



## Making the Match: Finding Funding for After School Education and Safety Programs



AUGUST 2007





# Making the Match:

*Finding Funding for After School Education  
and Safety Programs*



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## Foreword

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Increasingly, after school programs are a core element of children's education and development. Nationwide, 6.5 million school-age children spend some of their nonschool hours in after school programs that seek to protect their safety as well as help them develop productive talents and interests, improve their academic performance, and form bonds with adults and older youth who are positive role models.

California has emerged as a national leader in providing public support for after school programs. With the passage of Proposition 49, voters in the state made one of their largest and most significant commitments to children. In the 2006–07 school year, more than \$500 million will help fund after school programs for children and youth in kindergarten through grade nine. This infusion of new funding almost doubles the number of publicly supported After School Education and Safety (ASES) programs.

As new ASES programs are launched and established programs adjust to provisions of the new law, grantees and program site leaders face several important implementation and financing challenges. Under the terms of Proposition 49, grantees are required to match not less than one-third the amount of their grant. The most immediate challenge facing new ASES grantees and program site leaders is finding funding to make the required match. For those managing more mature programs that have already obtained matching funds, the major challenge is securing adequate funding to ensure the quality of their programs and sustain them over time. Adopting a strategic financing approach can help address both these challenges simultaneously.

*Making the Match: Finding Funding for After School Education and Safety Programs* is a guide for school and community leaders who are ASES grantees, partners, program directors, and regional leads. It aims to help them meet the ASES Program matching requirement and, more generally, secure adequate funding. This guide is filled with practical information and guidance on how to attract and work with school and community partners; how to adopt a strategic financing approach; where to find funding, beginning with sources closest to home; and how to secure funding. *Making the Match* outlines four broad strategies for securing cash and in-kind resources to support ASES programs, and it highlights options for working with public- and private-sector partners to implement these approaches successfully. The guide offers examples of how these funding sources and financing strategies are being used to support after school programs in California communities. It also provides user-friendly tools to help with planning and accessing public- and private-sector funding.

Many of the ideas and tools presented in *Making the Match* draw on the knowledge and experience The Finance Project staff has gained from working with state and community after school leaders across the nation. They reflect a growing interest in accessing school and community resources, business and



foundation funding, local revenues, and state and federal programs to support quality before school and after school programs. They also reflect the experience of state, regional, and local leaders in California who are committed to making the most of the opportunity Proposition 49 affords to create and sustain badly needed after school programs throughout the state.

The development of this guide is the result of an intensive and rewarding collaboration among three California foundations, the California Department of Education, and The Finance Project. With support from the Evelyn and Walter Haas, Jr. Fund, the David and Lucile Packard Foundation, and the Koret Foundation, The Finance Project was asked to gather information on the financing challenges facing ASES grantees and program site leaders and provide guidance on promising practices to meet these challenges. To accomplish this task, The Finance Project staff examined the program literature and reviewed our work in other states and communities. We also conducted 35 interviews with California Department of Education program staff, regional leads, ASES grantees, and other community partners. Their input and insights were invaluable, and their comments and observations are incorporated throughout the guide.

Making the Match reflects the contributions and hard work of many people. I want to express my deep appreciation to Cheryl Rodgers, Arron Jiron, and Adam Hirschfelder, our foundation program officers, for their support and helpful guidance. I also want to acknowledge the important contributions of Frank Pisi of the California Department of Education, Steve Fowler of Fowler Hoffman, Renee Newton of the California Afterschool Network, Sue Schatz of the Los Angeles County Department of Education, and Karla Stroman of the Tehama County Department of Education's Safe Education and Recreation for Rural Families After School Program. Kate Sandel of The Finance Project staff played a lead role in managing the project and preparing the guide. She was supported by Brittany Anuszkiewicz, Carol Cohen, Sharon Deich, and Nichole Stewart. Lynn DeLapp was our able consultant on the ground in California. Karen Glass was our editor. They have all contributed in important ways to this guide.

Cheryl D. Hayes  
Executive Director



# Finding Funding to Make the ASES Match

## Highlights of This Chapter

**Understanding the challenge of finding funding to make the ASES match**

**Overcoming the challenge through collaboration and community involvement**

**Learning about this guide**

With the passage of Proposition 49, the After School Education and Safety Program, California voters resoundingly declared their commitment to ensuring that all children in the state are safe and engaged during their nonschool hours. The ASES Program provides funding statewide for schools, school districts, and community organizations, working in partnership, to offer students in kindergarten through grade nine safe and educationally enriching opportunities before and after the regular school day.

Community involvement is central to the ASES Program. To successfully apply for grants, schools, school districts, and community organizations must come together to plan collaboratively, coordinate resources, share accountability for student outcomes, and generate funding to meet the ASES Program matching requirement.

## How to Make Your ASES Match

Under the provisions of the law, ASES grantees must provide an amount of cash or in-kind resources equal to not less than one-third the amount of their grant from the California Department of Education (CDE). Matching funds can come from:

- schools and school districts;
- federal, state, and local government agencies;
- community-based organizations;
- charitable foundations;
- corporations and local businesses; and
- individual donors.

Making the match can be a formidable challenge. For example, despite the abundance of programs, organizations, and individuals in urban communities that could become partners and offer access to needed resources, competition can be stiff. In rural communities, identifying supplementary resources to make the match may be difficult for programs that are the only providers in town. Large grantees, such as unified school districts, may be better positioned to pool staff and program resources than





small districts and independent charter schools; however, in many cases, the likely sources of funding and in-kind contributions are already stretched to the breaking point. For small schools and community organizations, the struggle to find the staff, time, and experience to increase program visibility, build partnerships, and raise financial contributions often never ends.

Overcoming these challenges is not just about raising the necessary amount of cash and in-kind resources. Fundamentally, it is about opening a new dialogue within communities about what matters most to keep children safe, boost their academic achievement, and help young people become tomorrow's neighbors, employees, and citizens. It is also about developing a new attitude on what community involvement means and how support can come from many parts of each California community to help meet the match. Moreover, it is about being strategic—aligning funding needs with potential funding sources, making the most of your available fundraising resources, and taking advantage of emerging opportunities.

## About This Guide

This guide aims to help California leaders in schools, school districts, and community-based organizations meet the ASES Program matching requirement. If you are a prospective grantee or an existing one, it can help you identify opportunities to raise the cash and in-kind resources you need to qualify for a program grant. It can also help you think more strategically about how to finance and sustain your programs today and in the future. Recognize that at all levels and in all communities, making the match is doable.

The guide begins by summarizing the basic elements and requirements of the ASES Program. It clarifies the matching requirement and helps you understand how to count available resources that may qualify for the match and how to calculate the amount of cash and in-kind funding you still need to raise. It then outlines four broad strategies for generating matching funds:

- accessing school and community resources;
- accessing business and foundation support;
- accessing local government resources; and
- accessing state and federal funding.

For each strategy, we detail the partners you can engage and the resources they can contribute to help support your ASES program. We also underscore what those partners are likely to look for in return for their donations and investments.

Throughout the guide, we offer practical information on potential sources of matching funds, including tips for successfully accessing them. We provide tables, worksheets, and other essential tools. We also present examples of how the recommended financing strategies have been implemented in California communities by creative and committed after school leaders.

# The ABCs of ASES

## Highlights of This Chapter

**New funding for before school and after school programs**

**Purposes and objectives**

**Required program elements**

**Operational requirements**

**Funding priorities and requirements**

**Key steps to get funding**

In November 2002, California voters passed Proposition 49, the After School Education and Safety Program Act of 2002. The ASES Program funds after school education and enrichment programs statewide. Aimed at providing academic assistance and safe, constructive activities for students in kindergarten through grade nine, these programs are created through partnerships between schools and community-based organizations (CBOs). These partnerships are a powerful means for developing and sustaining quality programs and for making the job of ASES grantees and program site leaders easier.

New program funding is intended to maintain before school and after school programs that existed before the passage of Proposition 49. It is also intended to make many more elementary and middle schools eligible for state after school funding. Under the new law, per-student daily funding caps were increased from \$5.00 to \$7.50. The initial program appropriation was set at \$121.6 million, with the provision that it can increase to as much as \$550 million per year in any year the state budget exceeds the prior-year budget by at least \$1.5 billion. The amount above the \$1.5 billion increase is allocated to fund additional after school programs. In California's 2006–07 budget, revenue increases triggered funding for Proposition 49 at the \$550 million level.

## Purposes and Objectives

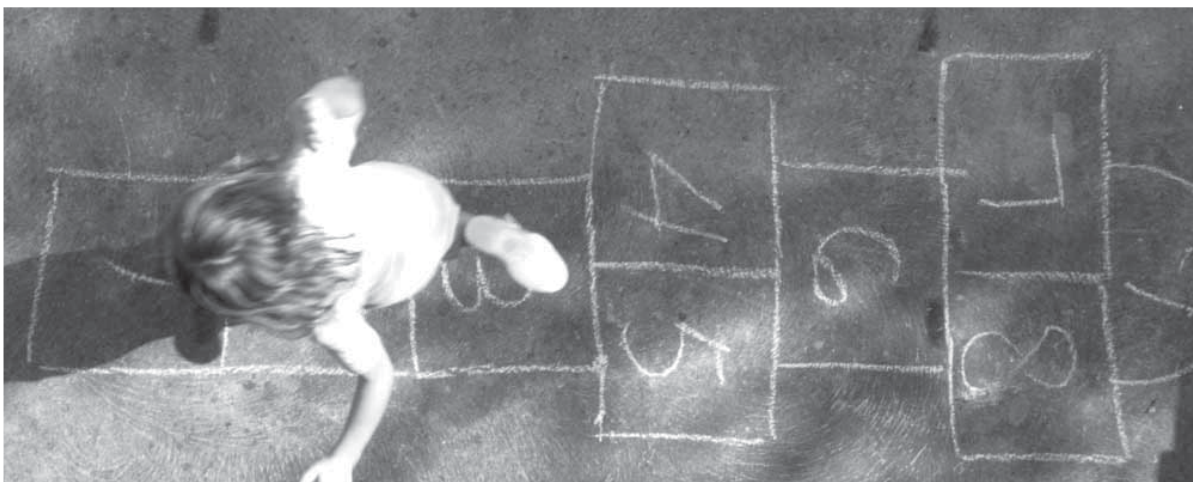
The ASES Program provides an exciting new opportunity to boost assistance for individual students and to connect school reform strategies with community resources in order to expand the base of support schools have to improve educational and other outcomes for all youth. Collaboration is an important underlying theme of the program. Accordingly, the new law provides incentives for schools and community-based organizations to work together to offer services and activities that respond to community needs and priorities.

Each ASES grantee must agree to undertake a collaborative planning process and develop partnerships involving youth, parents, school leaders, and officials in government agencies—including local libraries and law enforcement and parks and recreation departments—and leaders in business, religious organizations, and other community groups. Working together, these partners determine the design and implementation of ASES programs, share accountability for program quality and student outcomes, and serve as a unified voice for the ASES program. Communities that are expanding their ASES programs are encouraged to strengthen existing community collaborations.

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**ASES programs are created through partnerships between schools and community-based organizations.**

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## Required Program Elements

The ASES Program aims to reinforce and expand the content of the regular school day and other learning opportunities available in the community without duplicating them. In a physically and psychologically safe environment, after school programs are required to offer an educational and literacy element and an educational enrichment element.

**Collaboration and community involvement are important underlying themes of the ASES Program.**

### ***What is the educational and literacy element?***

The educational and literacy element must provide tutoring and/or homework assistance designed to help students meet state standards in core academic subjects, such as math, history, social studies, and reading and language arts. Individual programs have considerable discretion to design activities to respond to their students' needs and interests.

### ***What is the educational enrichment element?***

The educational enrichment element must provide additional offerings to complement the school's academic programs. These may include activities to encourage positive youth development and leadership, promote good health and prevent high-risk behaviors, or offer recreational opportunities. Activities that encourage involvement in the visual and performing arts, sports and physical fitness, health and nutritional awareness, work preparation and career development, community-service learning, and cultural appreciation are all possibilities. Again, individual programs have considerable discretion to design activities that respond to their students' needs and interests.

To ensure after school programs align with and complement school-day curricula and programs, ASES program leaders must work closely with their school principals and teachers in planning and implementing their activities.

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## Operational Requirements

Under the provisions of Proposition 49, several operational requirements govern ASES programs.

### **What is the staffing requirement?**

School site principals approve ASES site supervisors. Staff members who directly supervise and work with students must meet the minimum qualifications and hiring requirements for an instructional aide in the school district.

### **What is the required student-to-staff ratio?**

Programs must maintain a student-to-staff ratio of no more than 20 to 1.

### **What are the required hours of operation?**

Programs must operate a minimum of 15 hours per week.

- *After school programs* must begin immediately after the close of the regular school day and continue until at least 6:00 p.m. They must operate every regular day during the school year.
- *Before school programs* must operate for a minimum of 1.5 hours per day and up to 2.0 hours per day. They must also operate every regular day during the school year.

### **What is the attendance requirement for after school programs?**

For attendance purposes, participation requirements vary for elementary school and middle school or junior high school students enrolled in ASES after school programs.

- *Elementary school students* are expected to participate the full day of the after school program every day they attend.
- *Middle school or junior high school students* have more flexibility depending on their needs and interests. Although programs must be operational five days per week and three hours per day every regular school day, students may attend three days for a total of nine hours.

### **What is the attendance requirement for before school programs?**

For attendance purposes, participation requirements vary for elementary school and middle school or junior high school students enrolled in ASES before school programs.

- *Elementary school students* must attend at least half of the daily program's hours of operation.
- *Middle school or junior high school students* may choose a more flexible before school schedule based on their needs and interests.



### ***What is the nutrition requirement?***

After school programs must serve students a nutritious snack. For more information about what constitutes a nutritious snack, visit <http://www.cde.ca.gov/ls/nu/sn/snack.asp>.

### ***What student outcomes must be evaluated?***

To track student outcomes related to academic performance, ASES programs are required to submit annual student performance data to the California Department of Education. Data must include research-based indicators of measurable academic outcomes, attendance, and positive behavioral changes. This information may be considered when state officials determine eligibility for grant renewals.

## **Funding Priorities and Requirements**

The California Department of Education funds the ASES Program under the provisions of Proposition 49. Program funds are distributed based on an application process.

### ***Who can apply for funds?***

Applications can be submitted by two groups:

1. Local education agencies (LEAs), including school districts, charter schools, and county offices of education; and
2. A city, county, or nonprofit organization in partnership with, and with the approval of, an LEA or LEAs.

Applications must be approved by the school district and the principal of each participating school.

All public elementary, middle, and junior high schools are eligible to apply for ASES funding. However, CDE awards grants based on funding priorities (see “How ASES Program Funding Is Distributed” on page 14).

### ***How is funding determined?***

Funding for individual grants is based on the number of school sites in the ASES program, the number of students attending the ASES program at each site, and the number of days the ASES program operates. Three-year, renewable grants provide \$7.50 per pupil per day, with funding capped at \$112,500 for each elementary school and \$150,000 for each K-8 school, middle school or junior high school.

### ***Is there a matching requirement?***

Each ASES grantee is required to contribute a local match to the program equal to at least one-third of the total grant amount. The match may include cash or in-kind contributions from the school/school district, government agencies, community organizations, corporations and foundations, or individual donors. The value of donated facilities or space can be used to fulfill up to 25 percent of the required match. Only state funds for remedial education are prohibited from being used for the match.





### ***How is the required match calculated?***

The required match is equal to not less than one-third the amount of each program grant.

- For each elementary school capped at \$112,500, the maximum required match is \$37,125. Of this amount, \$9,281 can be the value of the space in which the program is housed.
- For each middle school or junior high school capped at \$150,000, the maximum required match is \$50,000. Of this amount, \$12,500 can be the value of the space in which the program is housed.

### ***Who is responsible for making the match?***

ASES grantees are responsible for making the required match for the program sites they support. They can meet this responsibility in three ways:

- Matching funds can be provided in full by the school, by the school district that is the grantee, or by a city or county agency;
- ASES grantees and their program sites can share responsibility for making the required match; or
- Program sites can be assigned full responsibility for generating the required match.

The arrangement for making the match should be spelled out clearly in the memorandum of understanding (MOU) between the ASES grantee and the program site partners.

### ***Can ASES programs charge fees for services?***

Under the law, ASES grantees can charge fees for participation in before school and after school programs receiving ASES funding. However, they are discouraged from using fees as a primary means for funding their programs and making their match. These conditions apply.

- No student can be excluded from a program based on his or her family's inability to pay.
- Fees must be charged on a sliding-scale basis according to family income.



## How ASES Program Funding Is Distributed

In fiscal 2006–07, ASES Program funding was distributed according to these priorities.

**Priority 1:** Current ASES before school and after school grantees maintain funding levels received in fiscal 2005–06.

**Priority 2:** Current eligible 21st Century Community Learning Center (21CCLC) program grantees serving public elementary school or middle school or junior high school students must transfer to the ASES Program and have the option of retaining all or part of their federal funding to serve additional students.

**Priority 3:** Grants for new applicants or current grantees funded below the new legislative cap are funded up to the amount of the new cap (i.e., each elementary school up to \$112,500 and each middle school or junior high school up to \$150,000). Further priority within this group is given to schools with a high proportion of students receiving free and reduced-price lunches. Additional consideration may be given to schools with other indicators of need, including low neighborhood socioeconomic status, a high proportion of limited-English-language families, a relatively high juvenile crime rate, and a lack of availability of other after school programs.

In 2006–07, CDE received more than 700 applications from current ASES grantees, transitioning 21CCLC program grantees, and new applicants. Because of the high response, CDE was only able to fund schools in which the free or reduced-price meal rate was 50 percent.



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## Key Steps to Get Funding

The provisions of the new law, with its emphasis on collaboration, suggest these steps are important to successfully apply for funding for an ASES program.

- **Understand ASES program requirements;** for more information, see <http://www.lginfoc.ca.gov/calaw.html> and <http://www.lginfoc.ca.gov/bilinfo.html>.
- **Identify the lead organization** for your program.
- **Identify schools and community partners** who will join the planning process.
- **Create a timeline** for planning and preparing your application.
- **Develop your program design;** work with your school and partners to design a program that reflects:
  - community needs and interests;
  - a vision and desired results; and
  - strategies to achieve your desired results.
- **Develop a staffing structure;** based on your program design, determine how many staff with what specific qualifications you will need.
- **Sign memorandums of understanding;** secure signed agreements from all the partner organizations.
- **Draft a budget;** develop a budget based on expected revenues and estimated expenses and the number of students to be served.
- **Identify matching funds;** find sources of cash and in-kind resources to match the required percentage of your anticipated total ASES grant amount.
- **Complete and submit your application;** compile all components of your application and secure approval from your local governing board.



# Using the Match to Expand and Enhance ASES Programs

## Highlights of This Chapter

**Making the match and planning for sustainability**

**Developing a strategic financing approach**

**Assessing the potential value of financing strategies and funding sources**

**Introducing four relevant financing strategies**

The most immediate challenge facing new ASES grantees and program site leaders is finding funding to make the required match. For those managing more mature programs that have already obtained matching funds, the major challenge is securing adequate funding to ensure the quality of their programs and sustain them over time. Adopting a strategic financing approach can help address both these challenges simultaneously.

For most ASES grantees and program site leaders, your short- and long-term fiscal needs will be greater than the amount of your ASES grant and your required match together. The ASES Program provides core funding, but you will need additional cash and in-kind resources to fully fund your activities and ensure the quality and accessibility of your services. You should think about making your ASES match as a first step toward fulfilling your larger financial goals. In addition to meeting your legal obligations under the terms of your ASES grant, obtaining matching funds will help you secure adequate financial support to successfully operate and sustain your before school and after school programs. Therefore, finding funding to make your match and finding funding to ensure sustainability are really not different tasks. They are consecutive steps in the same process. It is easier and more efficient to address your matching fund requirements in the context of your broader immediate, short-term, and long-term financial goals.

### A strategic financing approach enables you to:

- cover your specific funding needs, including your ASES matching requirement;
- receive cash and other in-kind resources at the time you need them;
- take advantage of opportunities that arise or address unforeseen problems that occur, without disrupting your program; and
- have the information you need to plan for the future.

## Adopting a Strategic Financing Approach

Adopting a strategic financing approach helps you align the funding sources and financing strategies you decide to pursue with your specific financing needs. Fundraising and financing goals will vary somewhat from one ASES grantee to another and from one program site to another, depending on the scope and scale of academic and enrichment opportunities that are envisioned. Because different financing goals are best met by different funding sources and financing strategies, you should be clear about what it is you want and need to fund.

