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This Practice Brief is the eighth in a periodic series published by the National Center on Afterschool and Summer Enrichment (NCASE) to build awareness of promising practices in the field of school-age child care.

The goal of NCASE is to ensure that school-age children in families of low income have increased access to quality afterschool and summer learning experiences that contribute to their overall development and academic achievement. For more information, contact us at ncase@ecetta.info.



Using CCDF and TANF to Support Quality Out-of-School Time Care

Several federal grant programs play a significant role in supporting the costs of child care for low-income families, including care for school-age children before and after school and during the summer. The Child Care and Development Fund (CCDF) program is the largest federal funding source for child care, with an investment of \$8.1 billion in fiscal year 2019. The Temporary Assistance for Needy Families (TANF) block grant also directs funding to the care of children, either directly or through a transfer of some of its funds to CCDF. This brief explores ways that TANF can be used to subsidize the care of eligible school-age children and support out-of-school time program initiatives.

While the primary goals of CCDF and TANF differ, the programs are linked by a shared goal of improving the economic well-being of low-income families. To meet that goal, CCDF provides subsidies to eligible families to offset the cost of care for children from birth through age 12. The TANF program provides cash assistance to eligible families to help them achieve

self-sufficiency. TANF funds can subsidize employment; provide education and training to parents; and help parents access child care, transportation, and other work supports.

In 2017, TANF invested \$1.5 billion in early care and education (including pre-kindergarten and Head Start), and \$196 million in

services to support and enrich the development and education of children and youth up to age 18. This did not include the \$1.288 billion in TANF funds that were transferred to states' CCDF programs.¹

Learn more about CCDF and TANF from this resource by the National Center on Subsidy Innovation and Accountability: [Collaboration Between CCDF and TANF to Meet the Needs of Low-Income Working Families](#)

With a variety of ways to direct TANF funds, state leaders can identify how these funds might support families most in need of school-age child care or enhanced out-of-school time programming. For instance, it could be using TANF to subsidize the cost of school-age child care so that parents can work or attend a job training program. This can be accomplished by directly providing TANF support or by transferring some of its funds to CCDF. Up to 30 percent of the annual TANF grant award can be transferred to CCDF and a state's Social Services Block Grant.² If the funds are transferred to CCDF, they must be from current-year TANF funds, and they are then subject to the state's CCDF rules and regulations. In FY 2017, \$1.288 billion of TANF funds were transferred to the CCDF programs in 25 states.

States have also used TANF to support structured out-of-school time programs as a means of preventing high-risk behavior from youth who might not have a safe afterschool environment.

Understanding what is considered assistance and non-assistance is an important nuance of the TANF program. Assistance includes resources designed to meet a

family's basic needs, such as cash assistance, vouchers, and payments for food, clothing, shelter, utilities, etc.³ It also includes the cost of child care for families who are unemployed. Families receiving assistance are required to meet work participation standards, are subject to time limits, and must participate in child support enforcement activities.

Non-assistance includes work supports such as child care for employed families or non-recurrent short-term benefits, such as child care provided during a job search. It may also include programs for children and youth designed to support and enrich development and improve attainment of life skills and educational milestones. Funding for afterschool programs could fall into this category.⁴ These funds can have different family eligibility requirements than those resources for assistance. Families receiving only non-assistance TANF are not subject to federal restrictions, such as the five-year lifetime limit on receiving TANF cash assistance benefits.



1 U.S. Department of Health and Human Services, Administration for Children and Families. (n.d.) *Reader's guide to federal temporary assistance for needy families (TANF) and start maintenance of effort (MOE) financial data*. Retrieved from https://www.acf.hhs.gov/sites/default/files/ofa/tanf_financial_data_fy_2017_81518.pdf

2 Office of Community Services. (n.d.). *Social Services Block Grant Program*. Retrieved from <https://www.acf.hhs.gov/ocs/programs/ssbg>

3-4 U.S. Department of Health and Human Services, Administration for Children and Families. (n.d.) *Reader's guide to federal temporary assistance for needy families (TANF) and start maintenance of effort (MOE) financial data*. Retrieved from https://www.acf.hhs.gov/sites/default/files/ofa/tanf_financial_data_fy_2017_81518.pdf



