

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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September 18, 2013 (revised October 7, 2013)

MEMORANDUM

TO: Legislative Education Study Committee

FR: LaNysha Adams

**RE: STAFF REPORT: AFTER SCHOOL PROGRAMS: STATEWIDE PROGRAM
POLICIES**

INTRODUCTION

According to the Education Commission of the States (ECS), more than 28 million school-age children have parents who work outside the home. An estimated five to seven million – and up to as many as 15 million – “latch-key children” return to an empty home after school. In response, many communities have created after school programs to keep children out of trouble and engaged in activities that help them learn.

Evaluation of after school programs has been limited, but preliminary analysis of research by ECS indicates that:

- younger children (ages 5 to 9) and those in low-income neighborhoods gain the most from after school programs, showing improved behavior, work habits, and academic performance;
- young teens who participate in after school activities achieve higher grades in school and engage in less risky behavior. Because these programs are voluntary, however, participants are likely to be among the more motivated youngsters in a given population; and

- participation in after school activities is associated with improved attendance, the development of new skills and interests, decreased time watching television and increased time spent on homework, and the development of higher aspirations, including plans to complete high school and go on to college.

For the 2013 interim, members of the Legislative Education Study Committee (LESC) requested a review of after school programs, commonly referred to as extended learning opportunities, provided to school-age children statewide.

This staff report includes:

- history of legislative appropriations;
- an explanation of federal and foundation funding for after school programs in New Mexico;
- a summary of an external evaluation report on New Mexico's 21st Century CCLC programs; and
- background.

Mr. Paul J. Aguilar, Deputy Secretary for Finance and Operations, Public Education Department (PED), and Mr. Angelo Jaramillo, 21st Century Community Learning Centers (CCLC) State Coordinator, PED, will be available to answer questions about statewide after school programs.

HISTORY OF LEGISLATIVE APPROPRIATIONS

At least since 2003, the Legislature has funded multiple public school initiatives under the broad category of extended learning opportunities, including appropriations to PED and in some instances other state agencies to support after school initiatives statewide. **Attachment 1, General Fund Appropriations for After (and Before) School Programs**, outlines these initiatives totaling approximately \$21.4 million.

Funding Targeted for Native American Children: Save the Children

Beginning in FY 07, the General Fund appropriation for the *Indian Education Act* has directed funding to Save the Children to provide after school and summer literacy block programs for students in grades K-8 in schools with a high proportion of Native American students contingent on receipt of matching funds.

According to a report presented by Save the Children to the Indian Affairs Committee in 2013, Save the Children has a 70-year history in the state and with a focus on literacy-centered school partnerships to improve the reading comprehension and literacy of Native American children in grades K-6 in nine partner schools:

1. Ashiwi Elementary
2. Church Rock Academy
3. Crownpoint Elementary
4. Cubero Elementary
5. Dowa Yalanne Elementary
6. San Diego Riverside Charter

7. Thoreau Elementary
8. Tohatchi Elementary
9. Twin Lakes Elementary

FEDERAL FUNDING FOR AFTER SCHOOL PROGRAMS IN NEW MEXICO

21st Century Community Learning Centers (CCLC) Programs

Federal programs can also complement state-level appropriations for after school programs. According to the Afterschool Alliance (see **Attachment 2**, *Afterschool Programs in New Mexico*):

- in New Mexico, the CCLC program is the only federal funding source dedicated ***exclusively*** to before school, after school, and summer learning programs;
- 159,851 children in New Mexico are eligible to participate in a 21st CCLC program, but only 8,730 students attend a 21st CCLC program due to a lack of federal funding;
- if the 21st CCLC grant program were federally funded at the fully authorized level, the New Mexico share would be \$18,748,654 for Federal Fiscal Year (FFY) 13; and
- 32 additional grants in New Mexico could be awarded if full funding for 21st CCLC programs were available.

The 21st CCLC program is authorized under Title IV, Part B, of the *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001* (NCLB). The purpose of the 21st CCLC program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children.

Each eligible organization that receives a 21st CCLC award may use the funds to carry out a broad array of extended learning opportunities that advance student achievement. According to the US Department of Education (USDE), local grantees are limited to providing activities within the following list:

- remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- mathematics and science education activities;
- arts and music education activities;
- entrepreneurial education programs;
- tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;

- programs that promote parental involvement and family literacy;
- programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- drug and violence prevention programs, counseling programs, and character education programs.

Prior to 2001, the 21st CCLC was a discretionary grant program through which the USDE held national competitions open to schools and local education agencies. After 2002, the 21st CCLC program transitioned to a formula grant program. Each state now manages its own grant competition, and both public and private organizations are eligible to compete for funding. States must target 21st CCLC grants to applicants that will serve students from poor and low-performing schools. Successful 21st CCLC grantees receive a minimum of \$50,000 per year.

Up to 5.0 percent of a state's 21st CCLC grant allocation may be reserved by the state for the administrative and support responsibilities associated with implementing a quality program. These funds may be used to plan the competition, manage a peer-review process, award the grants, and monitor progress. State-level funds also may be used to strengthen the programs – to provide training and technical assistance to the local grantees and to conduct evaluations. PED reports that 95 percent of the funds go directly to 21st CCLC grantees (see **Attachment 3** for a complete list of the grantees, school districts served, and other details).

Schools within the Bureau of Indian Affairs (BIA) may apply to both the state and the BIA. However, the school may only accept one grant; thus, a BIA school cannot receive two grants for the same purpose.

New Mexico 2013 Application Process for the 21st CCLC Grant and 2013 21st CCLC Awardees

According to PED's School and Family Support Bureau, for the 2013 CCLC grant application, there were two rounds of applications which both occurred during the spring of 2013. In the first round, there were 32 applicants and in the second round there were 33 applicants.

In receiving proposals for the 21st CCLC grant, PED's School and Family Support Bureau reported following the New Mexico State Purchasing Division of the General Services Department request for proposals (RFP) parameters as outlined in the *Procurement Code* (1.4.1 NMAC). The RFP was issued by the New Mexico State Purchasing Division on behalf of PED. Table 1, on the next page, outlines the sequence of events for 21st CCLC grant applicants.

Table 1: Grant Application Sequence of Events

The Procurement Manager will make every effort to adhere to the following schedule:

	Action	Responsibility	Date
1.	Issue of RFP	Agency State Purchasing	1/2/2013
2.	Pre-Proposal Conference	Agency Potential Offerors	1/24/2013
3.	Acknowledgement Distribution List Response	Potential Offerors	1/25/2013
4.	Deadline To Submit Additional Written Questions	Potential Offerors	1/21/2013
5.	Response to Written Questions/RFP Amendments	Agency	1/25/2013
6.	Submission of Proposal	Offerors	2/13/2013
7.	Proposal Evaluation	Evaluation Committee	2/14/2013 to 2/21/2013
8.	Selection of Finalists	Evaluation Committee	2/22/2013
9.	Best and Final Offers from Finalists	Offerors	3/1/2013 – 3/7/2013
10.	Negotiation & Finalize Contract	Agency Offeror	3/11/2013 – 4/12/2013
11.	Contract Award	SPA	4/12/2013*
12.	Protest Deadline	Offerors	4/27/2013 or 15 Days after the Award

*Successful offerors may elect to start the multi-year contract on July 1, 2013 without any reduction in awarded funds.

