



Limited Information Available to Assess Statewide Demand and Outcomes for After School Programs

at a glance

After school programs provide school-age children with adult supervised care before or after the regular school day. These programs are provided in both regulated and unregulated settings, supported by government and private funds, and typically offer a wide range of academic and social activities to children ages 5 to 14 years.

In Fiscal Year 2006-07, approximately \$409.8 million in federal, state, and local government funds were used to support after school programs for school-age children. Federal grants accounted for the largest percentage of these funds (45%), which were primarily used to serve disadvantaged youth, followed by local (35%) and state (20%) government funds.

There is limited data to assess the statewide demand for after school programs, and several issues would have to be addressed to determine whether there is unmet need for after school services in Florida. Further, Florida currently lacks a statewide accountability system to evaluate the performance of many after school programs in improving academic performance, preventing delinquency, and promoting healthy behaviors among Florida youth.

Scope

As directed by the Legislature, OPPAGA examined Florida's after school programs for school-age children and addressed four questions.¹

- What after school programs and services are available to Florida families?
- What federal, state, and local funding is used to support after school programs in Florida?
- What data is available to assess the demand for after school programs?
- What information is available to assess program outcomes?

Our review of after school programs was limited to adult supervised before and after school child care, academic instruction, arts and crafts, recreation, intersession activities, and summer camps provided by public or private organizations to children ages 5 to 14 years. We excluded older teen programs; weekend, summer school, and extracurricular activities such as athletics, band, clubs, private lessons such as piano and karate; and other personal arrangements for care such as by a family member or friend.

Background

After school programs provide school-age children with adult supervised care, academic programs, and other learning and recreational activities both before and after the regular school day. These programs generally target

¹ After school programs are also referred to as "out-of-school" time.

children age 5 through 14 years. National literature indicates that the need for after school programs has grown in recent years due to several factors. These include the increase in the proportion of women with young children who work outside the home, concerns about the safety of children who are unsupervised during after school hours, the desire to prevent juvenile crime during these hours, and interest in raising the academic achievement of disadvantaged youth.

National research indicates that children who regularly participate in high quality after school programs improve their school performance and behavior, and increase their self-confidence. This research also suggests that after school services may help reduce juvenile crime and delinquent behavior and support parents' ability to maintain employment.

The state has a limited role in governing after school programs. Most programs are established at the local level and are designed to meet community needs. Florida has not established state-level programs or funding that focus solely on providing after school services to children and their families.

Questions

What after school programs and services are available to Florida families?

After school services are provided in a wide variety of settings including home-based facilities, child-care centers, schools, and city and county recreational centers. Depending on the setting, after school program providers are subject to varying levels of government oversight and regulation. After school providers offer many different types of services to Florida children and their families. These services include academic enhancement and instruction, recreational activities, arts and crafts, and character development.

The Child Care Resources and Referral Network's database contains the most complete information on after school providers in the state, but is not comprehensive. To identify the types of after school services available to Florida families, we analyzed data from the Child Care Resources and Referral Network's database maintained by the Agency for Workforce

Innovation and the early learning coalitions. This database includes information on child care and after school providers operating in Florida. Early learning coalitions use the database to provide information and customized referrals to families seeking early learning and after school services. Using information contained in this database, we identified 11,329 after school providers that were operating in Florida as of July 2007.²

While the database contains statewide information on after school providers, it includes inaccurate information on some providers. Approximately 15% of the 279 respondents to an OPPAGA survey of providers identified in the database as offering after school programs reported they did not actually offer such services.³ Furthermore, the database does not include all providers operating in Florida. We reviewed lists of public and private schools in seven counties and identified 21 schools offering after school services that were not in the database. We also contacted 40 YMCAs throughout the state and found 5 that provided after school services that were not in the database.⁴ Despite these issues, the Child Care Resources and Referral Network's database is the most complete source of information on after school providers operating in the state.

