive Summary

In recent years, state legislatures across the country have demonstrated growing interest in and attention to out-of-school time and community school initiatives. Forty-six out of 50 states codified legislation explicitly referring to supports and services for school-age children and youth.<sup>1</sup> Collectively, state legislatures created 215 statutes that provide for out-of-school time and community school initiatives.<sup>2</sup> In the 1998-1999 legislative session, lawmakers passed 33 bills specifying support for school-age children and youth. In the 1999-2000 session, that number increased to 41.<sup>3</sup>

How state legislatures define their role and how they choose to craft program and financing policies—the choices they make in determining how funds are administered, who has access to those funds, who are the intended beneficiaries, and what services will be provided—can significantly shape outcomes for school-age children and youth, as well as for their families and communities.

## What's the Landscape?

### Level of Activity

- ❖ State legislatures created **many new state programs and initiatives** supporting school-age children and youth.
- ❖ Most state legislative initiatives aimed to **increase the supply** of programs and services for school-age children and youth.
- ❖ State legislatures most frequently chose **departments of education** to administer programs and services for school-age children and their families, indicating a strong policy link between academic support and out-of-school time services.
- ❖ The majority of statutes—almost two-thirds—**directed state funds to local school districts**, another indication of state support for academically-linked services.

### Types of Services

- ❖ The vast majority of state statutes provided for a **narrowly prescribed set of services to address a relatively narrow set of needs**.
- ❖ With respect to type of service, **state legislatures primarily funded out-of-school time programs**, likely due to their recognition of the importance of experiences during non-school hours and the popularity of these types of programs.
- ❖ **State legislatures expressed limited support for more comprehensive service models**, such as full-service or community schools or family resource centers.

<sup>1</sup> The keyword search used for this analysis did not identify any related statutes in Idaho, New Mexico, North Dakota and Pennsylvania. This is not to say these states have no state policies affecting school-age children and youth; rather, no legislation within those states contained the keywords used for this paper.

<sup>2</sup> While there are 215 statutes in effect, not all programs and initiatives were initially funded or continue to receive funding.

<sup>3</sup> Note that in some cases, a bill simply created an appropriation for or amended an existing statute. In others, a bill created new statutory authority.

## Coordination

- ❖ In most states, supports and services for school-age children and youth are **still fragmented and disconnected**.
- ❖ At the local level, many program developers and community leaders face **enormous challenges in coordinating services and programs for children, youth, and families**.

## Infrastructure

- ❖ Despite broad efforts to expand the supply of programs serving school-age children and youth, **state legislatures designated relatively limited funding for and attention to creating infrastructure**, such as licensure systems; planning, coordination, and evaluation mechanisms; and training and technical assistance.

## Leveraging

- ❖ Aside from match requirements, state legislatures **did not actively support the capacity of local communities to leverage either additional public or private sector funds**.

## Sustainable Financing

- ❖ State legislatures expressed **relatively limited interest in creating sustainable funding sources** for out-of-school time and community school initiatives.
- ❖ A significant majority of statutes identified through this analysis provided for **time-limited grants, as opposed to long-term operating support**.
- ❖ Most state legislatures chose to leave decisions about funding levels for supports and services for school-age children and youth within the realm of the **traditional appropriations process, as opposed to creating more protected sources of funding**.

## Implications and Challenges

Currently, many state legislatures are playing a stronger role in defining and structuring supports and services for school-age children and their families. However, it is not yet clear whether state legislative support for out-of-school time and community school initiatives is simply a funding fad that will fade over time or whether it is a system-building investment that will provide for sustainable services for school-age children and youth. Several factors will influence the extent to which state legislatures create sustainable systems of support aimed at improving results for children, youth and families. These factors include:

- ❖ **Political transitions at the state level.** Many state legislatures passed legislation providing for investments in school-age children and youth as a result of the leadership of one or a few political leaders. Without strategic consideration for cultivating a broad base of political allies, transitions in political leadership could serve to undermine state legislative attention to and investment in out-of-school time and community school initiatives.
- ❖ **Reauthorization and annual appropriation processes.** Typically, program authorities creating investments in supports and services for school-age children and youth need to be reauthorized every year or two. Moreover, budgetary line items for out-of-school time and community school

programs come up for consideration every appropriations cycle. Without stable funding and program authorities, community leaders will find it difficult to build sustainable systems, and advocates will need to spend considerable time and energy protecting previous gains.

❖ **Creating and strengthening infrastructure.** While states have actively worked to increase the supply of programs serving school-age children and youth, these expansions have not been accompanied by adequate investments in system infrastructure and program supports (e.g., professional development, transportation, facilities, management, and data systems). In order to support the sustainability of these new programs and services, additional investments in system infrastructure will be needed.

❖ **Linking new programs with existing supports and services.** In order for new programs serving school-age children and youth to be most effective, they must be coordinated and integrated with the broader range of related services available in communities. To build strong and stable systems, legislatures will need to do more than fund fragmented services. Investments in governance and coordination structures will also be needed to ensure that new programs fit into a broader system of supports for school-age children and their families.

❖ **The changing federal context.** Although at the time of publication Congress is still negotiating the reauthorization of the Elementary and Secondary Education Act, it appears that funding for the 21st Century Community Learning Centers program will likely be distributed to states as formula grants. Therefore, state legislatures will play an increasingly important role in program design and funding for new programs and structures serving school-age children and their families. Additionally, the likely continued absence of a strong interest at the federal level in centralizing and standardizing programs and services for school-age children presents important opportunities for state legislatures.

State legislatures face a variety of challenges in crafting program and financing policies affecting school-age children and youth. How they respond to these challenges and how they choose to structure new investments will in no small measure affect local capacity to meet community needs, the sustainability of local programs and supports and ultimately, outcomes for school-age children and youth.



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# Introduction

In recent years, state legislatures across the country have demonstrated growing interest in and attention to out-of-school time and community school initiatives. Forty-six out of 50 states codified legislation explicitly referring to supports and services for school-age children and youth.<sup>4</sup> Collectively, state legislatures created 215 statutes that provide for out-of-school time and community school initiatives.<sup>5</sup> In the 1998-1999 legislative session, lawmakers passed 33 bills specifying support for school-age children and youth. In the 1999-2000 session, that number increased to 41.<sup>6</sup>

Increased interest on the part of state legislatures is fueled by a number of interrelated concerns, including:

- ❖ **Education reform.** State legislatures face significant pressure to improve student performance and increase standardized test scores. Moreover, there is a growing recognition among educators and policy makers that children's ability to learn is significantly influenced by what happens outside the classroom. State legislatures face increasingly complex choices related to structuring financing for educational supports—for example, traditional investments in classrooms and teachers, versus other support services for families that could also contribute to academic outcomes, such as after-school programs or health services.<sup>7</sup> Investment choices become even more difficult in light of continued efforts to create and/or expand educational standards and accountability mechanisms.
- ❖ **Community safety.** State legislatures are also motivated by a desire to reduce youth crime and delinquency and keep children safe in their communities. Legislative concerns about community safety is driven in part by research demonstrating that juvenile crime triples during after-school hours and that school-age children and youth are also more likely to be the victims of crime during this time period.<sup>8</sup>
- ❖ **Risk-taking behaviors.** State legislatures continue to feel pressure to reduce risk-taking behaviors among school-age children and youth, such as drug and alcohol use and sexual activity, and to provide children and youth with productive opportunities during non-school hours that encourage healthy growth and development. Numerous evaluations document that children and youth who regularly attend after-school programs have lower incidences of drug-use, violence and pregnancy.<sup>9</sup>
- ❖ **Strong public support.** Importantly, several national polls documented enormous public support for after-school programs. These polls indicate that 90 percent of adults favor providing after-school programs and 86 percent think after-school programs are a necessity for their communities. The majority of voters—three out of five—are willing to increase their taxes to pay for after-school programs.<sup>10</sup>

<sup>4</sup> See note 2.

<sup>5</sup> See note 3.

<sup>6</sup> See note 4.

<sup>7</sup> The Finance Project, *Improving Educational Achievement: A Volume Exploring the Role of Investments in Schools and Other Supports and Services for Families and Communities* (Washington, D.C., September 2000).

<sup>8</sup> *After-school Crime or After-school Programs: Tuning in the Prime Time for Violent Juvenile Crime and Implications for National Policy*, Fight Crime: Invest in Kids, 1997.

<sup>9</sup> See U.S. Department of Education, *21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families* (Washington, D.C.: September 2000).

<sup>10</sup> Results from nationwide polls sponsored by the C.S. Mott Foundation and JC Penney in June 1999 and June 2000.

State legislatures have important opportunities to shape policies and programs aimed at improving results for children, youth and families. State legislatures can play a critical role in the development of policies affecting school-age children and youth by: (1) passing authorizing legislation that defines new structures to create more comprehensive, community-based services for school-age children and youth; (2) setting policy priorities for state investment; and (3) directly allocating funds for programs and services.<sup>11</sup> How state legislatures define their role and how they choose to craft program and financing policies—the choices they make in determining how funds are administered, who has access to those funds, who are the intended beneficiaries, and what services will be provided—can significantly shape outcomes for school-age children and youth, as well as for their families and communities.

This paper highlights trends in state investments in school-age children and youth. Part I of this paper examines the landscape of state legislative action regarding supports and services for school-age children and youth, including the scope of legislative activity and how programs are structured and administered and discusses future implications and challenges in sustaining state legislative initiatives. Part II of the paper provides a state-by-state catalogue of statutes that provide support for school-age children and youth.

The findings of this paper are based on a review of state statutes enacted through legislative sessions ending June 30, 2000. The review included statutes focused on:

- 1. Out-of-school time programs**—enrichment programs and services provided to school-age children and youth during non-school hours (typically called after-school, school-age care or youth development programs);
- 2. Community school supports and services**<sup>12</sup>—which, in addition to out-of-school time programs, include school-based and/or school-linked social and health services provided to school-age children and their family members; and
- 3. Efforts to build infrastructure or provide supports for local programs**—such as licensure systems; planning, coordination and evaluation mechanisms; and training and technical assistance.

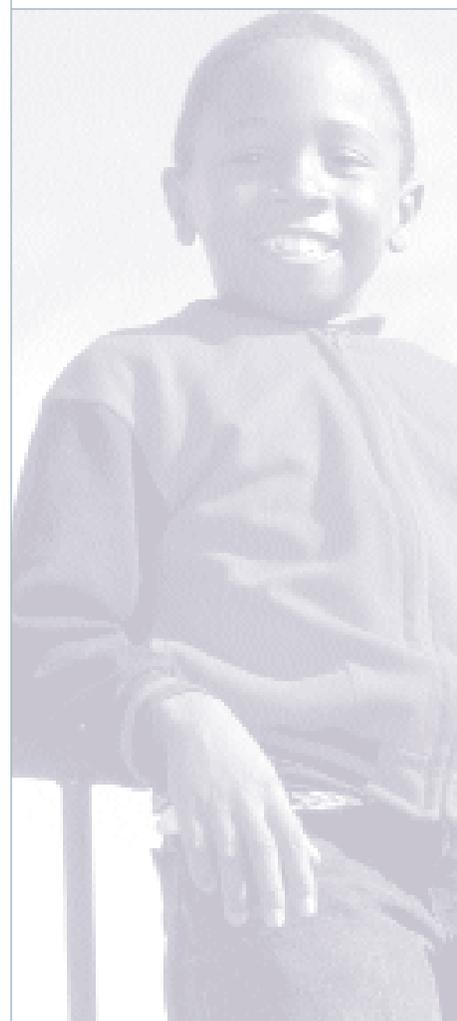
For a more detailed discussion of the methodology used for this analysis, see Appendix A.

Actions of state legislatures provide important insights into how states respond to the needs of school-age children and youth. However, governors and state executive agencies also play important roles, particularly around the administration and allocation of federal block grant dollars, such as the Child Care Development Fund and Temporary Assistance to Needy Families (TANF) Block Grant. Furthermore, how state agencies craft regulations implementing legislative action can also have enormous implications on how policy is carried out at the local level. This paper is not meant to serve as a comprehensive analysis of all state action around issues affecting school-age children and youth taken by all state actors, but rather to provide a complement to existing studies and surveys of state governors and executive agencies.<sup>13</sup>

<sup>11</sup> The Finance Project, *Building Strong Communities: Crafting a Legislative Foundation* (Washington, D.C.: December 1996).

<sup>12</sup> The Coalition for Community Schools offers the following definition of community schools: “A community school is both a set of partnerships and a place where services, supports and opportunities lead to improved student learning, stronger families and healthier communities. To achieve desired results, most community schools over time consciously link activities in the following areas: quality education; positive youth development; family support; family and community engagement in decision-making; and community development.” This definition includes both a set of services (identified in numbers one and two of the above list), as well as elements of infrastructure (identified as number three above). For further information on community schools, see the coalition’s web site at [www.communityschools.org](http://www.communityschools.org).

<sup>13</sup> For additional information on state-level initiatives serving school-age children and youth, see the website of the National Governors Association Center for Best Practices at [www.nga.org](http://www.nga.org).





# Part I: What's the Landscape?

This section examines the landscape of state legislative action regarding supports and services for school-age children and youth, as well as discusses future implications and challenges in sustaining state legislative initiatives.

## **Level of Activity:** State legislatures created many new state programs and initiatives supporting school-age children and youth.

State legislatures played an active role around issues affecting school-age children and youth, creating 215 statutes that explicitly reference supports and services for school-age children and youth.

### **Policy Goal**

**Most state legislative initiatives aimed to increase the supply of programs and services for school-age children and youth.** Nearly three-quarters of state statutes sought to increase the supply of programs and services—especially of after-school programs. In some cases, the statutes included explicit statements about increasing the number of programs and services, “directing” or “authorizing” administering agencies to “establish” or “expand” programs serving school-age children and youth. In other cases, the goal of increasing supply can be inferred, for example, through increases in appropriations to an existing program or simply the creation of a new program.

State legislatures **focused significantly less on the goals of improving the affordability or quality** of programs and services for school-age children and youth. Legislative efforts to improve program affordability typically included providing subsidies and tax credits or giving low-income youth (e.g., children of TANF recipients) access to free programs through enrollment priorities. The

#### **CALIFORNIA AFTER SCHOOL LEARNING & SAFE NEIGHBORHOODS PARTNERSHIP PROGRAM**

In 1998, as a result of various advocacy efforts aimed at increasing funding for out-of-school time programs and the demonstrated success of citywide after-school initiatives in Sacramento, Los Angeles and San Diego, the California legislature created the After School Learning and Safe Neighborhoods Partnerships Program. The statewide program allocates annual grants to school-community partnerships that provide after-school, academic and literacy supports, enrichment activities, and safe, constructive alternatives for students in elementary and middle schools. The program currently awards \$87.8 million in competitive grants to local education agencies or cities, counties, charter schools and non-profit organizations in partnership with the local education agency. The grants require a 50 percent local match. After-school programs must include education and literacy activities (e.g., tutoring and homework assistance), as well as an educational enrichment component (e.g., recreation and prevention activities).

*Contact: Pat Raney, After School Learning and Safe Neighborhoods Partnership Program, California Department of Education, (916) 657-3558, [www.cde.ca.gov/afterschool](http://www.cde.ca.gov/afterschool).*

few statutes addressing issues of quality typically focused on staff training and licensure requirements. While many states have undertaken efforts to improve the quality or affordability of supports and services for school-age children, these efforts are often led by executive agencies, frequently by offices of child care policy. Notably, state legislatures did not play a leading role in efforts to improve the affordability or quality of programs serving school-age children and youth.

## Population

State legislators defined **“school-age children and youth”** as the key beneficiaries in state statutes. Most statutes used relatively **broad terminology to define target populations** (though regulations promulgated by state agencies may further limit or restrict eligibility). When legislatures defined age constraints, they chose to target **elementary and middle** school students more frequently than high school students, particularly among statutes specifying support for out-of-school time programs.<sup>14</sup>

This analysis found **surprisingly little emphasis on low-income or at-risk children and youth**. Certainly, as state agencies promulgate regulations within budget constraints, state officials may target more services toward low-income and/or at-risk populations. However, state legislatures generally avoided including such language in statutes.

## Administering Agency

**State legislatures most frequently chose departments of education** to administer programs and services for school-age children and their families, indicating a strong policy link between academic support and out-of-school time services. Of those statutes administered by departments of education, two-thirds fund out-of-school time programs (which may operate after school, before school and during weekends, school holidays and summers) and one-quarter fund school-based or school-linked early care and education programs. State legislatures fund school-based social services, health services and prevention programs—which typically have less direct connection to academic performance—less frequently through departments of education.

**In one in five statutes, state legislatures chose departments of human and social services as overseeing agencies**, particularly around the administration of school-based health and social services. Moreover, departments of human and social services tend to oversee a broader range of supports and services than those provided through departments of education, including not only out-of-school time programs, but also social services, prevention programs and health services.

**Some state legislatures also used trust funds to administer and oversee programs and services for school-age children and youth.** A trust fund is a separate, designated account in the public treasury that has special rules for managing the funds allocated to it. Local governments have used trust funds to designate funds for discrete projects, such as commissioning public statuary or refurbishing historical landmarks, as well as for on going programs, such as transportation and housing services. Fifteen states created trust funds to support services for school-age children and youth, including five states that established trust funds as a mechanism to receive state tobacco settlement funds.

<sup>14</sup> Research conducted by the National Governors Association’s (NGA) Center for Best Practices found similar results. Of 166 state programs identified by NGA, 110 serve high school students in addition to younger students. However, only nine target high school students exclusively. For more information, see NGA’s website at [www.nga.org](http://www.nga.org).



State legislatures have structured trust funds for school-age children and youth in a variety of ways. In some cases, public funds from several agencies are pooled in a trust fund and used to support comprehensive service systems. In others, the trust fund is used as a special budgetary account and only receives funds from a single funding source.

#### **INDIANA SCHOOL-AGE CHILD CARE PROJECT FUND**

In 1985, the Indiana Legislature created the School-Age Child Care Project Fund to expand the availability of school-age care for children between the ages of 5 and 15. The fund was originally supported by a cigarette tax, but is now funded through general state revenues. This fund supplies grants to schools and nonprofits operating school-age care programs in licensed facilities or schools. The funds may be used for subsidies, to purchase equipment and materials, and for staff training activities. In fiscal year 2001, the School-Age Child Care Project Fund provided \$524,599 to 41 grantees. Grantees must utilize the following enrollment priorities: (1) children who are referred to the program by child protective service agencies; (2) children in kindergarten through the third grade and their siblings (if care is needed due to training or work requirements); and (3) children in fourth through ninth grade (if care is needed due to training or work requirements). Grants to individual programs may not exceed \$40,000. Grantees must supply a minimum local match of 10 percent.

*Contact: Sherri Backemeyer, Indiana Family and Social Services Administration, Division of Family and Children, Bureau of Child Development, (317) 232-1144.*

### **Local Recipient**

**The majority of statutes identified in this search—almost two-thirds—directed state funds to local school districts.** In some cases, state legislatures likely chose to structure funding for out-of-school time programs and services through schools because of efficiencies created in service delivery. In other cases, state legislatures chose school districts as recipients of state funds due to expressed preferences for academically-linked services. Many state legislatures view out-of-school time programs, in particular, as a strategy for increasing students' academic performance generally, and in some cases, as a way to increase students' performance on state standardized tests. A relatively small number of state statutes encouraged and/or required school districts to collaborate with others in the community as a condition for receiving state funds.