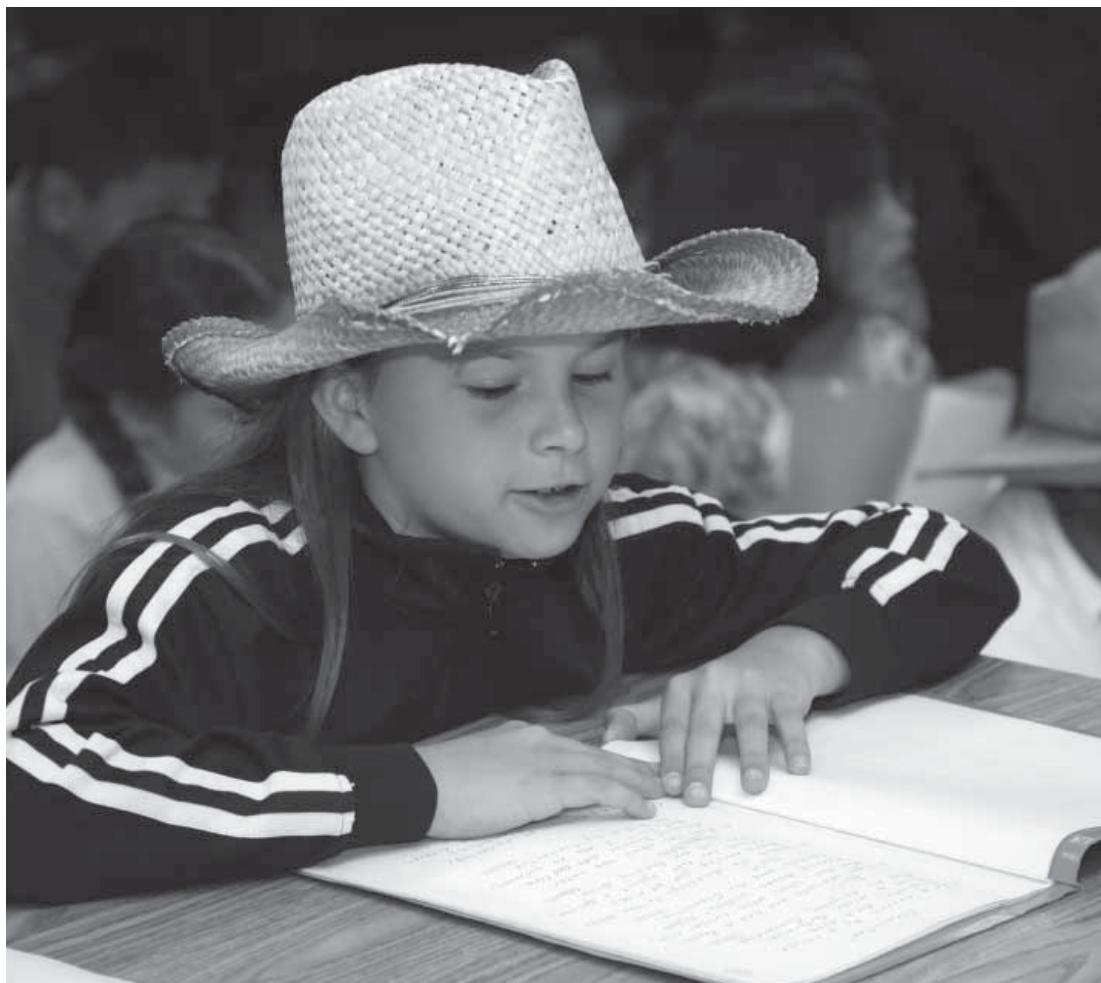




The process of developing a strategic financing approach involves several key steps.

■ **Clarify what funding you need.**

Does your program need funding for snacks or other supplies? Do you need money to buy a van or subsidize student and staff transportation? Do you need funds to expand services? Do you need funds for professional development for staff to improve quality? Being clear about your financial needs will help you answer the question *financing for what?* It will enable you to identify funds you already have that can help meet these needs, assess what additional resources you need, and determine where to go to fill the gaps (see Worksheet 3.1. Financing for What? on page 19). Being clear about your financial needs will also enable you to identify critical program elements that have cost implications, including the scope and scale of your activities, as well as timeframe issues.





### Worksheet 3.1.1. Financing for What?

| Services and Activities You Want to Finance<br>(e.g., academic tutoring, arts program, performing arts, or service learning) | Startup Requirements | Ramp-Up Assumptions<br>(e.g., number of clients or number of sites) |         |         | Full-scale Operation<br>(scale/capacity) |
|--|----------------------|---|---------|---------|--|
|  |                      | Next Year   | 2 Years | 3 Years |  |
|  |                      |   |         |         |  |
|  |                      |   |         |         |  |
|  |                      |   |         |         |  |
| Infrastructure Needs<br>(e.g., management capacity, information systems, and planning and coordination)                      |                      |   |         |         |  |
|  |                      |   |         |         |  |
|  |                      |   |         |         |  |



### ■ **Estimate what program components, activities, and improvements will cost.**

All funders and contributors will want information on how you plan to use the funding they provide. Whether you are continuing an existing initiative or starting a new one, sound cost estimates are essential to help potential funders evaluate whether to invest in your ASES program. Sound cost estimates will also help potential funders assess whether costs are reasonable and help ensure that their funding will be used in accordance with the law and in keeping with their investment priorities. Consider these examples.

- ❑ Say you seek donations to upgrade playground facilities. Provide potential funders with clear estimates of the project costs, so they can see how their contributions will be spent on design, equipment, construction, and maintenance.
- ❑ Say you have negotiated an arrangement with the local metro bus service to offer reduced fares and you need funds to administer the subsidy program and match the bus company's contribution. Develop clear estimates of your share of the subsidy and administrative costs. This will help potential donors and funders see how their contributions can leverage a significant enhancement to your program and a significant benefit to your students and staff.
- ❑ Say you want to add staff to provide more intensive academic enrichment in certain subjects. Provide a detailed estimate of the costs of hiring and paying tutors with specialized content knowledge. Being clear about your costs and linking them to specific program improvements and student outcomes will enable donors and funders to see exactly what their investments will yield.

Your cost estimates need to take into account different cost elements that may be relevant to the services and activities you want to fund. For example, direct service costs and infrastructure costs are important to consider.

- ❑ *Direct service costs* include costs for staff salaries, space, equipment, and supplies.
- ❑ *Infrastructure costs* include costs for planning, coordinating, and managing large multisite programs; obtaining technical assistance; recruiting and training staff and volunteers; and reporting and recordkeeping.

You will also need to consider startup costs and ongoing operating costs.

- ❑ *Startup costs* are costs associated with starting up and ramping up new program sites (e.g., conducting a community assessment, training new staff, and implementing administrative systems). Startup costs usually are one-time costs that occur at the beginning of a new program.
- ❑ *Ongoing operating costs* are costs associated with running your programs year in and year out. These recurring costs include, for example, paying staff; recruiting and training volunteers; replacing worn-out equipment; replenishing supplies; and maintaining classrooms, gymnasiums, and playgrounds. Some operating costs are for direct costs of services, while others are infrastructure costs related to administration and program management.

In addition, you will need to take into account how fast you expect your program and program sites to become fully operational (i.e., able to provide the full range of services and activities to the maximum number of children and youth who can be served). If there is a ramp-up period, your ongoing operating costs are likely to be lower in the early months or years. However, startup costs may be higher during this period.

Regardless of whether you need funding for direct services or program infrastructure or funding for program startup or expansion, come prepared with solid cost estimates. Worksheet 3.2 on Estimating Your Funding Needs will help you document cost estimates for enhancing, improving, and expanding your ASES programs by helping you think about all your potential needs (see page 22). If you are planning to expand your operations over time, you may want to develop separate budgets for each program year. Similarly, if you are a large ASES grantee operating programs at several sites, you will want to develop separate budgets for each program site.





## Worksheet 3.2. Estimating Your Funding Needs

### Program Assumptions

Type of Service or Activity: \_\_\_\_\_

Number of Clients Served/Number of Sites: \_\_\_\_\_

Timeframe: \_\_\_\_\_

| Program Element  | Estimated Cost |
|--|----------------|
| <b>Startup Costs</b>   |                |
| Planning   |                |
| Community assessment   |                |
| Initial staff recruitment and training                                       |                |
| Equipment and supplies   |                |
| Facilities renovation and expansion  |                |
| <b>Ongoing Operating Costs</b>   |                |
| Staff  |                |
| Volunteer recruitment  |                |
| Supplies   |                |
| Training and technical assistance  |                |
| Transportation   |                |
| Facilities (rent, utilities, and maintenance)                                |                |
| Administration and overhead (insurance, planning, evaluation, and reporting) |                |
| Other  |                |
| <b>Infrastructure</b>  |                |
| Planning and coordination  |                |
| Training and technical assistance  |                |
| Evaluation   |                |
| Management, administration, and overhead                                     |                |
| Other  |                |
| <b>Total Costs</b>   |                |

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■ ***Have a complete picture of the resources already available to your program.***

An important step toward making your match is having a clear idea of what resources exist and whether they can count toward your matching requirement. Accordingly, you need to take a detailed inventory of both cash and in-kind resources that you already have above and beyond your ASES grant. It is important to understand both the *total amount* of resources you have and also the specific purposes for which cash and other in-kind funding can be used (see “Questions to Ask About Existing Resources” on page 25). Begin by clarifying what resources you have.

- ❑ How much cash funding and other in-kind resources does the program have?
- ❑ What form do they take?
- ❑ How can they be used to support our program?
- ❑ How long will they last?
- ❑ Will they be renewed automatically? Is there an application process? Is renewal impossible or unlikely?

This information can help you determine which existing resources can apply toward making your match and how much remains to be raised. It can also help you identify where you have short-falls between what you need to fully finance your programs and activities and what your existing funding covers. Worksheet 3.3 on Cataloguing Your Existing Resources will help you develop this inventory (see page 24).



### Worksheet 3.3. Cataloguing Existing Resources

| Existing Resources           |   |        |                                |                               |   |
|------------------------------|---|--------|--------------------------------|-------------------------------|---|
| Major Services or Activities | Source of Funding or In-Kind Contribution | Amount | Restrictions on Use of Funding | Eligibility for ASES Matching | Expected Timeframe Funding Is Available |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |
|                              |   |        |                                |                               |   |



## Questions to Ask About Existing Funding Sources

Ask these questions to help determine your program's existing resources.

- *How much money and/or in-kind funding are/is available?* What are the amounts of cash and/or the value of the goods and services?
- *How durable are the resources?* For what period will the cash and/or in-kind contribution be available? Will the resources be renewed automatically?
- *How flexible are the resources?* Are the resources restricted to use in certain places, at certain times, for certain programs and activities, for certain children and youth, and for certain defined categories of spending? Or can they be redirected to other purposes, as needed?

### ■ **Identify funding gaps.**

This analysis will help you focus on what your funding needs are and when they will occur. To calculate your funding gaps, subtract your inventory of existing funding sources (Worksheet 3.3) from your estimate of costs (Worksheet 3.2). Be as specific as possible about these gaps. Worksheet 3.4 on Assessing Your Funding Gaps will help you summarize and highlight your funding gaps (see page 26). This worksheet can be easily adapted for ASES grantees that are operating programs at several sites.

- Are the funding gaps related to particular *services and activities* you want to offer (e.g., arts programs, athletic programs, or academic tutoring)?
- Are the funding gaps related to particular *categories of spending* (e.g., staff salaries, transportation, or equipment)? Certain types of supplies or services (e.g., space, administration, or training)?
- Are the funding gaps related to particular *funding periods and cycles* (e.g., for this fiscal year or next fiscal year)?



### Worksheet 3.4. Assessing Your Funding Gaps

| Major Services or Activities | Next Year   |                    |      | 2 Years     |                    |      | 3 Years     |                    |      |
|------------------------------|-------------|--------------------|------|-------------|--------------------|------|-------------|--------------------|------|
|                              | Total Costs | Existing Resources | Gaps | Total Costs | Existing Resources | Gaps | Total Costs | Existing Resources | Gaps |
|                              |             |                    |      |             |                    |      |             |                    |      |
|                              |             |                    |      |             |                    |      |             |                    |      |
|                              |             |                    |      |             |                    |      |             |                    |      |
|                              |             |                    |      |             |                    |      |             |                    |      |
|                              |             |                    |      |             |                    |      |             |                    |      |
|                              |             |                    |      |             |                    |      |             |                    |      |

### ■ **Figure out what funding sources and financing strategies can help fill the funding gaps.**

The goal is to find the best fit between your funding needs and potential sources of funding. Determining which sources are most appropriate requires a clear understanding of what funding you need and when you need it. It also forces you to think about your program's immediate, short-term, and long-term needs. Do you need a one-time contribution or are you seeking funding that is likely to be available from year to year? This approach also helps you identify and take advantage of funding sources and financing strategies that are most accessible first, before you pursue sources and strategies that may be more difficult and time consuming.

## **Assessing the Potential Value of Funding Sources and Financing Strategies**

You will want to consider several factors when deciding which funding sources and financing strategies make the most sense for your ASES program.

### ■ **How much revenue can be generated?**

With your funding needs clearly in mind, look carefully at alternative funding sources and financing strategies to determine how much cash and/or in-kind resources you can raise. Ask the following questions to help you decide.

- Will this funding help our program make the match?
- Is the source renewable or available just once?
- Is there a possibility of increased funding over time?
- What are the costs associated with the revenue source? (Consider both out-of-pocket costs and staff costs, for example, for reporting.)
- What partners does our program need to gain access to these funds? Are they already on board or will we need to develop new relationships?

### ■ **When will the funding be available?**

Some sources require lengthy lead times to assemble new partners, convince decisionmakers to change or modify their funding priorities, file applications, and wait for the review and approval process. Although these efforts can yield long-term benefits, you should consider the time that will pass before you will have funding to support your program. Be clear about when you will need funding—three months, six months, next year, or three years from now? Be sure to focus on strategies that will help you meet your immediate, short-term, and long-term needs.



## ■ **How can the funding be used?**

In addition to thinking about whether alternative funding sources and financing strategies will help generate enough funding to make your match, you need to consider whether they will generate funding for your specific program purposes. Funding comes in two forms: unrestricted funds and restricted funds.

- ❑ *Unrestricted funds* can be used for whatever purpose you deem necessary. There are no limits or restrictions on how the funds can be spent.
- ❑ *Restricted funds* come with strings attached. They can only be used for defined purposes, for eligible populations, and in particular settings.

As you review potential funding sources and financing strategies, you need to ask several questions to determine whether they are reasonable approaches for your program. Worksheet 3.5 on Evaluating Potential Funding Sources and Financing Strategies will help you evaluate the appropriateness of potential funding sources and financing strategies relative to the needs of your ASES program (see page 30).

- ❑ Can you apply funding to whatever needs you have—for example, paying salaries, purchasing equipment and supplies, improving space, recruiting and training volunteers, and covering administrative costs—or are you limited in how funds can be used?
- ❑ Can the funding only be used for certain services or activities? For specific children and youth? In particular settings and at particular times?

Remember, most in-kind contributions cannot be cashed in, so the value of the donation cannot be used for other purposes.

## ■ **What is the administrative burden?**

Look carefully at the administrative requirements associated with potential funding sources.

- ❑ What are the licensing requirements associated with donated or discounted space?
- ❑ Does staff have to have specific professional training, receive ongoing education, and acquire licensing?
- ❑ What administrative systems must be in place?
- ❑ What are the recordkeeping requirements? Are they different from those related to the ASES grant?
- ❑ How do the costs of getting and keeping the funding sources compare with the benefits the funding sources will yield?

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Public funding typically requires detailed applications and carries significant reporting and record-keeping requirements. Many foundation grants also have stringent requirements, particularly if they require collecting data for an evaluation of the investment as a condition of funding. The burden of seeking, receiving, managing, and reporting on many small gifts may be overwhelming without appropriate administrative capacity. It may also not be worth the staff and volunteer time required.

### ■ ***What are the political considerations?***

Accessing some funding sources will have political ramifications. On the positive side, they may offer access to new community partners and lead to relationships with individuals and organizations that can help strengthen and sustain your after school program. On the negative side, they can also cause turf battles, especially when the funds you receive mean that another community program is getting cut.

- What partners, champions, and enemies are you likely to create by pursuing certain funding sources and financing strategies?
- Is the trade-off worth the monetary benefit your program is likely to realize?

### ■ ***How important is it to have multiple funding sources?***

Common wisdom suggests it is safer to have funding from several sources than from a single source, particularly if there is any chance that your single source is unstable or vulnerable. If more than one funding source is accessed, then the impact on your after school program will be less should you lose support from a single funder. As you consider various funding sources to supplement your ASES grant, you should be well aware of the systems and resources needed to manage multiple funding sources. This is especially true when it comes to additional sources of public and private revenues that carry their own eligibility requirements and rules and regulations for delivering services and monitoring progress.



## Worksheet 3.5. Evaluating Potential Funding Sources and Financing Strategies

| Funding Source | How much does it generate? | What is the timeframe to realize revenue? | Can it be used to meet our specific fiscal needs? | What is the administrative burden? | What are the political considerations? | Does it complement other sources in the portfolio? | Priority source to access (X) |
|----------------|----------------------------|---|---|------------------------------------|--|--|-------------------------------|
|                |                            |   |   |                                    |  |  |                               |
|                |                            |   |   |                                    |  |  |                               |
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|                |                            |   |   |                                    |  |  |                               |
|                |                            |   |   |                                    |  |  |                               |
|                |                            |   |   |                                    |  |  |                               |
|                |                            |   |   |                                    |  |  |                               |
|                |                            |   |   |                                    |  |  |                               |



## Choosing Funding Sources and Financing Strategies

The remaining chapters of this guide provide detailed information on four different ASES financing strategies and how to pursue them.

- Strategy 1: Accessing School and Community Resources
- Strategy 2: Accessing Business and Foundation Support
- Strategy 3: Accessing Local Government Resources
- Strategy 4: Accessing State and Federal Funding

Each chapter details partners you can engage and resources they can provide to help support your ASES program. Each also underscores what those partners will look for in return for their donations and investments. Tips and considerations on working with these partners and accessing their resources are also highlighted for each strategy, along with numerous examples of California programs that have put these approaches into practice.

Table 3.1 on Potential Partners and Resources for Four ASES Financing Strategies presents an overview for each strategy of potential partners and the types of resources they can contribute (see page 32). What you will quickly recognize is that the presentation of financing strategies begins with the easiest and most accessible sources of funding—those closest to home. These are the people, programs, and institutions in your own community that understand and embrace your mission and commitment to quality before school and after school programs. Each successive strategy branches out a little further to offer ideas for developing relationships with individuals and organizations that may have an interest in your work—and may be a significant source of short- or long-term support—but that are further removed from your immediate circle of family, friends, and neighbors.

These four strategies are not mutually exclusive. They are complementary elements of a comprehensive strategic financing plan. You will identify opportunities and potential benefits in all of them. Yet the message is not to actively pursue all four financing strategies at once, with equal effort and intensity. Pick and choose. It probably does not make sense, however, to concentrate all your energy first on funding sources outlined in Strategy 4 without also thinking about how you can find funding from more accessible sources through Strategy 1. Based on your funding needs and what you know about the potential of alternative sources and strategies to help you make your match and address your broader financial goals, decide what makes the most sense for your ASES program today and in the future. The best results will come from tailoring your strategic financing plan to your needs and circumstances.