After school providers include both public and private entities. After school providers included a diverse group of public and private entities including families, public and private schools, faith-based organizations, not-for-profit groups, and governmental organizations (see Exhibit 1). The largest percentage of after school providers

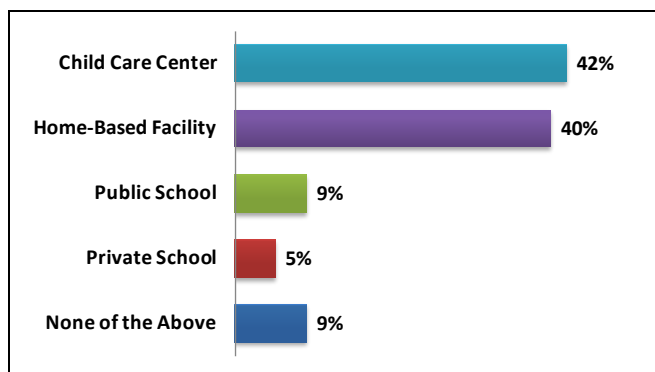
² The Child Care Resource and Referral Network's database includes several data elements that can be used to identify after school providers. For example, it includes information on the type of provider, whether the provider enrolled school-age children during a given year, the age of children served, whether the provider identified itself as providing after school services, and whether the provider charges fees for school-age children.

³ We received 279 responses to our survey, a response rate of 35%. Of these 279 respondents, 236 (85%) said they provided after school services.

⁴ Section 411.0101(10), *F.S.*, does not require certain license-exempt providers, such as YMCAs, Boy's and Girl's Clubs, and public and private schools, to be included in the database. In addition, 45 *CFR* 98.45 does not require unlicensed or unregulated providers to be included unless they receive funding from the federal Child Care and Development Fund. According to the Agency for Workforce Innovation, many of these types of providers are included in the database on a voluntary basis.

(42%) were businesses that provided after school services. About the same percentage (40%) were home-based facilities, in which an individual or a family typically provided after school services to children in a home setting. An additional 14% were public or private schools that offered services after their regular school day. Other after school providers included faith-based organizations, local governments that provide services in parks and recreation centers, and community based and non-profit groups such as Boys and Girls Clubs and YMCAs.

Exhibit 1
After School Providers Include a Diverse Group of Both Public and Private Entities¹



¹ Providers could select more than one category, therefore, responses do not add to 100%. Not all categories are shown in the above exhibit.

Source: OPPAGA analysis of data contained in the Florida Child Care Resource and Referral Network's database.

State regulation of after school providers varies. Different types of after school providers are subject to varying levels of government oversight and regulation. In general, state law does not regulate after school providers specifically but instead establishes standards for the settings in which the services are provided.⁵ For example, Florida law requires certain child care centers to be licensed by the Department of Children and Families and to have at least one staff person for every 25 children in their after school program; these providers are also subject to three inspections annually. In addition, Florida law requires home-based providers to register with

the state unless the operators of these facilities choose to be licensed or licensure is required under a specific county ordinance or resolution. All home-based providers must have at least one adult for every 10 children under their care, and those that are licensed must undergo two inspections per year. In contrast to child care centers and home-based providers, Florida law does not require after school programs operated by public and private schools, faith-based facilities, recreational centers, and nationally affiliated not-for-profit organizations to be registered or licensed, to undergo regular inspections, or to adhere to prescribed minimum staff to child ratios. Thus, some providers are not required to meet specific state or federal regulations as a condition for providing after school services. See Appendix A for more information on how after school programs are regulated.

After school programs provide both academic and non-academic services. Our survey of after school providers found that the number of children after school providers served varied considerably. For instance, home-based providers reported that they served an average of four children. In contrast, child care centers, schools, and community-based and non-profit organizations, reported serving an average of 50 children.

In addition, nearly all (95%) after school providers responding to our survey reported that they engaged children in social and behavioral activities, such as arts and crafts and physical recreation (see Exhibit 2). Furthermore, most (73%) indicated that they engaged children in some sort of academic activity. Most (82%) providers also reported offering summer programs with services similar to those offered during the school year. However, home-based providers were less likely (75%) to offer such services than other types of providers (86%).