**State legislatures designated community-based organizations far less often** than school districts as recipients of state funds to support school-age children and youth, representing a challenge for many local youth-serving organizations. Whereas departments of education administer most funds that flow to school districts, state funds that flow to community-based organizations are administered by a number of different state agencies, such as departments of health, departments of social or human service, and departments of economic development. Moreover, when state legislatures designate community-based organizations as recipients of state funds, statutes typically provide for a broader set of services—for example, out-of-school time programs and health and social services. Programs that fund community-based organizations also tend to have a stronger prevention focus than those that fund school districts.

## **Types of Services:** The vast majority of state statutes identified through this research provided for a narrowly prescribed set of services to address a relatively narrow set of needs.

For the most part, state legislatures chose to support a relatively narrow group of services for school-age children and youth. Statutory language tended to focus on specific program models or service domains, for example, school-age care, mentoring, delinquency prevention programs, school-readiness or health care. Few statutes empowered communities to address a broad range of needs in a comprehensive manner. Even in states that have been active around multiple issues affecting school-age children and youth, their legislatures generally codified programs and services into distinct issue areas with separate statutes for school-based health centers, child care programs, academically-based after-school programs and school-to-work services.

With respect to type of service, **state legislatures primarily funded out-of-school time programs**, likely due to their recognition of the importance of experiences during non-school hours and the popularity of these types of programs. More than one-third of all statutes specified support for after-school services offered after-school, before-school and during weekends, school holidays and vacations.

### **NORTH CAROLINA SUPPORT OUR STUDENTS (SOS)**

Support Our Students (SOS) is a state funded after-school program administered through the Department of Juvenile Justice and Delinquency that serves school-age children in kindergarten through the ninth grade. SOS seeks to reduce the number of students who are unsupervised during after-school hours, reduce juvenile delinquency, improve students' academic performance and meet students' intellectual, emotional and social needs. SOS programs include skill-based learning, cultural enrichment, academic support and recreational activities. SOS strives to improve coordination of existing services and recruit community volunteers to provide adult role models for school-age children.

Currently, SOS operates in all 100 counties throughout the state at 275 school-based and community sites. In fiscal year 2001, \$8 million in general funds and \$2 million in federal TANF funds supported SOS programs. The Department of Juvenile Justice and Delinquency allocates funds based on the number of children to be served, the percentage of children receiving free or reduced lunches and the amount needed to implement the proposal. North Carolina State University provides on-going technical assistance on setting goals, monitoring progress, assessing quality and developing curriculum.

*Contact: Dr. Christopher Eaddy, Support Our Students, (919) 733-3388, ext. 503.*

### **State legislatures expressed limited support for more comprehensive service models.**

Approximately 25 percent of statutes supported school-based health or mental health services. A few states, such as Alabama and Florida, supported the development of full-service or community schools that are intended to provide a range of services before, during and after the school day, to

meet the needs of school-age children and their family, as well as other community residents. While many examples of community schools exist on the local level, relatively few states passed legislation encouraging and supporting community schools.

### **FLORIDA FULL SERVICE SCHOOLS**

Since 1990, the Florida Legislature has increased children's access to health services by funding full service schools. Through the full service schools program, children and youth receive basic medical, nutritional, mental health and other social services. Currently, the Family Health Services Division allocates \$11 million to 67 counties for this program. Each county receives a base funding amount plus additional funds based on student enrollment. The county health departments, in coordination with school districts, the local school health advisory committees and representatives from the community, are responsible for developing and updating the bi-annual school health plan that delineates what services will be offered and how they will be provided.

*Contact: Sylvia Byrd, Family Health Services Division, Florida Department of Health, (850) 245-4447.*

**Ten states provide support for family resource centers** that are designed to bring a variety of supports and services for children and families together in one location in order to serve families more comprehensively.<sup>15</sup> Statutes authorizing family resource centers as recipients of state funds provided for a broad range of supports and services, including social services, health services and out-of-school time programs. The extent to which statutory language granted local leaders discretion on how to spend funding varied. For example, North Carolina's statute is worded fairly broadly, stating that family resource centers can provide services that "(1) enhance children's

### **LOUISIANA'S SCHOOL-BASED HEALTH CENTERS**

In 1999, the Louisiana Legislature created the Millennium Trust Fund, which receives 45 percent of the state's tobacco settlement revenue. This fund is divided into three sub funds, including the Health Excellence Fund. The Health Excellence Fund provides funding through the state Department of Health's Office of Public, Maternal and Child Health. The goal of this fund is to ensure the optimal development of children through appropriate health care, including school-based clinics and early childhood intervention programs.

In fiscal year 2001, the Office of Public and Maternal and Child Health allocated \$5.8 million of tobacco settlement revenues, combined with \$480,000 from the Maternal and Child Health Title V Block Grant, to fund 47 school-based health centers that served over 46,000 children and youth. The funding was allocated through a competitive grant process based on: 1) the experience of the applying organization; 2) the program intent; 3) integration with school, community and school health plan; and 4) stated needs based on community input. The Office of Public, Maternal and Child Health plans to fund six new sites in fiscal year 2002.

*Contact: Maureen Daly, Office of Public, Maternal and Child Health, Department of Health, (504) 568-6068.*

<sup>15</sup> See also Sara Watson and Miriam Westheimer, *Financing Family Resource Centers: A Guide to Sources and Strategies* (Carnegie Corporation of New York and The Finance Project, 2000).



development and ability to attain academic and social success, (2) ensure a successful transition from early childhood programs and child care to the public schools, (3) assist families in achieving economic independence and self-sufficiency, and (4) mobilize public and private sector resources to help children and families in need.”<sup>16</sup> In other states, legislatures attempted to ensure a degree of balance in what types of services centers can provide by mandating that centers must provide a prescribed set, or a portion of a prescribed set, of services. In most cases, state legislatures intended that family resource centers be housed in community-based settings. In a few cases, such as in Tennessee and Wisconsin, family resource centers are administered by local education agencies, which may also contract with community-based agencies.

Kentucky’s efforts to systematically change how services are delivered to children, youth and families deserve special attention for a number of reasons. The Kentucky Legislature established family resource and youth service centers as part of a larger education reform agenda, explicitly

### **KENTUCKY FAMILY RESOURCE CENTERS AND YOUTH SERVICES**

The Kentucky Legislature established the Family Resource and Youth Services Centers (FRYSCs) Initiative through the 1990 state Education Reform Act to provide school-based centers to enhance students’ abilities to succeed academically by addressing barriers to learning in the family and the community. Family resource centers (FRCs), housed in elementary schools, and Youth service centers (YSCs), housed in middle and high schools, provide, develop and/or broker a wide range of services in collaboration with schools, local child and family service agencies and related organizations. Each center offers a unique blend of program components depending on location, available resources, local need and community input. The goal of the FRYSC Initiative is to meet the needs of all children and their families who reside in the community or neighborhood served by the school in which the center is located.

Centers offer a range of services to support children and families. The core components of family resource centers are: 1) preschool child care for children 2 and 3 years of age; 2) after-school child day care; 3) families in training; 4) parent and child education; 5) support and training for child day care providers; and 6) health services or referrals to health services. The core components of youth services centers are: 1) referrals to health and social services; 2) employment counseling, training and placement; 3) summer and part-time job development; 4) drug and alcohol abuse counseling; and 5) family crisis and mental health counseling.

At least 20 percent of the student population must be eligible for free or reduced lunch in order for a school to apply for a grant. Grants range from \$33,000 to \$94,500; the total amount of grants to be awarded in fiscal year 2002 is \$49,321,978. Currently, Kentucky supports 765 FRYSCs—388 family resource centers, 230 youth services centers and 147 combined family resource and youth services centers. Together, these centers serve 1,145 schools—approximately 96 percent of all eligible schools in the state.

*Contact: Dr. Robert D. Goodlett, Office of FRYSC, Cabinet for Families and Children, (502) 564-4986, <http://cfc.state.ky.us/frysc/>.*

<sup>16</sup> North Carolina General Statute 143B-152.10.

recognizing the connection between community support services and students' academic performance (see text box below). Moreover, the Legislature sought to create relatively universal access to services by funding virtually all schools in which at least 20 percent of the student population is eligible for free or reduced lunch. By providing support for schools to develop or broker comprehensive services and collaborate with other community organizations, Kentucky is changing the role of schools in serving children, youth and families.

In addition to providing services for school-age children, **state legislatures expressed limited support for school-based early education programs**, which primarily focus on improving school readiness. One in five statutes provided for school-based early education programs. In some cases, school readiness programs serve children beginning at age 3 up to 6 or 7 years of age. Although the trend toward supporting comprehensive service models is a limited one, it does establish an important track record of successful initiatives for community school advocates seeking to create a broader set of services for school-age children and their family members.

## **Coordination: At the local level, many program developers and community leaders face enormous challenges in coordinating services and programs for children, youth, and families.**

Supply-building initiatives launched by state legislatures intend to accomplish a variety of goals through a variety of service delivery mechanisms. **In most states, supports and services for school-age children and youth are still fragmented and disconnected.** Oversight for these programs and services cuts across several state agencies, including child care, health and human services, education, juvenile justice and workforce development. Similarly, the range of services supported by these policies span the fields of child care, youth development, pregnancy and drug prevention, delinquency prevention, health and human services.

### **MINNESOTA FAMILY SERVICES COLLABORATIVES**

Since 1994, the Minnesota Department of Children, Families and Learning has provided grants to encourage communities to better coordinate services at the community level and improve outcomes for children and families. The department pools funding for multiple supports and services and allocates one bundled grant to the local communities. The department provides Family Services Collaborative Grants to counties or communities to: 1) enhance local decision-making; 2) improve public accountability; and 3) improve families' access to services. The collaboratives are required to include at least one representative from the school district, the county, a public health organization and a community action program, as well as involve private and nonprofit service providers.

Currently, the department provides \$7.212 million to 80 collaboratives that serve over 90 percent of the state's children. The grants are funded for a five-year period from the date of implementation of the collaborative.

*Contact: Sue Devich, Prevention Division, Minnesota Department of Children, Families and Learning, (651) 582-8338.*



Several states took steps at both state and local levels to bridge gaps among the array of services supporting school-age children and youth. For example, several state grants, particularly those funding out-of-school time programs, require collaboration with community partners as a condition for receiving state funds. However, these grants typically do not provide support for the development, administration or ongoing maintenance of these collaboratives. Moreover, few states require or provide support for coordination with other existing programs and services within the service delivery area. Though difficult to discern from statutory language, local and state coordination mechanisms were not explicitly written into state legislation, even among states with several sizable initiatives addressing a range of issues and/or services.

A few states formed councils or task forces with the expressed purpose of encouraging service coordination at the local level. These efforts focused both on creating vertical links to improve coordination between state agencies and communities, as well as creating horizontal links to encourage coordination among state agencies as well as within local communities. A two-pronged approach—connecting programs and funding streams at the state level and providing technical support to local communities to navigate complex systems—likely yields greater results than only trying to improve coordination on one end of the system.

#### **CONNECTICUT FAMILY RESOURCE CENTERS**

Since 1990, the Connecticut Legislature has allocated funding to the state Department of Education to support family resource centers throughout the state. Located in elementary school buildings, these centers promote comprehensive, integrated, community-based systems of family support and child development by providing year-round access to an array of services.

Family resource centers provide access to early childhood and family support services that foster the optimal development of children and families. Services are provided by the school or by community-based agencies collaborating with a school. Centers offer parent education and training, family support, preschool and school-age child care and family day care provider training. Centers set their hours of operation around family schedules.

All families in the local community, regardless of income, are eligible to use the family resource center and its services. However, depending on the center, some services require a family contribution based on a sliding fee scale. In fiscal year 2001, the department funded 61 family resource centers, each receiving \$100,000.

*Contact: Shirle Moone Childs, Bureau of Early Childhood Education and Social Services, Connecticut Department of Education, (860) 807-2059.*



## **Infrastructure:** Despite broad efforts to expand the supply of programs serving school-age children and youth, state legislatures designated relatively limited funding for and attention to creating infrastructure.

Infrastructure includes site-level supports that enhance the sustainability of local programs as well as system-level structures at county-, city- or statewide levels that help ensure that programs function effectively. At the program level, these supports include training and technical assistance, funds for local evaluations, needs assessment and planning, management information systems, and importantly, resources for the coordination and collaboration functions that many community collaboratives serving school-age children and youth provide. At the system level, infrastructure includes professional development systems, systems of licensure, facilities funds, evaluation, planning and transportation systems. Given the significant new investments being made by state legislatures to expand the supply of supports and services for school-age children and youth, investments in supports for local programs are even more critical, particularly in communities that do not currently have the capacity to undertake start-up and/or expansion efforts. The extent to which states make accompanying investments in infrastructure will affect the success and sustainability of programs and services in local communities.

**In most states, investments in infrastructure have not kept pace with efforts to increase the supply of programs and services.** In many cases, decision makers view infrastructure as wasteful administrative costs. However, without adequate investments in administrative systems, local programs will be unable to provide high quality, well-managed services.<sup>17</sup> The choices of state legislatures may relate to trade-offs created by limited funding, with lawmakers choosing to place investments in direct services rather than in local capacity building. State legislatures may choose to sequence new investments—first investing additional dollars in efforts to build supply and planning additional investments in system infrastructure at a later point in time. Additionally, state legislatures may defer to state agencies to initiate new investments, particularly around professional development

### **CALIFORNIA HEALTHY START**

The California Legislature created Healthy Start in 1991 to improve the lives of children, youth and families by coordinating and integrating services through community partnerships by or near school sites. Healthy Start provides \$39 million in grants to local education agencies and their collaborative partners to plan and implement comprehensive, integrated school-linked support services. Each year, the California Department of Education funds two-year collaborative planning grants of \$50,000 annually and three to five-year operational grants of \$400,000. All Healthy Start community partnerships must match the awarded funds with one locally raised dollar for every four dollars awarded. Services may include health, mental health, child welfare services, academic support or others that are important to the success of the children, youth and families.

*Contact: Pat Raney, Healthy Start, California Department of Education, (916) 657-3558.*

### **ALABAMA AT-RISK STUDENT PROGRAM**

Since 1995, the Alabama Legislature has provided funding to school districts to support local programs geared toward at-risk students in kindergarten through the twelfth grade. The Alabama At-Risk Student Program requires that each school district create a needs assessment and a three-year implementation plan to meet the needs of at-risk students in their community. Services include out-of-school time programs that offer academic assistance, alcohol and teen pregnancy prevention services, and mentoring. The Department of Education allocates funding based on students' performance on standardized achievement tests and the number of students in the school district eligible for free and/or reduced lunch. Importantly, the program provides direct incentives for schools and school systems to involve the community by requiring 20 percent of funds to support efforts in partnering with nonprofit community organizations in planning and implementing programs. The Legislature has funded the program at an average of \$30 million since its inception.

*Contact: Chris Wilson, Prevention and Support Services, Alabama Department of Education, (334) 353-5766.*

### **UTAH FAMILIES, AGENCIES AND COMMUNITIES TOGETHER FOR CHILDREN AND YOUTH AT-RISK ACT**

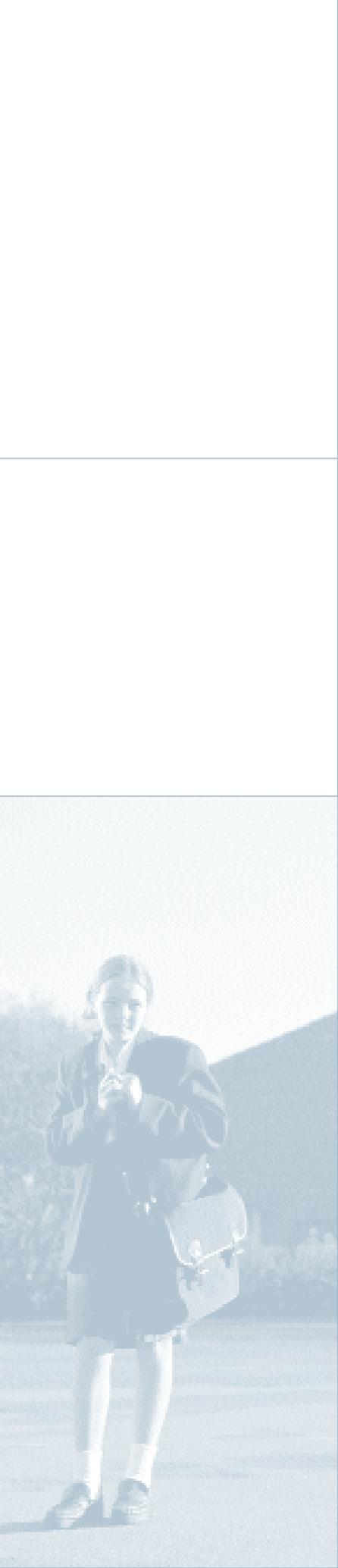
Since 1993, Utah's Families, Agencies and Community Together (FACT) Program has charged state, local, private and public social service agencies, community-based organizations and parents to work together to build collaborative, comprehensive systems of services and supports for at-risk children and youth and their families. FACT funds 105 school-based sites which provide integrated family-centered services to children, prenatal through sixth grade. The school-based sites aim to: 1) improve the child's and family's relationship with school; 2) improve the child's academic skills; 3) assist the child in increasing social skills and overcoming behavior problems; 4) help the family locate needed services; 5) alleviate health concerns; and 6) address mental health issues.

In fiscal year 2001, the state allocated \$5,014,000 to fund FACT. Local agencies are required to match state funds in order to fully staff the initiative. Including local matches and federal Title XIX funds, the total fiscal year 2001 funding for FACT was \$9,283,000.

*Contact: Terry Johnson, State FACT Coordinator, Department of Human Services, (801) 538-3983.*

and licensure systems. The private sector, most notably, national and local foundations, has historically provided time-limited support and/or seed money for efforts to create infrastructure. State legislatures may also count on private sector sources to continue to provide resources for program supports. Whatever the case, the lack of state legislative investment in system infrastructure given the significant activity around supply-building efforts is cause for concern.

In limited but instructive cases, state legislatures have begun to address challenges of infrastructure. At the community level, the primary strategy which legislators employ to support effective programs is to encourage or require collaboration and coordination with other existing



programs or services in the community. A few state legislatures, notably California, have made investments in building capacity at the local level, including providing funding for collaborative functions. In some cases, support is limited to training or technical assistance. In others, funding can be used for a variety of functions, including an explicit charge to develop and support community collaboratives. However, aside from suggestions or in some cases requirements to collaborate at the local level, few states provide either financial or technical support for community collaboratives to function effectively over time.

Of those statutes addressing system level structures, most call for state level planning, coordination and evaluation. A few states created statewide councils charged with a variety of tasks, including planning, conducting needs assessments, facilitating coordination, providing technical assistance, maximizing funding sources and/or conducting evaluations. Efforts to create these statewide intermediaries seem particularly promising in ensuring that adequate systems are in place to support programs at the community level. A few states, such as New Hampshire and Rhode Island, passed legislation governing transportation systems for children attending programs located off of the school site. Several state legislatures, including California and Connecticut, allocated funds for facilities improvements and renovations. Some statutes also established requirements and/or systems for licensing as well as for technical assistance for providers.