This guide presents a variety of possible resources for meeting your matching requirements. While numerous tips are presented on documenting, tracking and managing these resources, it is important that you work with school finance officials, fiscal advisors or other entities that may be involved with your audit process to ensure you are efficiently gathering data to meet the needs of your audit and compliance requirements for all funding sources. For example, the documentation needed for certain federal funding programs may be different than required for ASES. Working with an advisor can help you avoid additional paperwork to document your work down the road, ensure you meet all reporting requirements and follow generally accepted accounting principles (GAAP). To learn more about GAAP, visit <http://www.fasb.org/>



**Table 3.1. Potential Partners and Resources for Four ASES Financing Strategies**

|                           | <b>Strategy 1</b><br>Accessing School and<br>Community Resources   | <b>Strategy 2</b><br>Accessing Business and<br>Foundation Support  | <b>Strategy 3</b><br>Accessing Local<br>Government Resources   | <b>Strategy 4</b><br>Accessing State and<br>Federal Funding   |
|---------------------------|--|--|--|---|
| <b>POSSIBLE PARTNERS</b>  | <p>School partners include:</p> <ul style="list-style-type: none"> <li>Principals</li> <li>Teachers</li> <li>School financial officers</li> <li>School office personnel</li> <li>Janitorial and security personnel</li> <li>District administrators</li> <li>Administrators/managers of federal nutrition programs</li> <li>Transportation officials</li> </ul> <p>Community partners include:</p> <ul style="list-style-type: none"> <li>Civic organizations and other youth-serving organizations</li> <li>Faith-based organizations</li> <li>Community colleges and universities</li> <li>Libraries and museums</li> <li>Parents</li> <li>Senior citizens</li> <li>Students</li> <li>College and university students</li> <li>Other individual community members</li> </ul> | <p>Business partners include:</p> <ul style="list-style-type: none"> <li>Local restaurants, grocery markets, and convenience stores</li> <li>Other local retail businesses (e.g., book stores, lumber yards, and car dealerships)</li> <li>Banks and financial institutions</li> <li>Utility companies</li> <li>Hospitals</li> <li>Local chambers of commerce</li> <li>Clubs and associations</li> <li>Large chain stores with a history of charitable giving</li> </ul> <p>Foundation partners include:</p> <ul style="list-style-type: none"> <li>Independent foundations, including family foundations</li> <li>Corporate foundations</li> <li>Community foundations</li> <li>United Way</li> </ul> | <p>Local government partners include:</p> <ul style="list-style-type: none"> <li>City government</li> <li>County government</li> <li>Tribal government</li> <li>Local policymakers and their staff</li> <li>Parks and recreation departments</li> <li>Cooperative extension offices</li> <li>Police and fire departments</li> <li>Public libraries</li> <li>Public transportation departments</li> <li>Local human services/welfare departments</li> <li>Local workforce investment boards and youth councils</li> <li>Local forestry, fish, and wildlife departments</li> </ul> | <p>State and federal funding areas include:</p> <ul style="list-style-type: none"> <li>Education</li> <li>Human services</li> <li>Health and mental health</li> <li>Law enforcement and juvenile justice</li> <li>Food and nutrition</li> <li>Community services</li> <li>Community development</li> </ul> <p>(For full list, see page 85.)</p> |
| <b>TYPES OF RESOURCES</b> | <p>Ways schools and community partners can support ASES:</p> <ul style="list-style-type: none"> <li>Provide facilities, dedicated buildings, or use of space</li> <li>Donate goods and supplies needed to run the program</li> <li>Contribute services, including technical and volunteer services, as well as items paid for on a fee-for-use basis</li> <li>Contribute cash from fundraising</li> </ul>  | <p>Ways business and foundation partners can support ASES:</p> <ul style="list-style-type: none"> <li>Contribute cash and in-kind resources</li> <li>Leverage additional funding</li> <li>Provide and broker technical assistance</li> <li>Develop links to other public- and private-sector leaders</li> </ul>  | <p>Ways local government partners can support ASES:</p> <ul style="list-style-type: none"> <li>Provide direct funding, including line item in general funds, agency budgets, and dedicated local revenue</li> <li>Provide direct program support in terms of services, supplies, and facilities</li> <li>Be champions of after school programs</li> </ul>  | <p>Types of federal and state funding include:</p> <ul style="list-style-type: none"> <li>Entitlement programs</li> <li>Formula or block grants</li> <li>Discretionary or project grants</li> </ul>   |

## Strategy 1: Accessing School and Community Resources

### Highlights of This Chapter

- Identifying school and community partners
- Clarifying what resources they can offer
- Understanding what they will want in return
- Tracking and valuing contributions
- Sharing tips for success

Your best and closest partners are likely to be right in your own backyard. ASES programs are the product of partnerships between schools and community organizations. Accordingly, school leaders, school district officials, and leaders in other community organizations are likely to know you and your program and have a stake in your success. So, too, are your students' families, your vendors, your friends, and your neighbors. As you begin your search for resources to make the required ASES match and sustain your program, start with the people, programs, and institutions that are closest to home.

School and community partners share a commitment to local children, youth, and families. Whether they are independent citizens or leaders in public institutions or private organizations, they recognize that boosting student achievement, keeping children and youth safe during their nonschool hours, providing them with enriching opportunities, and supporting their healthy development is not the sole province of any single group or agency. Reversing the conditions and behaviors that threaten the futures of young people and their communities requires the combined efforts of many partners. Quality before school and after school programs play an important role in supporting school-day curricula and programs. They also present a vibrant and visible forum for engaging leaders across the community in using their skills, talents, and resources to create new and exciting learning opportunities for young people.

### Who Are Potential School and Community Partners?

Potential school and community partners are individuals in schools, school districts, community-based institutions, organizations, and groups that can lend support to your ASES program. Following are examples of school and community partners and the resources they can bring to your program.

#### School-Level Staff

- **Principals**—Principals have broad authority over school resources. They can help you gain access to resources that are essential to your program, including space, equipment, supplies, and services.
- **Teachers**—Teachers have professional expertise. They also have useful knowledge of students and the school. They can provide direct instruction, supervision, and staffing for after school programs. Moreover, they can support curriculum development and program design.



- **School financial officers**—These school administrators have specialized skills, knowledge, and access to financial information. They can provide guidance and assistance on various financial matters, such as budgeting, accessing school funding sources, and calculating the value of in-kind contributions.
- **School office personnel**—These front-line school personnel often know a lot about the school community and school activities and can provide useful access to information, office resources, and school staff.
- **Janitorial and security personnel**—With responsibility for maintaining school facilities and school safety, these personnel can facilitate smooth operations in before school and after school programs and during special events.

### School District Officials

- **District administrators**—With authority over district programs and resources, administrators can be important gatekeepers for access to school resources, including space, program resources, personnel, and administrative support.
- **Administrators and managers of federal nutrition programs**—These specialized administrators can advise and help with reporting and recordkeeping requirements for snacks provided under the National School Lunch Program and the Child and Adult Care Food Program.
- **Transportation officials**—Partnering with these officials can yield valuable transportation services for field trips, special events, and student and staff participation in before school and after school programs.

### Community Organizations and Institutions

- **Civic organizations and other youth-serving organizations**—These organizations share the goal of contributing to the well-being of the community, including providing opportunities and services to children and youth. Common examples of such organizations are local chapters of the Red Cross, Boys and Girls Clubs, and Girl Scouts; service organizations such as the Lions, Kiwanis, or Rotary; and local arts or sports organizations. Look to these organizations as potential providers of staff, training, and program resources.
- **Faith-based organizations**—With a mission to serve the community, many faith-based organizations provide valuable support for ASES programs in the form of volunteers, financial support, donated equipment and supplies, or other resources.
- **Community colleges and universities**—Higher education institutions can increase their presence in the community and expand the research and learning opportunities they provide by partnering with after school programs. Colleges and universities can be a source of instructors, volunteers, supplies, and technical assistance.
- **Libraries and museums**—These institutions offer cultural and educational opportunities to the community. In partnership with ASES programs, they can provide creative learning opportunities and experiences through workshops, field trips, special programs, and free and reduced-price admission for staff and students and their families.



## Individuals in the Community

- **Parents**—In addition to having a vested interest in your program, parents of students in after school programs and parents of other children in the school community possess important skills, knowledge, and talents. Tapping parent resources can translate into valuable donations of volunteer time, fundraising leadership, teaching and learning experiences, and other program support.
- **Senior citizens**—Senior citizens are an increasingly important source of volunteer support for community programs, including after school programs. Seniors bring valuable knowledge and experiences that can enrich your program offerings and activities.
- **Students**—Students at the school where your ASES program is housed and in other schools in the community, especially older youth, can gain valuable work experience and service-learning opportunities by participating in your program. Students can volunteer as tutors, coaches, and aides. They can also assume part-time administrative jobs to help your program run smoothly.
- **College and university students**—Students from local colleges and universities are often eager to get connected to the community and put what they learn in the classroom to work. Education students and students pursuing degrees in child development may be especially interested in volunteering as tutors and program aides. Physical education students may welcome opportunities to coach and support recreational activities. Business students may welcome opportunities to help out with management and administrative tasks.
- **Other community members**—Other community members with unique skills, talents, and interests in music, the performing arts, the visual arts, health education, and service learning, as well as those committed to improving outcomes for children and youth, can contribute to your ASES program. By sharing their skills, knowledge, talents, and experiences as program volunteers, they can significantly enrich your program offerings and activities, respond to the special interests of youth from different ethnic and cultural groups, and expand your staff resources.



## What Types of Resources Do School and Community Partners Provide?

Resources from school and community partners come in several forms. It is helpful to think about these resources in four major categories:

- **Facilities**—dedicated buildings or use of indoor and outdoor space;
- **Goods and supplies**—consumable materials needed to operate your program;
- **Services**—personnel services, including technical and volunteer services, as well as items paid for on a fee-for-use basis; and
- **Cash**—money obtained through fundraising.

Cash is cash; it is worth its face value. In contrast, in-kind resources can be contributed at their full monetary value or at discounted rates. For example, facilities, goods, supplies, and services can be donated free of charge or provided at a cost that is below market rates. Either way, the value of the contribution can count toward the ASES matching requirement and will add value to your programs and activities. (see “How to Value In-Kind Contributions” below).

### *How to Value In-Kind Contributions*

In-kind contributions can be given outright as gifts, or they can be made available at a discounted price. If they are donated to your ASES program free of charge, you can count the full monetary value of the good or service toward your required match. If they are provided at a cost below the market value, you can count the amount of the difference between the full value of the good or service and what you paid for it.

## How Should Donations Be Valued and Tracked?

Many of the contributions you receive from schools, school districts, and community partners will come in the form of in-kind goods or services. When you accept donations—whether it is the time and oversight of school principals and administrators, the use of classroom and playground space, or donated art supplies—each contribution must be assigned a dollar value and recorded.

As an ASES grantee or program site leader, it is your responsibility to accurately track donated goods and services. This is important for several reasons:

- Documenting the value of all contributed resources and counting those that are eligible against your required match (see “How to Document and Track Contributions” on page 38);
- Providing documentation to partners and individual donors who want to claim a tax deduction for the monetary value of their cash and in-kind contributions; under IRS rules, charities that receive donations are responsible for documenting and acknowledging the value of these gifts for their donors (see “Tax Benefits of Contributing to ASES Programs” below);
- Budgeting and financial reporting; and
- Informing future fundraising efforts about donors’ historical giving patterns.

### *Tax Benefits of Contributing to ASES Programs*

Federal taxpayers who file income tax returns are allowed to deduct the full amount of their charitable contributions, up to 50 percent of their adjusted gross income. This deduction, in turn, provides a benefit at the state tax level as it lowers a donor’s state taxable income. How much a particular donation will be worth in tax savings depends on the donor’s federal tax bracket. For every dollar contributed to an ASES program, donors can deduct the full value of their contribution. Wealthier taxpayers pay more tax on their earnings, so they gain more tax savings on their charitable giving. Donors should check with their tax advisors regarding potential tax benefits.





## How to Document and Track Contributions

Just a few simple steps are recommended to document and track cash and in-kind contributions.

- **Step 1: Create a tracking database.** Create a database to capture information on donors, the dates donations are received, descriptions of gifts, and their dollar value. Make sure that the information and documentation collected in the database meets the needs of your auditor; you may want to check with the school financial officer or financial consultant. Also record the date that gifts are acknowledged. Track cash contributions and in-kind gifts separately.
- **Step 2: Provide a tracking form to partners and donors.** Design a form for donors to provide contact information, describe their gifts, and provide valuation information (e.g., the Blue Book value of a car, the hourly rate for professional services, the rental rate charged to outside groups for use of space and facilities, and the estimated value of other material goods based on a reliable comparison). A sample in-kind donation tracking form can be found in Appendix I-A and information on valuing volunteer time can be found on page 43.
- **Step 3: Collect forms with gifts.** For one-time or annual donations, be sure that the tracking form is received along with the gift. For contributions from partners and other donors that are received on a continuing basis (e.g., professional services; periodic contributions of supplies and materials; and weekly, monthly, or quarterly cash contributions) ask donors to provide a tracking form with each installment. Forms should be collected, organized, and filed by an individual who will be responsible for recording information in your database.
- **Step 4: Enter data from forms and keep records.** Enter relevant information into your database and develop a filing system to keep all tracking forms. Return a copy to donors with an acknowledgment of their gift. Be sure to keep all documentation needed to back up your valuation of donated goods and service.

### ■ Facilities

Every after school program needs suitable facilities in which to operate. Contributions of space in schools and community centers that would otherwise not be occupied during nonschool hours are a common way for ASES programs to fulfill their space requirements. Accurately valuing and tracking contributed space is an important way to meet a significant portion of your matching requirement. Up to 25 percent of the required match for ASES grantees and program sites can be claimed in the form of facilities and/or space made available by school and community partners (see “How to Calculate the Value of Space and Facilities Contributions” on page 39).

- *Donated facilities or space*—Many programs operate in donated space. If this is the case for your program, you can count the market value of the space toward your matching requirement. Most schools or community organizations have designated rates for renting space in their buildings for outside use. You can use this rate to determine the donated value of your facilities.
- *Discounted rental payments*—Discounts on rental space can also be counted toward the match. Programs that pay rent that is less than the market value of the space they occupy can count the difference between what they pay and the market value toward the match. If your program’s rental costs are discounted, find out the market value for the space you are using and subtract the amount from the rent you are paying. The difference is the amount you can apply toward the match.



## How to Calculate the Value of Space and Facilities Contributions

These two hypothetical examples illustrate how to calculate the value of donated or discounted space and facilities contributions.

### **Donated Facilities**

An ASES grantee uses three classrooms and the gym for its 12-week after school program at an elementary school. The program operates for three hours each weekday. The school allows the program to use the space at no cost, but it charges nonschool groups \$25 per hour to rent the gym and \$15 per hour for each classroom.

Although the program pays no rent, the rate for a nonschool user to rent the same space for an equivalent amount of time would be:

**\$70 per hour (\$25 for the gym + \$45 for the three classrooms at \$15 each); or  
\$210 per day (\$70 per hour X 3 hours per day); or  
\$1,050 per week (\$210 per day X 5 days a week); or  
\$12,100 for the 12-week program (\$1,050 per week x 12 weeks).**

If the school receives an ASES grant of \$112,500, its required match of 33 percent would equal \$37,125. Of this amount, a maximum of 25 percent, or \$9,281, is allowed to come from donated facilities or space. So, even though the value of the program's donated facilities is \$12,100, the program can only claim \$9,281 in facility usage toward the required match.

### **Discounted Rental Payments**

A middle school ASES program operated by a community group is able to use school facilities at a discounted rate. Nonschool groups are charged \$30 per hour for the gym, \$35 per hour for the computer room, and \$30 per hour for the library. The ASES program negotiated the rate of \$100 per day for three hours of use of all these facilities. The program operates on a 12-week basis.

At the rental rate charged to nonschool groups, the rental rate for the space the program uses would be:

**\$95 per hour (\$30 for the gym + \$35 for the computer room + \$30 for the library); or  
\$285 per day (\$95 per hour X 3 hours).**

Because the amount paid by the ASES program (\$100 per day) is less than the equivalent rate for other users (\$285 per day), it is receiving a contribution in the form of discounted rent. The discount is the difference between the equivalent rate for other users and the amount paid, or

**\$185 per day (\$285-\$100); or  
\$925 per week (\$185 per day X 5 days per week); or  
\$11,100 for 12 weeks (\$925 per week x 12 weeks).**

If this school received an ASES grant of \$150,000, the 33 percent match requirement would equal \$49,500. Of this amount, a maximum of 25 percent, or \$12,375, can come from donated facilities or space. Therefore, this middle school would be able to count the entire value of the discounted facilities (\$11,100) toward the required match.



Space is typically a large line item in the budget for after school programs. In many instances, the value of donated or discounted facilities will exceed the cap on what you can count toward your required match. Remember that you can only apply contributions of facilities or space up to a maximum of 25 percent of the required match amount.

***Example from the Field:*** ASES programs access valuable resources through school and community partnerships.

- Sonoma SERVES at Sonoma State University partners with Santa Rosa schools to administer ASES programs at eight school sites. At each site, the school provides one classroom per grade level. This donation of space fulfills the grantee's allowable match from facilities contributions, or 25 percent of the total match requirement.

### ■ Goods and Supplies

After school programs need different supplies and materials for program activities and program administration. These include furniture and equipment, curricular materials, and consumables such as paper, pencils, and snacks. School and community partners can help provide these items. For example, schools regularly provide books, office supplies, and equipment to ASES programs. Goods and supplies donated by community partners can include computers, art supplies, dance shoes, and paper products.

Consider the various goods and supplies your program needs that school or community partners may be able to provide.

- Supplies for Programmatic Purposes
  - ✓ Books/access to the school library
  - ✓ Computers/access to school computers
  - ✓ Art supplies
  - ✓ Musical instruments
  - ✓ Sports equipment
  - ✓ Science equipment/access to science laboratories
  - ✓ Curricula developed or purchased on behalf of the school
  - ✓ Food and drinks for snacks
- Goods and Supplies for Administrative Purposes
  - ✓ Use of office equipment, such as copy machines, fax machines, and telephones
  - ✓ Paper and other office supplies and materials

The value of goods and supplies donated or provided at a reduced price can count toward your match (see “How to Calculate the Value of Donated Goods and Supplies” on page 41). If the goods and supplies are provided at no cost, you can apply the full monetary value. If they are provided at a discount, you can apply the difference between the full price and the price you pay for them. Work with your school and community partners and other donors to determine the fair value of donated items. You can use advertised prices for equipment and supplies. If they are previously used, determine a fair depreciated value. Be sure to gather all necessary documentation to support your valuation of goods and supplies.

## How to Calculate the Value of Donated Goods and Supplies

*This hypothetical example illustrates how to calculate the value of donated goods and supplies based on market prices.*

When a community organization donated art supplies (250 art pads, 100 paint sets, and 100 colored pencil kits) without specifying their value, the director researched prices for the various supplies at local retailers and found that unit prices averaged about \$5.00 for art pads, \$6.75 for paint sets, and \$3.95 for pencil kits.

Applying these prices to the quantity of donated supplies, the director calculated that 250 art pads  
 $\times \$5.00 = \$1,250$

**100 paint sets  $\times$  \$6.75 = \$675**

**100 pencil kits  $\times$  \$3.95 = \$395**

Adding these values together, she determined that the total value of the donated art supplies was \$2,320.





**Examples from the Field:** Partnerships with schools and school districts provide valuable goods and services for ASES programs.

- While school sites for the WRAP (Winners Reaching Amazing Potential) program in Long Beach provide office space, the Long Beach Unified School District donates paper, telephones, the use of copy machines, and classroom supplies. The school district also provides about 25 percent of the match in actual dollars. Partners who manage WRAP sites provide an additional 15 percent of match in services, resources, and personnel.
- Visual and performing arts is one of the three “pillars” of After-School All-Stars—Los Angeles. The Los Angeles Unified School District donated \$43,000 worth of filmmaking equipment and musical equipment to the program to enhance students’ arts and cultural experiences.

### ■ Services

Successfully running before school and after school programs requires the skills and talents of different people (see “How to Engage Volunteers” on page 45). Paid program staff members play important roles as program directors, teachers, tutors, and aides. Other services—for example, professional services, administrative services, and building maintenance—are purchased on a fee-for-service basis. Some of the services ASES programs need are highly technical and require the skills and expertise of specialists, such as accountants, curriculum consultants, or professional educators. Others services, such as photocopying, can be provided by nonspecialist volunteers, or they are widely available in the community on a fee-for-service basis. One of the ways successful ASES programs are able to stretch their program dollars is by getting some of the services they need donated or provided at a discounted cost.

School and community partners can contribute many useful services to your program. For example, school and district personnel can lend their time and expertise for program activities and supportive services as well as administration and oversight. Typically, school and district personnel need to be very explicit in listing and documenting the activities and services they have provided to an ASES program in order to count their time towards the match. Community partners, such as local YMCAs and local chapters of Boys and Girls Clubs, can provide staff development or training on program curricula developed by their national organization. Individual community members can serve as volunteers and donate their time and skills in the form of services, such as grant-writing, organizing and leading program activities, and helping with community fundraising.

Consider the services you need to make your program run well. Which of these are not performed by staff? Which can be provided by your school and community partners? The value of services that are donated—in full or in part—can count toward your ASES required match, if they are appropriately documented and valued fairly. Many ASES programs use formal contracts, or memorandums of understanding (MOUs), to document services to be provided and any specified payments. Note that school and community partners frequently provide services beyond the hours of programming or staff time outlined in the MOU at no additional cost; these services can also be valued and counted toward your match.

ASES grantees and program site leaders can look to school and community partners for a variety of services.

- ❑ *Technical assistance in program and staff development*—School district personnel and other youth-serving organizations may be able to help develop or adapt curriculum for your program, train staff on curriculum or techniques for leadership development, establish sound financial and accounting systems and processes, and develop and implement an evaluation plan for your initiative.
- ❑ *Supervision of programs*—Principals or district administrators, parents, and other community leaders can provide program oversight, including advising program staff on curricular goals and design, promoting student engagement in the program, and providing ideas for new activities.
- ❑ *Help in planning and implementing programs and activities*—Teachers, students, and other members of the school community, as well as nonschool community members, frequently volunteer their time and skills to help develop or carry out program activities.
- ❑ *Janitorial and security services*—Schools may extend the schedule of their janitorial and security personnel to cover hours of operation before and after school as well as for special events. These services may be provided to your ASES program at no cost or at a discounted rate.
- ❑ *Transportation*—ASES grantees and program site leaders can work with school district or local community officials to obtain transportation services for their students and program staff. This can include daily school or city bus transportation to and from the program. It can also include the donation of vehicles or other private transportation services for field trips and special purposes. Check with school and local transit officials to make sure all vehicles that transport children meet safety guidelines, and the agreement adheres to all union guidelines.
- ❑ *Administrative support*—At many program sites, school office staff helps ASES grantees and program leaders with some of their administrative needs, such as ordering supplies or completing paperwork and reporting requirements. School district administrators, such as federal grant program coordinators or accounting and human resources staff, can also provide relevant support. Community members with administrative and accounting experience can contribute similar services.