COLLABORATION

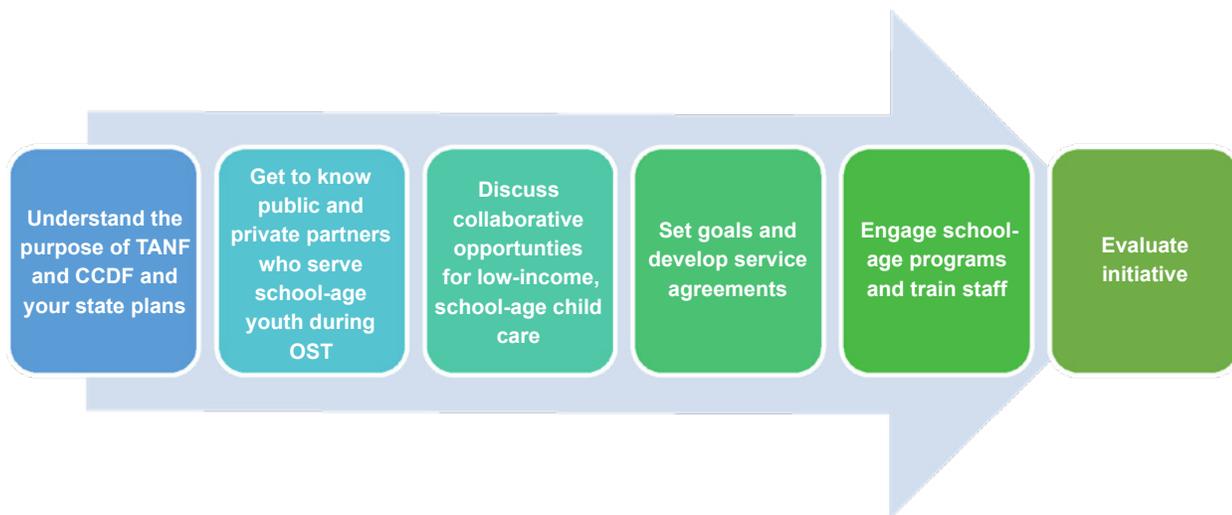
Collaboration between programs

The 2014 reauthorization of the Child Care and Development Block Grant (CCDBG) Act enacted important changes to CCDF that encourage collaborative efforts to address access and equity across the age continuum. State agencies, community-based organizations, and other partners collaborate on special initiatives and programs to expand options available to

families with school-age children. A state's TANF program is a required collaborative partner of CCDF agencies, and this partnership advances their common goals of supporting working families. The following figure shows the steps that can be taken to develop collaborative initiatives.

What do these collaborative efforts look like in the field? The spotlight below is an example of how a state combined CCDF and TANF funds to support school-age child care.

Steps for TANF and CCDF Collaboration



Georgia: An Integrated Afterschool Care Program

The Georgia Division of Family and Children Services (DFCS) Afterschool Care Program is designed to support the broader goal of the Georgia Department of Human Services (DHS) to promote self-sufficiency and independence among families and to protect Georgia's vulnerable children and adults. By funding services that are offered before school, after school, and during intercession and summer, the Afterschool Care Program also supports two TANF goals:

- » Reduce the dependency of needy parents by promoting job preparation, work, and marriage
- » Prevent and reduce the incidence of out-of-wedlock pregnancies

The vision of the DFCS Afterschool Care Program is to ensure that every child and teenager has access to high-quality youth development programming within their community. The mission of DFCS Afterschool Care Program is to provide

resources to youth-serving organizations within the state of Georgia that serve families in low-to-moderate income communities during out-of-school time. Educational attainment, positive youth development, and an enhanced well-being are key factors in preventing future welfare dependency among today's youth, particularly youth of economically disadvantaged families. Through out-of-school time programs, parents and caregivers can ensure youth have a safe and enriching environment when the traditional school day and school year ends.

Programs and Services

Organizations that are funded through the DFCS Afterschool Care Program provide project-based learning activities and/or apprenticeship experiences to youth participants. Project-based learning is a hands-on and creative approach to teaching that provides academic support to students in a fun and engaging way. Projects are interdisciplinary in nature and build on student interests. They provide students with an opportunity to demonstrate what they have learned through the completion of the project.

The apprenticeship experience is a method of engaging youth in work-based skill development training that can assist them in identifying and pursuing certain professional and career choices. Apprenticeships are taught by professionals with real-world experiences in the field selected by the program. Each of these programs offer students a chance to participate in relevant service opportunities.

Currently, all funded programs must have an emphasis on science, technology, engineering, arts, and mathematics (STEAM) activities for all eligible youth.

The Afterschool Care Program has also moved forward with further implementation of the Afterschool and Youth Development (ASYD) Quality Standards statewide. Through a collective partnership with other state agencies, each funded program will have the opportunity to use the ASYD Self-Assessment Tool to obtain baseline data on their program's quality and create an improvement plan to be implemented over the course of the contract year.

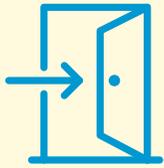
Funding Allocation and Maintenance of Effort

By providing funding through a statement of need (SON) solicitation process, DHS partners with community-based organizations and public agencies throughout the state of Georgia to provide afterschool and summer services to youth. The DFCS Afterschool Care Program awards approximately \$15 million in TANF funds directly to selected agencies with additional maintenance of effort (MOE) match support of approximately \$35 million or more each year. Depending on the award amount, an organization must provide a 1:1 match, a 1.5:1 match, or a 3:1 match.

Integrated Eligibility

Georgia has an integrated eligibility system (TANF and CCDF), although the programs are managed in different departments. Georgia Gateway is a state-of-the-art integrated eligibility system that provides a single point of entry for economic assistance programs such as TANF, the Supplemental Nutrition Assistance Program, and CCDF. It supports the state's overall mission to "strengthen Georgia by providing individuals and families access to services that promote self-sufficiency, independence, and protect Georgia's vulnerable children and adults."⁵

⁵ Department of Human Resources. (n.d.). Mission and core values. Retrieved from <https://dhs.georgia.gov/mission-core-values>



ACCESS

Conclusion

CCDF funds alone may not be enough to meet the demand for quality school-age child care, whether after school or during the summer months. States can foster collaboration by identifying departments that administer related federal programs, bringing in additional public and private sector partners, agreeing on common goals, and

ensuring programs and families do not face additional burdens when accessing multiple funding streams.

By combining related funding sources with similar or overlapping purposes, states can bolster the impact of programs while also ensuring working parents and their children have the resources to succeed.

Resources

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For more resources, see the NCASE Resource Library at
<https://childcareta.acf.hhs.gov/ncase-resource-library>.

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