Source: Request for Proposals – 2013 21st CCLC

Table 2, below, presents a summary of the specifications identifying points assigned to each factor of the categories evaluated by an evaluation committee of 14 to 15 people. Each of these weighed factors was used in the evaluation of the RFPs. According to the RFP, all mandatory factors were evaluated on a “pass-fail” basis and failure to include one mandatory factor resulted in the disqualification of the proposal. Finalists were identified if they met all the mandatory specifications of the RFP and whose score on evaluation factors was sufficiently high to qualify them for further consideration by the Evaluation Committee.

Table 2: 21st CCLC Grant Application Evaluation Point Table

Factor:	Points Available:
Project Summary	0 (Mandatory)
Eligible Applicant Specifications	200
Quality Project Design	200
Quality Management Plan	200
Quality Project Evaluation	100
Cost Formula	50
Budget Justification	100
Partnership Agreements	50
Priority Points	50
Hours of Operation and Activity Schedule	50
21 st Century Community Learning Center Assurances	0 (Mandatory)
Campaign Contribution Disclosure Form	0 (Mandatory)
New Mexico Employee Health Coverage Form	0 (Mandatory)
Statement of Confidentiality	0 (Mandatory)
Total:	1,000

Source: Request for Proposals – 2013 21st CCLC

The 21st CCLC RFP targeted low-performing and high poverty schools for the 21st CCLC grant. Additionally, in the RFP private schools and Bureau of Indian Education (BIE) schools that wanted to become a 21st CCLC grantee needed to:

- have high poverty, as demonstrated by 40 percent or more of their student population eligible for free and reduced lunch; and
- demonstrate low performance by a standardized assessment such as the New Mexico Standards Based Assessment, the Iowa Test of Basic Skills, CIB Terra Nova, or comparable standardized assessment.

Attachment 3, 21st CCLC Programs in NM 2013, lists all 102 21st CCLC grant awardees and specifies which schools and districts are served by these 21st CCLC programs. While the grantees are geographically representatives, 21st CCLC programs are not available statewide. Additionally, the majority of the students served in 21st CCLC centers in New Mexico are elementary and middle school students, which is similar to the national average (see Table 3, below).¹

Table 3: Students Served in New Mexico's 21st CCLC Programs

	2008-09		2011-12		2013	
	# Funded Centers	Total students served	# Funded Centers	Total students served	# Funded Centers	Total students served
Elementary	74	8,183	63	8,790	48	n/a
Elementary/Middle	4	422	7	1,166	14	n/a
Middle	26	2,323	20	2,201	27	n/a
Middle/High	1	202	1	264	0	n/a
High	7	5,75	6	424	11	n/a
Elementary/Middle/High	10	1,001	9	931	2	n/a
TOTAL	122	12,706	106	13,776	102	n/a

Source: *External Evaluation Report on New Mexico's 21st CCLC Programs*

Child Care and Development Fund (CCDF)

While 21st CCLC grants may be dedicated exclusively to after school programs, multiple federal sources offer support for after school programs (see **Attachment 4, Comparison of the CCDF and 21st CCLC Programs**, for a comparison of the two largest sources of federal funding for after school programs). With nearly half of the children receiving services being of school or kindergarten age, CCDF provides significant funding for after school care in a variety of settings. The majority of CCDF dollars are used to provide subsidies to eligible low-income children under age 13.

¹ According to *America After 3PM*, the vast majority of the 8.4 million children attending after school programs nationally are in elementary school. Yet, among the 15.1 million unsupervised children, the majority are in high school.

According to the federal Office of Child Care,² CCDF:

- is authorized by the Child Care and Development Block Grant Act and Section 418 of the *Social Security Act*;
- assists low-income families in obtaining child-care so they can work or attend training and/or education;
- seeks to improve the quality of child-care and promotes coordination among early childhood development and after school programs; and
- allows states to serve families through a single, integrated child-care subsidy program under the rules of the *Child Care and Development Block Grant Act*. States coordinate CCDF with Head Start, Pre-K, and other early childhood programs. States can also transfer a portion of Temporary Assistance for Needy Families (TANF) dollars to CCDF, or spend TANF directly for child-care.

For FFY 13, \$5.1 billion from the CCDF was made available to states, territories, and tribes. Table 4 highlights New Mexico's final CCDF allocations between FFY 03 and FFY 13.

Table 4: New Mexico's Final CCDF Allocations FFY 03 – FFY 13

	Targeted Funds: School Age R&R*	Total CCDF for NM
FFY03	\$163,182	\$37,466,782
FFY04	\$162,096	\$37,084,965
FFY05	\$163,418	\$37,212,352
FFY06	\$160,910	\$37,948,526
FFY07	\$158,801	\$37,651,222
FFY08	\$157,722	\$38,310,443
FFY09	\$160,175	\$56,501,352
FFY10	\$159,169	\$38,752,929
FFY11	\$168,705	\$39,789,528
FFY12	\$163,122	\$40,389,061
FFY13	\$154,223	\$39,774,805

Source: *Office of Child Care, CCDF State and Territory Funding Allocations spreadsheets*

* Congress earmarked CCDF Discretionary funds for child care resource and referral and school-aged child care activities. As with all the earmarks, these funds are to be used in addition to the “not less than 4%” required to be spent on activities that improve the quality and availability of child care. Funds referred to as “earmarks” are also known as “targeted funds.”

Attachment 5 details the CCDF final Tribal allocations in New Mexico from FFY 03 to FFY 13. By law, Indian tribes are entitled to receive up to 2.0 percent of the total discretionary and mandatory funds from CCDF available each fiscal year. According to the *Tribal CCDF Guide to*

² The Office of Child Care, under the Administration for Children & Families, was established in September 2010 and replaces the former Child Care Bureau. The Office of Child Care now administers the CCDF. Before 2010, the US Department of Health and Human Services' Child Care Bureau awarded CCDF grants to states, territories, and Indian tribes.

Financial Management, Grants Management, and Program Accountability, discretionary and mandatory³ funds are allocated to Tribes, tribal organizations, and tribal consortia as follows:

- Tribal Discretionary funds include:
 - an established per-child amount based on the self-certified child count;
 - targeted funds which must be used specifically for school-age services, such as before and after school programs, and/or child-care resource and referral services
 - a specified amount for targeted funds based on a \$500 amount per-Tribe plus a per-child amount.
- Tribal Mandatory funds, which are allocated to Indian Tribes and tribal organizations (with the exception of grantees in Alaska) solely on a per-child basis using the self-certified child count.

Other Federal Funds

Other federal programs can also complement state-level appropriations, 21st CCLC funding, and CCDF funding, including:

- Title I;
- Food and Nutrition;
- Social Services Block Grant;
- Impact Aid; and
- the Full-Service Community Schools program funds.