To calculate the value of volunteer and donated time, ASES grantees or programs need to keep accurate records of their volunteers' service—how many hours they work and what they do. Although it may be easy to use the minimum wage to determine the dollar value for volunteer time, some volunteer work has a much higher value than the minimum wage. If possible, locate a salaried job in the local job market with tasks equivalent to those assigned to your volunteers and use the wage rates. The wage rates you claim must be reasonable for the tasks volunteers perform; they may not be the wage rates these volunteers command in the workplace. For example, the volunteer time donated by a doctor who stuffs envelopes should be claimed at the wage rate for unskilled administrative support, not at the wage rate for a physician. To capture the value of the volunteer time of the professionals who serve on advisory committees, you may wish to create a standards professional wage rate (\$50 or \$100 /hour). For more additional resources on calculating the value of volunteers, see *The Dollar Value of Volunteer Time*, by Susan Ellis available at <http://www.energizeinc.com/art/afoc2.html> or visit the Independent Sector at [http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html).



## How to Calculate the Value of Donated Services

*These hypothetical examples illustrate how ASES program leaders can calculate the value of various kinds of services that may be donated to their program.*

### **Oversight and Administration**

The principal at the site of an elementary school ASES program estimates that she provides 10 hours per month supporting the program and that the district superintendent provides 4 hours per month providing oversight and guidance. The ASES director was able to get the principal to break down her salary to determine her hourly wage (\$48 per hour). The principal did not know the superintendent's salary, but the ASES director consulted the Bureau of Labor Statistics to get an average superintendent's salary and determine an average wage (\$76 per hour).

**Value of principal support (monthly) = 10 hours X \$48 per hour = \$480**

**Value of superintendent's time (monthly) = 4 hours X \$76 per hour = \$304**

**Total value of principal and superintendent oversight and guidance = \$784 monthly**

### **Program Instruction**

A community member runs a 10-week karate program at a middle school ASES program for free. The class meets once a week for 1.5 hours. His hourly rate as a karate instructor is \$35. In this case, the ASES program can value the community member's donation at \$525.

**Total number of hours: 10 weeks X 1.5 hours per week = 15 hours**

**Hourly wage of karate instructor: \$35 per hour**

**Value of donated time: \$35 per hour X 15 hours = \$525**

### **Technical Assistance and Training**

The director of a middle school ASES program works closely with several technical assistance providers. The program staff all received a four-hour health and safety training from a community organization at no cost to the program. The director was able to count the value of this training, which she calculated to be \$140, toward the ASES match. The director determined from the community organization that the trainer's regularly hourly rate is \$35.

**4 hours X \$35 = \$140**

In addition, the director of curriculum and two teachers at the school have worked with ASES staff to adapt the school-day curriculum for the after school program. Each person has spent 15 hours completing this work. The ASES director went to the school financial officer to get estimates for the individuals' wages, which are:

- curriculum director = \$40 per hour
- teacher = \$35 per hour

She then calculated the total value of the curriculum technical assistance to be \$1,650, as follows:

**\$40 X 15 hours = \$600 for the curriculum director**

**\$35 X 15 hours = \$525 for each of the two teachers**

**Total value = \$600 + \$525 + \$525 = \$1,650.**

**Examples from the Field:** School partnerships help ASES programs access valuable professional services.

- ❑ San Juan Unified School District provides its ASES sites with curriculum and professional development support. The sites have access to curriculum and materials used during the instructional day (e.g., Reading First materials, Open Court, and Houghton Mifflin). The district also provides targeted professional development and support to help the ASES sites implement programming in the after school hours.
- ❑ To maximize the educational impact of the ASES program at the Boys and Girls Club of North Lake Tahoe, the curriculum director from the local education agency works with staff to adapt school-day curriculum for after school activities. Lessons on mathematical fractions taught during the school day are reinforced during the after school program's cooking activity. Likewise, scenes enacted in a drama group correspond to the school's history curriculum.

## How to Engage Volunteers

Volunteers can extend the capacity of program and administrative staff and are an important part of many ASES programs. The value of their time can be counted toward the required match. Many ASES programs work with volunteer programs, such as Volunteers of America, to maximize community involvement. One ASES coordinator recommends asking potential volunteers about their hobbies, not only their regular day-to-day jobs. He finds that people will contribute their time to the things they love—for example, flying and cooking—which may not be the way they earn their living. For example, in one ASES program, two community members created a knitting club with students.

As the demographic landscape changes and more adults move into retirement age, after school programs can also play an important role in helping communities engage and support older adults. Through the Experience Corps program, Civic Ventures works to expand community volunteer opportunities for older adults to work with children in after school programs. For more information, visit <http://www.experiencecorps.org>. The Retired Senior and Volunteer Program of the Corporation for National and Community Service also connects seniors with volunteer interests and opportunities across the nation. For more information, visit <http://www.seniorcorps.gov/Default.asp>.

Volunteers are an enormous asset to many ASES programs. Remember, however, that there are associated costs that need to be taken into consideration when designing volunteer programs.





**Examples from the Field:** Volunteers make important contributions to ASES programs.

- ❑ Mount Diablo Unified School District worked with the After-School 4 All Collaborative in Contra Costa County to develop a program where middle school students volunteer in ASES programs at their former elementary schools. Similarly, high schools in Siskiyou County are arranging for their older students to tutor younger students in ASES programs operated by the Siskiyou County Office of Education. The value of the tutors' donated time counts toward the required match.
- ❑ The Lawndale ASES program, which serves a diverse, multilingual student population, has developed a volunteer partnership with Pepperdine University's Graduate School of Education and Psychology. Graduate students provide tutoring, homework assistance, and other educational services to the English language learners who participate in the after school program.
- ❑ Oakland Unified School District provides its ASES grantee, Oakland SUCCESS, with in-kind accounting, payroll, and contracting services. The school district also pays part of the salaries for employees working in the SUCCESS central office and provides funding to aid SUCCESS with custodial and security costs.
- ❑ Del Norte County Unified School District contributes two-thirds of the costs for busing ASES children home after the program ends, passing along only one-third of the cost to the schools. The ASES program uses this in-kind provision of transportation services as part of its match.

#### ■ Cash

School and community partners can also support their ASES programs with cash contributions obtained from community fundraising. These funds can count toward your required match; they can also help expand, strengthen, and sustain your programs and activities. Fundraising encompasses many possibilities, from generating several million dollars for a new school or community center to collecting a few hundred dollars for athletic equipment or art supplies for an after school program. From bake sales to website solicitations, today there are numerous ways to raise money for promising community-based programs and the organizations that sponsor them (see "Keys to Successful Fundraising" on page 47).

To generate cash contributions for their ASES programs, schools and community organizations can pursue:

- ❑ Annual fund drives;
- ❑ Revenue from the sale of goods;
- ❑ Raffles and giveaways; and
- ❑ Special fundraising events.

Appendix I-B contains more information about community fundraising activities.



## Keys to Successful Fundraising

Take these steps to help ensure successful fundraising efforts.

- **Be strategic.** Fundraising should be based on a clear sense of how much money is needed, what it will be used for, what strategies make sense, and what it will take to effectively implement them.
- **Know your target audience.** Learn about the kinds of people who are most likely to contribute to projects such as yours, what will attract them to your cause, and who you may realistically tap for funding.
- **Increase community awareness.** Use fundraising to extend community understanding of your organization's mission as well as your need for their help in accomplishing this mission.
- **Use a portfolio of approaches.** Design complementary fundraising approaches that are tailored to specific needs, goals, and potential contributors.
- **Make fundraising fun and rewarding.** Fundraising approaches need to be appealing, be doable, and hold value for both donors and fundraisers.
- **Make sure you have the resources to do the job.** It takes time and money to raise money. You need to realistically appraise what it will take to be successful and be able to mobilize the resources you will need.
- **Avoid conflict with other community fundraising efforts.** In many communities, other organizations, such as PTAs or booster clubs, are already engaging in community fundraising activities. It is helpful to coordinate your fundraising efforts with these groups to minimize competition.

Perhaps the most important benefit of community fundraising is that the cash it generates is generally *unrestricted* (i.e., it can be used for whatever purpose is needed). Increasingly, flexible funding is hard to come by. Public programs and foundation grants often come with significant restrictions concerning the purposes for which funds can be used. In contrast, funds raised from community contributions are flexible funds that can be used to cover expenditures that may be limited or prohibited under the terms of other funding sources (see “Community Fundraiser Calculations” on page 48).

Beyond increased revenue and in-kind support, successful fundraising has the potential to bring in new volunteers, new community partners, and new board members. Perhaps most importantly, successful fundraising can generate a new and greater community commitment to your mission and those you serve. It can provide a sense of camaraderie for people who come together to work for a common cause. It can offer individuals opportunities to use skills and talents they do not use in their everyday work life. It can also offer young people experience with teamwork and lessons in responsibility.



## Community Fundraiser Calculations

*This hypothetical example illustrates how an ASES program can net revenues through an event that combines direct outlays, donations, and proceeds from ticket sales.*

An ASES program organized an awards dinner to serve as a fundraiser and highlight the service and dedication of two community members to the well-being of youth in the community. The director of the program worked closely with two parent volunteers on all event logistics, including securing the donation of flowers, publicity, and printing needs and negotiating a discounted rate for food and facilities. Beverages and music were reserved at cost. Held at the local museum, the event attracted 250 people.

| ITEM          | PRICE   | NEGOTIATED RATE  | ASES PAYS      | IN-KIND DONATION |
|---------------|---------|------------------|----------------|------------------|
| Band          | \$500   | At cost          | \$500          | 0                |
| Beverages     | \$1,000 | At cost          | \$1,000        | 0                |
| Facilities    | \$1,000 | Discounted (50%) | \$500          | \$500            |
| Food          | \$8,000 | Discounted (50%) | \$4,000        | \$4,000          |
| Flowers       | \$350   | Donated          | 0              | \$350            |
| Printing      | \$250   | Donated          | 0              | \$250            |
| Publicity     | \$250   | Donated          | 0              | \$250            |
| <b>Totals</b> |         |                  | <b>\$6,000</b> | <b>\$5,350</b>   |

At \$50 per ticket, the ASES program received \$12,500 in ticket sales (250 people x \$50 per ticket). It paid \$6,000 for discounted and at-cost supplies for the event. Net receipts were \$6,500 ( $\$12,500 - \$6,000 = \$6,500$ ) in funds that could be flexibly used to support the ASES program and counted toward the required match. In addition, the ASES director was able to include the value of the in-kind contributions from the donated and discounted items as part of the matching requirement (estimated at \$5,350 in this case). The awards dinner fundraiser provided the organization with a total of \$11,850 toward its required match.

**Examples from the Field:** Investments in community fundraising efforts lead to big returns for ASES programs.

- ❑ The ASES Mariachi Music program in the National School District has relied on community support to sustain itself. Taught by professional Mariachi musicians, the program was in danger of being cut in 2004 until a local builder, Concordia Homes, partnered with the school district to sponsor a community-wide fundraiser. Concordia Homes provided an initial donation of \$4,500 and donated fundraising materials. The community showed its support the following year by contributing to a fundraiser organized by the city council to purchase outfits for the students.
- ❑ After-School All-Stars—Los Angeles, formerly known as Arnold’s After-School All-Stars and founded by Governor Arnold Schwarzenegger, sponsors an annual dinner gala to raise funds. In 2007, the program’s “Reaching for the Stars” gala dinner raised \$450,000 through ticket sales; sponsorships; and an auction featuring donated large ticket items, such as an H3 Hummer, a large-screen television, and a guitar autographed by Oscar winners.

## Tips for Accessing School and Community Resources

As you consider ways to raise money and in-kind resources for your ASES program from school and community partners, consider these tips.

### ■ Identify your best bets.

Think broadly about the individuals and organizations in your school, school district, and community; what they can provide to your program; and why they might be willing to contribute.

- ❑ Why should they care about the success of your program? What could they get out of contributing?
- ❑ Is there something about their role—for example, being in control over school resources—or their individual interests—for example, being a grandparent—that makes them particularly important or easy to approach?





Create a list of potential school and community donors and what they could provide. Hold a meeting for interested school and community partners to discuss program needs and ask them to help identify potential donors. Use this information to strategize about who you will approach and for what purposes.

### ■ **Create an effective “ask.”**

Having a well-designed request can maximize support from your potential partners. The following steps for approaching community partners can help you craft an effective “ask.” (A sample request letter for community support can be found in Appendix I-C.)

- ❑ Do your homework. Learn as much as possible about the school and community individuals and organizations you intend to approach, including their priorities and potential opportunities to support your ASES programs.
- ❑ Arrange an in-person meeting. Speak directly with potential partners. This makes your request more personal and helps build personal and organizational relationships. Use this opportunity to present your request for support, provide any supplemental materials, and answer any questions.
- ❑ Be specific. Identify something (event sponsorship, field trip scholarships, expertise, food, volunteer time, arts and crafts materials, etc.) you think community partners can give you and target the request for that item or service.
- ❑ Provide information about the benefits of your program. Include, at a minimum, the number and age of students served and the activities offered. Materials, such as a brochure, or articles from your local paper with positive quotes or pictures can also lend credibility. (A sample ASES brochure can be found in Appendix I-D.)
- ❑ Highlight why they should help you. Provide compelling details about benefits for potential ASES donors that are backed up, if possible, by statistics. Consider arguments such as these.
  - ✓ Schools may benefit from better attendance, test scores, etc.
  - ✓ Law enforcement may see lower crime during the after school hours.
  - ✓ Businesses can enhance their visibility through sponsorships or donations.
  - ✓ The quality of community life is improved when youth have opportunities for enrichment during their nonschool hours. This may include reductions in graffiti and vandalism and greater opportunities for youth to participate in community service.
- ❑ Acknowledge support. Thank continuing and new partners and donors for contributing their support. Highlight how the program benefits from their generosity.
- ❑ Follow up. Follow up in a timely manner if the potential partner needs time to think about the request. Provide any additional information requested.



### ■ **Be a good school and community partner.**

Successful partnerships are a two-way street—all partners contribute and benefit from working together.

- ❑ Support school and community events that are important to key community partners. Make sure that ASES staff and students participate in events such as school clean-up days, community street fairs, or council budget hearings.
- ❑ Recognize your partners to show you value their support and give them publicity. Highlighting partners on your brochures, holding an awards dinner to thank donors, and creating other public displays are just a few of the many ways to acknowledge contributions and donations.
- ❑ Foster relationships with current partners. This will facilitate their ongoing support and help them become more prominent partners in the future. Keep in touch with those who do donate initially to nurture mutual interests that may lead to support in the future.

### ■ **Make your ASES program visible in your community.**

The more school and community partners know about ASES programs, the more likely they are to lend their support (see “Visibility Matters” on page 52). Invite current and potential partners to visit your program. Witnessing your program first-hand enables them to see its value and feel connected. Other approaches can help you reach out to the community.

- ❑ Attend meetings of service clubs such as Rotary Club International. Bring along a parent and youth to tell the group about your ASES program and how it benefits the community.
- ❑ Make friends at the local newspaper. Invite the media to events and submit articles for publications.
- ❑ Attend city council or county board of supervisors meetings. Seek opportunities at these meetings to get your ASES program on the agenda. For example, ask for a resolution declaring a certain week as ASES week.



- ❑ Hold an end-of-the year community event. At this event, programs can showcase their work and activities.
- ❑ Have ASES students complete community service projects. This could include replacing graffiti with a mural or making bird feeders that are then donated to a senior center.
- ❑ Develop a brochure. Use a brochure to educate community members about the program and solicit their help. Include the names of individuals, businesses, and government agencies that support the program.

## Visibility Matters

Being visible in the community is a priority for the ASES coordinator in Tehama County. She attends monthly local chamber of commerce meetings and successfully leveraged this relationship to get banners on the downtown light posts for a “Lights on After School” event. She communicates with each site, making sure a picture or short article from at least one of the programs is submitted every month to the local newspapers. Each community presents an annual “Highlight Show,” where participating students and staff host booths and activities that highlight the students’ accomplishments at each program site.

**For more information on accessing school and community resources, see Appendix I, which contains:**

- ✓ I-A. Sample In-Kind Donation Tracking Form
- ✓ I-B. Ideas for Community Fundraising Activities
- ✓ I-C. Sample Request Letter for Community Support
- ✓ I-D. Sample ASES Brochure



## Strategy 2: Accessing Business and Foundation Support

### Highlights of This Chapter

- Identifying business and foundation partners**
- Clarifying what resources they can offer**
- Understanding what they will want in return**
- Tracking and valuing contributions**
- Sharing tips for success**

Business and foundation leaders understand the positive effects that after school programs can have on youth and on the economic vitality of communities. Like school and community partners, they can be important sources of support for your ASES program, providing cash and in-kind resources.

Businesses see philanthropy as good business. Aligning with popular community programs helps build the community “feel good” quotient and benefits companies by fostering a positive brand identity, by raising visibility, by creating a sense of benevolence and involvement that may help attract and retain good employees, and, perhaps, by increasing sales. Moreover, all contributions of cash and in-kind resources by businesses to nonprofit community organizations and public agencies (e.g., schools) have tax benefits. Whether businesses give through a corporate foundation or provide direct support through corporate sponsorships and donations, they can be strong partners for ASES programs.

Giving away money is the business of foundations. In keeping with their mission, these nonprofit organizations give monetary grants to other nonprofit organizations and causes. In some cases, they can also make contributions to public agencies, such as schools, parks, and recreation facilities. ASES grantees and program site leaders, if they can clearly demonstrate how their missions and activities align with foundation program priorities and can develop convincing grant proposals, may find that foundations are strong, supportive partners. Foundation funding can be an important supplement to your ASES grant. It can also count toward your required match. Although it is unlikely that foundations will provide support to cover ongoing program operations, they can be a great source of short-term support for getting started and launching new, innovative program components or enhancements.

In California, business leaders and foundation executives can help in several important ways. They can:

- Contribute cash and in-kind resources;
- Leverage additional funding to help make your ASES match and sustain quality programs;
- Provide access to technical expertise that can help develop and maintain sound administrative and management systems; and
- Develop links to other public- and private-sector leaders who can provide critical financial, technical, and political support.





## Who Are Potential Business Partners?

From small local grocery stores and retail shops to large corporations that employ community residents, local business leaders can bring significant resources to ASES programs (see “Business Partners for ASES Programs Come in All Sizes” below). Some companies focus their philanthropic endeavors in the communities where their offices and staff are located. Others direct their charitable giving to economically disadvantaged communities. Still others respond to their employee and shareholder interests in community service. Information sources on California-based businesses can be found in Appendix 2-A.

### *Business Partners for ASES Programs Come in All Sizes*

- **Large national corporations that have branch offices in your community** (e.g., banks and insurance companies) are likely to have corporate foundations that give to programs and causes in the communities where the corporation does business.
- **Local store managers of large, national retailers that have stores and outlets in your community** frequently have the discretion to make contributions of cash, goods, and services to programs and organizations that their employees and customers value.
- **Local businesses** of all sizes are a good source of in-kind donations to support your ASES program activities and community fundraising efforts.

There are a variety of business partners in your immediate community.

- **Local restaurants, grocery markets, and convenience stores**—These businesses are familiar and accessible to local families and school staff. Their owners are eager to find ways to strengthen their customer base and increase sales. Donating goods, sponsoring local events and activities, and contributing or leveraging cash contributions to community-based programs can help them achieve these goals. In return, they generally want public recognition and publicity for their good works.
- **Other local retail businesses (e.g., book stores, car dealerships, lumber yards, bowling alleys, movie theaters, construction companies, and office supply stores)**—Other local retail businesses also seek to build interest in their products by supporting local community-based organizations and programs. They donate gift certificates and discounted admission rates; encourage their staff to volunteer; provide office supplies and building space; sponsor special events; and make cash contributions. In return, they are likely to want public recognition for their contributions, free advertising in a special event program, and increased patronage from your ASES families and staff.



- **Banks and financial institutions**—Banks and financial institutions that support local businesses and organizations in economically disadvantaged communities can qualify for a credit under the federal *Community Reinvestment Act (CRA)*. They can improve their CRA rating by supporting entrepreneurial activities and instruction, financial literacy training, and career exploration in banking and money management as well as by providing leadership on community boards and advisory committees. Supporting projects and programs for low-income communities not only puts corporate donations where they are most needed, but can also help overcome charges of corporate elitism or social irresponsibility.
- **Utility companies**—Utility companies, usually large local employers with a broad customer base, respond to a corporate mandate to be “a good citizen.” These businesses can provide cash contributions to schools, local programs, and community organizations. They can also serve as conduits for public contributions. In addition, they can sponsor community fundraising events and marshal their employees to serve as volunteers in local ASES programs. In return, they want “goodness by association”—public recognition to bolster their image as a good community citizen and as a company for which employees are proud to work.
- **Hospitals**—With their mission to serve community needs, hospitals often welcome opportunities to partner with local after school programs, particularly if their employees’ children participate in these programs. In addition to cash contributions, hospitals can help link ASES programs to preventive health services and health education activities. Moreover, they can offer access to community volunteers. In return, they will likely want public acknowledgement of their leadership and support—again, “goodness by association.” They may also want guaranteed slots or preferential admission to your ASES program for their employees’ children.
- **Large chain stores with a history of charitable giving** (e.g., Target, Wal-Mart, and Home Depot)—These national retailers seek positive public relations and opportunities to provide community leadership by partnering with and contributing to popular community organizations and programs. Many offer grants and other forms of in-kind contributions in communities where they have stores. Local store managers generally have some latitude to donate to local programs and groups. They also help organize their employees to serve as volunteers. In return, these business partners hope to polish their public image in the community, increase sales, and expand their customer base.
- **Local chambers of commerce**—These membership organizations bring together leaders from many small and large local businesses. Although business leaders may make contributions independently, local chambers of commerce also offer a vehicle for collective giving to community schools, organizations, and children’s programs. Engaging leaders of your local chamber of commerce in your community collaborative can be an effective way of gaining visibility throughout the business community and leveraging many valuable contributions.