⁵ State law requires certain types of after school providers to meet specific adult-to-child ratios, group children served according to age, obtain licensure, undergo regular inspections, or meet specific training (initial and ongoing), and/or meet background screening requirements for their staff.

Exhibit 2 After School Providers Offer a Variety of Activities

Activity Type	Percentage of Respondents Offering the Activity ¹
Social/Behavioral Activities	95%
Arts and crafts	87%
Physical recreation	77%
Social/behavioral modification	36%
Promote youth leadership	32%
Parental involvement/family literacy	30%
Faith based	18%
Academic Activities	73%
Academic enrichment	67%
Academic remediation	24%
Homework instruction	5%
Other Activities	9%

¹ Responses do not add up to 100% because respondents could select more than one activity.

Source: OPPAGA analysis of 279 after school providers' survey responses.

What federal, state, and local funding is used to support after school programs in Florida?

In Fiscal Year 2006-07, federal, state, and local governments spent \$409.8 million to support after school programs in Florida. As shown in Exhibit 3, federal funds comprised the largest share of these funds.⁶

Exhibit 3 Public Funds Provided \$409.8 Million for After School Programs in Fiscal Year 2006-07

Government Funding Source	Fiscal Year 2006-07	Percentage
Federal	\$ 183,600,000	45%
Local	144,200,000	35%
State	82,000,000	20%
Total	\$ 409,800,000	100%

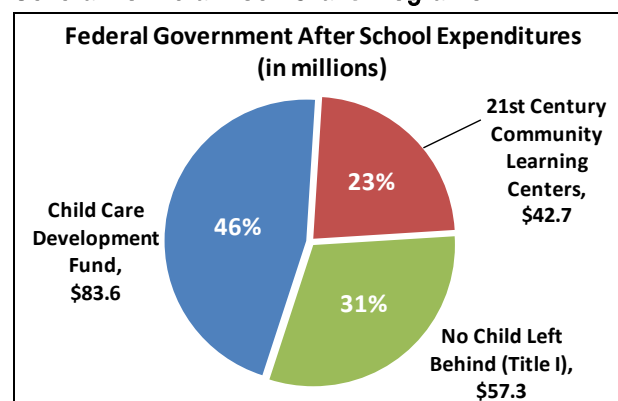
Source: The Agency for Workforce Innovation, Department of Education, and Auditor General; and an OPPAGA survey of local city and county governments, children's services councils, and local school districts.

⁶ In addition, the federal government indirectly helps fund child care through tax credits and deductions. The total amount of these funds is recorded in personal tax returns but not readily available for public reporting purposes.

In Fiscal Year 2006-07, the federal government provided \$183.6 million that was used to provide after school services through three formula block grant programs: the Child Care and Development Fund, the No Child Left Behind Act (Title I Program), and the 21st Century Community Learning Centers Program (see Exhibit 4).⁷ These funds primarily supported services for children from low-income families.

The Child Care and Development Fund provides moneys that are used to help support Florida's School Readiness Program.⁸ In general, the School Readiness Program offers qualified parents financial assistance for child care to help prepare children for school and to assist parents in becoming financially self-sufficient. The No Child Left Behind Act (Title I Program) provides funding to raise student achievement in high-poverty public schools, and to meet the special educational needs of migrant, neglected, and delinquent children. The 21st Century Community Learning Centers Program is dedicated solely to providing funding for after school programs. See Appendix B for more information on these federal programs.

Exhibit 4 Federal After School Funds Are Provided Through Several Formula Block Grant Programs



Source: The Agency for Workforce Innovation, Department of Education, and Auditor General; and an OPPAGA survey of local city and county governments, children's services councils, and local school districts.