#### **MARYLAND AFTER-SCHOOL OPPORTUNITY FUND**

One of the main goals of the Maryland After-School Opportunity Fund is to bring together interested stakeholders to consolidate efforts and achieve results for children and youth participating in the after-school programs. Maryland utilized its local management board (LMB) structure to conduct comprehensive planning and needs assessments as the basis for developing after-school programs. Under Maryland law, each jurisdiction has an LMB, composed of representatives from public agencies, nonprofits, businesses, citizens, parents and elected officials, which coordinates planning for children's services.

Each LMB convened groups of stakeholders to be involved in the assessment and planning process. Stakeholders typically include youth, parents, providers of after-school services, child care resource and referral centers, schools, departments of social services, juvenile justice, education and recreation and parks, disability community representatives, and arts councils. Community plans and needs assessments include demographic profiles analyzing child population, total population and socioeconomic data; an overview of all current after-school programs; and a detailed description of gaps in service. LMBs are also required to describe the involvement and contributions of stakeholders in the decision making process.

In fiscal year 2001, the After-School Opportunity Fund Advisory Board used the LMBs' county plans and needs assessments to assist them in determining the distribution of \$9.25 million out-of-school time programming funds and \$750,000 for training and evaluation.

*Contact: Linda Heisner, Child Care Administration, Department of Human Resources, (410) 767-7128.*

### **MAINE CHILD CARE ADVISORY COUNCIL**

The Maine Legislature created a 25-member Child Care Advisory Council comprised of legislators, Head Start and family child care providers, early intervention professionals, and advocacy group representatives to provide technical assistance and develop program recommendations regarding the child care system in the state. The council's duties are divided into three issue areas: workforce, inclusion and finance. Some of the functions of the Child Care Advisory Council include reviewing the licensing process, providing advice on how to better use existing funds and examining how child care services could be integrated into a comprehensive system of services for children and families.

*Contact: Carolyn Druggy, Office Of Child Care And Head Start, (207) 287-5014.*

## **Leveraging: State legislatures did not actively support local communities in leveraging additional investment in supports and services for school-age children and youth.**

An important factor affecting the sustainability of programs serving school-age children and youth is the extent to which program developers can use state funds to leverage additional public and private sector resources. Some states **created implicit as well as explicit incentives for local recipients to leverage** greater community investment in out-of-school time and community school initiatives. In some cases, receipt of grant funds is contingent upon a local match of public and/or private funds, commonly in the range of 25 to 30 percent. Some states exclude using in-kind contributions of facilities or staff to meet the match requirements, while others allow in-kind contributions as part of the local match. A few states give priority to recipients who can demonstrate a local match, but do not require a match to receive state funds.

### **MARYLAND YOUTH SERVICES BUREAU**

The Maryland Subcabinet Fund, administered by the Governor's Office for Children, Youth and Families, provides funding for youth service bureaus in eight counties throughout the state. Youth service bureaus provide a variety of services to youth and their families such as suicide prevention programs, drug and alcohol abuse services, crisis intervention, tutoring, recreation activities and employment assistance. Youth service bureaus offer services free of charge or at an established rate based on family income. Funding for the bureaus flows through local management boards, which are the local planning and coordination structures. In fiscal year 2001, the Subcabinet Fund allocated \$2.048 million for youth service bureaus. The state provides 75 percent of total funding. Bureaus must leverage the remaining 25 percent from local sources, including funds from local government.

*Contact: Ken Rumsey, Subcabinet Fund, Governor's Office for Children, Youth and Families, (410) 767-6225.*

**However, aside from match requirements, state legislatures did not actively support the capacity of local communities to leverage either additional public or private sector funds.**

A few states, such as Oklahoma, provide technical assistance in applying for state and/or federal grants. However, it is not clear if this assistance focuses on using existing funds to leverage new dollars. For the most part, recipients are left to their own creative strategies to find ways to use state funds to leverage additional dollars.

#### **ALABAMA COMMUNITY SCHOOLS ACT**

In 1990, the Alabama Legislature enacted the Community Schools Act with the purposes of: (1) encouraging increased involvement by citizens in their local schools through their participation on community schools advisory committees, (2) assuring maximum use of public school facilities by the citizens of each community, and (3) providing increased involvement by businesses through business-industry partnerships and adopt-a-school programs. The legislation codified efforts by the Department of Education's Career/Technical, Adult and Community Education to involve the community in the schools, beginning in the 1970s. In fiscal year 2001, the department allocated over \$1 million through a competitive application process to 66 school systems to fund community schools programs serving all ages. Each grant recipient is required to supply a local match and must have an advisory group made up of school and community representatives to assist in governing the program.

*Contact: Bob Ritchey, Career, Technical, Adult and Community Education, Alabama Department of Education, (334) 242-8181.*

## **Sustainable Financing: State legislatures expressed relatively limited interest in creating sustainable funding sources for out-of-school time and community school initiatives.**

A significant challenge facing community leaders and program developers is the lack of stable, long-term funding sources to support programs for school-age children and youth. Critical to the success and sustainability of these initiatives is the extent to which states provide reliable, predictable sources of funding for supports and services for children, youth and families. However, in most cases, state legislatures did not express support for creating sustainable sources of funding for out-of-school time and community school initiatives.

**A significant majority of statutes identified through this analysis provided for time-limited grants, as opposed to long-term operating support.** Given the important investments in efforts to expand the supply of programs and services for school-age children and youth, the question of where and how program developers will find ongoing operating support once initial grant funding ends remains unanswered. While virtually no statute explicitly stated that time-limited grants are actually intended to be renewable sources of funding, in practice, a few legislatures implicitly created longer-term funding sources as long as accountability measures are met and annual



appropriations continue. For example, the California Legislature intended for the After School Learning and Safe Neighborhoods Partnerships grants to provide renewable funding for after-school programs.

**Most state legislatures chose to leave decisions about funding levels for supports and services for school-age children and youth within the realm of the traditional appropriations process, as opposed to creating more protected sources of funding.** However, a few states

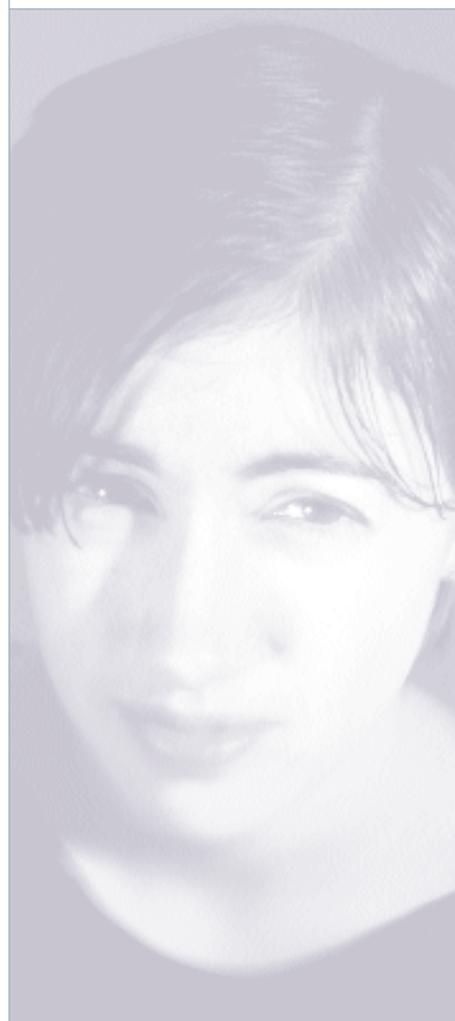
created more protected and potentially more sustainable mechanisms through which funding flows.<sup>18</sup> For example, a number of states created special trust funds that provide grants to communities, many of which can accept additional sources of funds from both the public and private sector. The extent to which these trust funds are “protected” likely depends on the amount of funds allocated through the general appropriations process. A couple of states invested their tobacco settlement revenue into trust funds or endowments and are only allocating the interest off of these accounts, thereby creating a sustainable funding source. A few states, including Minnesota and New York, created dedicated revenue sources through special tax levies or fees. How states choose to structure funding streams for school-age children and youth—whether creating long-term, dedicated sources of funding versus short-term grant projects—will have enormous implications for the administrative and fundraising burdens placed on community leaders and program developers as well as on the continuity of services they are able to provide.

#### **MINNESOTA SCHOOL-AGE CARE PROGRAM**

The Minnesota Legislature authorizes school boards to offer a school-age care program for children from kindergarten through sixth grade as part of its community education initiative. School districts must maintain separate accounts within the community education fund for all funds related to the school-age care program. Parent fees fund about 90 percent of the programs. Also, school districts that offer school-age care programs are authorized to issue a local levy to generate revenue to cover the additional cost of providing services to children with disabilities and children with temporary family problems. The level of funding generated by the levy is based on the net tax capacity of the district and the number of school-age children in the district. The levy is an equalized levy—the state provides additional funding for less wealthy districts. For the 2000-2001 school year, 141 districts certified levies totaling \$4,486,097.

*Contact: Catharine Cuddeback, Minnesota Department of Children, Families and Learning, Office of Child Care, (651)-582-8562.*

<sup>18</sup> For additional information on creating state and local dedicated revenue sources for supports and services for school-age children and youth, see Barbara Langford, *Creating Dedicated State and Local Revenue Sources for Out-of-School Initiatives* (Washington, DC: The Finance Project, 1999).





### **LOUISIANA TOBACCO TRUST FUND**

In 1999, the Louisiana Legislature passed and voters in the state approved a constitutional amendment that specifies the use of the state's tobacco settlement revenue. The amendment created two funds, the Louisiana Fund and the Millennium Trust Fund. The Louisiana Fund is used for annual discretionary spending, while the Millennium Trust Fund is structured as an endowment—only the interest that accrues on the principal is expended.

The Millennium Trust Fund is composed of three funds: the Health Excellence Fund, the Education Excellence Fund and the TOPS Fund. The Health Excellence Fund is restricted to funding initiatives that ensure the optimal development of children through appropriate health care, including school-based clinics and early childhood intervention programs. The Education Excellence Fund provides funding for elementary and secondary education and the TOPS Fund provides tuition assistance for Louisiana college students.

The Millennium Fund is funded with 45 percent of the state's tobacco settlement revenue, which is divided equally among the three subcategories of funds. In 2001, the Millennium Trust Fund received \$67.4 million. The legislation specifies increased contributions to the fund in subsequent years. In fiscal year 2001 through 2002, the Millennium Trust Fund will receive 60 percent of the settlement funds; thereafter, the amount of settlement funds allocated to the Millennium Fund will increase to 75 percent. However, the Legislature is currently reviewing a plan to securitize 60 percent of the revenue and use the remaining 40 percent for services outlined above.

*Contact: Cooper Harrel, Department of Treasury, (225) 342-0020.*

# Implications and Challenges

Currently, many state legislatures are playing a stronger role in defining and structuring supports and services for school-age children and their families. However, it is not yet clear if state legislative support for out-of-school time and community school initiatives is simply a funding fad that will fade over time or a system-building investment that will provide for sustainable services for school-age children and youth. Several factors will influence the extent to which state legislatures create sustainable systems of support aimed at improving results for children, youth and families. These factors include:

- ❖ **Political transitions at the state level.** Many state legislatures passed legislation providing for investments in school-age children and youth as a result of the leadership of one or a few political leaders. Without strategic consideration for cultivating a broad base of political allies, transitions in political leadership could serve to undermine state legislative attention to and investment in out-of-school time and community school initiatives.
- ❖ **Reauthorization and annual appropriation processes.** Typically, program authorities creating investments in supports and services for school-age children and youth need to be reauthorized every year or two. Moreover, budgetary line items for out-of-school time and community school programs come up for consideration every appropriations cycle. Without stable funding and program authorities, community leaders will find it difficult to build sustainable systems and advocates will need to spend considerable time and energy protecting previous gains.
- ❖ **Creating and strengthening infrastructure.** While states have actively worked to increase the supply of programs serving school-age children and youth, these expansions have not been accompanied by adequate investments in system infrastructure and program supports. In order to support the sustainability of these new programs and services, additional investments in system infrastructure will be needed.
- ❖ **Linking new programs with existing supports and services.** In order for new programs serving school-age children and youth to be most effective, they must be coordinated and integrated with the broader range of related services available in communities. To build strong and stable systems, legislatures will need to do more than fund fragmented services. Legislatures will need to create a coherent vision for how the variety of legislative efforts will achieve desired outcomes. Moreover, investments in governance and coordination structures will also be needed to ensure that new programs fit into a broader system of supports for school-age children and their families.
- ❖ **The changing federal context.** Although at the time of publication Congress is still negotiating the reauthorization of the Elementary and Secondary Education Act, it appears that funding for the 21st Century Community Learning Centers program will likely be distributed to states as formula grants. Therefore, state legislatures will play an increasingly important role in program design and funding for new programs and structures serving school-age children and their families. Additionally, the likely continued absence of a strong interest at the federal level in centralizing and standardizing programs and services for school-age children presents important opportunities for state legislatures.

State legislatures face a variety of challenges in crafting program and financing policies affecting school-age children and youth. How they respond to these challenges and how they choose to structure new investments will in no small measure affect local capacity to meet community needs, the sustainability of local programs and supports and ultimately, outcomes for school-age children and youth.





# Part II:

## State-by-State Catalogue

The following catalogue lists summaries of state statutes that provide support for school-age children and youth. Citations including Acts or Chapters generally refer to session laws codifying legislation passed during the 1998-1999 and 1999-2000 legislative sessions.

### **Alabama Code § 16-63-1 through 16-63-6**

#### **Community Schools Act**

Makes state funds available to develop programs to increase community participation in public schools and community use of public school facilities. Encourages local boards of education and agencies to collaborate in the development and funding of community school projects. Local funds must be equal to one-fourth of the total budget for the community school. Local boards of education must establish at least one community schools advisory committee and employ at least one community schools coordinator.

### **Alabama Act 2000-408**

#### **Family Resource Centers**

Requires that money allocated to the Children's Trust Fund be spent equally on family resource centers and community-based programs for at-risk children. Allows money from the Youth Services Fund to be used for children's programs with approval from the state director of finance and the governor.

### **Alabama Act 2000-408**

#### **Before- and After-School Care Programs**

Appropriates \$2,400,000 to before- and after-school care programs. Allows child care providers to be reimbursed for services at their published rate or at 75 percent of the local market rate, whichever is less.

### **Alabama Act 2000-594**

#### **At-Risk Student Program**

Appropriates \$31,746,700 for at-risk student programs. Requires districts to maintain separate accounts for money for at-risk students. Programs to increase learning opportunities for at-risk students, including after-school programs, tutoring and summer, weekend or alternative schools, are to be offered. Intends schools and school systems to involve the community in planning and implementing at-risk programs. Requires 20 percent of at-risk funds to be used for efforts in partnering with non-profit community organizations in planning and implementing programs.

### **Alabama Act 2000-594**

#### **Governor's High Hopes for Alabama Students**

Intends to prepare every student to meet academic graduation requirements. Authorizes assistance such as mentoring or after school web-based practice tests for students who fail any portion of the state test required for graduation. Appropriates \$2,750,000 in support of these efforts. Identifies performance indicators to monitor progress of programs such as: 50 percent of juniors retaking the graduation test as seniors will pass; at least 25 percent of juniors will pass the math and sciences portions of the test; and the drop out rate will not increase from the 1999-2000 school year to the 2000-2001 school year.

### **Alabama Act 99-575**

#### **Boys and Girls Clubs**

Appropriates \$2,500,000 from the state general fund to the Boys and Girls Clubs of Alabama for drug, alcohol and pregnancy prevention, after-school tutorial classes, family support and job readiness and training.

### **Alaska Statute § 14.36.010**

#### **Community Schools**

Appropriates \$500,000 from the state general fund in support of community schools. Services include before- and after-school activities, continuing education programs, cultural enrichment and recreational activities for children, adults, families and the community-at-large. Provides resources for after-school care for children between ages 5 and 12 through the state Division of Early Development, Child Care Assistance and Licensing.

### **Arizona Revised Statute § 15-1141 through 15-1143**

#### **Community Schools**

Specifies that money received as fees, tuition, grants or donations for community school programs may be used only for those programs. Funds would only be reverted back to school districts upon termination of a community school. Community schools in Arizona are expected to serve children, adults, families and the community at-large, providing meeting places for community groups, before- and after-school care, academic services and recreational activities.

### **Arizona Revised Statute § 15-1105**

#### **Extended Day Resource Programs**

Allows superintendents of school districts to charge a reasonable fee or they may provide uncompensated use of school buildings, grounds, buses, equipment and other school property for use of school property to extended day resource programs. Children in kindergarten through eighth grade are eligible to participate in activities that may include physical conditioning, academic tutoring or creative arts.

### **Arizona Revised Statute § 15-1251**

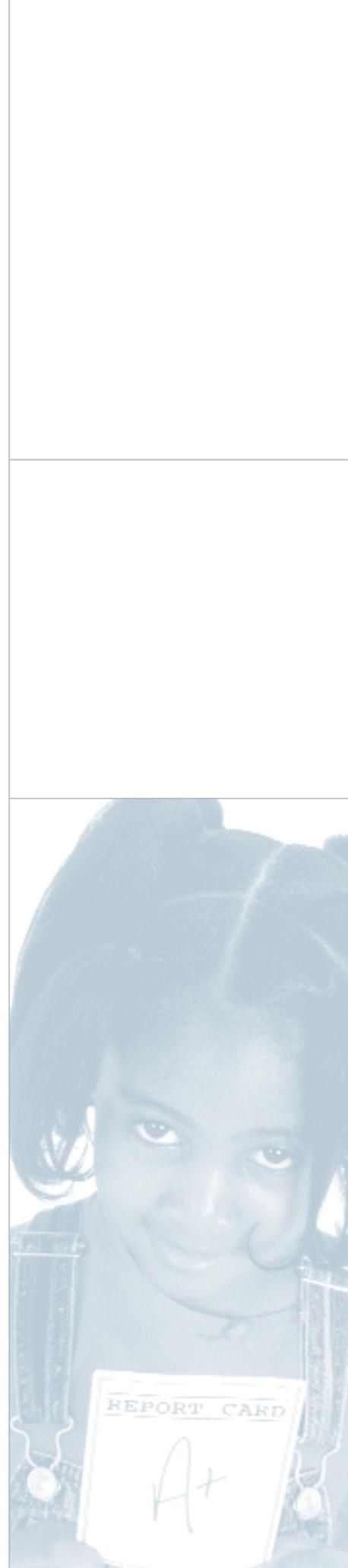
#### **State Block Grant for Early Childhood Education**

Financing of early childhood education programs is based on the number of children in kindergarten through third grade in each charter school and school district who were eligible for free or reduced lunches during the previous fiscal year. Under this legislation, all district money for preschool programs goes only to children who are eligible to receive free or reduced lunches. Requires schools to provide a list of federally funded or private facilities to parents so they may choose which facility their child will attend. Fifty percent of students in the program are to receive services from a child care provider of their parent's choosing. Private facilities must agree to provide services at a unit of cost similar to that paid to other providers in the program. Districts are required to provide all child care providers within the district or within 10 miles of each charter school with information necessary to participate in the program.