## Who Are Potential Foundation Partners?

Foundations also play an important role in the success and sustainability of after school programs. Ranging in size from small family and community foundations to large national funders, they are the venture capitalists of the nonprofit world. They invest in getting new projects off the ground, adding enhancements to ongoing programs, and building community capacity to address the needs of children, youth, and families. Some funders choose to award grants based on merit or provide flexible funding to fill the gaps in grants that fund specific supports or services. Other funders structure their grant-making to achieve specific results, providing detailed guidance on required program components and mandatory processes (e.g., tracking results, building partnerships, and leveraging sustainable funding).

Foundation giving is guided by the interests of the individuals and corporations founding these institutions and by current program priorities. Some foundations focus broadly on improving services and supports for children, youth, and families, while others fund specific program areas, such as the arts, education, and physical fitness. Do your homework before you approach foundations for funding. Concentrate your search on foundations that support community-based programs in your geographic area and those with a particular interest in before school and after school programs, school-community partnerships, youth development efforts, and initiatives to boost student achievement.

Like businesses, there are also a variety of foundation partners for ASES programs.

- **Independent foundations**—The endowment of these private grant-making organizations generally is derived from a single source. Several independent foundations are family foundations, with funds coming from a single family. Family members typically serve on the board of trustees or in leadership roles. Independent foundations often define a few specific fields in which they focus their giving and may limit their awards to a specific geographic region or area.
- **Corporate foundations**—The endowment and annual contributions of these private grant-making organizations come from a profit-making corporation. Their giving tends to be in fields related to corporate activities and interests and in communities where they do business.
- **Community foundations**—These grant-making organizations serve as foundation co-ops. Many donors pool their trust funds in a single entity and gain economies of scale from shared staff and shared assets management. Community foundations generally limit their giving to their community. They can support a wide array of activities or focus their investments in specific program areas. Community foundations are now the fastest-growing form of foundation in the United States.
- **United Way**—Many communities have a United Way branch. United Ways are nonprofit organizations that conduct annual fundraising campaigns and distribute grants to support local programs and organizations. Each local United Way sets its own program priorities and selects organizations working in areas that reflect those priorities.
- **Health conversion foundations**—When nonprofit health care organizations are sold, reorganized, or converted to for-profit status, assets from the sale or conversion are used to create a new foundation (or given to an existing foundation) with the mission of supporting health-related activities in the community. California is home to the largest number of health conversion foundations, with their combined assets totaling \$5.8 billion.

Information sources on California-based foundations can be found in Appendix 2-A.

## What Types of Resources Do Business and Foundation Partners Provide?

Business and foundation partners provide cash and in-kind resources that ASES programs can apply toward making the match as well as lend other important assistance. These partners can:

- Contribute cash and in-kind resources;
- Leverage additional funding;
- Provide and broker technical assistance; and
- Link to other public- and private-sector leaders.



## Contribute Cash and In-Kind Resources

Like school and community partners, business and foundation leaders can provide valuable financial and in-kind resources to ASES programs. Funding from corporations and foundations can contribute to your ASES match. This funding can then be used to leverage other funding that requires matching contributions.

- **Corporate and business donations**—In addition to contributing cash, directly or through corporate foundations, national corporations and local businesses can also donate goods and services. For example, a lumber company could provide wood for a theatrical stage and sets, a grocery store could give food for community events, and a costume company could donate costumes for a play. Local businesses commonly donate gift certificates or discount admission fees. Movie theatres and theme parks could contribute tickets as raffle prizes for your fundraising event. Finally, businesses also donate new and used equipment to after school programs to support program activities and administrative needs. These could include computers, printers, copiers, telephones, and fax machines.

**Examples from the Field:** ASES grantees receive cash and in-kind contributions through partnerships with the business community.

- The Greenville Rotary Club supports the ASES program in Plumas County with an annual donation. During the past year, the club donated \$800 to supply new playground equipment, such as balls, bats, gloves, jump ropes, and hula hoops. Students from the ASES program make a presentation with specific requests to obtain the donation, and they have yet to be denied program support.
- A site coordinator at a Del Norte County Unified School District ASES site received a \$10,000 A+ for Energy grant from the BP Corporation for energy education. This grant was administered through the National Energy Education Development program to provide after school program students at the site with education in alternative energy sources. The BP Corporation offers more than \$1 million annually to California teachers as part of its A+ for Energy program.
- The Plumas County ASES coordinator's desire to start a drama program in the tiny town of Greenville came to fruition through the support of local businesses and residents. A local lumber company donated materials for the stage and sets, while local residents shared their special expertise in sewing costumes.
- Copper Creek Camp, a local private camp, provides in-kind support to ASES programs valued at \$44,000 annually. The camp offers local ASES grantees the use of facilities, horses, trails, the ropes course, and other recreational programs whenever formal camping programs are not in session. The camp also provides summer programming free of charge to low-income youth.

- ❑ JC Penney Afterschool provides funding to several national after school organizations, including the National 4-H Council, Boys and Girls Clubs of America, United Way of America, and the YMCA. If your ASES program is affiliated with one of these four organizations, you should contact the organization's national office to request information on accessing JC Penney Afterschool funding.
- **Foundation grant-making**—Many ASES programs receive foundation grants to support after school needs that include programming, activities and events, curricula design, equipment and supplies, professional development, and program evaluation. These are usually time-limited funding sources—continuing for only one, two, or three years—and they are rarely allowed to cover ongoing operating expenses. Therefore, though foundation funding is a very good way to help ASES program grantees and program site leaders make their match and begin to establish a funding base and a positive track record, it is typically not a renewable source of support. Unlike government, corporate, and United Way funding, which can be renewed year after year, foundation funding usually is not a sustainable source.

**Examples from the Field:** ASES grantees receive grants through partnerships with foundations.

- ❑ The Wild Rivers Foundation serves the “wild rivers” region of the north coast (counties of Del Norte, California, and Curry, Oregon). Each year, it awards mini-grants to community programs that offer or encourage literacy as part of their summer program. This grant helped fund a summer literacy program operated by a Del Norte County Unified School District ASES program.
- ❑ The North Lake Tahoe Boys and Girls Club, which operates the ASES program in Kings Beach, received a grant from the Tahoe-Truckee Community Foundation for summer tutoring and book bags. In addition, the Lahontan Community Foundation, a fund managed by the Tahoe-Truckee Community Foundation, provided a grant to the program for a digital camera and movie-making equipment.
- ❑ ASES programs in the Mount Diablo Unified School District have enhanced their arts offerings through support from the Dean & Margaret Lesher Foundation. This family foundation, with the mission of enhancing the quality of life in Contra Costa County, provided a \$1,300 grant to each site.



## Leverage Additional Funding

Contributions from corporations and foundations are valuable not only for their monetary value, but also for their capacity to leverage additional financial support.

- **Challenging peers to contribute community funding**—Corporations and foundations can use their support for your ASES program as a means to persuade their peers to also get on board. Business leaders can challenge their peers to match their donations. Foundation executives often work together with their peers in other foundations, agreeing to provide complementary or companion grants.
- **Fostering public investment**—When business leaders and foundation executives speak, public officials often listen. An endorsement from a business or foundation partner may make the difference in getting local public funding for your program. Moreover, advocacy by business leaders and foundation executives can influence the authorization of new programs, new appropriations, and new program provisions.

**Example from the Field:** Business partners leverage their relationships in the business community to benefit after school programs.

- From its inception, the Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) After School Program of rural Tulare County worked to engage local businesses in its efforts. As a result, the program receives substantial financial and in-kind support from the business community, including the local newspaper and the district health care provider. In addition, HEART's board members continually demonstrate their personal commitment to the program by sending handwritten thank-you notes to community funders and use their personal and/or organizational resources to benefit the program. For example, a local bank, whose president serves on the board of directors, sponsors the annual Christmas tree auction, a fundraising event.

## Provide and Broker Technical Assistance

Business and foundation leaders can contribute to ASES programs by providing and brokering technical assistance to help program leaders get outside professional support for their programs and deliveries. For example, architects and carpenters can help students design and build a stage set. Doctors and nurses can offer health education support. A camping and outdoor store owner can host youth on a nature hike at a nearby park. This kind of technical support can help expand and strengthen your ASES programming. The value of these services can also count toward your ASES match (see “How to Calculate the Value of Technical Assistance” on page 61).

In addition to providing technical assistance for programming, businesses and foundations can help build the management capacity of ASES programs. Quality programs depend on strong internal systems, including governance, fiscal management, and information management systems. These systems help ensure that ASES programs meet quality standards and respond to the needs of students, families, and community partners. Business and foundation leaders can provide direct assistance in these areas, or they can broker professional development opportunities, to build ASES grantees' and program leaders' skill, knowledge, and capacity to manage well.

## How to Calculate the Value of Technical Assistance

*This hypothetical example illustrates how an ASES program can calculate the value of technical assistance donated by a foundation.*

In a small rural town, after school program providers invite a local family foundation to a dinner and planning event to discuss their needs and accomplishments. Program leaders share their need for help in improving their financial management systems and building their accounting and budgeting skills, which are crucial to keeping programs operating and expanding. Eager to assist, the funder agrees to cover the costs of a training course for the leaders, contacting a consultant with expertise in financial management. The consultant and workshop participants hold a two-hour planning conference call to set the agenda for a two-day financial management workshop. After the training, program leaders leave with ideas, resources, and stronger peer support.

The value of the consultant's time in preparing for and providing the training can count toward the match. The funder informs the program leaders that the consultant's billing rate for the planning conference call is \$150 per hour and the consultant's contract for leading the workshop is \$900 per day. Accordingly, the ASES program directors calculate the total value of the technical assistance received as follows:

**Planning conference call: \$150 per hour x 2 hours = \$300**

**Financial management workshop: \$900 per day x 2 days = \$1,800**

**Total value of the training: \$300 + \$1,800 = \$2,100.**

This total amount can be divided evenly by the number of participants attending the workshop and counted toward the match requirement for each program according to the number of staff members from each program attending the workshop.



### **Link to Other Public- and Private-Sector Leaders**

As an ASES grantee or program site leader, you can benefit from business and foundation partnerships because of the cash and in-kind support they yield. However, business and foundation partners can also help you win powerful champions in the community and the state who can help leverage additional resources, provide links to decisionmakers and opinion leaders, and offer access to technical expertise and volunteers. Moreover, foundation executives who are knowledgeable in their grant-making areas can be good sounding boards for new ideas, great sources of information on promising practices, and important links to prominent professionals and program leaders in the field.

**Example from the Field:** Policymakers and business and foundation leaders are key champions in improving after school programs.

- Sacramento's Students Achieving Results for Tomorrow (START) expands the school day for children in the most challenged neighborhoods throughout Sacramento County. A collaborative partnership with the city of Sacramento, Sacramento County, school districts, local colleges, corporations, foundations, and community organizations, START provides a free after school literacy and enrichment program to more than 5,000 students living in low-income areas. The governing structure of START reinforces the collaborative nature of the program. START funders and community leaders feel included through their participation in the advisory board, which guides the overall program structure and decisionmaking. Members of the advisory board include a state senator, all state assembly representatives, city and county staff members, the superintendent of schools, and representatives from the business community.

### **Tips for Making Successful Connections with Businesses**

Every community has local businesses with leaders who are willing to support ASES programs and activities. The challenge is to identify these organizations and individuals, successfully communicate your needs, and identify specific ways they can help. Developing business support depends on your ability to take these actions.

- **Find the right champions and make a strong business case for engaging business partners.** Finding the right business partner is a little like finding the right mate. You have to share values and priorities and have a mutual self-interest. Corporations generally want to give to community programs and causes that afford them something they want or need in return. You will probably need to prove that, dollar for dollar, your ASES program is the best place for a company to put its charitable money. Do some research and think hard about the logical connections between your program and what motivates corporate giving.



Remember that every corporation potentially interested in supporting your ASES program is in business to make money. A company is only going to give money away if it sees some significant benefit in doing so. To attract these corporations, you must make a persuasive case about what a prospective business partner can gain from supporting your program and contributing to your work (see “How to Convince Business Partners on the Value of ASES Programs” below). You need to know their interest in and track record for giving and how you can help them participate in a way that helps them in return. Most business leaders have a strong bottom-line orientation, so you must make a strong business case for them to invest in your program.

## How to Convince Business Partners on the Value of ASES Programs

ASES programs and businesses are valuable partners for the community.

- *Meeting employees' family needs.* Employees are more productive when they know their children are safe and engaged during nonschool hours.
- *Helping train a future workforce.* By focusing on skills that employers will need, after school programs are an investment in future productivity and competitiveness.
- *Supporting community development.* ASES grantees and programs can help business leaders make the link between after school programs and the economic climate of their neighborhood, city, or county.
- *Fostering positive brand identity.* Becoming a partner of an ASES program offers significant benefits in the form of “goodness by association.”
- *Generating tax benefits.* Businesses are also eligible to take tax deductions for cash and in-kind donations. Like other taxpayers filing income tax returns, businesses are allowed to deduct the full amount of their charitable contributions, up to 50 percent of their adjusted gross income.



- **Make it easy for business leaders to contribute to your program.** Be clear and realistic about what you want business leaders to contribute. Make sure your request relates to the products and services their businesses produce and sell. Recognize their interest in supporting your ASES program and ask for something they can easily provide. Bankers can provide financial literacy training and help youth learn about the value of saving. Landscapers can help children in your program plan and create a community garden. Physicians and the local hospital can provide health education and screening services. Business leaders are often more interested in getting involved if your first request is for a discrete service or activity, rather than cash. Can the business leader join an advisory group? Can he or she kick off a fundraising event? Once a relationship is established, business leaders are more likely to provide resources as well as in-kind support.
- **Ask business leaders to recruit their peers.** Peer recruitment is one of the most effective strategies for attracting business partners. Business leaders are more likely to become involved when they are invited by their peers. Look to local business organizations and civic groups to help identify champions.
- **Sustain active participation.** Give business partners meaningful tasks that draw on their many resources, including specific skills, knowledge, and expertise. In addition, recognize their support in public forums, for example, by honoring them at community events.

## Tips for Successfully Accessing Foundation Funding

Like business partners, most foundation partners expect a return on their investment. Your success becomes their success. If, for example, foundation executives' mission is to improve student achievement and improve the quality of community life by building a system of quality after school programs, then they will want to see their investment in your ASES program advance that agenda. Like corporations, most foundations expect public recognition of their contributions. More importantly, however, they want to see results. You will probably need to document and track your progress toward achieving measurable outcomes for students, for their families, and for the community.

### Learning How to Prepare Winning Grant Proposals

A forthcoming publication of The Finance Project, *Getting the Grant: A Guide to Securing Additional Funds for After School Education and Safety Programs*, provides California leaders in schools, school districts, and community-based organizations with simple, straightforward guidance on how to develop effective grant proposals to garner program support. The engaging, easy-to-read guide outlines considerations for identifying and pursuing grant funding opportunities, reviews the key components of a grant proposal and offers concrete suggestions for making each section succinct and compelling. The guide also includes resources that provide examples of quality grant requests and additional information on funding sources and grant-writing.

To access the guide, visit: <http://www.financeproject.org/pubs/index.asp>.



To obtain funding from foundations, these actions are essential (see, also, “Steps in the Grant Process” on page 67).

■ **Clearly define what you need and why.**

- What type and amount of funds do you need (e.g., for startup, program enhancement, capacity-building, or research and evaluation)?
- Who will you serve, where, and with what results?

■ **Do your homework to determine which foundations are good prospects.** Spend time researching and educating yourself about local funders. Much of the necessary information may be found on foundation websites.

- Are there community or regional foundations in your area? What are their funding priorities (e.g., arts, health, education, community service, or youth development)? Do they have a history of funding projects similar to ASES programs? What is the process for submitting a proposal (e.g., the time of year, deadlines, and submission process for applications)?



- ❑ Is there a local United Way? What is its funding policies and procedures? Can one of your board members, partners, or other funders provide an introduction at the United Way?
  - ❑ Can foundations directly fund schools and other government agencies (e.g., parks and recreation centers)? If not, ASES grantees may want to work with one of their nonprofit partners to seek foundation support. What are the eligibility requirements for local foundations? Which partners are well positioned to help ASES programs tap foundation support?
  - ❑ What is the average amount and duration of grant awards? Many foundation grants fund only short-term projects. What is the best use of foundation funding if it is short term in nature?
- **Develop a “letter of intent.”** Many foundations ask that you start with a letter that succinctly describes your request before submitting a complete proposal. Each foundation’s website describes this process.
- **Develop a winning proposal.** Preparing a clear, concise, and compelling grant proposal is a key to getting foundation funding. Highlight how your program is uniquely able to address a need in the community; what makes you different from other afterschool or youth-serving programs? If you do not have the time or well-honed grant-writing skills, consider finding someone to help. Often, local colleges or universities can help identify graduate students or other staff who can help prepare proposals. When invited to submit a proposal, include this information about your program:
- ❑ Your program is carefully developed, addressing a need the funder cares about.
  - ❑ Your program has a strong implementation plan that outlines the results your program is expected to achieve.
  - ❑ You have selected strong leadership and are financially responsible for the program.
  - ❑ You have a track record of accountability and will keep the funder informed of the program’s progress.

More information on the contents of a grant proposal can be found in Appendix 2-B.

## Steps in the Grant Process

- Identify a need for grant funding for your ASES program.
- Begin to develop the idea into a grant proposal.
- Research foundations that may be potential funders.
- Get current application guidelines from the foundation.
- Develop and submit a letter of intent, if necessary.
- Write your grant proposal following the guidelines and assemble relevant supporting materials.
- Submit the grant request.
- Respond to any further requirements or requests for information from the foundation program officer.
- Get the grant award.
- Submit required periodic reports according to the terms of the award.

**For more information on accessing business and foundation funding, see Appendix 2, which contains:**

- ✓ 2-A. Information Sources on California-Based Businesses and Foundations
- ✓ 2-B. Contents of a Grant Proposal







## Strategy 3: Accessing Local Government Resources

### Highlights of This Chapter

Identifying city, county, and local tribal partners

Clarifying what resources they can offer

Understanding what they will want in return

Tracking and valuing contributions

Sharing tips for success

During the past two decades, local leaders have increased their attention and investment in community-based after school programs. In California, local governments are important channels for public funding. In many cases, they are responsible for allocating federal and state program funds to local providers. Moreover, though California local governments' taxing powers are limited by Proposition 13, they have some ability to generate revenue through taxes and fees that can support children's services, including after school programs. In addition to providing funding, elected and appointed officials within city, county, and tribal governments can be powerful champions for after school programs and strong partners for ASES grantees and program site leaders.

The role of city, county, and tribal governments varies throughout the state. Accordingly, you must understand which government agencies control relevant programs and funding in your area.

- **City government**—With 478 incorporated cities in California, city officials have significant authority over housing, infrastructure, transportation, economic development, and health and human services. They also generally have responsibility for police and fire protection and for parks and recreation departments. Furthermore, city governments have some legal authority to generate revenue through levying taxes and imposing fees.
- **County government**—California has 58 county governments that serve two primary functions. As an agent of the state government, county governments administer various federal and state programs and funds. More than half of county revenues flow from state or federal funding streams. At the same time, county government serves as the sole local government presence in unincorporated and rural areas of the state. Counties administer local welfare, child abuse, mental health, and workforce and employment programs and funds. In some instances, plans created at the county level determine the distribution of funding to programs and providers (e.g., child abuse, mental health, and juvenile justice).
- **Native American tribal governments**—In California, more than 100 Native American tribal governments across 32 counties offer programs for children, youth, and families. Many tribal governments also run casinos and gaming operations, which generate revenues that can directly fund ASES programs or that can generate funds to be administered through tribal foundations.

You can work with many potential partners in city, county, and tribal governments. Doing so will require determining how they can support your ASES program and identifying what they will expect in return.





## Who Are Potential Local Government Partners?

Local government partners can include various elected and appointed officials.