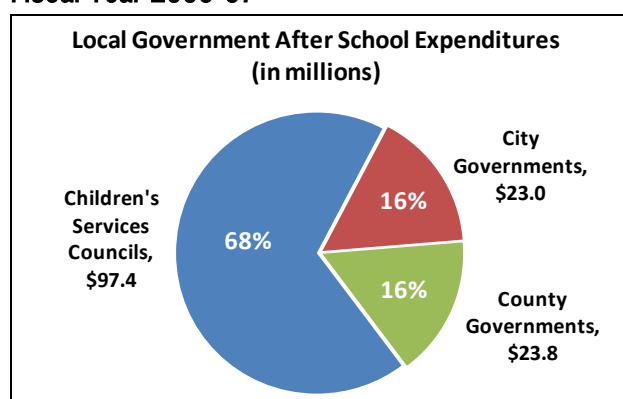
⁷ Formula block grant programs are noncompetitive awards based on a predetermined formula awarded in a lump sum, around a specific issue area and usually with few imposed guidelines.

⁸ The Child Care and Development Fund is intended to help ensure that children are ready to learn when they enter kindergarten, and to help parents become economically self-sufficient by providing financial assistance for child care so parents can work or participate in educational and training activities.

Local governments reported spending \$144.2 million on after school programs for school-age children in Fiscal Year 2006-07.⁹ Local children's services councils provided about two-thirds (68% or \$97.4 million) of these funds (see Exhibit 5). Children's services councils fund a range of children's programs in their respective counties, including after school and early education programs.

Exhibit 5

Children's Services Councils Provided Two-Thirds of Local Funds Spent on After School Programs in Fiscal Year 2006-07



Source: OPPAGA survey of local city and county governments, and children's services councils.

Other city and county funding sources accounted for the remaining \$46.8 million in local funds spent on after school programs for school-age children in Fiscal Year 2006-07. City and county governments typically support after school programs provided by their parks and recreation departments. For example, the City of Deland's Parks and Recreation Department offered a free, open enrollment after school program that provided homework help and recreational opportunities.

State funds accounted for 20% (\$82 million) of total government funds spent on after school programs in Fiscal Year 2006-07. These state funds included \$45.5 million in matching funds the state provided as a condition to receive federal funds under the Child Care and Development

Fund.¹⁰ In addition, school districts reported spending \$36.5 million in state funding during after school hours to improve the performance of K-12 students who failed to meet state academic standards.¹¹

What data is available to assess the demand for after school programs?

According to the U.S. Census Bureau, Florida had an estimated 2.1 million school-age children between the ages of 5 and 14 in 2006, of which 1.4 million (67%) had parents in the labor force and could be in need of adult supervision after school (see Exhibit 6). However, it is unclear how many of these parents actually need after school services. Other potential information sources, such as local-level needs assessments and nationally conducted surveys that could be used to estimate the unmet need do not provide the data needed to address this issue. Furthermore, several key judgments and assumptions must be addressed to develop a reliable and meaningful estimate of the need for after school services in Florida.

Exhibit 6

About Two-Thirds of Florida's Two Million School-Age Children Potentially Could Need After School Services

Age Range	2006		
	Number of Children	With Working Parents ¹	Percentage With Working Parents
5-11	1,464,078	971,076	66%
12-14	662,111	460,201	70%
Total	2,126,189	1,431,277	67%

¹ These figures consist of the number of children living with one or two parents who are in the labor force.

Source: OPPAGA analysis of Census Bureau's 2006 Public Use Microdata Sample of the 2006 American Community Survey data.

⁹ Local government spending amounts are based on responses to an OPPAGA survey of local city and county governments, and children's services councils.

¹⁰ U.S. Public Law 101-508, 42 U.S.C. 9858 *et seq.*

¹¹ State funding is primarily funded through Supplemental Academic Instruction, which is lump sum funding for school districts to provide remedial and supplemental instruction to students who are in danger of falling behind academically.

Two major approaches that could be used to estimate the state's unmet need for after school programs include need assessments conducted by local-level entities and parent/guardian surveys. However, these approaches have limitations that must be addressed in order to provide useful information on the demand for after school programs.