### **Arkansas Code § 20-78-501 through 20-78-506**

#### **Community Service and Community Action Program Act of 1985**

Makes funds from the state Department of Human Services available to provide services to people of all ages who are designated as low-income. Services may include transportation, home repair, aging programs and developmental child care and enrichment programs.



**Arkansas Code § 17****School Health Services Study**

Requests the Senate and House Interim Committees on Education conduct a study on the state school health services and make recommendations for appropriate statutory changes.

**Arkansas Act 153****After-School Enrichment Program**

Establishes after-school enrichment programs for at-risk high school students, as part of the Common Ground Program. Authorizes grants to at-risk districts for locally designed prevention programs at the level of at least 40 percent of Common Ground Program funds. Assigns administrative duties to the state Department of Health, which include disbursing funds, ensuring applications include needs assessments, planning and links with community health and human service agencies; providing technical assistance on effective prevention programs; and conducting program review and evaluation.

**Arkansas Act 1429****Community-Based At-Risk Programs**

Authorizes community-based pilot grants from the state Department of Education in cooperation with the state Department of Health to improve academic achievement of at-risk children through activities such as before- and after-school programs, parent training programs and tutorial programs.

**California Education Code § 8460-8480****Child Care and Development Service Act**

Authorizes the state Department of Education to administer local contracts funded by the federal Child Care and Development Block Grant for services provided by public or private agencies, child care centers or family child care homes. Children up to age 14 from low-income families may receive child development services, including supervision and health and support services delivered in an age-appropriate, culturally and linguistically responsive environment as part of a comprehensive, coordinated child care and development system.

**California Education Code § 8803-8804.5****Healthy Start Support Services for Children Grant Program**

Provides grants to local education agencies to cover the costs of planning and operating programs that provide support services to school-aged children from low-income families at or near school sites. Authorizes the state superintendent of education to administer planning grants of up to \$50,000 (for up to two years) to begin or to expand existing programs. Operational grants of up to \$300,000 (for up to five years) are to be awarded to begin or to expand existing programs. All programs must match the awarded funds with one locally raised dollar or every four dollars awarded. Services provided by funded programs may include case-managed care, mental health and social and academic support.

**California Health and Safety Code § 1597.01-1597.21****Tracking for School-Aged Care Provider**

Explains regulations pertaining to the health and safety review of licensed providers, outlines the requirements for hiring teachers and specifies reporting requirements for licensed providers. Allows 20 training hours to replace one academic credit hour toward licensing as a teacher and expands the range of degrees accepted as a prerequisite for employment.

## **California Government Code § 9225**

### **Child Care for Legislative Employees**

Requires child care services be provided in the state legislative building. Services are to be available during regular legislative work hours and on nights and weekends during extended legislative sessions. Services will be provided on a sliding scale fee according to the employee's income.

## **California Education Code § 8460-8480**

### **Extended Day Care Services**

Organizes funding priorities to ensure equity in distribution of services across the state. Prioritizes funding by need within counties, according to: (1) the percentage of residents receiving services from the Aid to Families with Dependent Children Program; (2) the percentage of females in the labor force; and (3) the percentage of children ages 5 to 14. The maximum reimbursement is \$2,100 per year per child (based on fiscal year 1985-1986 figures, revised annually with a cost-of-living adjustment). The program is to serve low-income families with children age 5 to 14. Programs are to be appropriate to the developmental level of the child and may include academic, creative arts and support services that foster positive social, emotional, linguistic and physical development.

## **California Education Code § 8482-8484.5**

### **After School Learning and Safe Neighborhoods Partnership Programs**

Establishes incentives for locally driven after-school enrichment programs that partner schools with community organizations to provide academic and literacy support for school-age children. Makes available \$85,000,000 in grants to local education agencies or partnerships between these agencies and community organizations to establish after-school academic and enrichment activities, including homework assistance, recreation and prevention activities. Services focus on children in first through ninth grade. Priority will be given to schools where at least 50 percent of the student population is eligible for free or reduced lunch. Elementary schools will be eligible for up to \$75,000 per year. Secondary schools may receive up to \$100,000 per year. Requires a 50 percent match (in-kind or cash) of the funds awarded and submission of an outcomes-based evaluation of the program, based on academic performance, attendance and positive behavioral change. Allows programs to be conducted at community parks or recreation areas adjacent to school sites and charter schools.

## **California Education Code § 17264**

### **Elementary School Facilities**

All plans to modernize or construct new elementary schools must contain space for before- and after-school time programs. Requires facilities be made available to all children regardless of religious beliefs and mandates that religious instruction is not to be offered during program hours.

## **California Education Code § 42239.5**

### **Voluntary Saturday School**

Allows schools that provide voluntary academic Saturday school to be eligible for additional summer school funding. The Saturday school program must be voluntary, not exceed 180 minutes and provide credit toward high school graduation. Schools are to encourage low performing students to attend.

**California Education Code § 42239.6****After-School Programs in Year-Round Schools**

Makes multi-track, year-round elementary and secondary schools that offer voluntary after-school programs eligible for additional summer school funding. Programs must supplement core academic instruction. Programs are not to exceed 120 minutes. Schools are to encourage low performing students to attend.

**California Education Code § 54740-54749.5****California School Age Families Education Program (Cal-SAFE)**

Provides for a comprehensive, coordinated, school-based youth development and dropout prevention program for pregnant and parenting teens through local county offices of education and school districts. The goal of the program is to provide quality education leading to high school graduation, as well as parenting and life skills to pregnant students and custodial and non-custodial parents. Services may include transportation, mental health assessments, academic support and career counseling. Children of participating parents are eligible for child care and health services up to kindergarten. The program is funded at \$6,500 annually per unit of average daily attendance.

**California Chapter 50****After-School Programs**

Appropriates \$2,500,000 for technical assistance to the Healthy Start Program, \$2,400,000 for technical assistance to teen pregnancy prevention and intervention programs, and \$3,633,000 for after-school programs from the state Department of Education. Authorizes \$62,783,400 for local assistance to provide school-age care, including after-school programs. From the state general fund, \$50 million or any and all unliquidated and unencumbered funds from fiscal year 1998 may be used for school-age care in fiscal year 1999-2000.

**California Chapter 3 Article 21 §123665****School-Based Health Centers**

Establishes the definition for school-based health centers as comprehensive primary care programs offering medical, mental health, disease prevention and health education services and links to primary care providers. School-linked health centers offer the same services as school-based health centers but are not located on school property. Differentiates among different levels of school health centers, from ones that offer primary care 365 days per year to ones that offer limited direct services but not medical care or treatment of illness.

**California Chapter 573****Job Training for At-Risk Youth**

Appropriates \$1,250,000 to the state Employment Development Department for at-risk youth employment demonstration projects. Requires a dollar-for-dollar match of awarded funds. Allows \$500,000 to be spent in Los Angeles on each of up to four demonstration programs and \$125,000 to be spent in Oakland, San Francisco County, Santa Ana, Sacramento, Fresno and San Diego City and County on up to two demonstration programs in each of the jurisdictions. Local governments may contract with private, nonprofit organizations to administer the demonstration projects.

**California Chapter 823****Resource and Referral**

Specifies required duties of resource and referral agencies. Requires the state superintendent of public instruction to promote a range of child care services to allow parental choice, including those provided before- and after-school and during holidays, vacation and non-standard hours.

## **Colorado Revised Statutes § 28-18-104; 26-5.3-106**

### **Family Development Center Program**

Makes grants available to community applicants for the creation of family development centers. These centers, which receive funding from the state general or family issues cash fund, are required to provide case management for families living in at-risk neighborhoods. Services provided must include early childhood care and development, parenting education, basic health services and before- and after-school programs. Additionally, centers may provide mentoring and literacy programs, job-skills training, domestic violence prevention support and transportation to receive other services.

## **Colorado Revised Statutes § 24-32-2801**

### **Youth Crime Prevention and Intervention Program**

Awards money from the state general fund to community-based organizations for programs that target youth and families for intervention services, in an effort to reduce incidents of youth crime and violence. No less than 20 percent of funds are to be used exclusively for programs designed for children under the age of 9.

## **Colorado Revised Statutes §24-32-2805**

### **Colorado Youth Mentoring Services Act**

Provides funding for the development and support of community-based youth mentoring programs. Programs must provide a 20 percent match of grant funds received from the youth mentoring cash fund. At-risk children age 5 through 17 are eligible to be matched with adult volunteers. The programs are directed to recruit, screen and train adult volunteers, carefully match volunteers with at-risk children, make workshops and recreation activities available, evaluate the program and submit annual reports of these evaluations.

## **Colorado Revised Statutes § 24-32-2003, 2005**

### **Youth Conservation and Service Corps**

Creates the Youth Service Corps, which coordinates youth employment and training efforts and recruits local government agencies and community-based agencies to employ members in service activities. Unemployed 16 to 24 year olds are eligible to join. Upon completion of the program, members are eligible for higher education scholarships of up to \$5,000 each to public or private universities, vocational schools or private occupational schools.

## **Colorado Revised Statutes § 26-18-104**

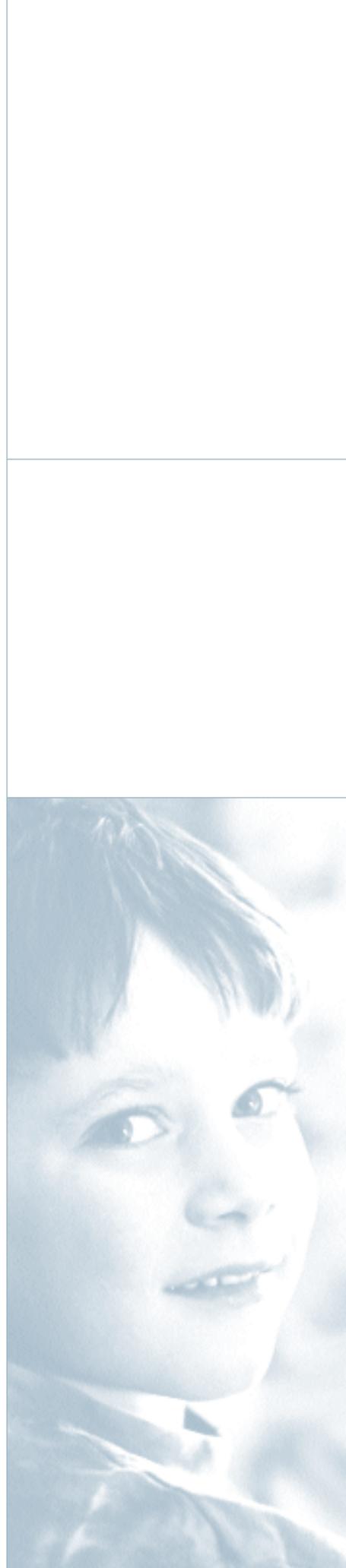
### **Family Development Center Program**

Provides family development center grants, from the state general fund or the family issues cash fund, to community applicants for the creation of centers that offer accessible, coordinated, single point of entry services to families in at-risk neighborhoods. Services to be provided include case management, early childhood care and development, basic health services, before- and after-school care, mentoring job training and transportation services.

## **Colorado Chapter 167, § 39-22-119-121**

### **Child Care Tax Credit**

Specifies rules relating to claiming a child care tax credit, including a tax credit to parents whose children are in before- and after-school care programs of up to \$300 per child, for children between the ages of 6 and 13.



**Connecticut General Statute § 17b-737****Improved Use of Facilities**

Establishes a program which provide grants to municipalities, boards of education and child care providers to encourage the use of school facilities for before- and after-school child care. The state commissioner of social services administers the program. Allows funds to be used for maintenance and utility costs, transportation costs and liability insurance costs directly related to the cost of the program.

**Connecticut General Statute § 10-4o****Family Resource Center Program**

Establishes that the state Department of Education and Social Services will coordinate family resource centers. Funds to municipalities, boards of education and child care providers will be distributed by the commissioner of education. Programs offered at family resource centers, which are to be at or near school sites, are to include: full-day child care for children age 3 and older; before- and after-school care for children up to age 12; supports services for parents of newborns; education services to parents whose children participate in child care services and are interested in receiving a high school diploma; information and referral services for other child care needs in the community; teen-pregnancy prevention and a families-in-training program with services for expecting parents or parents with children under age 3.

**Connecticut General Statute § 17b-749a****School Readiness Program**

Provides subsidies to parents for the purchase of early childhood education programs through the state commissioner of education. Parents will have the opportunity to choose among facilities, including school-based sites, that may provide services such as parent education, health services, literacy programs and transition programs from early childhood education to kindergarten. Children under age 5, parents and families will be served.

**Connecticut Public Act 99-195****Connecticut Employment and Training Commission**

Creates the Connecticut Employment and Training Commission. Specifies a process for the creation, regulation and delineation of responsibilities of the commission, including making recommendations to develop a strategy to provide comprehensive services to at-risk youth. Services may include apprenticeships, improving links between academic and occupational learning and other youth development programs. Also requires a workforce development strategic five-year plan to serve as the framework for development of policy and fiscal investment, including a strategy to establish regional youth development councils. These councils would recommend and provide oversight of youth activities providers, work with school boards to identify available programs to assist youth in completing education programs and identify programs to assist youth in securing and preserving employment.

**Connecticut Public Act 99-10****School-Based Health Clinics**

Appropriates \$5,164,704 to the state Department of Public Health for school-based health centers. Appropriates \$6,500,000 to local governments from the state Department of Social Services for school-based child health.

## **Connecticut General Statute § 23.17b-737**

### **Grant for Facilities Costs**

Authorizes grants to municipalities, boards of education and child care providers to encourage the use of school facilities for day care and before- and after-school care programs. Specifies that funds be used for maintenance, utility costs and other operational costs. Sites must meet standards of the state Department of Health.

## **Connecticut Public Act 00-187 § 11**

### **School Readiness Councils**

Establishes school readiness councils, to be headed by local elected officials and the district superintendent. Requires towns receiving school readiness grants to form school readiness councils and allows any town to convene a council. Duties of the school readiness councils are to: foster partnerships among early care providers; assist in the identification of needs and numbers of children not being served; submit biannual reports to the state Department of Education on current levels of access and estimated needs; and facilitate the coordination of services to children and families, including referral services and before- and after-school care.

## **Connecticut Public Act 00-187 § 22**

### **Youth Service Bureau**

Authorizes grants for up to \$14,000 by the state commissioner of education for youth service bureaus. Specifies the distribution of excess funds.

## **Connecticut Public Act 99-10**

### **Appropriations**

Appropriates \$11,664,704 to school-based health programs funded through the state Department of Human Services and \$11,934,399 in local assistance funds. Appropriates \$6,182,500 for family resource centers.

## **Connecticut Public Act 99-211**

### **Bilingual Support Services**

Requires local districts to offer language support services to students in bilingual programs who are not meeting the state standard in an assessment of English mastery. Programs may include summer school and after-school assistance and tutoring.

## **Delaware Laws Volume 72, Chapter 94**

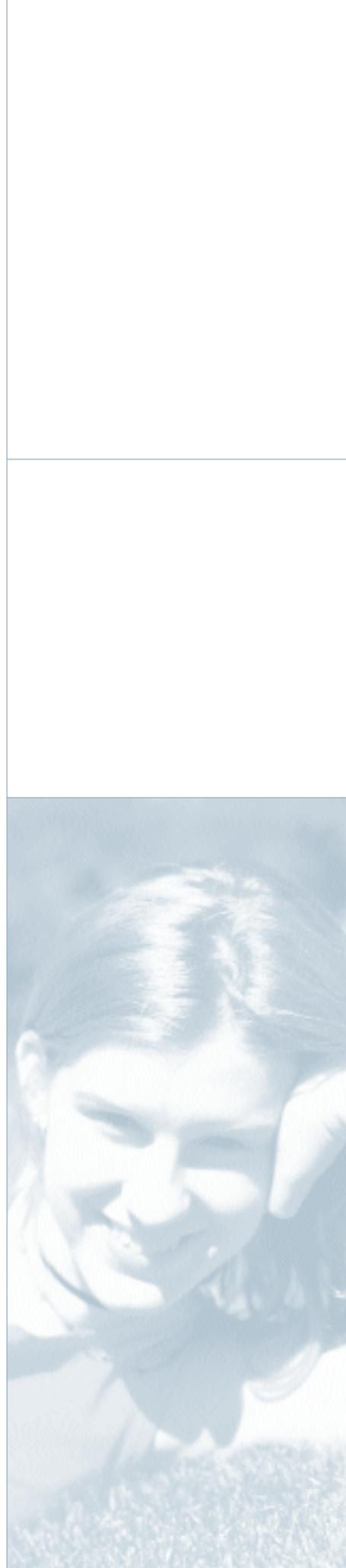
### **School-Based Health Centers**

Appropriates \$4,189,500 to the state Department of Health for school-based health centers.

## **Florida Statute § 381.0057**

### **School Health Services**

Expands services provided under the School Health Act. Schools and districts with a high population of at-risk students may apply for additional funding to provide an increased level of health related services. Proposals must be submitted jointly by county health departments and school districts or schools. Establishes the following three programs. The School Health Improvement Pilot Project includes basic health care as well as evaluation of the current system to improve student utilization of the school health services (in collaboration with community health organizations). Through the Student Support Services Team Program, a team composed of a psychologist, a social worker and nurse provide basic support services to children who have health, behavioral or learning problems which affect their school performance. Full-Service Schools provide extended nutritional and medical services, counseling and adult education at the school site.



**Florida Statute § 402.3026****Full-Service Schools**

Establishes full-service schools to provide at-risk children and families with nutritional services, medical services, parenting skills, counseling for abused children and adult education. Services are to be provided on school grounds as an extension of the educational environment. The state Board of Education, the state Department of Children and Family Services and the state Department of Health are to coordinate in the administration of full-service schools.

**Florida Statute § 394.495****Child and Adolescent Mental Health System of Care**

Establishes primary mental health services to be provided to children and adolescents. Professional assessments are to be used to determine each individual child's need. Services provided may include school-based services, home-based services, day treatment, family therapy, therapeutic foster care and case management.

**Florida Statute § 239.505****Florida Constructive Youth Program**

Establishes the Constructive Youth Program for the purpose of (1) engaging economically disadvantaged youth or youth who have dropped out of school and (2) providing low-income communities with the opportunity to rebuild their neighborhoods. The intent is to provide employment in neighborhoods needing renovation to youth age 16-24 who have or are at-risk of dropping out of high school. The program, to be coordinated by school boards or consortiums of school boards or community college boards of trustees, will provide opportunities for youth to complete high school and receive training toward the goal of being hired in the rebuilding of low-income neighborhoods. Other services provided through this program include: the creation of youth councils where youth can develop decision-making, public speaking and management skills; counseling services where youth can receive drug and alcohol abuse education and prevention information and medical, mental health, housing and legal services. Funds will be administered by the state Department of Education from a variety of state and federal sources.

**Florida Statute § 228.061****School-Aged Child Care Programs**

Defines preschool programs, prekindergarten early intervention programs and school-age child care programs. Established that such programs be supported by state and district funds, tuition charges, federal or other lawful sources.