- **Local policymakers and their staff**—Local elected officials include mayors, city council members, county administrators, members of county boards of supervisors, and tribal leaders. These individuals can provide visible, vocal leadership for family and children’s services, such as after school programs, and they have authority to allocate funding.
- **Parks and recreation departments**—Officials in parks and recreation departments operated by cities, counties, or special districts are natural partners for ASES grantees and program site leaders. They often run programs for children and youth directly and/or partner with other community-based organizations to offer programs and provide activities using public parks and recreation department facilities during after school hours and summers. By working with parks and recreation officials, you may be able to coordinate local youth-serving initiatives and gain access to staff, funding, supplies, and facilities.
- **Cooperative extension offices**—County-level cooperative extension offices focus on the welfare, development, and protection of California’s people, agriculture, and natural resources. In addition to advising on nutrition and agriculture, these offices run the 4-H Youth Development Program, which can provide educational programming and leadership opportunities for students in ASES programs.
- **Police and fire departments**—City-run police and fire departments can provide safety programming and training. In addition, many police departments have police athletic/activity leagues focused on preventing juvenile crime through recreational activities; many police athletic leagues work closely with after school programs.
- **Public libraries**—City and county libraries can form partnerships with after school programs, providing staff, training, facilities, and funding for field trips, reading programs, and computer labs.



- **Public transportation departments**—Many programs need transportation services to help students and staff members get to before school programs in the morning and home in the evening when their after school programs end. In some cities, public transportation agencies provide free or reduced rates on buses and subways for ASES students and staff.
- **Local human services and welfare departments**—City and county human services and welfare departments operate programs that can supplement after school programs and services. In some cases, funding may be available to expand certain program components and activities and help meet the ASES matching requirement. For example, Temporary Assistance for Needy Families (TANF)/CalWORKs funds can be transferred to the Child Care and Development Fund (CCDF) and used for after school subsidies and quality improvements. Moreover, department staff members have expertise in administrative processes and requirements that can be presented in workshops and trainings for ASES grantees and program site leaders.
- **Local workforce investment boards and youth councils**—Local workforce investment boards (WIBs) and youth councils oversee the distribution of federal workforce development and training funds to local service providers. Partnering with local WIBs and youth councils can provide opportunities to engage older youth as tutors and mentors for younger children in ASES programs.
- **Local forestry, fish, and wildlife departments**—These regional departments offer programming and materials that support education and outreach related to their mission.

Additional resources on locating local government partners can be found in Appendix 3-A.

## Making the Case for Local Support

Just like business leaders and foundation executives, local government officials will evaluate investment and partnership opportunities against criteria that are relevant to their institutional interests. To successfully persuade city, county, and tribal leaders to get on board with your ASES program, you must make the case for what you can provide as a partner.

In most cases, local elected leaders have run for public office because they are committed to improving the quality of life in their community. Demonstrate how your ASES program can help students do better, help parents manage work and family responsibilities, and help improve community well-being (e.g., reduce crime and violence and improve economic opportunity). Make the case for the benefits your program can provide to the community (see “How After School Programs Benefit the Community” on page 72).



## How After School Programs Benefit the Community

After school programs afford several benefits to communities and community members.

- **Offer families a safe haven.** Children and youth need a place to go after school. Parents, especially working parents, feel better knowing their family members are in a safe place.
- **Improve educational outcomes.** After school programs can reinforce what children learn during the school day and bolster educational achievement.
- **Foster healthy child development.** After school programs can play a vital role in plans to prevent obesity and efforts to promote healthy lifestyles.
- **Reduce crime.** Most juvenile crime is committed during the after school hours. Providing after school opportunities can help reduce juvenile crime.
- **Help build a strong, vibrant community.** Good schools, low crime, happy families, and healthy children are part of a strong, vibrant community, which can help attract businesses and spur economic development.

Local elected officials also want to get reelected, so they are eager to receive credit for their accomplishments. To the extent that supporting your ASES program will help the mayor, county executive, and tribal chief gain positive public recognition for responding to the needs and priorities of important local constituencies, they will be eager to get involved. You should provide opportunities for shared ownership of program successes and positive outcomes. Even better, be sure your program events include photo opportunities that will attract media coverage.

## What Types of Resources Do Local Government Partners Provide?

Local government support can come in several forms from many different agencies and offices.

- **Direct funding**—Direct funding comes from local general funds, agency budgets, and dedicated local revenue.
- **Other program supports**—Other program supports include supplies, services, and facilities.
- **Key Champions**—Champions can provide a voice for ASES programs, connections to a network of community leaders, and assistance in securing additional funds.

## Direct Funding

A primary way local government partners can support ASES programs is through direct funding. Direct funds can be local general funds administered by county and city agencies or federal and state funds that are channeled through local government agencies. They can also come from dedicated revenues for family and children's services. Dedicated local revenues are often allocated by local collaborative boards or commissions, and many help support after school programs. However, among local provider organizations, there is often stiff competition for these funds. Accordingly, make sure local officials:

- Know your programs;
- Understand the benefits they provide to the community; and
- Feel confident in the quality of your services.

ASES grantees and program site leaders should build strong relationships with local elected leaders, their staffs, and agency officials. These local dollars can be a valuable source of matching funds for your program. They can also help expand and sustain your services and activities.

Direct funding from local governments typically comes from a line item in the general fund, an agency budget, or dedicated local revenues.

- **Line item in the general fund.** General funds are unrestricted revenues directed by local government policymakers to address local priorities. Demand for unrestricted funds is much higher than the amount of available funds, so it is critical to educate political leaders on the benefits of after school programs. After school program advocates who have successfully made the case for general fund support have pointed to reduced juvenile crime during after school hours, increased community services, better health through regular activity, and improved educational outcomes.





**Examples from the Field:** ASES grantees receive general fund contributions through partnerships with local government.

- ❑ Recognizing the need for recreational and educational programs in the small, rural town of Indian Valley, Plumas County supervisors allocated \$1,500 in general funds to support the ASES program. To ensure leaders see the benefits of their investments, the program coordinator invites them to visit activities funded with their support.
  - ❑ Since its inception in 1996, Sacramento START has had strong support from city leaders. Championed by a city council member, the program was originally funded by an allocation of \$350,000 in unused funds from a hotel bed tax. Within a year, the city of Sacramento had developed a collaborative involving the city, county, and area school districts to jointly fund the program. Today, the city administers the Sacramento START program as the ASES grantee and provides \$600,000 from the city's general fund annually.
- **Agency budget.** Several local agencies administer funding that can support ASES programs, including libraries, parks and recreation departments, child abuse prevention agencies, public utility districts, and tribal governments. The funding must be targeted for a specific use related to the agency's mission. Accessing these funds may require becoming part of your city or county planning team that sets priorities for public investment and develops a plan for allocating available funding. For example, each California county prepares a three-year plan in conjunction with the local child abuse prevention council. The plan describes how child abuse prevention funds will be used. Contact your county child abuse prevention officials for more information.

**Examples from the Field:** ASES grantees receive contributions from agency budgets by partnering with local government.

- ❑ Local public utility districts provided a mini-grant to teach energy efficiency in Tehama County and provided a \$115,000 grant for summer recreation activities in North Lake Tahoe.
  - ❑ The Nomlaki Band of Paskenta Indians, which operates the Rolling Hills Casino, has provided ASES programs in Corning with scholarship funds ranging from \$12,000 to \$20,000. The Karuk Tribe also collaborates with the Siskiyou County Office of Education ASES program, providing support through its education committee.
- **Dedicated local revenues.** Dedicated revenue sources raise and/or direct public funds for specific purposes and can be tapped or created to support after school programs. Many cities and counties in California already have dedicated local revenues for family and children's services that can help support ASES programs. Funds generated by dedicated revenues can count toward your ASES matching requirement. Creating new revenue is an ambitious undertaking that requires considerable time, effort, and political capital to gain the necessary support. More information on how dedicated local revenue systems work in California can be found in Appendix 3-B.

**Examples from the Field:** ASES grantees receive contributions from dedicated local revenue sources.

- ❑ The Oakland Fund for Children and Youth (OFCY) was established in November 1996, when more than three-fourths of Oakland voters passed an amendment to the city charter to set aside 2.5 percent of the city’s unrestricted general purpose fund for direct services to children and youth. This fund provides \$10 million to programs that serve children and youth, with young people playing a vital role in determining how the dollars are allocated.
- ❑ In 2004, OFCY launched the After School Initiative, in partnership with the Oakland Unified School District, to provide funding to community-based organizations that partner with school sites receiving ASES or 21st Century Community Learning Center funding to create comprehensive after school programs. The After School Initiative is the most significant matching resource for the Oakland ASES sites, with programs able to apply for grants to support enrichment activities and direct services.

## Other Program Supports

City, county, and tribal government partners can donate services, goods, and use of facilities to benefit your ASES program at no cost or at a discounted rate. As partners, they can enhance the breadth and quality of your services and activities, and they may well have a vested interest in doing so. For example, if officials from police and sheriff departments see after school programs as a way to reduce juvenile crime during after school hours, they may be willing to make their officers available for program activities (e.g., DARE programs to educate students on the risks of drug use and abuse). Similarly, local human services office staff can provide training on child abuse prevention, mandatory reporting requirements, and health and safety standards. Think broadly about the skills, resources, and capacities of potential local government partners. Moreover, the value of these contributions can count toward your ASES required match (see “How to Calculate the Value of Services Contributed by Local Government Agencies” on page 76).

- **Services.** City, county, and tribal governments can contribute services to support ASES programs in several ways.
  - ❑ *Provide staff time to conduct educational programs and activities as components of after school programs or provide trainings for after school staff.*
  - ❑ *Extend opportunities to ASES staff to attend workshops and trainings that government agencies host on program design, leadership, financing, and sustainability planning.*
  - ❑ *Donate their technical skills to help support your administrative needs, including planning and budgeting, financial management, information management, human resources, and general administration support.*
  - ❑ *Intervene to help your program staff streamline duplicative reporting and evaluation requirements related to multiple categorical funding sources.*



## How to Calculate the Value of Services Contributed by Local Government Agencies

*This hypothetical example illustrates how an ASES program can calculate the value of services contributed by local government agencies.*

A middle school ASES program worked with other local youth programs to negotiate discounted bus fares for their students. The regular monthly bus pass was reduced from \$28 to \$15; 75 students in the ASES program use this bus pass on a monthly basis.

The middle school ASES program director calculated the value of the discount as follows:

**$\$28 - \$15 = \$13$  discount per monthly pass**

**$\$13 \times 75$  students = \$975 total value of the discount monthly pass**

The \$975 can be counted toward the ASES match.

**Examples from the Field:** ASES grantees receive donated services through partnerships with local government.

- ❑ In the Siskiyou County Office of Education ASES program, the sheriff's office provides support through the police athletic league (PAL) program. The PAL program provides instruction and curriculum in sports (soccer, wrestling, and basketball), recreational activities, and character-building to ASES participants.
- ❑ The San Juan Unified School District in Sacramento County works in partnership with five parks and recreation districts (Mission Oaks, Carmichael, Fulton-El Camino, Orangevale, and Sunrise). The districts provide \$300,000 in supervisory staff time for parks and recreation staff who work at ASES sites. These supervisors are collocated with school district ASES staff.
- ❑ The Mount Diablo Unified School District has formed a partnership with the parks and recreation departments of the cities of Concord and Ambrose to use site-based parks and recreation staff for ASES programs. Each agency provides 20 percent of its recreation coordinator's time as well as administrative and human resources support, which they count towards their match. Each agency also provides up to an additional 20 percent of its supervisor's time to participate on executive committees and support grant management and outreach.



- **Goods and Supplies.** Local government partners can provide goods and supplies to support the operation of your ASES program and supplement daily activities. For example, parks and recreation departments can provide art supplies and sports equipment to support general programming. They can also provide project-specific goods, such as gardening tools for a youth community garden project. Other agencies may have curricula or learning tools, such as coloring books, to share.
- **Facilities.** Several local government partners can offer the use of their facilities to help support your ASES program. For example, libraries can provide spaces for homework help, reading groups, and computer learning programs. Parks and recreation departments can provide buildings, athletic fields, and outdoor space for after school activities. If other groups using the facilities would be charged rent or usage fees, you can count the value of the donated space toward the facility portion of your required match.

## Key Champions

Local policymakers can play a pivotal role in providing leadership for after school programs in your community. As powerful champions for your ASES program, local leaders can do more than provide funding. They can use their voice and position to raise public awareness of the need for quality after school programs. They can also encourage support among other community decisionmakers and opinion leaders and help build public will for investments in new and improved programs run by schools and community organizations. In addition, many local leaders go on to become state policymakers. Understanding and supporting after school investments early in their public careers can translate into new policies, new funding, and new partners that can offer long-term sustainability. Local leaders can support ASES programs in several ways.

- **Be a voice for after school programs.** Mayors, county officials, and tribal leaders are visible leaders in their communities. When they get on board, they can bring community-wide attention to issues and opportunities they see as important. Local leaders can champion the need for quality after school services and activities and highlight programs that effectively meet community needs. They can speak out and capture the interest of local government officials, business leaders, religious leaders, and community activists. By visiting your ASES program, they can focus public attention on programs that work and need expansion. With a few well-placed personal contacts, they can encourage new partners to add their support.
- **Foster collaboration among community leaders.** Local elected officials are well positioned to facilitate and promote community-wide coalitions and collaborations. They can convene a diverse group of business, religious, and nonprofit organization leaders in the community and encourage them to work together to advance local priorities. When the mayor invites prominent local leaders to come together to address community issues and mobilize community resources, it usually happens.
- **Support community fundraising efforts.** Local government officials need to carefully avoid conflicts of interest and actions that can be interpreted as using their public office for private gain. Nevertheless, they can provide a significant boost for community fundraising efforts. For example,



when the mayor is given an award for his or her support for after school programs at a community benefit dinner, sponsoring organizations, including ASES programs, will benefit directly from patrons' contributions. More importantly, however, they will benefit from the media coverage and public relations value of strong community leadership. The visibility that local government officials can bring to good causes and successful programs can have considerable fundraising benefits.

### Tips for Building Support Among Local Policymakers

Local policymakers matter. They have the authority to direct funding to after school programs. They also have substantial influence in their communities and can help you as you seek funding from foundations, local businesses, community partners, and state agencies. To get local policymakers' attention and support, you may have to compete with numerous other worthwhile initiatives. Accordingly, ASES grantees and program site leaders must foster relationships with local government partners and make a persuasive case for support.

- **Get to know your local policymakers and understand their priorities.** Several generalizations apply to elected leaders.
  - They care about serving the public, particularly their constituency, and seek election to make a difference.
  - They care about children and families, though approaches may vary based on individual experiences and political philosophy.
  - They want to get credit (and reelected) for their accomplishments.
  - They need good, reliable information to do their job well.



Take the time to learn about your local policymakers and what motivates them. Think strategically about how to align your ASES program with their policy priorities. If the mayor and city council has made public safety a priority, then you should highlight after school programs as a significant way to reduce juvenile crime.

Do *not* make assumptions about policymakers' priorities based on whether they call themselves a Republican or Democrat or whether they characterize their political philosophy as liberal or conservative. Politicians are likely to support some issues and oppose others based on cost, relevancy for their constituency, and many other factors. In California, after school programming has had champions from both major parties. Think about how supporting ASES programs can help political leaders address their constituents' concerns and get credit for it.

- **Be knowledgeable and become a resource.** Policymakers need pertinent, up-to-date information to do their job well. They want solid and reliable sources they can count on for input and advice. They also want to know the pros and cons of issues. Become an expert on after school programming and financing. Know the facts, understand the perceptions, and be able to articulate the issues and opportunities. Find ways to share this information with local elected leaders and their staff as well as with agency officials. When you become a local resource for decisionmakers, they are more likely to give your priorities and proposals a fair hearing.
- **Be proactive.** When an after school-related issue emerges, send your local elected leaders and agency officials a one-page information sheet outlining the issue, local effects, pros and cons, and your well-reasoned recommendation for action. E-mails are fine. After a while, if the information you provide proves useful and reliable, these decisionmakers will seek out your advice and input on related issues.





- **Be clear and concise.** Policymakers have busy schedules, with many people and projects competing for their attention. You must be able to quickly communicate the mission and value of your ASES program—what you do, what services you provide, and how young people, their families, and the community benefit—to city, county, and tribal leaders as well as citizens, businesses, and other institutions. Similarly, you need to be able to clearly and concisely articulate your program’s financing needs and goals and how local leaders can get on board. Make it simple, make it persuasive, and make it fit with leaders’ own interests and priorities.
- **Visit policymakers.** All policymakers need to keep in touch with their constituents. Schedule a meeting to provide your elected official with specific information on your needs and successes. Be prepared to give a brief and compelling statement about how your ASES program aligns with community priorities. Also be prepared to answer questions. Follow up with a thank-you note and additional information.
- **Engage policymakers in your program.** Better yet, invite policymakers to visit your program or attend a special event so they can get to know your program. Give them a glimpse of the activities you offer. Give them an opportunity to talk to students, staff, and volunteers. Have a camera handy to snap photos that go on an office wall or appear in the local newspaper. One of the best ways to convince local leaders to become ASES partners is to get them personally engaged. Lights On Afterschool events, which are held nationwide in October, are intended to build public awareness and support for after school programs and services. Use this occasion to encourage city, county, and tribal leaders to learn more about your ASES program.
- **Get to know policymakers’ staff.** Policymakers’ staff members are important aides and gatekeepers for their bosses. They research issues, solve constituent problems, organize and protect their bosses’ time, and serve as a conduit for information. Getting to know staff members may be as important as getting to know elected officials themselves. Building good relationships with staff members makes them more likely to convey your message to their boss and portray you and your ASES program favorably.
- **Acknowledge support.** If a policymaker directs money or other resources to your program, make sure you find a way to publicly thank him or her. Recognition for good work is critical to elected officials who want to improve life in their community and get reelected.

**For more information on accessing local government resources, see Appendix 3, which contains:**

- ✓ Appendix 3-A. Locating Local Government Partners
- ✓ Appendix 3-B. Dedicated Local Revenue Mechanisms

## Strategy 4: Accessing State and Federal Funding

### Highlights of This Chapter

**Identifying state and federal funding streams**

**Understanding what services and activities state and federal programs can fund**

**Learning how to choose among state and federal funding streams**

**Sharing tips for success**

State and federal funding can contribute to a diversified funding portfolio for after school programs. Tapping these sources can substantially expand resources for ASES programs; provide stable revenues; free up local revenues and private funding for other purposes; and, in most instances, contribute to making your match. One of the greatest benefits of successfully drawing on state and federal funding programs is that often they can become sustainable sources of program funding. Even if they yield relatively small amounts in a constant and enduring way, they can provide a stable and reliable base of income for your program. These funding sources can replace, or free up for other purposes, a share of spending that would have come from your ASES grant or other funding.

The success of strategies for maximizing state and federal revenue for ASES programs depends on identifying funding sources that are accessible to grantees and program site leaders. Although some state and federal programs that can support local ASES programs are separate and distinct, others are blended at the state level and then funds flow to county agencies that make allocation decisions. Understanding how state and federal program funds flow, who makes decisions concerning their allocation, and how to apply for them is critical. So, too, is having the capacity to develop winning grant and contract proposals, manage government grants and contracts, and comply with data-gathering and reporting requirements. One of the most important considerations in seeking state and federal program funding is whether the time and effort required to get and manage the funding is worth the amount of support these sources can potentially yield.

Several state and federal programs can support before school and after school programs. In some cases, ASES grantees and program site leaders can apply directly to the federal and state agencies that have statutory program authority. In other cases, they must work with county officials or state agency staff to access funding.



## What Services and Activities Will State and Federal Funding Support?

The activities and services that state and federal funding can support and that are most relevant for ASES programs fall into three broad categories: activities and supports for children and youth, activities and supports for parents and communities, and infrastructure.

- *Activities and supports for children and youth* include academic enrichments; art, music, and other cultural activities; sports and recreational activities; health education; health and mental health services; service-learning opportunities; and technology initiatives. They also include the nutritional components of programs that provide students with nutritious snacks or meals. Most public programs from which ASES grantees can seek funding target activities and supports for children and youth. These are considered direct services.
- *Activities and supports for parents and communities* include school-age child care, job training, volunteer opportunities, and mentoring opportunities. This second set of activities is often aimed at supporting low-income families and their children, and these activities are also usually considered direct services.
- *Infrastructure*, including management and administrative systems, data collection and evaluation, professional development, technical assistance, and transportation, can be funded by some state and federal programs. However, many funding sources limit the extent to which these indirect services that build capacity to operate, expand, and sustain programs can be covered by program funding.

Services and activities that can be supported by the state and federal funding programs highlighted in this guide are listed in a table found in Appendix 4-A.

## Which State and Federal Programs are Most Relevant for ASES Grantees?

Many state and federal funding programs are aimed at improving outcomes for children and youth. Officials in agencies that administer these programs seek effective and efficient uses for the funds they administer. After school programs, including ASES programs, provide a unique venue for reaching the target audience of many of these state and federal programs (e.g., academically at-risk children, limited-English-proficient students, immigrant children, and low-income youth). As you explore the possibility of tapping state and federal funds, think carefully about the purposes of your ASES program, the services and activities you provide, the students you serve, and the potential partners with whom you work. All these factors can affect your eligibility for funding (see “State and Federal Funding 101” on page 83).