Many are also eligible to receive funds from three US Department of Agriculture (USDA) nutrition assistance programs:

- the Summer and Food Service Program, a USDA administered program designed to fill the nutrition gap left during the summer months and make sure children can get the nutritious meals they need;
- the At-risk After School Meal Program for programs that participate in the Child & Adult Care Food Program to give children and teenagers the nutrition they need, and draw them into constructive activities that are safe, fun, and filled with opportunities for learning; and
- the After School Snack Program, which can be operated by school nutrition departments through the National School Lunch Program.

Services made available through funds from TANF (administered by the US Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. Additionally, 21st CCLC programs can also utilize federal funding available through local prevention grants under Title V of the *Juvenile Justice and Delinquency Prevention Act* (administered by the Office of Juvenile Justice and Delinquency Prevention in the US Department of Justice).

³ While Discretionary and Mandatory expenditures must be separately tracked for reporting purposes, funds from both funding streams can be expended for the same purposes as described in the *Tribal Guide*.

Foundation Grants

According to research on extended learning opportunities from ECS, various organizations and private foundations are now involved in extended-day programs. ECS also indicates that while many new funding sources have emerged in recent years, fees paid by parents remain the major source of support for after school programs.

The Charles Stewart Mott Foundation's "Pathways Out of Poverty" program supports initiatives that promote learning beyond the classroom especially for traditionally underserved children and youth as a strategy for improving public education. According to the Mott Foundation's website, the "Improving Community Education" program area seeks to ensure that education serves as a pathway out of poverty by advancing systemic changes that improve educational policies and practices, particularly for children and families living in low-income communities.

New Mexico was awarded grants for a statewide focus on improving community education through the Mott Foundation's "Pathways Out of Poverty" program. From the Mott Foundation PED received grants totaling:

- \$225,000 for the October 1, 2010 to September 30, 2013 grant period to:
 - Support PED in the advancement of the New Mexico Statewide After School Network; and
 - increase awareness of and advocacy for after school programs by:
 - developing and implementing a marketing and communication plan;
 - developing a strong, statewide coalition; and
 - sharing lessons learned and products with the national network of statewide after school networks; and
- \$225,000 for the October 1, 2013 to September 30, 2016 grant period to:
 - support PED in the advancement of the New Mexico Statewide After School Network;
 - continue its core work of building the field of after school;
 - continue to develop and strengthen partnerships and engage education and social service organizations in aligning and implementing quality after school standards;
 - promote the adoption of the standards by regulatory agencies;
 - develop a statewide quality system for after school programs; and
 - share lessons learned and products with the National Network of Statewide After School Networks.

Because of the state's high population of low-income youth, New Mexico has also attracted private funders, such as the W.K. Kellogg Foundation and Atlantic Philanthropies (see "Background," below)

2013 EXTERNAL EVALUATION REPORT ON NEW MEXICO'S 21ST CCLC PROGRAMS

In 2013, to conduct an external evaluation of the 21st CCLC programs funded in New Mexico, PED contracted with Apex Education, an Albuquerque-based organization that provides program planning, evaluation, professional development, and technology services to various education institutions. The external evaluation report examined 108 21st CCLC centers, covering the four-year period between school years 2008-2009 and 2011-2012, and included information from the following sources:

- the federal database, Profile and Performance Information Collection System (PPICS) for information regarding activities, program participation, and student demographic information;
- the Extended Learning Self-Assessment (ELSA) data from the final year of the grant, school year 2011-2012, to assess staff members' perceptions of program quality;
- the Federal 21st CCLC Annual Performance Report Teacher Survey to capture teacher perspectives; and
- PED's website for schools' and districts' enrollment and demographic information for comparison purposes.

The external evaluation report answered the following four research questions:

1. Was after school programming of high quality?
2. To what extent were students and their families participating in the after school program?
3. Was after school program attendance associated with improved academic outcomes?
4. Was after school program attendance associated with improved behavior outcomes?

Key report findings include:

- programs increasingly dedicated activities as “academic enrichment” over time. In school year 2011-2012, the next most popular activity types were “tutoring” and “homework help”;
- the majority of activities involved reading/literacy and math;
 - less than half involved art/music and health/mental health;
 - approximately one-third involved social studies/culture and science; and
 - one in seven involved technology/computers and entrepreneurial skills;
- programs for high school students were the least likely to offer music and art;
- sites in urban areas served a relatively low percentage of their students, while sites in rural areas served a large percentage of students;
- Hispanic students were underrepresented in several districts, as were English language learners;
- approximately half of 21st CCLC students attended after school regularly, defined as 30 or more days during the school year;
- for the majority of programs, regular attendance improved notably for programs serving elementary and middle school students, but regular attendance dropped among programs

serving middle and high school students together or those serving only high school students;

- statistical analyses find little evidence that 21st CCLC programs impacted reading or math achievement as measured through standards-based assessments overall. There is some indication, however, that programs implemented particularly well may be successful in raising achievement at least in math; and
- school day teachers indicated that regular attendees of 21st CCLC programs improved their academic and social behavior as well as their academic achievement over the course of the year. These data, however, are difficult to interpret without a comparison group.

BACKGROUND

Related Legislation

In 2000, the Legislature passed SM 6, *Survey of Existing After School Programs*, which directed the then State Department of Education (SDE) and the Children, Youth and Families Department (CYFD) to survey the current availability, types and cost to students of before and after school programs for school-age children in New Mexico, including programs offered by public or private schools, local governments or nonprofit organizations. Of the 2,489 surveys mailed out, 53 percent of the participants responded. Findings concluded that more information was needed to complete a comprehensive analysis of before and after school programs offered throughout the state.

In 2003, the Legislature passed SM 5, *Out-of-Schools Program Study*, requesting CFYD in cooperation with other agencies to identify direct expenditures to support local community, school, or nonprofit organizations that operate out-of-school or before or after school programs. According to the FIR, CYFD was going to use the survey mailed out in 2000 as a baseline to provide a description and an accounting of out-of-school programs for FY 01 through FY 03. According to the report received by the committee in December, 13 of the 15 various state departments providing human services were asked to respond to the survey relating to school-age programs and funding. At the time, the results indicated that:

- there were 14 school-age care funded programs from FY 01 to FY 04;
- funding supports two main types of services for school-age care children: basic child-care and specialized services focusing on academic achievement and at-risk activities such as underage drinking and youthful crime; and
- further study of the use of Title and local government funds for school-age services is necessary to achieve a more comprehensive picture of school-age funding.

In 2005, SB 614, *Create Next Generation Fund and Council* (Laws of 2005, Chapter 65) was enacted. The fund was created with a \$2.0 million appropriation from the Children's Trust Fund of the state's tobacco settlement to leverage private, philanthropic funding for youth development. SB 614 (Laws of 2005, Chapter 65) expanded the mission of the fund beyond the focus on child abuse and neglect prevention.

In 2010, the Legislature passed SB 304, *Full-Service Community Schools Act*, however the legislation was pocket vetoed. Among its provisions, the bill would have created a full-service community school program in any public school in order to partner with federal, state, and local

entities, as well as private community-based organizations, to provide educational service programs that “improve the coordination, delivery, effectiveness, and efficiency of services provided to children and families, including wide-ranged school-based healthcare, extended learning hours, and family engagement and support services.”