**Florida Chapter 99-226****School Health Services**

Appropriates \$17,021,881 from the state general fund and \$4,500,000 from the tobacco settlement trust fund to aid local governments in funding school health services.

**Florida Chapter 99-214****County School Health Plan**

Mandates that each county health department, in conjunction with the district school board, develop a school health services plan. Allows any money earned from Medicaid by the school to be reinvested in the school health services and directs the state Department of Health to study the various aspects associated with additional training needed for nurses who provide school health services.

## **Florida Chapter 2000-149**

### **School Readiness Coalitions**

Creates school readiness coalitions, which include representatives from each district's superintendent's office, workforce development office, county health department, child care licensing authority and other agencies and organizations with a stake in early care issues. Authorizes 70 percent of funds awarded by the state to the school readiness coalitions be spent on prekindergarten early intervention programs. It also allows 30 percent of funds to be used to enhance existing programs (such as before- and after-school care programs) by remodeling or renovating facilities, and/or purchasing equipment and training for program staff. Funding is available through the state Department of Child and Family Services and the state Department of Education.

## **Florida Chapter 99-241**

### **About Face Program**

Establishes the About Face Program as part of the state's WAGES program. Creates a summer and year-round after-school life preparation program for poor and at-risk students ages 13 through 17. Programs are to offer homework assistance, computer skills and life skills, such as personal finance and budgeting.

## **Florida Chapter 99-398**

### **Supplemental Academic Instruction**

Authorizes categorical funds for supplemental academic instruction to be allocated annually to each school district. Programs may include after-school instruction, tutoring and mentoring.

## **Georgia Code Annotated § 12-11-4 through 12-11-11**

### **Georgia Youth Conservation Corps**

Creates the Georgia Youth Conservation Corps. Members of the corps will participate in conservation activities; public improvement and community service projects to develop work skills, discipline and cooperation; and receive job training. Allows unemployed youth ages 16 to 24 to become members of the Corps. The Corps may receive funding from grants, donations, bequests and other public or private sources.

## **Georgia Code Annotated § 49-5-241**

### **Georgia Child Care Council**

Creates a 19-member council to recommend measures to improve the quality, availability and affordability of child care. Duties of the council will include coordinating funding streams, developing an annual state child care plan and report, serving as a clearinghouse for information on child care resources and statistics, and promoting private-public partnerships.

## **Georgia Code Annotated § 20-2-65**

### **School Based After-School Programs**

Authorizes boards of education to provide services for school-age children during out-of-school time. The state recognizes that before- and after-school programs help students reach their full academic potential and that such programs serve an educational purpose and therefore can be considered an integral part of the total school program.

## **Georgia Code Annotated § 20-2-256**

### **After-School Program for At-Risk Students**

Establishes an after-school program for students who have dropped out of school or students enrolled in school who have failed courses. Three or more school systems acting jointly are eligible to receive up to \$175,000 per year to cover the direct instructional costs of the program.

### **Georgia Code Annotated § 20-2-312**

#### **Middle School After-School Programs**

Authorizes funding by the state Department of Education for numerous after-school programs, in an effort to reduce the amount of time middle school students spend unsupervised during non-school hours. Examples of organizations receiving funding and funding amounts include \$175,000 to Action Community Development, \$120,000 to the Georgia Coalition for Youth Initiative and \$110,000 to the Middle Academy After-School Program. Additionally, \$1,000,000 is available for programs that provide enhanced academic resources, community service activities and other enrichment activities. The goals of these programs are to improve school attendance and reduce juvenile crime and substance abuse.

### **Hawaii Revised Statutes § 302A-408**

#### **After-School and Weekend Programs**

Allows after-school and weekend community-school activities to be established at public school and public park facilities. Along with appropriated public funds, fees may be charged to provide services such as day care, arts and crafts, hula, ukulele and other educational and recreational activities.

### **Hawaii Revised Statutes § 302A-1149**

#### **Use of School Facilities for After-School Child Care**

Authorizes the state Department of Education to contract with individuals, organizations or agencies to use public school buildings, facilities and grounds for the purpose of operating after-school child care programs.

### **Hawaii Act 091-1999**

#### **School Health Services**

Appropriates \$2,051,346 in state general funds and \$100,024 in federal funds in each fiscal year 1999-2000 and 2000-2001 to the state Department of Health for school health services. Requires the state Departments of Education and Health to develop and implement procedures regarding mental health services provided to children and adolescents. These procedures should include information about the transition of responsibility for the delivery of mental health services from the state Child and Adolescent Mental Health Division to the state Department of Education.

### **Illinois Compiled Statutes § 20 ILCS 301**

#### **Alcoholism and Other Drug Abuse and Dependency Act**

Creates a statewide drug and alcohol abuse prevention system. Makes the state Department of Human Services responsible for designing, coordinating and implementing community-based services for the prevention, intervention, treatment and rehabilitation of alcohol and other drug abuse. Allows the state Department of Children and Family Services to assist in evaluating child care needs, within the array of services provided. Specifies the development of programs to help parents prevent substance abuse by providing classes on topics such as healthy family communication, effective discipline and problem-solving techniques.

### **Illinois Compiled Statutes § 20 ILCS 4027**

#### **Illinois Violence Prevention Act of 1995**

Creates the Violence Prevention Authority to develop a statewide plan coordinating public health and public safety approaches to violence prevention through schools, communities and families. Awards grants to organizations that address violence prevention such as community-based youth programs, after-school and school-based kindergarten through twelfth grade programs, and early childhood intervention programs to prevent violence and identify young kids and families at-risk. Private, state and federal money may be donated to the violence prevention fund.



## **Illinois Compiled Statutes § 5/10-22.18b**

### **Before- and After-School Programs**

Creates before- and after-school programs for children in kindergarten through sixth grade. Allows program schedules to follow the local work calendar rather than the academic calendar. Activities and services provided may include homework assistance, physical recreation and nutritional snacks. Parents are responsible for transportation to and from programs. School entities organizing programs may charge fees.

## **Illinois Session Law 91-20**

### **Appropriations**

Appropriates \$13,532,600 in grants for after-school youth support programs.

## **Illinois Session Law 91-8**

### **Appropriations**

Appropriates \$560,000 to various after-school programs across the state.

## **Indiana Code Annotated § 12-71-12-1 through 12-117-12-21**

### **School Age Child Care Project Fund**

Provides funding from the School Age Child Care Fund for aid to school corporations or nonprofit organizations operating school-age child care programs. Applicants must provide a safe physical environment with age appropriate activities, transportation as necessary, nutrition and emergency health services to children between the ages of 5 and 15. Programs are to be available before- and after-school, when school is not in session and for students enrolled in half-day kindergarten programs. Fees are charged on a sliding scale. Programs are required to meet facilities standards and submit an annual report to the state General Assembly.

## **Iowa Code § 256.40-256.43**

### **Youth 2000 Coordinating Council**

Creates the Youth 2000 Coordinating Council as a multi-agency council within the state Department of Education that identifies ways in which agencies can coordinate delivery of state services for youth within communities. The council is to identify ways in which state policies can be modified to provide for greater collaboration, program models for after-school programs and summer employment efforts involving public-private partnerships. The council is authorized to award community planning grants for collaborative efforts to establish local drug prevention and youth development programs.

## **Iowa Code § 256C.1, 256C.2, 256C.3**

### **Family Resource Development Center Demonstration Program**

Establishes a family resource center demonstration program to provide comprehensive child development and child care services, and support services to parents. It makes the school district serving as the decision-making body eligible to receive \$120,000 each year over four years, with an expected 20 percent local match of state dollars either in cash or in-kind resources. The family resources center, located either in a school building or existing community facility, is to provide services such as full-day care to children under age 3, before- and after-school, summer and holiday care for children under age 12, parenting skills classes and teen pregnancy prevention programs.

## **Iowa Act 1228**

### **School-Age Care**

Appropriates \$23,219,567 of funds from the TANF Block Grant to child care assistance programs. It requires \$200,000 be spent on child care emergency startup grants and startups to develop new facilities to increase availability, and \$200,000 be spent to increase the number of school-age children served. Authorizes the money to be used for expansion of programs and transportation. Requires a local match. Allocates \$4,108,000 to provide school-based supervision to adjudicated youth.

## **Kansas Statutes Annotated § 79-3606**

### **Tax Exemption**

Exempts from tax the sale of personal property purchased by a nonprofit organization for comprehensive, multidiscipline youth development programs and activities provided or sponsored by the organization (with the exception of property used for habitation purposes).

## **Kentucky Revised Statutes Annotated § 160.155-160.158**

### **Community Education**

Awards grants through the state Board of Education to school districts to plan and manage community schools. Requires that local districts provide a 25 percent match of awarded state dollars. Defines a community school as a school that makes its facilities available for citizen use, coordinates activities of citizens to assess program needs, and assists in the initiation of programs to improve the cultural, social, recreational and educational opportunities available in the community. Defines a community education program as a program in which a public school building is used as a community center in cooperation with other community groups and organizations, to provide educational, recreational, cultural, health care and other community related services.

## **Kentucky Revised Statutes Annotated § 156.497, .4975, .4977**

### **Family Resource Centers and Youth Service Centers**

Awards grants through the state Cabinet for Human Resources to school districts establishing family resource or youth service centers. Requires family resource centers to be based in or near elementary schools, with 20 percent or greater of the student population receiving free lunches. Services provided must include full-time preschool, after-school, summer and vacation care for children ages 4 to 12, families in training programming for expecting parents and health or health referral services. Requires youth service centers to be located in non-elementary schools serving children over the age of 12, with a 20 percent or greater of the student population receiving free lunches. Services to be provided at youth service centers include health and social services referrals, employment and mental health counseling.

## **Kentucky Revised Statutes Annotated § 157.317, .3175**

### **Early Childhood Education and Preschool Education Program**

Appropriates funds to the School Board of Education for grants to implement new preschool education services or enhance existing preschool education services. Requires each district to work to avoid duplication of services and maximize Head Start funds in order to serve as many at-risk preschool-age children as possible. Services provided are to include basic child development and early childhood education, as well as delivery of health and social services.

## **Kentucky Act 271**

### **Family Resource Centers and Youth Service Bureaus**

Creates an Interagency Task Force on Family Resource Centers and Youth Service Bureaus.



## **Louisiana Revised Statutes Annotated § 1295, 1392**

### **School-Based Health Centers**

Creates the Millennium Trust Fund to hold all tobacco settlement revenue. The Health and Education Excellence Funds is created as part of the Millennium Trust Fund. Appropriates 10 percent of tobacco settlement funds from 2000 to 2003. Credits one-third of tobacco settlement money and one-third of investment revenue from the Millennium Trust Fund to the Health Excellence Fund. Funding is restricted to initiatives that ensure the optimal development of children through appropriate health care, including school-based clinics and early childhood intervention programs; and initiatives related to the innovation of advanced health care. Each appropriation will include performance expectations to ensure accountability.

## **Louisiana Act 1295**

### **Teen Pregnancy Prevention Services**

Appropriates \$400,000 for pregnancy prevention services through: education services on topics such as pre-natal care and nutrition, child development, family planning, parenting skills and GED programs; employment services, including work experience programs, job development and placement, and counseling and referral to existing health and social service agencies.

## **Louisiana Act 10**

### **Appropriations**

Appropriates \$4,181,412 to the Personal Health Services Program from tobacco settlement revenues for school-based health services.

## **Louisiana Act 1295**

### **School-Based Health Centers**

Creates the Health Excellence Fund, which may be used for school-based health clinics and early childhood intervention programs. Creates the Louisiana Fund to ensure the optimal development of children through the enhancement of educational opportunities and provision of appropriate health care. Authorizes the distribution of Louisiana Fund money to school-based health centers.

## **Maine Revised Statutes Annotated Title 20a, Chapter 223, § 6651, 6652, 6654**

### **School-Based Child Care Services**

Allows for the creation of on-site child care services for students and teachers at public and private secondary schools. The cost of salaries and educational materials is to be calculated on a per-child basis. Under the School Finance Act of 1985, 100 percent of the per-child cost times the number of children enrolled in the programs can be subsidized. A one-semester course in parenting and child development must be offered to secondary school students.

## **Maine Revised Statutes Annotated Title 20a, Chapter 612, § 17101-17104**

### **Innovative Educational Grants**

Promotes creative improvement in schools by means of grants to teachers, school administrative units or groups of school administrative units formed for the purpose of providing improved educational opportunities through the sharing of resources. Grant opportunities, administered by the state commissioner of education, are for individual teachers (\$2,000 per year) and groups of teachers (\$5,000 per year). Matching grants to administrative units are available as well for up to \$30,000 with a 50 percent local match. Projects funded with these grants may include training



programs, programs developing a learning environment that promotes improved student performance, new curricula, and programs that promote closer school-community relationships and learning opportunities at home and within the community.

**Maine Revised Statutes Annotated Title 20a, 4251, 4252, 4253, 4254**

**Early Childhood Education Plans for Children Ages 4 to 9**

Subsidizes the costs of implementing accepted plans for innovative early childhood education programs. Innovative programs may include teacher ratio reduction in kindergarten through third grade to 15 students per one teacher, teacher training, programs to create a two-year kindergarten that would include 4 year olds and family outreach. Authorizes the distribution of funding by the state Department of Education to school administrative units.

**Maine Revised Statutes Annotated Title 22, Chapter 260a, § 1511**

**Fund For a Healthy Maine**

Appropriates 90 percent of the tobacco settlement funds for child care programs for children up to 15 years old. Funds may be used for school-based health centers, after-school programs, smoking prevention programs and early childhood support, including home visits.

**Maine Revised Statutes Annotated Title 22, Chapter 1052-A § 3739**

**Child Care Advisory Council**

Creates a 25-member Child Care Advisory Council. Council duties include reviewing the licensing process, advising on better use of funds and examining how child care services could be integrated into a comprehensive system of services for children and families.

**Maine Revised Statutes Annotated Title 20-A, Chapter 223 § 6604**

**Substance Abuse Programs**

Allows schools to institute special programs to address health and related problems, particularly those related to substance abuse. Authorizes the employment of specialized personnel such as chemical health coordinators. Requires students who are suspected of violating school rules governing substance abuse to be evaluated and/or to participate in a substance abuse education class.

**Maryland Code Article 83-C § 2-122**

**Youth Services Bureau**

Creates youth services bureaus. Allows the state to provide youth and their families with services that are free of charge or are an established rate according to family income. Services include suicide prevention programs, drug and alcohol abuse programs, crisis intervention services, tutoring, recreation and employment assistance. The state is responsible for 75 percent of the funding; the remaining 25 percent is to come from local sources.

**Maryland Code Article 49d, § 8**

**Needs Assessment**

Requires each county to develop a needs assessment and recommendations for the delivery of before- and after-school care services to children between the ages of 4 and 14. Needs assessments are to include the investigation of the services of school systems, parks and recreation agencies and community colleges, input from parents, businesses and religious groups; designs for a safe environment; plans for activities to meet the physical, social and emotional needs of students, cover the training of care providers and show appropriate funding mechanisms.

## **Maryland Code Article 49d, § 9**

### **County Plan**

Requires each county to develop before- and after-school child care services for children from ages 4 to 12. Proposals are to include designs for safe environments, physical, social, emotional and intellectual activities; alternative funding methods, information dissemination to parents; and provisions for training of child care providers.

## **Maryland House Bill 6 Chapter 586**

### **After-School Opportunity Fund**

Appropriates \$10 million to be distributed by the state Department of Human Resources to create after-school programs to serve children and youth. Staff will be hired to administer the program and provide technical assistance to sites. Possible services include before- and after-school care, full day kindergarten, and programs for at-risk youth.

## **Massachusetts General Laws Chapter 71 § 26A-D**

### **Extended School Services**

Allows local boards of education to establish extended school services to children ages 3 to 14 whose parents are employed (and whose employment is necessary for the survival of the family). The commonwealth and local school boards may accept federal funds as well as contributions in the form of money, materials and services.

## **Massachusetts General Laws Chapter 28A § 10**

### **Licensure**

Explains regulations for the licensure or approval of school-age child care programs, child care centers and family child care homes or systems. Includes specifications on safe transportation, facilities, staff qualification, health care, nutrition, record keeping, organization and financing.

## **Massachusetts General Laws Chapter 28A §12**

### **Licensure**

Authorizes any city or town to issue, suspend, revoke, renew or make probationary licenses for school-age child care centers and family care homes or systems.

## **Massachusetts Chapter 127**

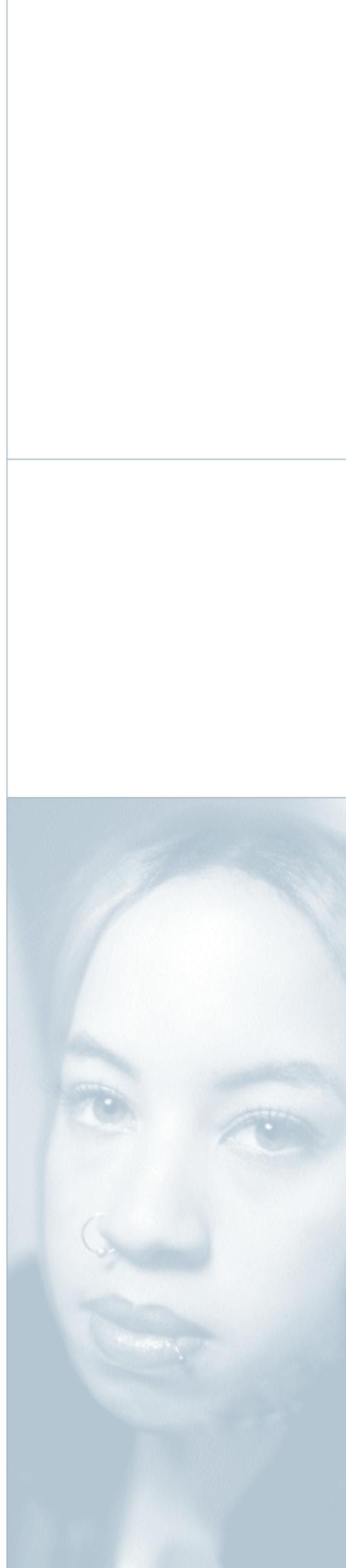
### **Appropriations**

Appropriates \$4,000,000 for a pilot program to prevent juvenile delinquency, teen pregnancy and high school dropout rates for at-risk youth. Funds for this program from the state Department of Health and Human Services may be spent for after-school programs. Appropriates \$5,177,595 to school health service programs that may also provide youth development services. Appropriates \$5,000,000 to school-based health centers. Appropriates \$10,366,982 of the state Department of Education budget for after-school programs and \$11,141,766 for school-based health centers.

## **Michigan Statutes Annotated § 388.1636a**

### **Grants for Community-Based Collaborative Prevention Services**

Awards grants to community-based agencies that promote positive parenting and child-parent interactions, improve school readiness and increase local capacity to serve at-risk families, focusing on those with children who are newborns to 3 years of age. Total annual allocation for this program to the state Department of Education is \$2,000,000. Awarded grants must be met with a local 25 percent match, of which no more than 10 percent can be in-kind donations.