## State and Federal Funding 101

State and federal funds are distributed through different mechanisms. Each program serves a specific purpose and comes with its own rules and requirements. The type of program can affect how you access the funds.

- **Entitlement programs** guarantee funding to all eligible individuals. The key to accessing entitlement funding is to work closely with the officials in the state agencies that administer these programs or the personnel distributing the funds locally. The U.S. Department of Agriculture's National School Lunch Program is an example of an entitlement program that can be used by ASES programs to provide nutritious snacks. Partnering with other public and private organizations can make it easier to access entitlement funding.
- **Formula or block grants** support a wide range of activities, from highway construction to child care vouchers. States and localities often have flexibility in determining how to spend formula and block grants to meet program goals. Unlike entitlement programs, formula grants typically provide federal funding to states according to their need (e.g., the number or percentage of needy children and families). Block grant funding does not guarantee coverage for all eligible parties. Identifying and getting to know the relevant state- or county-level officials who determine funding allocations, understanding their priorities, and making a strong case for how your ASES program responds to these priorities can be critical to receiving support. The Community Development Block Grant administered by the U.S. Department of Housing and Urban Development is one example of a block grant that ASES grantees and program leaders can consider.
- **Discretionary or project grants** fund targeted program activities, from preventing juvenile delinquency to providing educational enrichment. These funds are usually awarded through a competitive process and flow from the government agency administering the grant program directly to local grantees. State and federal agencies make announcements concerning the availability of funding, the timeframe for submitting proposals, and the criteria for selection. ASES grantees and program site leaders need to monitor the Federal Register and relevant federal agency websites to keep abreast of requests for proposals and their deadlines. For state discretionary grant program funding, they need to monitor state agency websites for announcements. (See Appendices 4E and 4F for information on these websites). For example, the Carol M. White Physical Education Program is a federal program; the California Instructional Garden Grants is a state program.





Hundreds of public funding sources can be tapped to support after school programs. Relevant state and federal funding sources can be found in agencies that administer programs in:

- Education;
- Human services;
- Health and mental health;
- Law enforcement and juvenile justice;
- Food and nutrition;
- Community services; and
- Community development.

Numerous rules and regulations govern the use of state and federal program funds. In some cases, California imposes restrictions that are more stringent than those imposed by the federal government. Similarly, counties often add their own limitations on the use of state and federal funding that flows through their agencies. ASES grantees and program site leaders should become familiar with the relevant rules and regulations governing eligibility and the use of program funds—including how these program funds can be used as matching funds—before they submit applications for support.

Some funding sources hold the most promise and are likely to be the most relevant and accessible to ASES grantees and program site leaders. Accordingly, eight state programs and 18 federal programs are summarized below. (See Appendices 4-A through 4-F for more detailed program information.)

Table 7.1. Highlights of State and Federal Funding Sources, provides an overview of relevant state and federal programs (see page 85). To help guide your thinking, it describes how each source can be accessed and rates each according to its potential usefulness to ASES grantees.

- “Best Bets” deserve a careful look to determine whether they make sense for your program. For most ASES grantees, they represent funding opportunities that are worth pursuing.
- “Worth Looking Into” are possible sources of funding for many ASES grantees. Yet they have characteristics and requirements that may make them more difficult for some grantees to pursue (e.g., programmatic requirements, requirements for collaborative relationships, and political impacts).
- “Proceed with Caution” is the rating assigned to funding sources that are less viable for many ASES grantees because they are more difficult to access (e.g., the allocation of funds is highly competitive, the application requirements are particularly onerous, or highly specified forms of collaboration are required that differ from most ASES partnerships).

**Table 7.1. Highlights of State and Federal Funding Sources**

|           | Funding Source   | Quick Overview/How to Access  | Rating               |
|-----------|--|---|----------------------|
| EDUCATION | California Instructional Gardens   | To access these small grants for targeted gardening projects, LEAs apply to CDE on behalf of schools.   | Best Bet             |
|           | Tobacco Use Prevention Education (TUPE) Program                              | This program provides funding for tobacco prevention, intervention, and cessation programs. School districts must have an approved LEA plan and consolidated application that includes TUPE and coordinates the program with the district's Safe and Drug-Free Schools and Communities program. ASES can partner with LEA to provide programming.             | Best Bet             |
|           | Network for a Healthy California   | This program targets healthy eating and physical activity habits among low-income children. Local incentive awardees (LIAs), which may be LEAs and CBOs, provide programming and activities. LIAs apply to the state.   | Worth Looking Into   |
|           | Healthy Start  | This program provides funding for comprehensive, integrated, school-linked services. It requires a large group of collaborators, and developing the necessary partnerships can be time consuming. LEAs and collaborative partners apply to CDE for funding.   | Worth Looking Into   |
|           | Pupil Retention Block Grant  | This grant provides funding for supplemental instruction and dropout prevention activities. The use of funds is determined at the LEA level. ASES program leaders should work with LEA financial officers to determine potential availability of funds and eligible use in ASES programs.   | Worth Looking Into   |
|           | School Community Violence Prevention (SCVP)                                  | This program provides funding for school safety and violence prevention. The application process is time consuming and requires a lot of collaboration, including with law enforcement. LEAs apply to CDE for funding by submitting violence prevention plans (of which ASES can be a component).   | Proceed With Caution |
|           | NCLB: Title I, Part A—School Improvement Funds                               | This program provides funding to raise student achievement. Use of these funds is determined at the school level. Strong relationships with school leaders can help ASES programs access funds. Whether Title I funds are for targeted assistance or for school-wide assistance affects whether funds can be used for ASES.                                   | Worth Looking Into   |
|           | NCLB: Title I—Supplemental Educational Services                              | See note.   | See note.            |
|           | NCLB: Title III—Language Instruction for Limited-English-Proficient Students | This program provides funding to teach English to limited-English-proficient (LEP) students and help them meet state standards. LEAs apply to CDE for funding. Funding to LEAs is based on number of LEP students. Most Title III funds must be used in the classroom.  | Worth Looking Into   |
|           | NCLB: Title III—Immigrant Education Program Funds                            | This program provides funding for supplemental programs and services to ensure immigrant students meet standards. Funds can be used for coordination with CBOs, universities, and private entities. LEAs apply to CDE for funding.  | Worth Looking Into   |
|           | NCLB: Title IV—Safe and Drug-Free Schools and Communities: State Grants      | School districts must have an approved LEA plan that coordinates Safe and Drug-Free Schools and Communities program with other NCLB and prevention efforts to get funding. LEAs apply to state for funding. The application requires a large amount of collaboration, and grantees must use scientifically researched methods and conduct program evaluation. | Worth Looking Into   |
|           | NCLB: Title V, Part A—Innovative Programs                                    | LEAs apply to CDE for this flexible funding source to support student achievement and school outcomes.  | Worth Looking Into   |

|                                  | Funding Source   | Quick Overview/How to Access   | Rating               |
|----------------------------------|--|--|----------------------|
| EDUCATION (continued)            | NCLB: Title VII—American Indian Education                    | LEAs with large American Indian populations can apply to U.S. Department of Education for funding to meet the unique educational needs of American Indian students.  | Worth Looking Into   |
|                                  | Carol M. White Physical Education Program                    | These large grants support physical fitness programs. There is a high degree of competition; only eight grants were given in Calif. in 2006. LEAs and/or CBOs apply to federal government for funding.   | Proceed With Caution |
|                                  | Even Start State Education Agencies                          | This educational funding targets low-income families' academic achievement, especially in reading. Any use of funds must support school-age children in program (i.e., not parent education) to count toward ASES match. Partnerships between LEAs and CBOs can apply to CDE for funding.  | Proceed With Caution |
|                                  | Partnership in Character Education                           | LEAs can apply to the U.S. Department of Education for character education funding. Competition for these large grants is high; only 136 grants have been awarded since 1994.  | Proceed With Caution |
| JUVENILE JUSTICE                 | Juvenile Justice Crime Prevention Act (JJCPA)                | This grant provides funding to counties for community-based programs that are effective in reducing youth crime. ASES program leaders can access support by working with local officials involved in developing and updating the county JJCPA plan to leverage funds for ASES programming that serves at-risk youth.   | Worth Looking Into   |
| MENTAL HEALTH                    | Mental Health Services Act (MHSA)                            | This program provides funding to make mental health services more effective and accessible. Competition for this funding is likely to be strong, and substantial collaboration is required. Access this funding by partnering with county mental health departments.   | Proceed With Caution |
| AGRICULTURE AND NUTRITION        | National School Lunch Program (NSLP): After School Snacks    | LEAs can apply to CDE for reimbursement for snacks.  | Best Bet             |
|                                  | Child and Adult Care Food Program (CACFP)                    | LEAs can apply for reimbursement for snacks and/or meals. CACFP offers more flexibility with types of food than NSLP, but it also has an additional administrative burden. Programs can access funding through CDE.  | Worth Looking Into   |
|                                  | Cooperative Extension Service: 4-H Youth Development Program | This program provides funding to county cooperative extension offices, which administer 4-H programs and can be great partners for programming and personnel support for ASES programs.  | Best Bet             |
| HEALTH AND HUMAN SERVICES        | Child Care and Development Fund (CCDF)                       | Most CCDF dollars provide eligible low-income families with child care subsidies. Accessing these subsidies requires programs to be licensed, and few ASES programs are licensed.  | Proceed With Caution |
|                                  | Temporary Assistance for Needy Families (TANF)               | This program provides support to low-income families. Federal funding flows to CalWORKs, which develops the plan for how funds will be used. Utilizing TANF funds can be difficult for after school programs.  | Proceed With Caution |
| COMMUNITY DEVELOPMENT            | Community Development Block Grant (CDBG)                     | This grant provides funding for activities targeting neighborhood revitalization, economic development, and community services and facilities. Up to 15% of CDBG funds can be used to support public service needs, which can include after school services. CDBG funding is determined at the community level, and the process is usually highly political and competitive. | Worth Looking Into   |
| CORPORATION FOR NATIONAL SERVICE | AmeriCorps   | This program provides funding to promote service learning by helping to pay the salaries for 70,000 Americans each year. ASES programs can partner with existing AmeriCorps programs operated by a nonprofit agency, a community college, or other agency to secure volunteers.  | Best Bet             |
| WORKFORCE DEVELOPMENT            | Workforce Investment Act (WIA) Youth Activities              | This program provides funding to states to support workforce development for older youth. ASES program leaders can work with local workforce investment boards to identify and engage older youth to serve as staff, mentors, and volunteers for your ASES Program.  | Best Bet             |

\*It is unclear whether funding under Title I, Supplemental Educational Services, can count toward the ASES match. The California Department of Education is now investigating this issue.

## Education Funding

State and federal education programs offer the greatest number of funding possibilities for supplementing resources for your ASES after school programs and helping make your match. California education grant programs include:

- California Instructional Garden Grants;
- the Tobacco Use Prevention Education program;
- the Network for a Healthy California;
- Healthy Start;
- the Pupil Retention Block Grant; and
- the School Community Violence Prevention Program.

Only state remedial education funding is specifically excluded from counting toward your ASES match requirement. For more information about funding available through the California Department of Education, visit: <http://www.cde.ca.gov/fg/fo/af/>.

### California Instructional Garden Grants

This new state program aims to promote, create, and support instructional school gardens. The discretionary grants can complement a local school's academic program and create opportunities for children to learn how to make healthier food choices, understand food origins, and actively participate in their education. After school providers with programs and activities involving health or nutrition education can partner with schools and school districts to provide these activities for their students. Any ASES grantee that is able to gain access to, and permission to modify, a portion of school grounds for the purposes of qualified gardening activities is eligible for these funds. To access funds, local education agencies must apply to the California Department of Education on behalf of the school site. Schools with fewer than 1,000 students may apply on their own behalf.

*Rating:* Best Bet. All schools are eligible to apply for funding, and instructional school gardens easily align with most ASES programs. California will fund between 3,000 and 6,000 Instructional Garden Grants in 2006–07.

### Tobacco Use Prevention Education (TUPE) Program

This state entitlement program, administered by the CDE and funded by a tax on tobacco, can be used to fund smoking prevention, intervention, and cessation programs for students in grades four through eight. Districts can use TUPE funds to extend tobacco and drug prevention curricula to after school programs, including ASES programs. To access funds from this entitlement grant, LEAs must apply to the CDE and have an approved LEA plan and consolidated application that includes TUPE and coordinates the program with the district's Safe and Drug-Free Schools and Communities program.

*Rating:* Best Bet. Funds are available to all schools based on the number of eligible students, and ASES programs can partner with LEAs to offer tobacco and drug prevention programs.



### [Network for a Healthy California](#)

This discretionary program supports local public entities, including schools, that promote healthy eating and physical activity habits among low-income students, while raising community awareness of the importance of healthy lifestyles. The network provides discretionary grants to local incentive awardees (LIAs), which are often LEAs and community-based organizations. The California Department of Health Services has temporarily suspended its support of any new ASES grantees because of a statewide funding freeze. It is willing to consider new partnerships only for openings that result from program turnover. To access funds and become an LIA, potential applicants must submit a description of their efforts to promote nutrition education and physical activity within their community to the California Department of Health Services' cancer prevention and nutrition section.

*Rating:* Worth Looking Into. If your program is now working with a school or community organization that is an LIA, this entity is eligible to apply for funding. If not, in the future you can work with your LEA or a community organization partner to apply to become an LIA.

### [Healthy Start](#)

This state program provides funding to develop and expand comprehensive, integrated, school-linked services and supports to schools. After program growth during the 1990s, funding declined and only 24 new programs were funded between 2002 and 2005. The 2006–07 California budget resurrected the discretionary grant program, with a budget of \$10 million. Healthy Start supports programming to directly support the educational, health, and human services needs of ASES children and families, and many ASES offerings would fall under its qualifying services. To access funds, LEAs and their collaborative partners, which can include ASES programs, must submit an application to the Healthy Start office at the CDE outlining their multiyear plan for services.

*Rating:* Worth Looking Into. This funding stream provides multiple opportunities for ASES programs, but the application process is time consuming, funding requires partnerships beyond the scope of those typically employed by ASES programs, and grantees must provide an additional 25 percent match.



### Pupil Retention Block Grant

This state block grant program combines several authorizations for funding for supplemental instruction, remedial reading, and dropout prevention. LEAs are eligible for these funds if they received funding from any of the programs included in the Pupil Retention Grant in 2003–04 and 2004–05. Qualifying LEAs can reapply for funds through the CDE. ASES grantees and program site leaders can work with schools and school districts to determine whether a portion of this block grant can support ASES after school programming.

*Rating:* Worth Looking Into. Accessing funds requires working closely with financial officers in your school district and county office of education to determine the availability of funds and eligible uses in your ASES program. Not all ASES programs have these relationships, and not all will be considered for funding under local priorities.

### School Community Violence Prevention

This newly consolidated school safety grant program provides competitive grants of up to \$500,000 for five years to school districts or county offices of education to address school safety and violence prevention issues. LEAs are encouraged to submit prevention plans that address schools with a high rate of youth violence. Applicants must demonstrate broad community collaboration, conduct a thorough needs assessment, identify programs to address unmet safety needs, demonstrate coordination of programs, and provide a detailed explanation of expenditures. ASES grantees can partner with local schools and districts to deliver violence prevention and school safety initiatives; ASES programs that offer violence prevention, school safety, gang risk intervention, or conflict resolution programs may be eligible for these funds. LEAs must collaborate with law enforcement agencies as they develop and implement the programs and can apply through CDE's safe schools office.

*Rating:* Proceed with Caution. The application process is complicated and requires collaboration with partners beyond the typical ASES partnership, especially law enforcement agencies. ASES program leaders must have strong relationships with other partners to be considered part of the violence prevention plan. Moreover, only schools with a high rate of youth violence are likely to be considered.

Federal education funding opportunities include:

- the *No Child Left Behind Act*;
- the Carol M. White Physical Education Program;
- the Even Start Family Literacy Program; and
- Partnerships in Character Education Project.



### [No Child Left Behind Act \(NCLB\)](#)

Several programs authorized and administered under NCLB can support after school and extended learning. These formula/block grants include:

- Title I (general Title I, School Improvement, and Supplemental Educational Services);
- Language Instruction for Limited-English-Proficient students;
- Immigrant Education;
- Innovation Programs;
- Safe and Drug-Free Schools and Communities; and
- American Indian Education.

ASES grantees can draw on these funds to expand and strengthen services and activities, including educational field trips, materials, curriculum, and tutors. The use of these funds must comply with the guidelines of the federal funding in order to count toward the match. Presently, it is not clear whether funding under Title I, Supplemental Educational Services, can count toward the ASES match.

*Rating:* Worth Looking Into. ASES programs typically offer programs and activities that meet the goals of these federal funding programs. However, ASES is one of many programs within the LEA that are likely to be competing for these dollars. Successfully accessing funding from NCLB requires strong relationships with LEA officials who have decisionmaking authority. Reporting requirements can also create a significant administrative burden for many ASES programs.

### [Carol M. White Physical Education Program](#)

This federal discretionary grant program provides funds to LEAs and community-based organizations to initiate, expand, and improve physical education programs, including after school programs, for students in kindergarten through grade 12 in order to make progress toward meeting state standards for physical education. After school programs can use these program funds to support health, fitness, and nutrition-focused programming as well as any other physical activities that promote positive social and cooperative skills. This discretionary grant can also be used to finance professional development for staff in qualified areas. This grant is targeted toward programs with a focus on promoting physical education and helping students meet state physical education standards. To access funds, LEAs or community-based organizations must apply through the U.S. Department of Education, Office of Safe and Drug-Free Schools.

*Rating:* Proceed with Caution. Funding from this national program is highly competitive; only eight grants were awarded in California in 2006.



### [Even Start Family Literacy Program](#)

This federal program is intended to improve academic achievement among young children by improving family literacy, especially in the area of reading. Even Start funds adult and early childhood education and literacy activities involving parent and child (primarily birth through age seven). California provides Even Start grants to LEAs on a competitive basis. ASES grantees and program site leaders, working in partnership with community and nonprofit organizations, may be eligible for Even Start funds to build literacy skills through their after school programs. To access funds, the CDE must apply to the U.S. Department of Education. The state education department then distributes portions of the award to local partnerships, including an LEA and a local nonprofit group, community-based organization, public agency, or institution of higher learning.

*Rating:* Proceed with Caution. This program requires collaboration with partners who are not typically members of ASES community partnerships (e.g., early childhood education and parent education). The major focus of the program is beyond the scope of programming of typical ASES programs. Only funds supporting school-age children enrolled in your program, not funding for parent education, can count toward the ASES match. ASES programs that receive these funds must have the administrative capacity to segregate these funds.

### [Partnerships in Character Education Project Program](#)

This federal program provides discretionary grants to support the design and implementation of character education programs that teach students core ethical concepts, such as civics, citizenship, justice, responsibility, and respect for themselves and others. Grants should also focus on increasing parent and community involvement with the school. ASES grantees that include character education in their programs can explore ways to partner with LEAs, colleges, and nonprofit organizations to access these funds. To access these funds, applicants must apply to the U.S. Department of Education's Safe and Drug-Free Schools and Communities program as a part of one of the following partnerships: state education agency (SEA) and LEA; SEA, LEA, and a nonprofit organization; a consortium of LEAs; or an LEA and a nonprofit organization.

*Rating:* Proceed with Caution. Funding for this program requires collaboration beyond the scope of most ASES community partnerships. The program is highly competitive; in 2006, only eight grantees were from California.



## Juvenile Justice Funding

### [Juvenile Justice Crime Prevention Act](#)

This state discretionary grant program provides funding to California counties for community-based programs to implement effective strategies for reducing crime and delinquency among at-risk youth. Counties create comprehensive juvenile justice plans, and many plans involve after school programming as a component. ASES grantees and program leaders can partner with community organizations and county agencies to tap this funding.

*Rating: Worth Looking Into.* To gain funding from this program, after school programs must become part of the community juvenile justice plan. This may require building relationships with new partners, such as public safety and probationary services. Many other local agencies and organizations (e.g., mental health and probationary services) are likely to compete for this funding, including some of your ASES partners. The extensive reporting requirements related to the program may also create an administrative burden for many ASES programs.



## Mental Health Funding

### [Mental Health Services Act \(MHSA\)](#)

MHSA provides state block grant funding for several programs aimed at providing prevention and early intervention mental health services and making these services more effective and accessible. It consolidates several smaller state funding programs. Guidelines for planning the new program are expected in 2007. ASES programs should keep in touch with county mental health departments to determine whether the program guidelines allow after school programs to provide services under this new program.

*Rating: Proceed with Caution.* The availability of funding for after school programs depends on county plans and program guidelines. If ASES programs are eligible for funding, gaining support will require collaboration with a large number of community partners beyond the scope of many ASES community partnerships. Funding is likely to be highly competitive because of the large number of local agencies and community organizations expected to apply for support.