Related Survey: National and State-Level Findings from the Afterschool Alliance’s America After 3PM Report

In 2009, New Mexico was named a top 10 state for after school programs in the Afterschool Alliance’s landmark report, *America After 3PM*⁴ (see **Attachment 6, New Mexico After 3PM**). To identify the top states, a composite score was computed for each state based on a number of indicators in a random survey administered to parents via mail.⁵

In *America After 3PM*, the parents of children participating in after school programs who reported satisfaction identified three features of after school programs as having the greatest impact on overall program satisfaction. Based on a regression analysis, quality of care, variety of activities, and program cost were determined to be the most influential. Additional national level findings from *America After 3PM* include:

- the number of children who are unsupervised in the afternoons has risen from 14.3 million (25 percent) in 2004, to 15.1 million (26 percent) in 2009;
- 30 percent of middle school students (3.7 million) and 4.0 percent of elementary school children (1.1 million) are unsupervised after the school bell rings;
- the number and percentage of children participating in after school programs has 6.5 million children in 2004 (11 percent) to 8.4 million children (15 percent) in 2009;
- parents of 18.5 million children (38 percent) who are not currently participating in after school programs say they would enroll their children if a program were available to them, which is an increase from 15.3 million (30 percent) in 2004;
- while two in five parents overall (38 percent) would enroll their children if after school programs were available, more than half of African-American (61 percent) and Native American (51 percent) parents, and nearly half of Hispanic and Asian-American parents (47 percent) indicated they would; and
- 91 percent of parents surveyed agree that there should be “some type of organized activity or place for children and teens to go after school every day that provides opportunities to learn.”

According to *America After 3PM*, in New Mexico the public schools are the largest provider of after school programs. Private schools, religious organizations, YMCAs and Boys & Girls Clubs are the other primary providers of after school programs in the state.

⁴ The other top states identified in the report include: Arizona, California, Florida, Hawaii, New Jersey, New Mexico, New York, North Carolina, and Virginia.

⁵ According to the report’s methodology, the Afterschool Alliance worked with researchers at RTi, a market research firm, to collect data surveys from 29,754 households across the US and that the findings are nationally representative. The methodology states that “in some instances, the findings have been projected to represent the 57.3 million K-12 youth in the country based on 2007 US Census data. All of the projected estimates are based on data that were weighted by income and ethnicity. The overall margin of error is +/- 0.56 percent.”

According to *America After 3PM*, New Mexico made the “Top 10 States for Afterschool” list based on ranking second overall in self-care (22 percent) and its high ranking in both after school participation (17 percent) and average hours per week in after school (9.39 percent). In the report, parents in New Mexico also reported strong satisfaction with the variety of activities available in the state’s after school programs (83 percent). In this way, New Mexico stood out as a state where parents were satisfied with the quality of care and the array of activities offered by after school programs that engage their children. Table 5, below, highlights New Mexico’s average and rank compared to a national average. **Attachment 6** provides more additional details on state-level report findings.

Table 5: New Mexico After 3PM Highlights

	New Mexico		Total
	%	Rank	%
Afterschool Program Participation Rate	17	10	15
Average Hours in Afterschool Programs per week/per child	9.39	7	8.14
Self-Care Participation Rate	22	2	26
Percent of Afterschool Program Participants who Qualify for Free/Reduced Price Lunch	31	30	41
Agreement that Afterschool Programs are Available – % Completely/Somewhat Agree	56	27	57
Satisfaction with Afterschool Program % Extremely Satisfied	50	24	51
Program Satisfaction – % Extremely/Somewhat Satisfied			
Quality care	82	15	79
Variety of activities	83	6	74
Cost	68	19	63

Source: *America After 3PM*

Related Organizations

New Mexico After Schools Alliance (NMASA)

In 2010, PED was asked to serve as the fiscal and programmatic agent for New Mexico After Schools Alliance (NMASA). NMASA is governed by a Leadership Council comprised of 10-15 representatives of key stakeholder organizations who share the vision of the NMASA.

The NMASA brings together policymakers, educators, child-care providers, youth development workers, and other stakeholders interested in ensuring positive youth development opportunities and outcomes through after school programs. The mission of NMASA is to create, strengthen, and sustain a statewide system of support for quality after school programs. To ensure a viable and sustained network structure in the state, NMASA established a leadership council with diverse members from across the state whose role it is to guide the implementation of a statewide strategic plan focused on after school program quality, public awareness of the benefits of a quality after school experience, advocacy and policy development, professional development, linked learning strategies, and partnership development to increase the network base.

In 2012, the NMASA Quality Committee began developing the New Mexico “After School Quality Standards.” The development of these standards included alignment with the National Afterschool Association Standards and the review of other states’ standards.

Because of the efforts of NMASA, a proclamation was executed by the Executive, declaring October 17, 2013 as “Lights on Afterschool Day” throughout the State of New Mexico.

Children’s Cabinet

The purpose of the Children’s Cabinet is to study and make recommendations for the design of programs that will assist the children of New Mexico. The Governor is the chair of the Children’s Cabinet and includes the Lieutenant Governor, along with representatives from:

- the Department of Indian Affairs;
- the Department of Finance and Administration;
- CYFD;
- the Department of Public Safety;
- the Higher Education Department;
- the Department Cultural Affairs;
- the Human Services Department;
- the Department of Health;
- the Corrections Department; and
- PED.

In 2008, the LESC received a report from the Children’s Cabinet, which emphasized that community schools are about partnerships. The following initiatives, programs, and groups were identified as possible partners in establishing community schools:

- school-based clinics;
- after school programs;
- early-childhood programs;
- community colleges;
- the Human Services Department;
- workforce Solutions;
- local governing bodies;
- civic engagement organizations; and
- local judiciary and law enforcement.

Atlantic Philanthropies (Atlantic)

In 2007, the Atlantic Philanthropies (Atlantic) invested in an initiative to establish community schools in New Mexico. The organization, now recognized as Elev8, has developed over 20 community schools in Chicago, Baltimore, and Oakland. Elev8 has focused on providing middle-grade students in low-performing schools with maximal support including access to healthcare, academic support, and extracurricular activities. One of the highest priorities of Elev8 has been to create expanded learning opportunities for students, which includes academic and recreational programming to encourage positive youth development.

Elev8 New Mexico is being implemented in five diverse middle schools statewide, in urban, rural, and tribal communities. Elev8 New Mexico is integrating extended-day learning programs, healthcare, family supports, and community engagement so students succeed in school and in life.

Related Initiatives

Another approach that addresses student and family needs and has gained in popularity in recent years is the community schools concept. This concept developed out of schools' and families' recognition of the need to cooperate with other entities to achieve a more holistic approach to education. The operating principle of community schools is that children cannot learn unless their basic needs are met. With this principle in mind, community schools integrate academics, health and social services, youth and community development and community engagement to stimulate improved student learning, stronger families and healthier communities. In community schools, the primary responsibility for high-quality education rests with the school authorities, while the primary responsibility for all other services – most frequently health, mental health, and social services – rests with the outside agencies.