**Michigan Statutes Annotated § 88.1636**

**School Readiness Grants**

Allocates \$60,000,000 from the state school aid fund to develop school readiness programs that target educationally disadvantaged 4 year olds. Comprehensive compensatory programs must include age-appropriate curricula, nutrition services, a plan for parental involvement and referral services. Authorizes an additional \$200,000 annually for evaluation of children who have participated in the school readiness program.

**Michigan Statutes Annotated § 114**

**School Health**

Appropriates \$2 million to the state Department of Community Health for school health and education and \$2.28 million for smoking prevention. Priority is to be given to prevention and smoking cessation programs for pregnant women and women with young children and adolescents.

**Michigan Public Act 294**

**Before- and After-School Pilot Programs**

Intends to offer quality before- and after-school programs to provide youth with a safe, engaging environment to motivate and inspire learning outside the classroom. Allows participation by children in kindergarten through the ninth grade and establishes before-school programs for elementary-age students only. Authorizes the utilization of \$16,000,000 in TANF funds. Allows contracts with community organizations. Priority is given to programs that can secure at least 10 percent matching funds. Services provided may include pregnancy prevention, academic assistance and case management. Mandates a report to the Legislature that is to include average cost per participant and changes in participants in categories such as juvenile crime, academic achievement and behavioral changes in school.

**Michigan Public Act 113**

**School-Age Child Care Grants**

Appropriates \$757,000 in grants to school-age child care programs.

**Michigan Public Act 114**

**School-Based Health Services Appropriations**

Appropriates \$142,782,300 for school-based health services from the state Department of Community Health.

**Minnesota Statutes § 124D.25, 124D.28, 124D.30**

**Family Connections Act**

Authorizes the development of programs that emphasize learning and development, and recognize and utilize the unique skills that teachers, students, families and the community have in the process of teaching and learning. The programs are to be organized by individual teachers with emphasis placed on each child's individual talents. Programs must develop early childhood family education, procedures to involve parents in learning and development of their children, and procedures to coordinate with community resources. Districts that have a family connections program for one or more of its teachers will receive \$30 per student served at the school site. The district must provide a \$15 match per student served.

## **Minnesota Statutes § 124D.13, 124D.135, 124D.14**

### **Early Childhood Family Education (ECFE) Programs**

Allows school districts to develop or contract with other public or nonprofit agencies to provide services to families. Services might include programs to: enhance skills of parents in providing for their children's learning and development; prevent child abuse and neglect; and improve the health development and learning readiness of children. Home visits that provide parent education to isolated or at-risk families may also be included (visits may begin during the second trimester of a mother's pregnancy through the child's sixth year). Authorizes districts to levy .45 percent times the adjusted tax capacity of the district for the year proceeding the levy certification. If the amount of the early childhood education levy would exceed the early childhood family education revenue, the levy must equal the revenue. If the district does not levy the entire amount permitted, the early childhood family education aid must be reduced in proportion to the actual amount levied. Requires the district to maintain a separate account within the community education fund for money for early childhood family education programs. Appropriates \$20,109,000 for 2000 and \$21,107,000 for 2001.

## **Minnesota Statutes § 124D.19, Subdivision 11**

### **Extended Day Programs**

Authorizes school boards to offer, as part of their community education programs, an extended day program for children from kindergarten through sixth grade for the purpose of expanding the student's learning opportunities. Defines extended day programs as adult supervised programs while school is not in session. Districts must maintain separate accounts within the community services fund for all funds related to the extended day program. Districts that offer extended day programs are eligible for revenue to cover the additional cost of providing services to children with disabilities. The funding level is determined by the ratio of the quotient derived by dividing the adjusted net tax capacity of the district for the year before the levy is certified by the resident pupil units in the district for the year the levy is certified, to \$3,767.

## **Minnesota Statutes § 124D.19, Subdivision 10**

### **Youth Service Programs**

Authorizes school boards to offer youth service programs (as a component of community education programs, in conjunction with youth development programs) that provide young people with meaningful opportunities to become involved in their community, develop individual capabilities, become active citizens and address community needs. Specifies that youth service programs are to include training, supervision, job training and integration of academic and service learning. Authorizes general community education revenue to be used for the implementation of youth development programs. Revenue for a district offering youth development programs is equal to \$5.95 times 1,335 or the population of the district, whichever is greater. Youth service program revenue is available for districts participating in youth development programs. Youth service revenue equals \$1 times 1,335 or the district population, whichever is greater.

## **Minnesota Statutes § 124D.23**

### **Family Services and Community-Based Collaboratives**

Creates family service collaboratives, which must include at least one school district, one county, one public health entity, one community action agency and one Head Start grantee. Together these entities agree to provide coordinated family services and commit resources to an integrated fund. The integrated fund may consist of federal, state, local and private

resources. The collaborative must seek to maximize federal and private funds by designating local expenditures for services that can be matched with federal or private grant funds and by designing services to meet the requirements for state or federal reimbursement. A collaborative must design an integrated local service delivery system that coordinates funding streams and delivery of services between existing agencies. Highest priority is given to collaboratives that include early intervention and family outreach services, family visitation services, family preservation services, effective service coordination, integrated transportation services and a children's mental health collaborative.

#### **Minnesota Statutes § 124D.17**

##### **Way to Grow/School Readiness Program**

Authorizes the state Departments of Children, Families and Learning, and Health and Human Services to award grants for five-year programs that provide plans for the collaboration and coordination of the delivery of services to children pre-birth to age 6 and their families. Awards grants to local government units, collaboratives of two or more government units, or community action agencies or nonprofit agencies collaborating with at least one local government unit. Allows for a continuum of essential services including prenatal health, parent education and support, preschool programs, home visits, staff training, and technical assistance to raise the quality of community services. Each dollar of state money must be matched with 50 cents of non-state money, including in-kind contributions.

#### **Minnesota Statutes § 124D.15, 124D.16**

##### **Learning Readiness Program**

Creates learning readiness programs to provide all eligible children adequate opportunities to participate in child development programs, which enable them to enter school with the necessary skills, behavior, family stability and support to progress and flourish. Services provided by learning readiness programs include: coordination of existing social services; a development and learning component to help children develop appropriate social, cognitive and physical skills; health referral services; parent education; family literacy; home visits; and creating community-based family resource centers. The programs are funded through the state Departments of Children, Families and Learning, and Health. A district receives learning readiness aid based on a ratio of total learning readiness aid and the number of eligible 4-year olds and a similar ratio to the number of families eligible for free or reduced lunch programs. Learning readiness aid may not be used for transportation costs and only 5 percent may be used for administrative costs.

#### **Minnesota Statutes § 256.995**

##### **School-Linked Services to At-risk Children and Youth**

Commissions the state Departments of Children, Families and Learning, and Human Services to design a statewide program of collaboration among providers of health and social services for children and local school districts. The goal is to enhance the delivery of needed services to at-risk children and youth and maximize federal funds available for that purpose. The program should be designed to tap various sources of federal funding, including child welfare funds, funds available for health care and health screening, social service funds and the federal child care and development block grant. Schools will be able to collaborate with county social service agencies, county health boards and local public and private providers to offer health care, mental health services, family drug and alcohol counseling, screenings and referrals.



## **Minnesota Statutes §124D.895**

### **Parental Involvement Programs**

Creates parental involvement programs to (1) engage the interests and talents of parents in recognizing and meeting the needs of their school-age children, (2) provide creative learning experiences for parents and their school-age children, and (3) encourage parents to actively participate in their district's curriculum advisory council. Model plans for parent involvement must include methods for informing parents about the program, strategies for ensuring the full participation of parents, and strategies to train school staff to work effectively with parents. Activities must include developing parent resource centers, using parent as classroom volunteers, and soliciting parents' suggestions in planning, developing and implementing school programs.

## **Minnesota Statutes § 119B.19**

### **School-Age Child Care Grants**

Authorizes the School-Age Child Care Grant Program to provide funding to public or private nonprofit agencies to plan, establish, expand or operate child care resource and referral programs. Requires a quarterly updated resource file to be maintained about the programs and include program type, hours of service, ages of children served, fees, location and eligibility requirements. Resource and referral programs are required to give information to parents and must meet the grant award with a 25 percent match. Appropriates \$274,000 for 2000 and \$245,000 for 2001.

## **Minnesota Statutes § 245A.02**

### **Child Care Terms**

Defines relevant child care terms. A child is a person who has not yet reached the age of 18. School-aged children are those between kindergarten and less than 13 years old. School-age care is a program providing child care to more than 10 children, excluding sports, arts and clubs.

## **Minnesota Chapter 492**

### **Youth Enrichment Grants**

Appropriates \$5,000,000 of the state Children, Families and Learning Budget to youth enrichment programs. Funds are to be used for capital improvement of programs for children in the fourth through eighth grade during non-school hours. Authorizes grants to be used to expand the number of children served and the quality or range of programs offered.

## **Minnesota Chapter 492**

### **Training Requirements**

Specifies requirements for in-service training for teachers in child care centers.

## **Mississippi Code Annotated § 37-3-85**

### **Support Our Schools (SOS) Program**

Creates the Support Our Schools Program, which awards grants to neighborhood- and community-based organizations to provide after-school mentoring to children in kindergarten through grade nine. The mentoring programs must operate after normal school hours or on days when school is normally not in session. Establishes goals to reduce juvenile crime in communities, improve academic performance, reduce the numbers of unsupervised children after-school and meet the physical, intellectual, emotional and social needs of participating students to improve their attitudes and behavior.

### **Mississippi Code Annotated § 373**

#### **School Nurse**

Extends the date that allows local school districts to receive state matching funds for school nurse intervention programs.

### **Missouri House Bill 10**

#### **Division of Maternal, Child and Family Health**

Appropriates \$5,336,564 to the state Division of Maternal, Child and Family Health to fund school-age children's health services and related expenses.

### **Missouri Revised Statutes § 620.1560**

#### **Mature Worker Child Care Program**

Establishes a program to employ disadvantaged people over age 50 in child care assignments. Allows organizations to be contracted by the state Department of Economic Development to recruit, train, locate assignments and pay participants. Participants may work an average of 24 hours per week at federal minimum wage in day care facilities, latchkey programs and before- and after-school programs. Participating facilities are eligible for state tax credits.

### **Missouri House Bill 1102 § 2.245**

#### **School-Age Child Care Programs**

Appropriates \$1,975,000 to school-age child care programs.

### **Missouri House Bill 1100**

#### **School-Age Health Service**

Appropriates \$5,693,515 to the Division of Health Standards and Licensing of the state Department of Health for activities to improve the quality of child care and increase the availability of early childhood development programs, before- and after-school programs and in-home services for families with newborns.

### **Missouri House Bill 1111**

#### **Services to TANF families**

Appropriates \$1,000,000 for after-school care, summer care, job training and family empowerment services for TANF recipients and children at-risk of becoming recipients. Funds are distributed through the state Department of Social Services.

### **Montana Chapter 264 § 1-20-7-714**

#### **County Adult Literacy Funding**

Allows the governing body of a county to establish a fund and levy up to 1 mil on each dollar of taxable property in the county to support county literacy programs that give first priority to providing direct instruction to adults. Programs are to serve out-of-school youth age 16 and older and other residents.

### **Montana Code Annotated § 52-2-711**

#### **Resource and Referral and Day Care Improvement Grant Program**

Provides grant money to local resource and referral programs and to improve the availability of quality child care and school-age care. Program funds, which are distributed by the state Department of Public Health and Human Services, can include private grants, federal or foundation grants. Allows grants to be awarded to private, nonprofit or public organizations which have the capacity to maintain an up-to-date database of child care services available in



the community and respond to requests in a timely manner. Requires organizations to have at least one staff person experienced in child development. Regarding efforts to improve day care, priority is given to grant applications for professional training for day care or school-age care providers and for the start-up of school-age care programs or facilities in a community that has demonstrated need.

#### **Nebraska Revised Statutes § 43-2606**

##### **Training Requirements for Providers of Child Care and School-Age Care Programs**

Explains rules and regulations for mandatory training requirements for providers of child care and school-age care programs. Requirements include pre-service orientation and at least four hours of annual in-service training. Mandates training requirements be designed to meet health, safety and developmental needs of the children. Requires the state Department of Health and Human Services to provide the training opportunities throughout the state.

#### **Nebraska Revised Statutes § 68-1727**

##### **Family Resource Centers**

Establishes the intent of the Nebraska Legislature to make family resource centers a priority in the utilization of the federal funding allocated to the state through Family Preservation and Support Services.

#### **Nebraska Revised Statutes § 43-2606**

##### **Training Requirements**

Specifies rules and regulations for mandatory training requirements for providers of school-age care programs.

#### **Nebraska Revised Statutes § 43-6402, 43-3403**

##### **Early Childhood Interagency Coordinating Council**

Creates the Early Childhood Interagency Coordinating Council. Responsibilities of the council include advising state agencies responsible for early childhood care and education (including care of school-age children); facilitating collaboration with the Head Start program; making recommendations to state agencies responsible for early childhood care and education programs; and identifying and coordinating available resources from federal state, local and private sources.

#### **Nevada Revised Statutes Title 38, Chapter 430A.100-210**

##### **Family Resource Centers**

Allows the state Department of Human Resources to solicit and accept gifts and grants from public and private sources and appropriates \$1,442,280 to fund family resource centers. Authorizes the director of the Department of Human Resources to make grants to local governing boards or directly to family resource centers and place conditions on the grant awards, including requiring local matching funds. Family resource centers are to provide day care services, before- and after-school care to school-age children, mentor programs, literacy programs and health care services for children up to age 5, among other services.

#### **Nevada Revised Statutes Title 34, Chapter 388.368**

##### **Schools to Careers Program**

Creates career development programs for children in the seventh through twelfth grade. Services may include career counseling, job training, a system to achieve certificates of technical or vocational proficiency, and placement programs. Encourages building partnerships among business, school districts, charter schools, universities and community colleges.



**New Hampshire Revised Statute Annotated § 189:6-B**

**Transportation between Schools and Before- and After-School Programs**

Allows school districts to provide transportation to school-age children to before-school and after-school programs to achieve maximum use of such programs.

**New Hampshire Chapter 226**

Authorizes the development of after-school programs for juvenile offenders.

**New Jersey Statutes Annotated § 30:4-177.46**

**Family Support Services**

Institutes a program of family support services designed to strengthen and promote families who provide care in the community for a family member with serious mental illness. Family support services include service coordination, estate and transition planning, housing assistance, after-school care, transportation and family education and training. The state makes available \$7,685,000 annually, through the Division of Mental Health Services of the Department of Human Services.

**New Jersey Statutes Annotated § 30:5B-26 through 30:5B-31**

**Child Care Grant Program**

Establishes a grant program to promote nonsectarian before- and after-school child care programs in public and nonpublic school buildings and other facilities. Intends to maximize federal funding for the establishment of a uniform system of subsidized child care services for school-age children. Authorizes the state commissioner of human services to establish eligibility requirements for child care services and allows fees to be imposed on a sliding scale basis.

**New Jersey Statutes Annotated § 138**

**School-Based Youth Services**

Appropriates \$2.2 million from tobacco settlement funds to the state Department of Health and Social Services for school-based programs for the prevention of tobacco use.

**New Jersey Chapter 279**

**At-Risk Youth Mentoring Program**

Appropriates \$750,000 to establish the At-Risk Youth Mentoring Program through the state Department of Labor. Partnerships between local school districts and community organizations are to be formed to train and assign mentors to students in the district. Specifies collaboration with organizations that provide health, employment and social services to youth. Authorizes the distribution of grants of \$25,000 to \$50,000 from the At-Risk Youth Mentoring Fund to individual programs.

**New York Consolidated Laws, Executive, Article 19-A § 410-425**

**Youth Commission**

Creates the Youth Commission to be responsible for organizing the more effective use of existing community resources and services for youth, and for developing effective programs for the prevention of delinquency, youth crime and neglect. Promotes partnership among various levels of government as well as public and private agencies. Allows the state to provide financial aid to county youth bureaus of up to \$75,000 per year. Aid to a city, town or village youth bureau will not be more than \$50,000 per year. Authorizes the aggregate amount of state aid for recreation, youth service and similar projects to a county not be less than \$2,750, of which no more than \$1,450 may be used for recreation projects, per 1000 youths residing in the county.

**New York Consolidated Laws, Education, Article 17 § 804-a**  
**Comprehensive School Health Education Demonstration Program**

Authorizes grants to school districts for the development, implementation and evaluation of comprehensive school health programs for elementary-age students. Grants will be awarded to districts for programs that include: health instruction; training for elementary teachers; evaluation procedures to measure student's knowledge, skills, behaviors and attitudes before and after participation in the project; plans for project maintenance; and long-range programming.

**New York Consolidated Laws, Social Services, Title 2 § 398-d**  
**Child Welfare Services Community Demonstration Projects**

Allows social service districts with populations in excess of 2 million to implement at least three demonstration projects to provide child welfare services on a community level. Intends to improve the delivery of child welfare services, increase adoptions and reduce the rate of foster care placements. The projects are located in and serve community school districts that have high rates of (1) children at risk of becoming a part of the foster care system, (2) poverty, (3) juvenile delinquency and (4) unemployment.

**New York Consolidated Laws, Mental Hygiene, Article 41 § 41.49**  
**Adolescent Suicide Prevention Program**

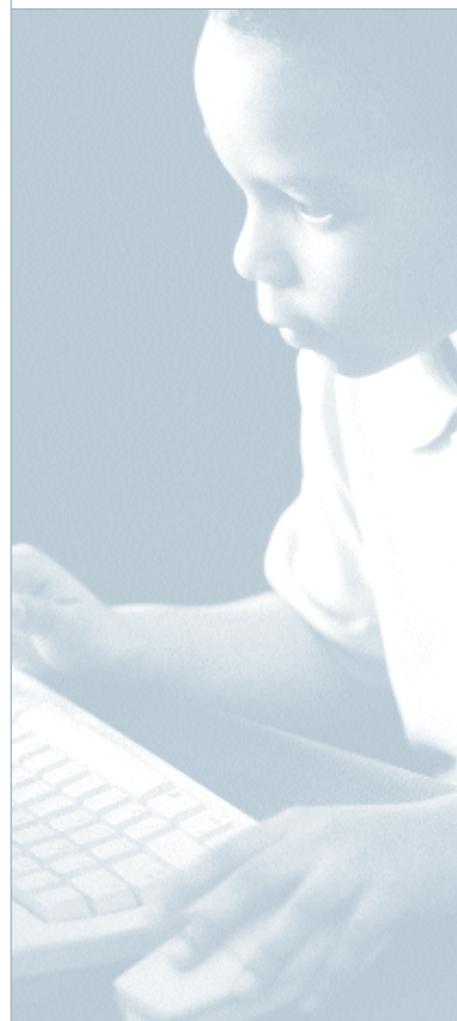
Provides grants to public or private nonprofit organizations and public or private schools, in order to educate parents, teachers, clergy, and health and mental health professionals of the positive actions that can be taken to identify and treat adolescents who are at high risk for suicide. Grant applications should include the projected impact and effectiveness of the programs in meeting the community's need for adolescent suicide prevention programs, identification of other sources of revenue available, startup and continuing operating costs, number and age of youth expected to be reached, and a description of methods to be used to increase the sensitivity of professionals and the public in identifying youth at risk of suicide.