To illustrate, the Agency for Workforce Innovation requires early learning coalitions to regularly collect data to determine local priorities and resources available to meet the need for early learning and care services. However, our review of 11 of the 31 early learning coalitions' plans submitted in Fiscal Year 2006-07 found the assessments generally lacked data needed to meaningfully assess the unmet need for after school programs for school-age children. For example, the assessments focused primarily on the needs of birth to five-year-old children, often relied on assumptive-based models (e.g., assumed that all parents who worked outside the home were in need of after school services), and used varying methodologies, making it impossible to aggregate the results on a statewide level. We found similar issues with the children's services councils' needs assessments that we reviewed.¹²

Further, concerns have been raised about the methodologies used in some surveys that have concluded there is widespread unmet need for after school programs. To illustrate, a 2004 survey of the National Afterschool Alliance found that 27% of Florida's children in working families were unsupervised in the afternoons.¹³ The survey also found that 31% of the Florida parents/guardian whose children were not in an after school program in Florida said they would enroll their children in such a program if one were available.

However, a 2005 RAND Corporation study raised several methodological concerns with such surveys and their conclusions.¹⁴ For instance, the RAND study criticized such surveys for asking parents to rate the importance of after school programs without considering the cost implications of the services. Without consideration of these costs, it is easy for respondents to express high levels of support for many types of after school programs or policies. RAND also concluded that such surveys do not offer sufficient insights into the need for after school services at the local level.

Several steps would need to be taken in order to use these approaches to estimate the need for after school services in Florida.

- The definition of after school services needs to be clarified. Most notably, a decision would need to be made regarding whether after school services should be defined narrowly to include only the need for adult supervision or whether to more broadly define the services to include the need for academic enrichment and physical fitness activities.
- The age group of children considered in the needs estimate needs to be defined. Most notably, a decision would be needed regarding whether need estimates should be based on all youth under the age of 18 or include only elementary and middle school-age children.
- The types of parents considered in the needs estimate needs to be clarified. Most notably, a decision would be needed regarding whether estimates should be based on only working parents or should include all families.
- The focus of needs assessments needs to be resolved. Most notably, a decision would be needed regarding whether estimates of the need for after school services should be made at the state, regional, and/or county level.
- The focus of parent surveys would need to be expanded. Most notably, decisions would need

¹² Section 125.901(2)(a), *F.S.*, provides that each children's services council has the authority to collect information and statistical data and to conduct research which will be helpful to the council and the county in deciding the needs of children in the county.

¹³ *America After 3 PM: A Household Survey on Afterschool in America*. National Afterschool Alliance, 2004. The study, based on a nationwide telephone survey of over 30,000 households, found that nationally there are large numbers of school-age youth who are in self care during the week and that the prevailing public opinion was that more after school programs are needed.

¹⁴ Bodilly, S., Beckett, M. *Making Out-of-School-Time Matter: Evidence for an Action Agenda*. Santa Monica, CA: The RAND Corporation, 2005.

to be made regarding whether parents should be asked to consider the costs of after school programs, whether they preferred that their child be served in a publically funded program or another setting such as relative or faith-based care, or whether they preferred that their children come home after school and be unsupervised.

What information is available to assess program outcomes?

Florida has not established a statewide performance accountability system for after school programs. This is due in part to the state's limited role in funding such programs.

National research and program evaluations of after school programs use a variety of measures to assess their performance.¹⁵ These include academic and social/behavioral outcome measures such as those shown in Exhibit 7.

Exhibit 7

Examples of After School Performance Measures

Academic Measures	Social/Behavioral Measures
<ul style="list-style-type: none"> Improved test scores Improved grades Increased school attendance Lower high school dropout rates 	<ul style="list-style-type: none"> Improved social interactions with peers Decreased behavioral problems Fewer disciplinary actions Avoidance of drug and alcohol use Reduction in juvenile crime

Source: U.S. Department of Education, 21st Century Community Learning Centers Program, *FY 2008 Program Performance Plan*; Bodilly, S., Beckett, M. *Making Out-of-School-Time Matter Evidence for an Action Agenda*. Santa Monica, CA: The RAND Corporation, 2005; Little, P., DuPree, S., Deich, S. *Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs*. Cambridge, MA: The President and Fellows of Harvard College (on behalf of Harvard Family Research Project) and The Finance Project, 2002; and Lowe, D., Reisner, E. R., Pierce, K.M. *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising After School Programs*. Irvine: University of California, Madison: University of Wisconsin, and Policy Studies Associates, Inc., 2007.