Recognizing the importance of student and family support to the academic achievement of students, policymakers have shown interest in community schools on both the state and federal levels. For example:

- At the federal level, the *Full-Service Community Schools Act of 2007*, provides support for the planning, implementation, and operation of full-service community schools. The bill enables the Secretary of Education to award grants to eligible entities, both state and local, to assist public elementary or secondary schools to function as full-service community schools. The *Full-Service Community Schools Act* authorizes funding for full-service community schools, which are public elementary or secondary schools that coordinate multiple federal, state and/or local educational and social service programs with community-based organizations and public/private partnerships. The purpose of these schools is to improve the coordination, delivery, effectiveness, and efficiency of services provided to children and families.
- Closer to home, in 2007, the Legislature passed HJM 30, *Community Schools in Public Schools*, which requests that PED, in conjunction with the Children's Cabinet, study the need for and possible approaches to structuring community schools in the state's public schools, and report to the Legislature.
- In 2013, HB 542a, the *Community Schools Act* (CSA) was enacted (Laws of 2013, Chapter 16).

The CSA:

- provides a strategy to organize the resources of a community to ensure student success while addressing the needs of the whole student;
- encourages partnerships between federal, state, and local entities with private community-based organizations to improve the coordination, delivery, effectiveness, and efficiency of services provided to children and families; and
- coordinates resources, in order to align and leverage community resources and integrate funding streams.

Among its other provisions, the CSA:

- establishes requirements for the creation of community schools;
- requires that a school district bear any administrative costs associated with the establishment and implementation of a community school within a district;
- identifies specific strategies that must be provided at community schools;
- sets forth eligibility criteria for community schools to seek grants; and
- specifies how funds from whatever source may be used by community schools.

**General Fund Appropriations for After (and Before) School Programs
(FY 2003 through FY 2014)**

SOURCE: LESC Summaries of Legislation Introduced, 2003-2013

	Fiscal Year	Appropriation (in thousands)	General Appropriation Act	Enacted Legislation commonly referred to as HB 2, Jr.	
1	2003	\$2,482.5	To State Department of Education: Temporary Assistance for Needy Families (TANF) funds to State Department of Education for Early Childhood Development (before/after school programs)		1
2	2004	\$2,982.5	To Public Education Department (PED): TANF funds to State Department of Education for Early Childhood Development (before/after school programs)		2
3	2005	\$2,982.5	To PED: TANF funds to State Department of Education for Early Childhood Development (before/after school programs)		3
4	2006	\$57.0		To PED: after-school programs for at-risk students	4
5		\$28.5		To Department of Finance and Administration (DFA): After-school programming for Santa Barbara-Martineztown area in Albuquerque	5
6	2007	\$1,000.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$500.0 in matching funds from other than state sources		6
7	2007	\$30.0		To CYFD: out of school network after school programs	7
8		\$35.0		To CYFD: after school programming/computer based education services for S. Broadway area adolescents	8
9	2008	\$3,500.0	To PED: After School Enrichment Program (21st Century Learning Centers)		9
10		\$500.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$500.0 in matching funds from other than state sources		10
11		\$650.0		To PED: after (and before) school programs that include physical activity and nutrition	11
12		\$30.0		To PED: after school enrichment at 21st Century Community Learning Centers in Albuquerque south valley	12
13		\$97.0		To PED: after school learning centers in Mountainair Public Schools	13
14		\$75.0		To PED: after school mathematics and reading tutorial programs in Belen Consolidated Schools	14
15		\$100.0		To PED: after school Power Academy for Learning in Santa Fe Public Schools	15
16		\$35.0		To PED: after school programs for elementary and middle school children in Espanola Public Schools	16
17		\$60.0		To PED: after school programs for elementary and middle school students in Pojoaque Valley Public Schools	17

ATTACHMENT 1

**General Fund Appropriations for After (and Before) School Programs
(FY 2003 through FY 2014)**

SOURCE: LESC Summaries of Legislation Introduced, 2003-2013

	Fiscal Year	Appropriation (in thousands)	General Appropriation Act	Enacted Legislation commonly referred to as HB 2, Jr.	
18		\$20.0		To DFA: after (and before) school programs in Bernalillo County to address juvenile delinquency, domestic violence, and educational inadequacies	18
19		\$25.0		To DFA: after (and before) school programs in Rio Rancho to address juvenile delinquency, domestic violence and educational inadequacies	19
20		\$27.0		To DFA: after school tutoring at John Marshall multi-service center in Albuquerque	20
21		\$25.0		To Department of Public Safety: after (and before) school programs in Albuquerque to address juvenile delinquency, domestic violence, and educational inadequacies	21
22	2009	\$3,300.0	To PED: After School Enrichment Program (21st Century Learning Centers) - includes \$1,800.0 for 21st Century Community Learning Centers statewide.		22
23		\$500.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$250.0 in matching funds from other than state sources		23
24	2010	\$935.0	To PED: After School Enrichment Program		24
25		\$500.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$500.0 in matching funds from other than state sources		25
26	2011	\$144.3	To PED: After School Enrichment Program		26
27		\$400.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$400.0 in matching funds from other than state sources		27
28	2012	\$300.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$300.0 in matching funds from other than state sources		28
29	2013	\$300.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$300.0 in matching funds from other than state sources		29
30	2014	\$300.0	From Indian Education Fund to rural literacy initiative to support after school and summer literacy block programs in K-8 in schools with a high proportion of Native American students contingent on receipt of \$300.0 in matching funds from other than state sources		30
		\$21,356.3			

Afterschool Programs in New Mexico

A powerful convergence of factors—including a lack of federal, state and local funding, and families and communities working with tight budgets—leaves 75,844 of New Mexico’s school-age children alone and unsupervised in the hours after school. Afterschool programs are essential to keep kids safe, engage children in enriching activities, and give peace of mind to working moms and dads during the out-of-school hours. There are approximately 57,138 school-age children in afterschool programs in New Mexico. This includes 8,730 kids who attend 21st Century Community Learning Centers (21st CCLC)—programs that serve children living in high-poverty areas and attending low-performing schools. At a time when families and communities are struggling financially and kids are falling behind academically, afterschool programs are needed more than ever.

Afterschool Programs Are More than a Safe Space:

Afterschool programs not only keep kids safe, they also help improve students’ academic performance, school attendance, behavior and health, and support working families:

- An evaluation of an afterschool and in-school literacy initiative operated in rural locations in 12 states, including New Mexico, found that students participating in the program showed significantly larger gains in their reading scores compared to matched non-participants. (Romash, R. A., et. al., 2010)
- A study of nearly 3,000 low-income students at 35 high-quality afterschool programs across the U.S. found students who regularly attended programs over the course of two years, compared to their peers who were routinely unsupervised during the afterschool hours:
 - Made significant improvements academically and behaviorally;
 - Demonstrated gains in their standardized math test scores; and
 - Saw reductions in teacher-reported misconduct and reduced use of drugs and alcohol. (Vandell, D.L., et. al., 2007)
- Students who attended 21st CCLC programs made significant improvements in their classroom behavior, completing their homework and

Need for Afterschool Programs in New Mexico by the Numbers:

113,188 kids in New Mexico would participate in an afterschool program if one were available to them (40%).

75,844 kids are on their own in the hours after school in New Mexico (22%).