**New York Consolidated Laws, Tax, Article 34 § 97-ii**  
**Trust Accounts for Special Anti-Crime Lottery**

Creates anti-crime scratch-off lottery tickets. Allows the net proceeds from the sale of these lottery tickets to be deposited into the education sub-account of the state Criminal Justice Account. Money in the account maybe used within the city of New York to increase after-school activities and security in elementary schools; and increase the number of community schools, non-academic evening school opportunities for high school students and additional after-school programs in the municipal library system.

**New York Consolidated Laws, Education, Part I § 3602-e**  
**Universal Pre-Kindergarten Program**

Provides for Universal Pre-Kindergarten Grants. Total state funding for the 2000-2001 school year is not to exceed \$225,000,000, and \$500,000,000 for the 2001-2002 school year. Pre-kindergarten programs must: provide age appropriate, learner-centered activities for the development of language, cognitive and social skills; integrate students with special needs; provide for strong parental partnerships; and establish a method of selection for years when the number of students exceed the number of available spaces.



**New York Consolidated Laws, Executive, Article 19-C, § 446**

**Task Force on School-Community Collaboration**

Creates a task force consisting of representatives of state departments and offices dealing with the education, health and well-being of children, youth and families. Charges the task force to identify ways to improve working relationships between and among schools, health, mental health and social service providers and agencies offering services to children, youth and families. Other objectives include improving child health and nutrition, increasing the number of children ready to learn, increasing the educational performance of all students, identifying technical assistance and training needs of local agencies, decreasing violence and behavior problems, and facilitating innovation in fiscal and administrative plans that would improve school-community collaboration through the more efficient use of existing resources.

**New York Assembly Bill 6758**

**Adolescent Health**

Allows local school districts to establish school-based health services with purpose of improving the health of children through the utilization of services of registered nurses. Expands services to cover preschool and school-age children and changes the number of years in which projects are authorized from not more than 21 years to 23 years.

**New York Chapter 1**

**School-Based Health Centers**

Appropriates \$7,000,000 for school-based health centers for 2000 through 2002 and \$3,500,000 for 2003. Makes competitive grants available to medical schools that train students to work in school-based health centers.

**New York Chapter 405**

**Extended Day Violence Prevention**

Authorizes extended-day school violence prevention programs. Requires collaboration between schools and nonprofit community organizations to offer school-based after-school programs for children in kindergarten through grade 12 on school days. Matching grants may be required. Allocates funding to the state Office of Children and Families to community-based organizations for after-school programs that collaborate with schools, districts and child care facilities. Matching grants may be required. Authorizes funding for child care facilities development projects, which may include school-age care programs, to increase supply of services.

**New York Chapter 53**

**After-School Programs**

Appropriates \$1,500,000 to the state Office of Children and Families for after-school programs associated with schools and community organizations. Requires all child care providers, including school-age care providers, receiving federal block grant funding to meet all applicable standards. Authorizes \$43,981,200 in funding for youth development and delinquency prevention programs.

**North Carolina General Statutes § 15C-203-209**

**Community Schools Act**

Encourages greater community involvement in the public schools and greater community use of public school facilities. Makes funds available through the state Board of Education. Requires each local board of education to comply with the provisions for community schools.

## **North Carolina General Statutes § 143B-152.10**

### **Support Our Students (SOS)**

Initiates an after-school program focused on providing services to school-age children kindergarten through grade nine. Establishes goals to reduce juvenile crime in local communities served by the program, recruit adult community volunteers to supervise after-school activities, and improve academic performance. The state Department of Health and Human Services, which provides initial and on-going technical assistance, administers the funds. In its fund administrator role, the department takes into consideration the number of children to be served, the percentage of children receiving free or reduced lunches and the amount needed to implement the proposal.

## **North Carolina General Statutes § 143B-152.10**

### **Family Resource Center Grant Program**

Provides grants to establish family resource centers that provide services to children from birth through elementary school age and their families. Services offered should enhance a child's development and ability to attain academic and social success, ensure a successful transition from early childhood education programs and child care to public schools, assist families in achieving economic independence and self-sufficiency, and mobilize public and private community resources to help children and families in need. Authorizes the state Department of Health and Human Services to administer the program.

## **North Carolina Act 99-0004**

### **School-Based Health Centers**

Repeals the prohibition (established under the Children's Health Insurance Program) on using federal, state, local or other funds for reimbursing services provided by school-based health clinics.

## **Ohio Revised Code Annotated § 5104.32**

### **Publicly Funded Child Day Care**

Allows county departments of health to enter into contracts with local child care service providers. Providers must agree to be paid at a lower rate than they customarily charge for children enrolled in day care or at the rate of reimbursement established by the state. Contracts will specify whether providers will offer services during nontraditional hours, which agency will determine eligibility for families, and whether providers will be reimbursed by the county departments of human services or the state Department of Human Services.

## **Ohio Revised Code Annotated § 50.04**

### **School Readiness Resource Centers**

Creates school readiness resource centers in areas where there is a concentration of risk factors to school readiness and success. Authorizes the Ohio Family and Children First Cabinet Council to oversee these resource centers. Total funding for two years of the program is \$8,500,000. Urban districts may receive up to \$240,000 for three resource centers that may be located in or linked to schools. Specifies collaboration among school districts, local family and children first councils, parents and community leaders to design a unified and comprehensive service delivery plan that supports the development and implementation of school readiness centers.

## **Ohio Revised Code Annotated § 67.05**

### **Evening and Night Time Child Care**

Allows the state Department of Human Services to offer enhanced rates to child care providers who offer services during nontraditional hours.

**Ohio Revised Code Annotated § 3313.646**

**Preschool Program**

Allows districts to use school funds in support of preschool programs. The district may establish a sliding fee scale based on income. Districts not already receiving Head Start funds may not compete with districts currently receiving Head Start funds. However, those not receiving Head Start grants may contract with organizations receiving Head Start funds to provide preschool programs.

**Ohio Revised Code Annotated § 69.02**

**RISE, Inc.**

Authorizes \$4,000,000 each fiscal year, through the state Office of Information, Learning, and Technology Services, for RISE, Inc. to enter into competitive bid contracts with nonprofit entities to conduct training for adult volunteers in after-school mentor programs. Local subcontractors will provide a 50 percent match to the amount awarded. Allows interactive instructional programs to be developed to enhance: the professional development, training and performance of preschool staff members; the education and care-giving skills of parents of preschool children; and the preparation of preschool aged children for learning.

**Ohio Revised Code Annotated § 50.12**

**School-Age Child Care**

Appropriates \$1,046,647 for school-age child care. Up to \$200,000 per fiscal year may be used for the Training Ohio's Parents for Success Program. Up to \$500,000 each fiscal year may be used for the Parents as Teachers Program. Up to \$62,000 per fiscal year may be used by the Cincinnati YWCA for the Home Instruction Program of Preschool Youngsters (HIPPY). Authorizes the remainder to be used by the state Department of Education as grants to districts, cities and counties to provide school-age child care. Boards of education receiving the grants must keep records of how the grant was used; submit an annual report explaining goals, objectives and activities; and explain progress toward those goals.

**Ohio Revised Code Annotated § 331.20.7-9**

**Latchkey Programs**

Provides not less than \$5,000,000 in each fiscal year 1998 and 1999 from Child Care Development Block Grant funds to provide before- and after-school care to low-income families. School boards may charge a fee for participation. Boards may not spend money from the general fund for the district unless funds are specifically appropriated from spending on that program. Boards may provide in-kind services such as transportation or use of facilities for latchkey programs.

**Ohio Revised Code Annotated § 283**

**Child Nutrition Services and Youth Development Centers**

Appropriates up to \$2,500,000 to be distributed by the state Department of Family Services to the 19 pilot youth development centers that provide evening meals to students age 13 through 18 who participate in after-school programs.

**Oklahoma Statutes Annotated § 10.601.61-65**

**Community Youth Development Act**

Allows the Oklahoma Commission on Children and Youth to contract with local organizations to provide delinquency prevention and early intervention programs. The commission provides technical assistance to contract organizations to help apply for federal and private grants. The

state grant must be matched either monetarily or in-kind. Services to be provided in a school or community center are to include tutoring, educational services, vocational training, counseling and recreational and cultural opportunities.

#### **Oklahoma Statutes Annotated § 70-1210.553**

##### **Before- and After-School, and Summer Periods Pilot Program**

Awards one or more competitive grants to school districts or nonprofit organizations for providing academically-oriented programs to students in at-risk or disadvantaged urban school districts needing or desiring programs before-school, after-school and during summer periods.

#### **Oregon Revised Statutes § 329.860-875**

##### **Alternative Learning Options: Learning Centers**

Authorizes the state Department of Education, the state Office of Community College Service, and the state education and workforce policy advisor to develop alternative learning models that may include learning centers designed to assist students who have left school in obtaining a Certificate of Initial Mastery. Districts are eligible to receive funds from the Department of Education to provide services such as child care during school hours, after-school care, parental training, health or referral services and employment counseling.

#### **Oregon Revised Statutes § 657A.500 to 657A.530**

##### **Extended Neighborhood Latchkey or Cooperative Network Child Care**

Establishes the Extended Neighborhood Latchkey Program to promote community and parent involvement in child care involving unified child care networks. Authorizes grants administered by the state Child Care Division, for up to \$30,000 over a 24-month period. Allows grants to be used solely for staff salaries, developing and extending latchkey programs, training neighborhood volunteers and meeting other expenses incurred in the organization of the program. Programs must involve parents in the decision making process, provide information on community child care alternatives, teach parenting skills and involve at least 10 families or 20 children.

#### **Oregon Revised Statutes § 329.215 to 329.235**

##### **Early Childhood Improvement Program**

Establishes the Early Childhood Education Trust Fund to assist public school districts in providing programs designed to improve educational services to children in kindergarten through age 3. Targets at-risk children and provides comprehensive health care and social services through interagency agreements and may include extended day services for school-age children.

#### **Oregon Revised Statutes § 329.255-275**

##### **Child Development and Student-Parent Programs**

Allows school districts serving elementary students to employ a child development specialist for elementary age students and their families. The child development specialist provides prevention services, services to school staff in early identification of learning or developmental problems, services to parents in understanding the unique aptitude of each child, and assists students in developing positive attitudes toward themselves and others. Authorizes districts employing a child development specialist to apply to the state superintendent of public instruction for reimbursement, not to exceed 75 percent of the cost of the program.

## **Oregon Revised Statutes § 417.725 Title 34**

### **Family Resource Centers/Family Service Centers**

Creates family resource centers as the delivery arm of the Children and Family Service, state Commission on Children and Families. Allows for the integration of family resource centers into neighborhood-based services to all families to promote child wellness. Creates family service centers to serve as the treatment arm of the delivery service. Family center demonstration projects will be used to evaluate use of family resource centers and family service centers.

## **Oregon Revised Statutes § 329-190.200**

### **Prekindergarten and Parent-as-Teacher Programs**

Creates an advisory committee made up of the health care professionals, school districts community colleges and early childhood education and development staff preparation programs to assist with the establishment of prekindergarten and parent-as-teacher programs. Requires the state superintendent of public instruction to report to the Legislative Assembly with recommendations on the relationship among prekindergarten, parent-as-teacher programs and the public school system; types and needs of students that should be served, and level of state funding needed to implement programs for all eligible children. Authorizes the state Department of Education and the state Office of Community College Services to approve applications. Funds are distributed regionally based on unmet needs by the state Board of Education.

## **Oregon Revised Statutes § 329.885-960**

### **School-to-Work Transitions and Work Experience Programs**

Creates school-to-work transition and work-experience internship programs. Funds, which are distributed through the state Department of Education, are available to school districts, individual secondary schools and community colleges. Charges education institutions to partner with businesses to develop model programs. Programs are to target students traditionally underrepresented in health care, business and technology fields and to provide academic skills, attitudes and self-confidence for success in work environments. Authorizes the state education and workforce policy advisor to provide regional workforce investment technical assistance.

## **Oregon Revised Statutes § 336.505-525**

### **Community School Program**

Designates the state Department of Education to provide leadership in the development, maintenance and expansion of community schools, and to serve as the state administrative agency for federal community school funding. States that local schools are most effective when they involve the people of the community in programs designed to fulfill their needs, while increasing the community's use of personnel, buildings and equipment. The community school program is to engage members of the community in the development of programs to serve the community.

## **Oregon Chapter 105**

### **Expansion of Family Resource Centers**

Authorizes the expansion of family resource center demonstration sites. Allows extended-day services for school-age children in kindergarten through third grade who need enrichment opportunities under the Early Childhood Improvement Program.



## **Rhode Island General Laws § 16-7.1-11**

### **Early Childhood Investment Fund**

Establishes the Early Childhood Student Investment Fund to provide schools and staff with resources to improve student performance, early childhood care and prekindergarten programs. Authorizes funding be based on the proportion of district average daily membership of children in kindergarten through third grade to state statewide average daily membership. Programs are to offer services to at-risk children in kindergarten through third grade. Programs should focus on beginning to improve student performance through age appropriate education and integrated social and health services support. Types of programs may include all day kindergarten, startup arrangements linked to small businesses and before- and after-school programs linked to schools.

## **Rhode Island General Laws § 16-7.1-17**

### **Urban After-School Programs**

Designates the state Department of Elementary and Secondary Education to administer middle school and high school after-school programs. Programs are to be in or near at-risk schools and provide activities such as athletics, arts, academics, remediation and career exploration when schools are not in session. The department may require annual evaluations of quality.

## **Rhode Island General Laws § 42-26-19, 19.1**

### **After-School Alternative Program**

Establishes a pilot program for after-school activities for at-risk youth. Funding for the After-School Alternative Program (ASAP) is contingent upon receipt of federal and private funding. Intends to reduce drug- and gang-related activities near target schools, businesses and community areas by offering activities including recreation, arts, computer or academic programs, job counseling, drug or gang counseling and community awareness presentations.

## **Rhode Island General Laws § 45-49-1**

### **School-Age Child Care**

Allows school districts to establish, operate and/or contract for before- and after-school care and vacation day care in public school buildings. Intends to: encourage the development of partnerships among parents, schools, local governments and child care providers; promote the availability of child care services to school-age children; encourage maximum use of public schools; provide financial assistance; and encourage local government and schools to assess the need for school-age care and increase public awareness about the need.

## **Rhode Island General Laws § 42-49-3**

### **School Age Child Care**

Authorizes the state Department of Human Services to provide grants for the planning, establishment, operation or expansion of school-age care programs. Allows grants to be awarded to school committees, regional school districts, municipal governments and public or private nonprofit agencies. Applicants must: demonstrate a need for a school-age child care program; show that 25 percent of the program's cost will be contributed by public or private resources within the community; and demonstrate that the community has established an advisory committee to assist in the planning and development of the proposed program.

#### **Rhode Island General Laws § 45-49-4**

##### **Transportation**

Authorizes school districts to provide children in kindergarten through eighth grade with transportation to before- and after-school child care locations. Urges all districts to investigate the feasibility of providing transportation to children in child care programs. Districts are eligible to be reimbursed for such transportation.

#### **Rhode Island General Laws § 45-49.1-1**

##### **Early Childhood Foundation**

Establishes an Early Childhood Foundation to provide technical assistance and seed grants to local districts to develop programs relating to early childhood development. Programs might include preschool programs for those who cannot afford private preschool and are eligible for but are not being served by Head Start, parenting skills programs, transition programs for children and parents between preschool, kindergarten and the primary grades, and other appropriate programs.

#### **Rhode Island General Laws § 40-49.1-1**

##### **Health Financing Study**

Requires the state Department of Human Services and Education to conduct a study to determine the number of children eligible for federal Medicaid reimbursement from (1) early period screening diagnosis and treatment (EPSDT) and (2) health care related services that are provided by local education agencies. It requires the department to develop resources that allows it to recoup the maximum amount of expenses associated with these services, such as creating a time study training manual that outlines how school personnel can complete a time study to enhance recovery of administrative costs; and developing a claiming manual that outlines the financial information and claim submission requirements that are needed to complete a claim.

#### **Rhode Island SR 1091**

##### **Study of School-Based Health Centers**

Creates a special Senate Commission to study school-based health centers. Requires the commission to develop long-term funding strategies to ensure adequate financial support for school-based health centers, integrated service initiatives, special education programs, and potential integration of mental health services and substance abuse services in school-based health centers.

#### **South Carolina Code Annotated § 44-422-10-60**

##### **Fund for Adolescent Pregnancy Prevention Initiatives**

Authorizes the state Department of Social Services to distribute funds to counties to develop adolescent pregnancy prevention initiatives. Programs must emphasize premarital sexual abstinence and male responsibility. Funding by the department must be distributed in the following ways: 15 percent must be allocated evenly among all counties; 15 percent must be allocated to counties based on the size of their adolescent population; 20 percent must be allocated to counties based on their rate of adolescent pregnancy; 40 percent must be allocated to counties based on their number of adolescent pregnancies; and 10 percent is to be used to evaluate the effectiveness of each initiative and the fund. The state Department of Health and Environmental Control provides governments and contractors with technical assistance and training relating to adolescent pregnancy prevention issues.

## **South Dakota Codified Laws § 13-14-6 through 13-14-9**

### **Youth At-Risk Education Trust Fund**

Creates the Youth At-Risk Education Trust. The interest earned on the principal held in the fund. Grants are provided to local projects benefiting at-risk youth from the interest earned on the principal. Programs may include early childhood projects, substance abuse prevention, alternative high school programs, health and mental service care and family-based services.

## **South Dakota Codified Laws § 26-6-14.12**

### **Before- and After-School Zoning Exemption**

Allows a county to exempt a before- and after-school care program from its zoning, uniform building, fire and life-safety code provisions if the program is an accessory to a church, nonprofit youth organization, hospital, public or private school or office building.

## **Tennessee Code Annotated § 49-2-115**

### **Family Resource Centers**

Allows family resource centers to be established by any local education agency in order to coordinate state and community services to help meet the needs of families with children. Authorizes the state commissioner of education to award grants of up to \$50,000 to local education agencies for the purpose of planning, implementing and operating family resource centers. Centers are located in or near schools. They are to be the nucleus of information sharing and resource facilitation, and provide services such as parent training and counseling.

## **Tennessee Code Annotated § 49-501-508**

### **Model Teen Learning Center**

Creates teen learning centers to reduce the number of teens who drop out of high school, reduce welfare dependency and increase available child care. Centers are based in public schools and provide child care and parenting training to students who are enrolled at the school. Authorizes the state Department of Education to award one-time start-up grants for planning, implementing and operating model teen learning centers. During subsequent years, the local education agency may apply to the department for an operating grant for up to half the difference between the center's annual income and annual operating expenses.

## **Tennessee Code Annotated § 4-3-2626**

### **Model Programs for Adolescents At-Risk**

Authorizes the state Department of Children's Services to fund two model after-school and/or summer programs for young adolescents at risk of placement in the custody of the state. Allows the department to contract with nonprofit corporations, community organizations, volunteer groups, churches, schools and family resource centers. Programs may not serve more than 25 students and should strive to improve self-esteem, motivation, responsibility and goal setting. Activities should include counseling, tutoring, mentoring and team sports. State funding for each program is not to exceed \$8,250.