If the Legislature increases its role in after school programs, it may wish to establish a statewide accountability system and standards that would help ensure that the programs meet state goals and objectives. The accountability system should

- use measures that assess the particular services that after school programs provide to children and their families;
- provide information on whether the programs are meeting their specific objectives and assess their performance in addressing children's academic, social, and/or behavioral needs;
- use teacher and parent surveys to judge satisfaction with the programs;
- use pre- and post-tests, when appropriate, to compare participants' performance to that of children who do not participate in after school programs; and
- control for factors such as a participants' duration in the program, parent education, and family income.

After school program standards could include requirements related to minimum adult to child ratios, registration and/or licensure, inspections, and data reporting.

Agency Response

In accordance with the provisions of s. 11.51(5), *Florida Statutes*, a draft of our report was submitted to the Agency for Workforce Innovation to review and respond. We met with agency officials to discuss report findings, and the agency chose not to submit a formal, written response.

¹⁵ Some programs, such as the 21st Century Community Learning Centers Program, have established mechanisms to evaluate the quality and performance of after school services. In addition, the Florida Afterschool Network, in conjunction with various state and local child care agencies and stakeholders, developed a set of voluntary program standards in 2007 to help providers establish quality after-school programs for elementary aged children.

Appendix A

State Regulatory Requirements For After School Providers

Table A-1 profiles state regulatory requirements governing after school providers. Depending on the setting, providers are subject to varying levels of government oversight and regulations. For example, Florida law requires licensed child care centers to have at least one staff person for every 25 children in their after school program. In addition, licensed child care centers must comply with annual government inspections of their programs. In contrast, programs operated by public schools, faith-based organizations, recreational centers, and nationally affiliated not-for-profit organizations do not have statutorily prescribed minimum staff to child ratios and are not subject to state or local licensing agency annual inspections.

Table A-1
State Regulatory Requirements For After School Providers Vary

	After School Program Providers					
	Licensed Child Care Centers	Licensed Family Child Care Homes	Registered Family Child Care Homes ²	Religious-Exempt Child Care Centers	Unregulated Child Care Providers	Public Schools
Type of Facility	Private and faith-based child care center	Private home	Private home	Faith-based school that is an integral part of a church or parochial school that is a member of, or accredited by, a recognized accrediting body	Private home; au-pair/nanny care; summer camp or recreational program; or membership organization (e.g., YMCA, Boy's/Girl's Club)	Public school
Regulating Entity	Department of Children and Families and local licensing agencies ¹	Department of Children and Families and local licensing agencies ¹	Department of Children and Families and local licensing agencies ¹	Must be a member of or accredited by a state-recognized accrediting body	None	Department of Education
Minimum Staff to Child Ratio	1:25	1:10 if all children are school-age; otherwise, capacity is lower	1:10 if all children are school-age; otherwise, capacity is lower	May vary based on accrediting body standards	None	May vary based on specific program offered

	After School Program Providers					
	Licensed Child Care Centers	Licensed Family Child Care Homes	Registered Family Child Care Homes ²	Religious-Exempt Child Care Centers	Unregulated Child Care Providers	Public Schools
Minimum Staff Training Requirements	40 hours initial training; 10 hours annually; and director credential	Complete 30-hour family child care course; 5-hour early literacy course; 10-hours; and maintain current CPR and first aid certifications	Complete 30-hour family child care course; 5-hour early literacy course; and 10 hours annually	May vary based on accrediting body standards	None	May vary based on specific program offered
Background Screening Requirements³	Level 2 screening of all owners and employees	Level 2 screening of all owners, substitutes, adult household members, and children 12-17 undergo screening through DJJ	Level 2 screening of all owners, substitutes, adult household members, and children 12-17 undergo screening through DJJ	Level 2 screening of all owners and employees	Summer camps only: Level 2 screening of operators and Level 1 screening of employees	Level 2 screening of all employees
Government Inspections	Initial inspection; three routine inspections annually; and complaint inspections, if applicable	Initial inspection; two routine inspections annually; and complaint inspections, if applicable	Complete annual health and safety home inspection checklist; and complaint inspections for screening and capacity, if applicable	May vary based on accrediting body standards; and complaint inspections for screening, if applicable	Summer camp only: complaint inspections for screening, if applicable	May vary based on specific program offered

¹ Pursuant to s. 402.306, *F.S.*, six counties (Brevard, Broward, Hillsborough, Palm Beach, Pinellas, and Sarasota) have elected to license and regulate child care facilities and homes locally with standards which meet or exceed those of the state.