57,138 kids in New Mexico participate in afterschool programs (17%).

Attendance, behavior and coursework are three key indicators of whether a middle school student will likely graduate from high school.

An analysis of 68 afterschool studies found that students participating in high-quality afterschool programs went to school more, behaved better, received better grades and performed better on tests compared to students who did not participate in afterschool programs.

participating in class. Gains were also made in students' math and English grades. (Learning Point Associates, 2011)

- A study found that—after controlling for baseline obesity, poverty, race and ethnicity—the prevalence of obesity was significantly lower for children participating in an afterschool program when compared to nonparticipants. (Mahoney, et. al., 2005)

State of Federal Funding for Afterschool Programs in New Mexico:

In New Mexico, the 21st Century Community Learning Centers (21st CCLC) initiative is the only federal funding source dedicated exclusively to before-school, afterschool and summer learning programs. Investment in 21st CCLC programs helps ensure children from high-poverty and low-performing schools have access to a safe and supervised space; keeps kids involved in interest-driven academic enrichment activities that put them on the road to become lifelong learners; and helps support working families. Currently, 159,851 kids in New Mexico are eligible to participate in a 21st CCLC program. However, just 8,730 students attend a 21st CCLC program due to lack of federal funding.

"We have an obligation to our children to make sure that their learning environment is as safe and healthy as possible... I support finding resources to renovate school buildings, improving school nutrition and physical education standards and programs, supporting after-school activities and encouraging schools to be part of the fabric of a community."

-Tom Udall
U.S. Senate

A Closer Look at 21st Century Community Learning Centers (21st CCLC)

- If the 21st CCLC initiative were funded at the fully authorized level, the New Mexico share would be \$18,748,654 for Fiscal Year (FY) 2013. The current amount appropriated is \$8,729,513.
- 32 additional grants in New Mexico could be awarded if full funding for 21st CCLC were available.

Estimated Number of Children Participating in 21 st CCLC Programs*	
FY2011	8,665
FY2012	8,730
FY2013	8,730
*Numbers are based on the cost of \$1,000 per child	



Number of Kids Served:
8,730

Number of Grantees:
28

Number of Communities Served:
119

Local Grant Requests Awarded:
29 out of 51

The Child Care and Development Fund (CCDF)

In 2012, the Child Care and Development Fund (CCDF)—which provides vouchers or subsidies for low-income parents to pay for child care, including preschool, before-school, afterschool and summer care for children ages 6 to 12—received \$5.21 billion. Although Pres. Obama's most recent FY2013 budget proposed an additional \$825 million national increase to CCDF, further support for this federal funding source will be necessary to promote greater access to quality afterschool programs.

Total FY2012 CCDF funds in New Mexico	Federal Share	Percentage of children receiving subsidies who are school-age
\$48,332,098	\$40,212,126	30%

21st CCLC Programs in NM 2013

Region:	Grantee Name:	School District(s) Served:	# of Centers	Center Names:
South	Gadsden Independent School District	Gadsden	4	Chaparral Elementary; Mesquite Elementary; Riverside Elementary; Chaparral Middle School
	Las Cruces Public Schools	Las Cruces	5	Camino Real Middle; Mesa Middle; Picacho Middle; Sierra Middle; Vista Middle;
	Atrisco Heritage Foundation* (Split)	Deming	6	Baatan Elementary; Bell Elementary; Chaparral Elementary; Columbus Elementary; Ruben S. Torres Elementary; Deming Intermediate;
	AppleTree Educational Center	T or C	5	Arrey Elementary, Sierra Elementary, T or C Elementary, T or C Middle School, Manzano Christian School
North Central	Dulce Independent Schools	Dulce	2	Dulce Elementary Dulce Middle
	Santa Fe Public Schools	Santa Fe	5	Edward Ortiz Middle; Cesar Chavez Community School; Ramirez Thomas Elementary; Frances X. Nava Elementary De Vargas Middle School
	Taos Day School (BIE)	Taos (BIE)	2	Taos Day School (BIE); Taos Cyber Magnet (Taos Municipal Schools)
	Las Vegas City Schools	Las Vegas City/ W. Las Vegas	4	Sierra Vista Elementary, Memorial MS, Don Cecilio Elementary Las Vegas MS

SOURCE: PED School and Family Support Bureau, September 2013

ATTACHMENT 3

21st CCLC Programs in NM 2013

North West	Farmington Municipal Schools	Farmington	2	Apache Elementary; Mesa Verde Elementary
	San Juan County Partnership	Aztec / Bloomfield	4	McCoy Avenue Elementary; Park Avenue Elementary (Aztec Municipal Schools); Blanco Elementary (Bloomfield Schools, Lydia Rippey Elementary
	Bernalillo Public Schools	Bernalillo	3	Cochiti Elementary; Placitas Elementary; Bernalillo Elementary
	Central Consolidated Schools	Central Consolidated School District	6	Newcomb MS, Tse Bit Ai MS, Central HS, Newcomb HS, Shiprock HS, Career Preparatory Academy
Central #1/Southeast	Socorro Consolidated Schools	Socorro	2	Zimmerly Elementary; San Antonio Elementary
	Atrisco Heritage Foundation* (Split)	Moriarty	2	Moriarty Elementary; Mountain View Elementary (Moriarty-Edgewood Schools)
	Albuquerque Public Schools	Albuquerque	4	Whittier Elementary School; Harrison Middle School; Wilson Middle School Buren Middle School
	Regional Educational Center #6	Floyd, Fort Sumner, Logan, Melrose, San Jon, Texico, Tucumcari	12	Floyd Elementary, Fort Sumner Elementary, Fort Sumner High, Logan High, Melrose High, San Jon Elementary, San Jon Middle School, San Jon High School, Texico Elementary, Texico High School, Tucumcari Elementary, Tucumcari High School

21st CCLC Programs in NM 2013

Central #2	Gallup-McKinley County Schools	Gallup-McKinley Co.	7	Jefferson Elementary; Rocky View Elementary; Chief Manuelito Middle; Navajo Elementary; Crown Point Elementary; Turpen Elementary; Skeet Elemenatary David
	Laguna Dept of Education (Tribal)	Laguna (BIE)	1	Laguna Middle School
	1 st Choice Enrichment Programs	Albuquerque	4	El Camino Real Academy; Eubank ES, Hayes MS; Hodgin ES
	NM Community Faithlinks	Albuquerque	3	Apache Elementary, Barcelona Elementary, Albuquerque Sign Language Academy Charter School
Central #3	Rio Grande Educational Collaborative	Albuquerque	9	Armijo Elementary; East San Jose Elementary; Hawthorne Elementary; Kit Carson Elementary; Los Padillas Elementary; Pajarito Elementary; Sandia Base Elementary; Tomasita Elementary; Valle Vista Elementary
	Youth Development Inc.	Albuquerque	8	Lowell Elementary; Lavaland Elementary; Jimmy Carter Middle; John Adams Middle; Wherry Elementary; Kennedy Middle; McKinley Middle; Susie R. Marmon Elementary
	AfterMath Education	Bernalillo	2	Santo Domingo Elementary, Santo Domingo Middle School