## **Tennessee Code Annotated § 49-50-201**

### **Community Education Centers**

Allows the state Board of Education to adopt rules and regulations for increased community participation in public schools and the usage of public school facilities as community education centers.



**Tennessee Senate Bill 3107 § 2, 3.6B, 4.3, 4.11A-C, 39K.1**

**Licensing Standards**

Specifies rules and standards for the licensing of child care providers. Defines a group child care home as any person or entity that provides care to eight to 12 children, including up to three additional children receiving care after-school, on holidays and snow days. Agencies providing before- and after-school care must have licenses that specify their eligibility to offer such care. Exempts from licensing requirements preschool or school-age care programs regulated by the state Department of Education, and Boys and Girls Clubs in good standing. Requires the Department of Education to enforce standards for care before- and after-school programs.

**Texas Education Code § 33.903**

**Public School Child Care**

Authorizes the Work and Families Policies Clearinghouse to distribute money for the implementation of school-age care before- and after-school, during vacations and summers. Funds may be used for the development, establishment, expansion or improvement of child care services. Allows the clearinghouse to distribute money to pay fees charged for providing services to students who are at risk of dropping out of school.

**Texas Education Code § 33.903**

**Community Education Child Care Services**

Creates a pilot program for the development of community education child care services through the state Department of Education. Child care programs may include before- and after-school care, age appropriate educational and recreational assistance, and full day care services provided during vacations and the summer. Educationally disadvantaged students in kindergarten through eighth grade are to be primary beneficiaries of the community education centers. Programs are required to seek additional federal and private grants to cover costs related to program operation or expansion.

**Texas Labor Code § 305.001-.031**

**Communities in Schools**

Establishes the Communities in Schools Program as a youth dropout prevention program. Elementary and secondary schools where 10 percent of the student population is at risk of dropping out are to participate. The bill requires the state coordinator to develop a formula for funding of the Communities in Schools Program that reduce the amount of state support over a five-year period to an amount not less than 50 percent of the sum contributed the first year of the program. Requires each program to develop a five-year funding plan to maintain services even as state level funding is reduced.

**Texas Education Code § 38.001**

**School-Based Health Centers**

Creates school-based health centers to deliver cooperative health care programs to students and their families. Allows for the establishment of local health education and health care advisory committees, made up mostly of parents, to ensure the community's values are reflected in the services provided. Explains policies and procedures to be followed in establishing and providing services at the centers. Written consent must be obtained from parents before any services or referrals are offered to students. Grants are to be awarded annually on a competitive basis, with preference given to poor and rural areas. The state commissioner of public health administers the program.

## **Texas Human Resource Code Chapter 40 § 40.0561**

### **Community Youth Development Grants**

Awards grants to communities with high incidence of juvenile crime. Grants are to be used to assist communities in alleviating conditions in the family and community that lead to juvenile crime. The law appropriates not less than \$6,195,451 for this grant program. Requires recipient communities to provide a dollar-for-dollar match. Specifies the provision of \$500,000 for 2000 and 2001 respectively to increase the number of community youth development sites from 13 to 15.

## **Texas Tax Code Chapter 171 Subchapter R**

### **Tax Credit**

Authorizes a tax credit for contributions to before- and after-school programs for expenditures on construction and renovation, necessary equipment and supplies, and operational costs, including administrative and staff costs.

## **Utah Chapter 355**

### **Healthy Community Act**

Authorizes the state Department of Health to award \$100,000 grants to established community-based nonprofit organizations. Requires recipients to match grant awards dollar-for-dollar. Programs are to provide outreach to identify pregnant women in need of services; case management; and support services after birth through preschool years. The goals are to monitor the children's development and provide individual support services for youth, crisis intervention and mentoring.

## **Utah Code Annotated § 63-75-2,63-75-4-8**

### **Families, Agencies and Communities Together for Children and Youth At-Risk Act**

Charges state, local, private and public social service agencies, community-based organizations and parents to work together to build collaborative, comprehensive systems of services and supports for children and youth at-risk and their families. The community-based initiatives are to: promote early intervention and prevention; be endorsed by local public and private service delivery agencies; leverage county, municipal and school district funding sources; and be a single point of entry for comprehensive services for children through grade 12. Collaborating state agencies include the Department of Health Services, the State Office of Education and the Department of Workforce Services.

## **Vermont Code Annotated § 16-133-3487**

### **Early Education Programs**

Allows the state Department of Education to award grants to voluntary early education programs of up to \$30,000, renewable annually. Requires programs to serve special needs children, including those who are economically disadvantaged, have limited English proficiency, are handicapped or are at-risk of abuse or neglect. Requires programs to provide experiential learning activities at a developmentally appropriate level for 3 and 4 year olds, both in home or group settings. Parents must be involved in decisions about the design of programs and services. Transportation needs of families also must be considered.

## **Vermont Code Annotated § 33-33-3302 through 3307**

### **Children and Family Council for Prevention Programs, Children's Trust Fund**

Creates the Children's Trust Fund, which is maintained by the state Agency for Human Services. Authorizes the distribution of funds for community-based primary prevention programs. Specifies

that the Children and Family Council for Prevention assist agencies and departments in the development, improvement and coordination of primary prevention programs. Such programs might include efforts to reduce juvenile delinquency, truancy, substance abuse and child abuse.

**Vermont Code Annotated § 33-35-3512**

**Child Care Services Program**

Establishes the Child Care Services Program to subsidize the costs of child care for families needing child care services to obtain and retain employment. Individual participation in the program may not exceed one month, unless the state commissioner extends the period of eligibility. Fees may be charged on a sliding scale based on income.

**Virginia Code Annotated § 66-26 through 66-35**

**Delinquency Prevention and Youth Development Programs**

Authorizes the state Department of Juvenile Justice to award grants for delinquency prevention and youth development programs. Total funding may not exceed 75 percent of the recipient's program budget. Creates local youth service citizen boards as well. Requires boards to be made up mostly of citizens who are not employed by the government or not elected officials. The boards are to assist community organizations in establishing and modifying programs based on community needs, and evaluate and monitor community programs' impact on at-risk youth.

**Virginia Chapter 776**

**Tax Exemption**

Exempts from tax personal property purchased for use or consumption by an organization classified as 501(c)(3) whose primary function is to work with young people, ages 8 to 18 and adults in youth development programs.

**Virginia Chapter 935**

**Pilot School/Community Health Centers**

Authorizes the state Departments of Education and Medical Assistance Services to request proposals for the planning and implementation of pilot school/community health centers. Appropriates \$1.5 million from the general fund for each of the first two years of the initiative. A school division that wants to be a pilot program site must agree to become a Medicaid provider. Medicaid reimbursements must be retained by the center to continue its operation. Encourages pilots to develop different delivery methods such as individual school-based programs, district-wide mobile approaches or regional approaches. Requires centers to provide services such as screening, outreach, counseling and management of medically fragile students.

**Washington Revised Code Annotated § 28A.620.010 and 28A.620.020**

**Community Education Programs**

Authorizes school districts to: provide community education programs to stimulate the full education potential of students; meet the needs of the district's residents of all ages; and make the fullest use of the districts school facilities. Educational, recreation and cultural programs may be offered as well as parenting skills, violence prevention and child abuse prevention.

**Washington Revised Code Annotated § 43.310.005-.040**

**Gang Risk Intervention Pilot Programs**

Allows the state Department of Community, Trade and Economic Development to provide school districts with grants for gang risk prevention pilot programs. Pilots are to be community-based

prevention and intervention programs targeting gang members, potential gang members, and elementary through high school age at-risk youth. Requires pilot programs to focus on reducing the probability of youth involvement in gang activities and consequent violence, as well as establishing ties between youth and community resources. Services may include counseling, sports and cultural activities, job training and community services. Cultural awareness retreats may also be offered; during these retreats, participating youth and their family are temporarily relocated from their usual environment to participate in activities designed to help increase their positive behavior and life successes.

#### **Washington Revised Code Annotated § 43.51.500 through 43.51.590**

##### **Youth Conservation Corps**

Creates the Youth Conservation Corps. Assigns responsibility for the program to the state Parks and Recreation Commission, Youth Development and Conservation Division. Authorizes the acceptance of federal funds. Youth under the age of 21 are eligible to participate. Enrollment is allocated on a population percentage basis to each of the legislative districts. The goals are to provide youth with opportunities for employment in conservation, as well as opportunities to learn work skills and improve their personal well-being.

#### **Washington Revised Code Annotated § 28A.215.010 through .050**

##### **Authority of School Boards**

Allows district school boards to establish and maintain preschools and provide before- and after-school and vacation care at locations convenient for infants and children of the district. Authorizes districts to provide transportation to and from these sites and charge a fee for such services.

#### **Washington Chapter 1 § 208h**

##### **After-School Care**

Appropriates \$1,400,000 to after-school care programs for middle school-age youth through the state Department of Social and Health Services.

#### **Washington Chapter 1 § 518a**

##### **Better Schools Program**

Appropriates \$57,500,000 to improve resources to help students meet academic requirements. Authorizes an additional 2.2 certified instructional staff units per 1000 full time students in kindergarten through fourth grade. Funds may be used to provide class-size reduction, additional classroom contact hours in kindergarten, before- and after-school programs or summer school programs.

#### **West Virginia Senate Bill 577**

##### **West Virginia Works Program**

Requires adult beneficiaries of the West Virginia Works Program to sign a contract promising to provide: assurance of school attendance; assurance of child care (including after-school programs); maintenance of a schedule of preventative care; and active pursuit of child support for their children.

#### **Wisconsin Statutes Annotated § 119.78-119.80**

##### **Family Resource Center**

Requires the state superintendent of public instruction to pay to the School Board of Milwaukee the amount specified in the spending plan to fund the family resource center. Establishes the family resource center to distribute parent education materials, conduct child development workshops and facilitate communication between schools and parents.



**Wisconsin Statutes Annotated § 49.137**

**Child Care Quality Improvement**

Requires the state Department of Health and Family Services to distribute \$4,315,000 (in fiscal year 1998-1999) in technical assistance services to child care providers and grants for the startup and expansion of child care programs. Awarded grants require a 25 percent match in cash, in-kind or both. Requires technical assistance services to include the development of a uniform statewide system of career development, credentialing and training for individuals who provide child care, the dissemination of information about quality child care facilities to parents, and the training of providers in the care of special needs children.

**Wisconsin Statutes Annotated § 46.996-46.997**

**Adolescent Services**

Authorizes counties with a population over 500,000 to receive up to \$250,000 each year to fund adolescent resource centers that provide tutoring, counseling, health care and referrals and job training. Two minority-run organizations that provide services to the same minority group in counties with over 500,000 residents are eligible to receive \$50,000 each per year to provide similar services. Additionally, \$210,000 is available annually for regional and tribal projects that work to reduce teen pregnancy and high school dropout rates, increase economic self-sufficiency and neutralize sex-role stereotyping and bias.

**Wisconsin Statutes Annotated § 120.125, 121.54, 121.545**

**Religious Instruction and Transportation**

Prohibits day care and before- and after-school providers from providing religious instruction or permitting religious practices to be conducted. Allows districts to provide transportation to and from before- and after-school care programs. Districts may charge a fee for students to whom they do not usually provide this service.

**Wisconsin Statutes Annotated § 120.125**

**Before- and After-School Day Care**

Explains all conditions and procedures under which a school board may permit a care provider to operate a before- or after-school child care program in an elementary school, and the procedure when the request is denied.

**Wisconsin Act 9**

**Career Youth Development Center**

Appropriates \$80,000 in each fiscal year to career youth development centers in Milwaukee for a minority youth substance abuse treatment program.

**Wyoming Statutes Annotated § 14-8-101 through 14-8-107**

**Wyoming Children's Trust Fund Act**

Creates the Children's Trust Fund, which consists of money appropriated or designated to the account through legislation, federal grants and other contributions. Grants awarded from the fund are to be used to promote prevention and education programs that are designed to lessen the occurrence and reoccurrence of child abuse and neglect.

**Wyoming Chapter 0142**

**School-Based Tobacco Money**

Establishes that revenues deposited into the tobacco settlement trust fund income account will be used only for purposes related to the improvement of citizens' health, including efforts to prevent tobacco use through school- and community-based programs.





# Appendix A: Methodology

This paper provides an overview of the policy preferences expressed by state legislatures related to supports and services for school-age children and their families. An initial step in creating this overview was developing a working definition of what “supports and services for school-age children and their families” meant. The challenge in creating a precise definition is reflected in the diversity of the field itself, which includes program descriptions such as school-age child care, after-school programs, extra-learning opportunities, out-of-school time programs and youth development. Moreover, several comprehensive program models that are typically based at school sites, such as Beacons and Children’s Aid Society’s Community Schools, provide not only structured opportunities for learning and development, but may also include health and other social services for school-age children and their family members. In its broadest form, “supports and services for school-age children and their families” could conceivably encompass virtually all human services offered in a community.

In order to create a more manageable definition, yet capture the diversity and richness present in the field, this paper focused on four key areas of interest:

- 1. Enrichment and development programs and services for school-age children (ages 5 through 18) during non-school hours**—before and after school, on weekends, on holidays and/or over summers. Programs typically provide recreational, academic and developmental opportunities. Programs can be located within a school, recreational facility, community center, library or at a facility of a community-based provider. Program models include school-age child care, after-school programs and youth development programs.
- 2. School-based or school-linked health, mental health and/or social services for school-age children.** Under this model, schools provide wrap-around services (during both school and non-school hours) to school-age children. School-based or school-linked services may include counseling, health services, prevention programs and other social services. Program models include Community Schools and school-based health centers.
- 3. School-based or school-linked services for families of school-age children and other community residents offered in addition to program and services for school-age children.** Some program models provide wrap-around services not only for school-age children, but also for members of their families, and in some cases, to other residents of the community. Such services may include family counseling, early childhood care and education, family welfare services, employment training, literacy classes, adult education and senior services. Program models include Community Schools and family resource centers.
- 4. Supports for out-of-school time and community school program and service infrastructure.** Infrastructure refers to the supports needed for a system of out-of-school time and community school programs and services to function. Such supports may include systems of licensure and regulation, professional development, other training and technical assistance, planning, coordination, evaluation, transportation systems and facilities.

In sum, this set of definitions is intended to capture the policy preferences of state legislatures related to out-of-school time programs (as defined above in number 1), community school programs (as defined in numbers 2 and 3), and system infrastructure (as defined in number 4). Subsequent references to “out-of-school time” and “community school” programs will be based on these definitions.

Data were collected through a search of state statutes and recently enacted legislation through June 2000. Key words included after-school, school-age care, youth development, community school, full-service school, school-based health centers, school-based services, school-linked services, family resource center and community education. Statutes were then reviewed, filtered and coded.





# About The Finance Project

The Finance Project is a non-profit policy research, technical assistance and information organization created to help improve results for children, families and communities nationwide. Its mission is to support decision making that produces and sustains good results by developing and disseminating information, knowledge, tools and technical assistance for improved policies, programs, and financing strategies. Its work is concentrated in several areas:

- ❖ **Financing issues and strategies** related to education, family and children's services and community building and development;
- ❖ **Results-based decision-making**, including planning, budgeting, management and accountability;
- ❖ **Community supports and services** that reach across categorical boundaries and the public and private sectors to effectively link health care, education, family support, income security, economic development and neighborhood revitalization;
- ❖ **Improved governance and collaborative decision-making**;
- ❖ Planning and implementation of **comprehensive welfare and workforce development reforms**; and
- ❖ Development of **Internet-based capacities** for sharing critical information on the design and implementation of effective policies and programs.

Established in 1994, The Finance Project is a valuable intellectual and technical resource to policy makers, program developers and community leaders, including state and local officials, foundation executives, academic researchers, service providers and advocates who:

- ❖ **Seek creative ideas** for policies, programs and system reforms and effective policy tools to implement them;
- ❖ **Need information about what is occurring elsewhere**, how it is working and why; and
- ❖ **Want practical, hands-on assistance** to advance their reform agendas.

## Products and Services

The Finance Project's products and services span a broad continuum from general foundation knowledge about issues and strategies to customized resources and intensive, hands-on technical assistance. They encompass efforts to cumulate knowledge and build the field over time as well as time-sensitive projects to address immediate challenges and opportunities, including:

- ❖ **Knowledge development**—gathering, assembling and analyzing data from numerous sources to advance theory and practice.
- ❖ **Policy tool development**—developing tools and other “how to” materials to support the implementation of promising policies, practices and systems reforms, including financing strategies.
- ❖ **Information brokering**—organizing and presenting research findings, technical assistance tools and information about the implementation and impact of promising policies, programs and practices.

- ❖ **Technical assistance**—providing and coordinating direct assistance to state and local decision makers on the design and implementation of policy, program and system reforms.
- ❖ **Program management**—helping foundation executives manage large, multi-site initiatives by providing and brokering technical assistance to the sites, monitoring their progress and serving as liaison between the sites and the foundations.

This work is supported by national and regional foundations, federal and state agencies, and community-based organizations.

## Publications

The Finance Project develops and disseminates an array of published resources including:

- ❖ **Working Papers**—a continuing series of occasional papers that examine issues and options related to financing education, family and children’s services and community building and development.
- ❖ **Reports and Monographs**—published and unpublished reports and studies of federal, state and local financing and governance issues and strategies, prepared at the request of federal and state government clients, private foundations and other organizations.
- ❖ **Strategy Briefs**—an ongoing series of “how to” briefs that outline innovative financing strategies and considerations for implementing them.
- ❖ **Issue Notes**—a continuing series of short notes on policy choices related to welfare reform and welfare-to-work that summarize relevant research and information resources and highlight promising practices.
- ❖ **Resource Guides**—published guides to the design and implementation of financing strategies and available funding sources.
- ❖ **Toolkits and Workbooks**—step-by-step guides with sample materials to help users design and implement policy, program and systems reforms that are tailored to their states’ and communities’ needs and priorities.

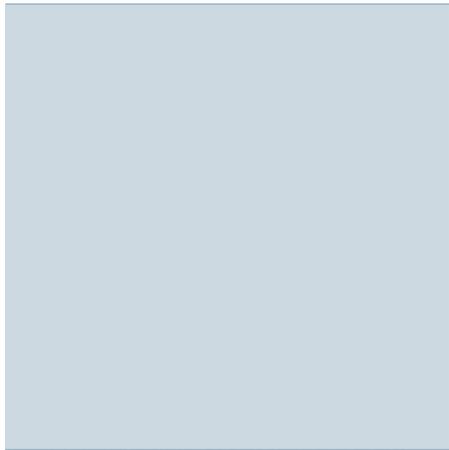
## Web Sites

The Finance Project creates and maintains web sites and extensive Internet-based clearinghouses:

- ❖ **financeproject.org**—a web site that provides up-to-date information on financing issues and innovations, including access to tools and materials developed by The Finance Project and links to other relevant on-line information sources.
- ❖ **welfareinfo.org**—the most comprehensive, web-based information resource on welfare reform and welfare-to work topics, with more than 17,000 links to electronic resources, including more than 800 other web sites maintained by federal, state and local governments and national and community-based organizations.

## **For more information on The Finance Project:**

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