² Eleven counties (Broward, Clay, Duval, Hillsborough, Miami-Dade, Nassau, Palm Beach, Pinellas, Polk, Sarasota, and St. Johns) have local ordinances requiring the licensure of family day care homes.

³ Level 1 screenings include, but are not limited to, employment history checks and statewide criminal correspondence checks through the Florida Department of Law Enforcement. Level 2 screenings include, but are not limited to, fingerprinting and statewide criminal and juvenile records checks.

Source: Ch. 435, ss. 402.26 - 402.319, s. 1002.42, and s. 1012.32, *F.S.*; Chs. 65C-20, 65C-22, and 65C-25, *F.A.C.*; *A Family Guide: For Selecting Quality Early Learning Programs*, Agency for Workforce Innovation, Office of Early Learning; and the Department of Children and Families, 2009.

Appendix B

Three Federal Programs Provide Funding for After School Services

Table B-1 profiles the three federal formula block grant programs that provide funding used to support after school programs in Florida. The Child Care and Development Fund is currently the largest source of federal funding for after school programs. The No Child Left Behind Act, Title I formula grant to school districts is Florida's second largest source of federal funds used to support after school programs for school-age children. The 21st Century Community Learning Centers Program is the only major federal funding source dedicated solely to fund after school programs.

Table B-1
The Federal Government Provides Substantial Funding for After School Services to Disadvantaged Children

Program	Program Purpose	Fiscal Year 2006-07 Expenditures
Child Care and Development Fund	To make grants to states and tribes to assist low-income families with child care and to: (1) allow each state maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within the state; (2) promote parental choice to empower working parents to make their own decisions on the child care that best suits their family's needs; (3) encourage states to provide consumer education information to help parents make informed choices about child care; (4) assist states to provide child care to parents trying to achieve independence from public assistance; and (5) assist states in implementing the health, safety, licensing, and registration standards established in state regulations.	The Agency for Workforce Innovation estimated early learning coalitions spent \$83.6 million of these funds for after school services for school-age children. ¹
No Child Left Behind Act, Title I Program	To help local education agencies and schools improve the teaching and learning of children failing or most at risk of failing to meet challenging state academic standards. Use of funds varies depending on whether a school is operating a school-wide program under Section 1114 of Title I or a targeted assistance program under Section 1115. A school with at least a 40% poverty rate may choose to operate a school-wide program under Section 1114 that allows Title I funds to be combined with other federal, state, and local funds to upgrade the school's overall instructional program. All other participating schools must operate targeted assistance programs, which provide extra instruction to those children failing, or most at risk of failing, to meet challenging state academic standards.	Florida school districts reported spending \$57.3 million of their No Child Left Behind, Title I funds on after school programs for school-age children. This amount accounts for approximately 9% of the state's total expenditure of Title I grant funds in Fiscal Year 2006-07.
21st Century Community Learning Centers	To create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. The program is intended to help students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that should complement their regular academic programs; and offers literacy and other educational services to the families of participating children.	Florida spent \$42.7 million on this program.

¹ This amount includes Florida's transfer of funds from the Temporary Assistance to Needy Families (TANF) Program to the Child Care and Development Fund.

Source: *Catalog of Federal Domestic Assistance*, Agency for Workforce Innovation, the Department of Education, Auditor General, and OPPAGA survey of local school districts.

The Florida Legislature

Office of Program Policy Analysis and Government Accountability



OPPAGA provides performance and accountability information about Florida government in several ways.

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