22 Funded Partners/Sub-Grantees

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Comparison of the Child Care and Development Fund (CCDF) and 21st Century Community Learning Centers (21CCLC) Programs

	CCDF	21CCLC
Purpose	To assist low-income families, families receiving public assistance, and those transitioning from public assistance to obtain child care so they can work or attend training/education.	To establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement students' regular academic achievement.
Federal Agency	Department of Health and Human Services	Department of Education
Funding	\$4.8 billion in FY 2003 for children under age 13 (CCDF data do not include estimates of the amount of funding that specifically supports school-age children).	\$1 billion in FY 2003 for afterschool programs.
Flow of Funds	<p>Mandatory, discretionary, and matching funds awarded to states by formula.</p> <p>States subsidize the cost of child care through vouchers or certificates to families, or through contracts with providers.</p> <p>Providers are reimbursed based on attendance of eligible children.</p> <p>States set provider reimbursement rates.</p>	<p>Funds awarded to states by formula.</p> <p>States conduct grant competitions to award funds to eligible local entities to start up or expand community learning centers.</p> <p>Eligible entities apply for funds and are evaluated against criteria set by federal and state government.</p> <p>Grantees are given a minimum grant award of \$50,000.</p>
Use of Funds	<p>Parents may use subsidies to select any legally operating child care provider that meets state health and safety requirements.</p> <p>Certain amounts of funds must be used to invest in activities that improve care quality and accessibility, resource and referral services, or school-age child care activities.</p>	<p>Funds are used to implement activities and programs to provide opportunities for academic enrichment, including remedial education, arts and music education, entrepreneurial education, tutoring services and mentoring, recreation, drug and violence prevention, counseling, and character education as well as programs that promote parental involvement and family literacy.</p> <p>Services must be offered during non-school hours or periods when school is not in session.</p>
Eligible Providers	<p>Providers must meet basic health and safety requirements set by states.</p> <p>These requirements must address prevention and control of infectious diseases, including immunizations; building and physical premises safety; and minimum health and safety training.</p> <p>Center-based providers typically must be licensed by state; some exceptions are made.</p>	<p>Public and private organizations that will primarily serve students who attend high-poverty or low-performing schools can compete for funds.</p> <p>Grantees must provide academic enrichment activities to help students meet state and local academic achievement standards in core content areas, such as reading, math, and science.</p>



Comparison of the Child Care and Development Fund (CCDF) and 21st Century Community Learning Centers (21CCLC) Programs

CCDF

21CCLC

Eligible Recipients of Services

- Children eligible for services must:
 - Be under 13 years of age, or under 19 years of age and physically or mentally incapable of caring for themselves, or under court supervision.
 - Reside with a parent or parents who are working or attending a job training or education program; or receive, or need to receive, protective services.
- States can serve families whose income level does not exceed 85% of the State Median Income (SMI) for a family of the same size. States can set lower eligibility levels.
- Families must contribute to the cost of care on a sliding fee basis. States may exempt families below the poverty level.

No individual eligibility requirements for children and families.

Adult family members of students and pre-kindergarten children may also receive services, if offered.

Programs can charge fees but may not prohibit any family from participating due to their financial situation.

Period of Funding

Families must periodically recertify eligibility for subsidies; specific requirements vary by state.

Grants are made to centers for a period of three to five years.

Quality/ Administration/ Technical Assistance Activities

States must spend a minimum of 4% of CCDF funds plus additional earmarks on activities designed to improve quality of child care.

State lead agencies can spend up to 5% of CCDF funds on administrative activities.

U.S. Department of Health and Human Services may withhold one-quarter of 1% of CCDF funds for the provision of technical assistance.

State education agencies can spend up to 5% of 21CCLC funds for state administration and activities.

U.S. Department of Education may reserve up to 1% of 21CCLC funds to carry out national activities. These funds are being used to provide resources and assistance for improving program quality.

Evaluation Requirements

No specific evaluation requirements.

States must evaluate programs and activities using performance indicators and performance measures.

Grantees must periodically evaluate their programs to assess progress toward achieving the goal of providing high-quality opportunities for academic achievement.

Sources:

U.S. Department of Education. *21st Century Community Learning Centers: Non-Regulatory Guidance*. Office of Elementary and Secondary Education, February 2003.

U.S. Department of Health and Human Services. *Child Care and Development Fund; Final Rule*. Administration for Children and Families, July 24, 1998. 45 CFR Parts 98 and 99.



CCDF Final Tribal Allocations in New Mexico
FFY 03 - FFY 13

SOURCE: Office of Child Care

	FFY03	FFY04	FFY05	FFY06	FFY07	FFY08
Eight Northern Indian Pueblos	\$370,465.00	\$367,833.00	\$347,329.00	\$354,495.00	\$341,884.00	\$322,310.00
Mescalero Apache	\$208,577.00	\$203,151.00	\$206,949.00	\$220,570.00	\$221,732.00	\$201,899.00
Pueblo of Acoma	\$362,551.00	\$353,296.00	\$333,611.00	\$349,969.00	\$327,017.00	\$238,520.00
Pueblo of Cochiti	\$54,438.00	\$83,262.00	\$61,105.00	\$64,481.00	\$63,729.00	\$64,725.00
Pueblo of Isleta	\$147,815.00	\$146,846.00	\$164,474.00	\$175,765.00	\$152,711.00	\$130,911.00
Pueblo of Jemez (Jemus Pueblo)	\$139,040.00	\$124,357.00	\$114,235.00	\$120,770.00	\$90,393.00	\$86,636.00
Pueblo of Laguna	\$280,432.00	\$272,075.00	\$258,102.00	\$216,526.00	\$275,975.00	\$256,229.00
Pueblo of Sandia	\$37,550.00	\$37,797.00	\$36,747.00	\$41,836.00	\$45,293.00	\$36,059.00
Pueblo de San Felipe	\$155,431.00	\$152,995.00	\$143,770.00	\$159,105.00	\$151,035.00	\$145,769.00
Pueblo of Tesuque	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,162.00
Pueblo of Zia	\$47,980.00	\$49,285.00	\$46,185.00	\$48,306.00	\$51,082.00	\$51,067.00
Pueblo of Zuni	\$363,379.00	\$379,506.00	\$380,197.00	\$327,000.00	\$430,778.00	\$419,818.00
Santa Ana Pueblo	\$48,311.00	\$42,490.00	\$46,642.00	\$42,968.00	\$39,350.00	\$43,713.00
Santo Domingo Pueblo	\$237,385.00	\$181,147.00	\$181,678.00	\$203,748.00	\$174,346.00	\$164,079.00
Taos Pueblo	\$140,033.00	\$172,572.00	\$240,289.00	\$175,765.00	\$123,913.00	\$125,057.00
TOTAL	\$2,593,387.00	\$2,566,612.00	\$2,561,313.00	\$2,501,304.00	\$2,489,238.00	\$2,327,954.00

ATTACHMENT 5

CCDF Final Tribal Allocations in New Mexico
FFY 03 - FFY 13

SOURCE: Office of Child Care

FFY09		FFY10	FFY11	FFY12
\$416,582.00	Eight Northern Indian Pueblos	\$343,963.00	\$350,195.00	\$357,183.00
\$315,950.00	Mescalero Apache	\$194,885.00	\$199,353.00	\$208,285.00
\$338,054.00	Pueblo of Acoma	\$240,955.00	\$242,552.00	\$58,752.00
\$79,234.00	Pueblo of Cochiti	\$64,430.00	\$66,923.00	\$242,452.00
\$195,124.00	Pueblo of Isleta	\$144,343.00	\$139,916.00	\$147,200.00
\$138,465.00	Pueblo of Jemez (Jemus Pueblo)	\$121,979.00	\$99,994.00	\$27,691.00
\$363,807.00	Pueblo of Laguna	\$262,573.00	\$259,533.00	\$255,172.00
\$55,840.00	Pueblo of Sandia	\$46,240.00	\$45,324.00	\$167,463.00
\$194,479.00	Pueblo de San Felipe	\$146,580.00	\$148,407.00	\$34,791.00
\$50,261.00	Pueblo of Tesuque	\$38,637.00	\$34,449.00	\$34,347.00
\$64,854.00	Pueblo of Zia	\$51,608.00	\$50,835.00	\$50,765.00
\$531,849.00	Pueblo of Zuni	\$376,182.00	\$303,478.00	\$41,891.00
\$52,192.00	Santa Ana Pueblo	\$41,171.00	\$44,430.00	\$189,797.00
\$223,023.00	Santo Domingo Pueblo	\$171,179.00	\$179,838.00	\$121,464.00
\$180,959.00	Taos Pueblo	\$124,365.00	\$124,275.00	\$300,136.00
\$3,200,673.00	TOTAL	\$2,369,090.00	\$2,289,502.00	\$2,237,389.00



New Mexico After 3PM

In 2009, New Mexico parents/guardians were asked about their children's regular participation in various after school care arrangements, with a special focus on afterschool program participation and satisfaction. The *America After 3PM* survey identified the supply of and demand for afterschool programs, as well as the major barriers to program enrollment.

After School Care Arrangements

- **22% (75,844)** of New Mexico's K-12 children are responsible for taking care of themselves after school. These children spend an average of **11** hours per week unsupervised after school.
- **17% (57,138)** of New Mexico's K-12 children participate in afterschool programs. On average, afterschool participants spend **9** hours per week in afterschool programs. Participation averages **3** days per week.
- **74%** of New Mexico K-12 children spend some portion of the hours after school in the care of a parent or guardian.
- Other care arrangements include traditional child care centers (**10%**), sibling care (**13%**) and non-parental adult care, such as a grandparent or neighbor (**36%**).

Notes: The maximum amount of time in after school care arrangements is limited to 15 hours per week, which reflects the after school hours of 3:00 to 6:00 p.m. Care arrangements add up to greater than 100% due to multiple regular care arrangements for many children.

Satisfaction with and Support for Afterschool Programs

- **90%** of New Mexico parents are satisfied with the afterschool program their child attends.
- New Mexico parents cited convenient location (**74%**), child enjoyment (**72%**) and affordability (**70%**) as their top three reasons for selecting an afterschool program.
- **93%** of adults surveyed in New Mexico agree that there should be "some type of organized activity or place for children and teens to go after school every day that provides opportunities to learn" and **91%** support public funding for afterschool programs.

Need or Demand for Afterschool

- **40% (113,188)** of all New Mexico children not in afterschool would be likely to participate if an afterschool program were available in the community, regardless of their current care arrangement.
- Parents of non-participants believe that their children would benefit most from afterschool programs in the following ways: by receiving academic enrichment, having fun, accruing greater access to technology, improving their physical activity and overall health and improving their workforce skills.



New Mexico After 3PM

Barriers to Enrolling in Afterschool Programs

- After lack of need, the predominant obstacles to enrollment include preference for alternative activities, cost, lack of child enjoyment and concerns about program quality.

Contextual Information about Afterschool Programs

- In New Mexico, the public schools are the largest provider of afterschool programs. Private schools, religious organizations, YMCAs and Boys & Girls Clubs round out the top five providers of afterschool programs in the state.
- On average, New Mexico families spend **\$164** per week for afterschool programs.

National Comparison and Trends – 2004 to 2009

	2009		2004	
	New Mexico %	National %	New Mexico %	National %
Percentage of Kids in Afterschool Programs	17	15	19	11
Percentage of Kids in Self Care	22	26	19	25
Percentage of Kids in Sibling Care	13	14	15	11
Percentage of Parents Extremely/Somewhat Satisfied with Afterschool Program	90	89	89	91
Percentage of Kids Who Would Participate if an Afterschool Program were Available	40	38	42	30

About America After 3PM

In New Mexico, 390 households were surveyed for this study. Among those households, 47 percent qualified for free or reduced price lunch, 34 percent were Hispanic and 1 percent was African-American. According to U.S. Department of Education data from 2005-2006, the total school enrollment in New Mexico is 340,109, which is the foundation for all statewide projections in New Mexico After 3PM.

America After 3PM was sponsored by the JCPenney Afterschool Fund. Between March and May 2009, 29,754 parents/guardians responded to survey questions about their after school child care arrangements during the 2008-2009 school year. RTI, a market research firm, conducted the survey and analyzed the data for the Afterschool Alliance. Additional information from America After 3PM is available at www.afterschoolalliance.org.





Top 10 States for Afterschool in 2009

New Mexico

Ranking second overall in self care (22 percent) and in the top 10 in both afterschool participation (17 percent) and average hours per week in afterschool (9.39) lands New Mexico on the list of the "Top 10 States for Afterschool". Parents in New Mexico also report strong satisfaction with the variety of activities available in the state's afterschool programs (83 percent). In this way, New Mexico stands out as a state where parents are satisfied with the quality of care and the array of activities offered by afterschool programs that engage their children.

	New Mexico		Total
	%	Rank	%
Afterschool Program Participation Rate	17	10	15
Average Hours in Afterschool Programs per week/per child	9.39	7	8.14
Self-Care Participation Rate	22	2	26
Percent of Afterschool Program Participants who Qualify for Free/Reduced Price Lunch	31	30	41
Agreement that Afterschool Programs are Available – % Completely/Somewhat Agree	56	27	57
Satisfaction with Afterschool Program % Extremely Satisfied	50	24	51
Program Satisfaction – % Extremely/Somewhat Satisfied			
Quality care	82	15	79
Variety of activities	83	6	74
Cost	68	19	63

Behind the Numbers:

In recent years, New Mexico began to invest a significant amount of state funds in afterschool programming. Appropriations for afterschool peaked in 2008 at \$3.3 million, but during this past legislative session, with a bad budget forecast, this number was cut to \$1 million. In addition to this funding, The Next Generation Fund has created some additional fiscal support for New Mexico's afterschool programming. The fund was created with a \$2 million appropriation to leverage private, philanthropic funding for youth development. New Mexico has also attracted outside funders, such as the Kellogg Foundation and Atlantic Philanthropies, because of the state's high population of low-income youth. Additionally, Albuquerque, like other large school districts in the state, offers afterschool programs in most of its elementary schools, serving nearly 13,000 children in New Mexico's largest city.