## Agriculture and Nutrition Funding

### National School Lunch Program: After School Snacks

ASES programs must provide nutritious snacks each day. School districts participating in the National School Lunch Program (NSLP) can provide reimbursable snacks to children and youth in after school educational or enrichment programs. The U.S. Department of Agriculture makes payments to states, which, in turn, reimburse schools. If a district or agency participates in NSLP, then all of the schools under its jurisdiction are eligible to provide snacks in an after school care program. Any ASES grantee offering snacks or meals to participants can access these funds by having a school district food service office correspond directly with the CDE's nutrition services department. For more information, see "Learning How to Tap Federal Nutrition Funding" on page 94).

*Rating:* Best Bet. Most ASES programs are working with an LEA already utilizing NSLP funding. Therefore, you can probably use existing systems to access these funds and gain reimbursement for after school snacks.

### Child and Adult Care Food Program (CACFP)

This federal entitlement program provides funding for snacks and meals for children in day care and after school programs (see, also, "Learning How to Tap Federal Nutrition Funding" on page 94). Any public or private nonprofit institution providing nonresidential day care may be eligible to receive aid if it has tax-exempt status, is approved or licensed, and provides organized child care. Some ASES grantees, even those operated by schools or school districts participating in the National School Lunch Program snack program, have chosen to participate in CACFP. They gain flexibility and convenience by purchasing and preparing the snack themselves, have a greater say in selecting snacks that are appealing to children, and can provide a more substantial evening meal. However, ASES grantees that use this funding stream report a high administrative burden for recordkeeping and requesting reimbursement. Any ASES grantee offering healthy snacks or meals to participants can access these funds by contacting the CDE's nutrition services department.

*Rating:* Worth Looking Into. ASES programs should determine whether the NSLP or CACFP is a better funding source for them. For some programs, assessing CACFP reimbursements requires creating new administrative systems for reporting and recordkeeping.





## Learning How to Tap Federal Nutrition Funding

The Food Research and Action Center's *Making the Most of Child Nutrition Funding: A Guide for ASES Grantees* (2007) examines different strategies to obtain the maximum amount of federal nutrition funds. It explains the basics of child care nutrition programs, offers suggestions on which nutrition programs make the most sense in which circumstances, and provides tips on how to operate the nutrition programs successfully. Contact the center at <http://www.frac.org> or 202-986-2200.

### [Cooperative Extension Service: California 4-H Youth Development Program](#)

4-H clubs work with urban youth to provide opportunities and supports, such as educational enrichment, mentoring, civic engagement, leadership, and life skills. ASES grantees can partner with 4-H staff, volunteers, and teachers to include projects and programming among their objectives and activities, while tracking and valuing these as in-kind resources counted toward the match. ASES grantees can access funds by partnering with local extension programs to provide services or establishing a 4-H program themselves.

*Rating:* Best Bet. County cooperative extension offices are a great partner for programming and personnel support. Many ASES programs successfully draw on these resources.

## Health and Human Services Funding

### [Child Care and Development Fund \(CCDF\)](#)

This federal block grant program funds child care, including after school programs. Funds flow through the state and can be used to support direct services and quality enhancements. Most CCDF dollars provide eligible low-income families with child care subsidies in the form of vouchers or certificates. Programs must be licensed to receive funding from CCDF; school-based programs are exempt from the licensure requirement. Many states dedicate some of their funds to nonschool-hour activities. California's CCDF state plan includes program grants for before school and after school services, training and stipends for school-age professionals, and school-age curriculum and materials development and distribution. ASES grantees that are licensed to provide child care services can access these funds by applying through the CDE's child development office.

*Rating:* Proceed with Caution. Many ASES programs cannot access reimbursements because they are not licensed child care providers. Getting licensed can be an onerous and time-consuming process.

### Temporary Assistance for Needy Families (TANF)/CalWORKs

TANF is the federal block grant program that provides income subsidies to low-income families with children. To enable low-income parents to fulfill their work and training requirements, states have the authority to use TANF funding to support child care and after school programs. These programs can engage low-income youth in positive learning environments and help them avoid risky behaviors. Eligible programming can include educational enrichment, job training, mentoring, health services, child care, and other supportive services. ASES grantees can use TANF funds to provide supplemental services to qualifying participants. ASES grantees and program site leaders can work with their county human services agency to learn more about how these funds are allocated and whether they will be available to supplement ASES program grants.

*Rating:* Proceed with Caution. Using TANF funds for after school programming can be very difficult in California.

## Community Development Funding

### Community Development Block Grant (CDBG)

CDBG is a federal block grant program that supports activities related to neighborhood revitalization, economic development, and community services and facilities. Up to 15 percent of federal CDBG funds can be used to support public service needs, including after school programs. Many California communities tap CDBG funds to help support after school programs; they believe they can improve the community environment by keeping children safe and productively engaged during their nonschool hours. Localities determine how CDBG funds are spent, usually through a lengthy public input process, and securing these funds is often highly political.

*Rating:* Worth Looking Into. CDBG funds can be used creatively to support after school programming. However, many other local community organizations also compete for these funds. Successfully obtaining CDBG funds for after school programs requires having key champions among community leaders and policymakers who can be influential in decisions concerning the allocation of this funding.





## Corporation for National Service Funding

### [AmeriCorps](#)

This federal program provides discretionary funds to promote service learning by helping to pay the salaries for 70,000 Americans each year. In California, 6,100 AmeriCorps members served their communities in 2006–07. AmeriCorps workers are commonly placed in youth-serving organizations, and most programs are required to pay only a percentage of worker salaries. ASES and other after school programs can use AmeriCorps workers to supplement their regular program staff and serve as leaders and role models for students. ASES grantees interested in working with AmeriCorps volunteers should contact the California Corporation for National and Community Service or California Volunteers.

*Rating:* Best Bet. Working with AmeriCorps is an excellent way to gain volunteers and staff, despite the potential administrative burden.

## Workforce Development Resources

### [Workforce Investment Act \(WIA\)](#)

This federal formula grant program provides funding to states to support workforce development for older youth. The aim is to help them acquire employment and training skills. ASES programs can benefit from WIA funding that supports older youth by engaging them as staff and helping them gain valuable training, employment skills, and hands-on experiences while working with elementary school and middle school students. Older youth may work as tutors, mentors, chaperones, and program instructors. Local workforce investment boards can help identify these older youth.

*Rating:* Best Bet. This program offers an easy way to engage older youth as staff, mentors, and volunteers for your ASES students.

## Choosing Among State and Federal Funding Sources

When considering whether to seek state and federal funding, several factors are important. You and your local partners should begin with a clear idea of what you want funding for and when you need it. Being clear about your needs will help you focus your search for relevant funding sources that are likely to yield the best results. Consider these criteria as you weigh alternative state and federal programs.

- **How well does the potential funding source fit with your mission?** How will it help your program meet its goals? Will this funding require a significant change in the structure of your school and community partnership? In the services and activities you offer? In the students you serve? In staffing?
- **How well does the funding address your immediate, short-term, and long-term needs?** If you need funding for a particular purpose, how well do prospective funding sources match the need? How narrowly restricted are they? How flexible are they? Can they be applied elsewhere and free up current funding to cover other priorities? Can funds be used to cover infrastructure and indirect costs as well as direct costs? Will the timetable for receiving funds enable you to meet your obligations to staff, partners, and vendors?



- **Will this funding help promote sustainability?** In addition to helping you make your match, consider how funding from state and federal sources will help diversify the mix of public- and private-sector funding you receive. Will it give you a better balance between restricted and unrestricted funding? Will it enable you to adequately cover your program and infrastructure needs? Will it be renewable? Will it adjust as program costs increase or decrease? Can it help build the long-term security of the program? Can it help you attract additional partners and funders and leverage additional public- and private-sector resources?
- **What are the political ramifications of seeking funding from alternative state and federal programs?** Are there political sensitivities you should be aware of when seeking funding from particular programs and sources? Who is your competition for these funds? What allies will you need to successfully tap a particular source? Will pursuing this funding create tension with your partners or limit future opportunities for partnerships with other local organizations?
- **Is the juice worth the squeeze?** Is the amount of funding worth the time, energy, and political capital that will be required to secure it? Do you have the resources—time, people, and expertise—to successfully apply for funding? How does the potential payoff from one funding source compare with that of other funding sources?







## Tips for Accessing State and Federal Funding

Tapping state and federal funding programs is a multistep process that involves identifying relevant funding sources, knowing how a funding source is allocated, learning who in the state or community makes decisions about how the funds are allocated, and implementing a plan to access the funds. Taking these actions will help you successfully access state and federal funds.

- **Tap information sources that will help you track what is happening with federal and state funding.** The first step in accessing state and federal funding is knowing what sources will be available and when they will be available. You must also understand the application process and grant and contract requirements. Several government information resources and professional organizations track this information and make it available in published form and on the Internet. If you are interested in considering state and federal programs as potential funding sources for your ASES program, you and your community partners should monitor these information resources regularly.
- **Understand how the funds from state and federal programs are being spent.** In many instances, these funds are already flowing into your community. Identifying which schools, public agencies, and community organizations are receiving funds can help you determine potential partners and avoid unnecessary competition for funds. Finding out the typical size of grant and contract awards will help you assess the value of seeking support from these sources. Similarly, knowing the typical funding period will help you appraise the potential durability of program support from these sources.
- **Know how allocation decisions are made.** Know who has responsibility for allocating the funds available through state and federal programs. Is it a federal agency? Is it a state agency? Is it a county agency or school district? In each case, the process will be different, and the competition for funding will vary. Know the players and know the priorities for funding. If these priorities are detailed in state or county plans, you will need to be able to position your ASES program to be responsive. To decide whether it makes sense for your program to seek funding from a specific program, you will need to be able to determine whether the prospects for receiving a grant or contract make it worth the time and effort it will take to apply.
- **Identify and cultivate relationships with key persons who make the decisions about how funding will be allocated.** In some cases, states and localities have discretion to determine exactly how federal and state funds will be allocated to communities and how they will be distributed. Officials who make funding decisions need to see ASES programs as appropriate providers of the services and activities that program funds are designed to support. Cultivate relationships with decisionmakers to build awareness of how your after school program responds to the goals of the funding program—for example, boosting student achievement, reducing youth crime and delinquency, and keeping children safe—and how it will help produce positive outcomes for students and the community. Many decisions about spending state and federal education dollars are made at the district and school levels. Relationships with these leaders are vital for ASES grantees and program site leaders. Many after school program coordinators highlight how critical these relationships are to accessing No Child Left Behind funding.

- **Create partnerships to expand your funding options.** Many state and federal programs place a high priority on collaboration and coordination. Some even require it as a condition of funding. Schools, public agencies, and community-based organizations working together can often make a more persuasive case for funding than individual organizations going it alone. Moreover, collaborative partnerships can expand your available funding opportunities by making your ASES program eligible for funding sources that are targeted to your partner agencies and organizations. Finally, partners can share the burden of tracking grant announcements and preparing proposals.
- **Think creatively about how you frame the work of your program.** Figuring out how your ASES program helps meet the goals of various state and federal funding programs is a key to success. If your program includes a fitness component, you may be eligible for obesity prevention funding. Likewise, a drug prevention component can open the door to funding from juvenile justice agencies. This does not mean you should change your program and activities to fit the funding. Instead, consider how your program responds to various funding priorities that may make you eligible for additional funding. For tips on how to handle diverse funding streams, see “Blending and Braiding Public Resources” below).

## Blending and Braiding Public Resources

A major challenge for ASES grantees is bringing together resources from different funding streams to create coherent programming for children and youth, rather than simply meeting the requirements of various public funding sources. ASES grantees can look for opportunities to work with policymakers at the state and local levels to make it easier to take advantage of multiple funding sources. Some of this work is already happening as ASES grantees experiment with using other public funds to support their activities.

Coordinating funding and pooling funds are two ways to help make multiple funding streams work together.

- **Coordinating funding** at the program level means aligning funding from several agencies and funding programs to support integrated services. This approach requires a well-developed capacity to track the use of funds for specific activities and for certain students. Successfully coordinating funding from multiple sources often requires the participation of a strong local intermediary to help draw down, track, and report on multiple funding sources.
- **Pooling funds** at the county or state level requires combining funds from several agencies and/or programs into a single, unified funding stream. This is usually a state-level strategy that reduces reporting and paperwork requirements for grantees and state agencies. California has consolidated several state programs (e.g., Pupil Retention and School Safety) to simplify the application and reporting processes for using these program funds.



- **Learn how to write winning grant and contract proposals.** Grant-writing requires knowledge and specific skills to make a compelling case for funding. Proposals must provide background on the problem and a rationale for funding, present a clear and convincing scope of work to address the problem, highlight the outcomes that will be achieved, describe the qualifications and capability of the grantee (and partners) to successfully undertake the work, and present a reasonable budget and timeline (see “Learning How to Prepare Winning Grant Proposals” below). To access many streams of funding from state and federal programs, you must have someone on your ASES staff, or on the staffs of your partners, who can prepare proposals. Otherwise, you need to have the resources to hire a professional grant-writer.

## Learning How to Prepare Winning Grant Proposals

A forthcoming publication of The Finance Project, *Getting the Grant: A Guide to Securing Additional Funds for After School Education and Safety Programs*, provides California leaders in schools, school districts, and community-based organizations with simple, straightforward guidance on how to develop effective grant proposals to garner program support. The engaging, easy-to-read guide outlines considerations for identifying and pursuing grant funding opportunities, reviews the key components of a grant proposal and offers concrete suggestions for making each section succinct and compelling. The guide also includes resources that provide examples of quality grant requests and additional information on funding sources and grant-writing.

To access the guide, visit: <http://www.financeproject.org/pubs/index.asp>.



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**Examples from the Field:** State and federal program funding helps support ASES programs.

❑ *Healthy Start Supporting ASES Programs*

Two of Del Norte County Unified School District ASES programs have a state-funded Healthy Start facility on site. These centers provide services to students during after school hours, as necessary. In addition, the ASES program and Healthy Start sites plan to collaborate on a personal hygiene curriculum to be provided in the after school program.

❑ *Title I Funds Supporting ASES Programs*

The Del Norte County Unified School District ASES sites are Title I schools, and site principals have contributed part of their Title I funds to the after school programs for curriculum, materials, educational field trips and other supports. The district also receives Title VII funds for American Indian Education. The district has contributed part of its Title VII funds to the after school programs by providing tutors to help with homework and offering additional language arts and mathematics instruction to eligible students.

❑ *CDBG Supporting ASES Programs*

To meet community-wide priorities for health and well-being and community participation and beautification, the city of Citrus Heights has provided between \$5,000 and \$25,000 in federal Community Development Block Grant funding to ASES programs. CDBG funds are also used to fund gang-prevention services at an ASES program operated by a rural consortium of ASES programs in Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties.

❑ *Cooperative Extension Supporting ASES Programs*

The Siskiyou County Office of Education ASES Program coordinates curriculum with 4-H in a variety of areas, maximizing programs and funding for both organizations. Siskiyou 4-H also provides volunteer enrichment instructors and allows the local ASES program to use its extensive library.

❑ *AmeriCorps Supporting ASES Programs*

Sonoma SERVES at Sonoma State University, which directly operates an AmeriCorps program, also administers an eight-site ASES program in Santa Rosa. Each year, Sonoma SERVES assigns 120 AmeriCorps mentors to work directly with children participating in ASES, an average of 15 AmeriCorps mentors per site. Each mentor is screened to ensure he or she meets ASES and school district staffing requirements for all instructional aides working directly with students. The value of the staffing provided by AmeriCorps to Santa Rosa ASES programs more than meets their required local match.



**For more information on accessing state and federal funding sources, see Appendix 4, which contains:**

- ✓ 4-A. Funding Sources by Services and Activities
- ✓ 4-B. Funding Sources by State or Federal Agency
- ✓ 4-C. Funding Sources by Eligible Applicant
- ✓ 4-D. Funding Sources by Funding Type
- ✓ 4-E. Profiles of California Funding Sources
- ✓ 4-F. Profiles of Federal Funding Sources



# Sustaining ASES Programs Through Effective Partnerships

## Highlights of This Chapter

Assessing alternative ways to make your match and sustain your program

Sharing tips for success

ASES grantees and program site leaders must think strategically about the resources that are required to create and sustain quality before school and after school programs and the best ways to access them. Whether you are building on an existing California community-based after school program or starting a new one, you must think clearly about what resources you will need to fully fund your services and activities, when you will need them, and how to tap available public- and private-sector funding sources. You will also need to work in partnership with leaders and organizations in your community and the state to get the job done.

Although making your match is the first priority, a strategic approach to financing will enable you to meet this immediate obligation and also generate funding to expand, strengthen, and continue your ASES programs for years to come. This guide outlines four broad strategies for generating cash and in-kind resources:

- Accessing school and community resources;
- Accessing business and foundation support;
- Accessing local government resources; and
- Accessing state and federal funding.

## What Are the Pros and Cons of the Funding Sources and Financing Strategies?

As you pursue the various funding sources and financing strategies, you will want to take into account the strengths and weaknesses of alternative ways to make your match and sustain your ASES program. Table 8.1. Characteristics of Funding Sources and Financing Strategies, summarizes important factors to consider when deciding whether the sources of funding related to each of the four major strategies is right for your program (see page 104). These factors include the likelihood of receiving support and restrictions on the use of funds. Another important consideration is the costs of securing these resources, especially in terms of the administrative burden or political fallout, relative to the benefits they would bring.



**Table 8.1 Characteristics of Funding Sources and Financing Strategies**

| USES OF RESOURCES   | RESOURCE POTENTIAL   | DURABILITY  | FLEXIBILITY   | ACCESSIBILITY   | ADMINISTRATIVE BURDEN                      | POLITICAL CONSIDERATIONS                                   |
|---|--|---|---|---|--|--|
| <b>STRATEGY 1: ACCESSING SCHOOL AND COMMUNITY RESOURCES</b> |  |   |   |   |  |  |
| <b>Donated or Discounted Facilities</b>                     | Facilities.<br>Value of facilities up to 25% of required match.                            | Usually negotiated for fixed term (e.g., annually).   | Not flexible.                                       | Depends on school and community partner availability and willingness. | Need to negotiate agreement.               | Low.   |
| <b>Donated Goods and Supplies</b>                           | Depends on specific goods donated.   | Useful life of goods.                                 | Not flexible.                                       | Depends on school and community partner availability and willingness. | Need to keep track of donations and value. | Low.   |
| <b>Donated Services</b>                                     | Depends on specific services donated.  | As agreed upon.                                       | Not flexible.                                       | Depends on school and community partner availability and willingness. | Need to keep track of donations and value. | Low.   |
| <b>Volunteers</b>   | Technical expertise, program administration, and activities.<br>Broad range of volunteers. | Depends on availability and commitment of volunteers. | Some flexibility depending on skills of volunteers. | Requires recruitment.   | Need to supervise and manage volunteers.   | Low.   |
| <b>Cash from Fundraising</b>                                | Unrestricted.<br>Depends on fundraising effort and success.                                | Must be renewed periodically.                         | Highly fungible.                                    | Requires resources to implement fundraising efforts.                  | Varies depending on type of activity.      | Depends on competition for donors in school and community. |



**Table 8.1 (cont'd) Characteristics of Funding Sources and Financing Strategies**

|  | USES OF RESOURCES  | RESOURCE POTENTIAL  | DURABILITY   | FLEXIBILITY  | ACCESSIBILITY  | ADMINISTRATIVE BURDEN  | POLITICAL CONSIDERATIONS  |
|--|--|---|--|--|--|--|---|
| <b>STRATEGY 2: ACCESSING BUSINESS AND FOUNDATION SUPPORT</b> |  |   |  |  |  |  |   |
| <b>Cash and in-kind resources</b>                            | Donations may cover a wide range of programming and administrative needs.        | Depends on effort and success in obtaining cash and in-kind resources.                      | Usually negotiated for a fixed time or for a specific purpose.               | Cash is highly fungible; in-kind donations are inflexible.               | Requires outreach beyond immediate school and community partners.          | Requires building and maintaining relationships with business and foundation partners.                 | Depends on climate in business and foundation community and competition for donors.                             |
| <b>Leverage from financial investments</b>                   | Expand resources for programming, administration, core support, and fundraising. | Depends on extent to which funders and program leaders engage and leverage other resources. | Depends on purpose of leveraging (e.g., short-term or longer-term campaign). | Could be very flexible depending on conditions of financial investments. | Requires additional resources beyond initial investment by funders.        | Requires maintaining initial investment and engaging additional partners.                              | Requires strong relationships with initial funder and their willingness to help attract additional investments. |
| <b>Provision and brokering of technical assistance (TA)</b>  | Strengthen programming or administrative capacity.                               | Depends on partner's capacity to provide or access TA commensurate with program needs.      | Depends on partner's commitment to meeting TA needs.                         | Should be tailored to program needs.                                     | Depends on partner's understanding, access to, and capacity to provide TA. | Assessing and communicating TA needs to partner; providing organizational resources for participation. | Requires partner commitment to program goals and improvement.   |
| <b>Convening of partners</b>                                 | Build partners and resource support.   | Depends on partner's capacity and willingness to engage others.                             | Depends on partner's commitment to building partners and resources.          | Could be very flexible depending on partner's reach and interests.       | Requires additional outreach beyond initial partners.                      | Maintain strong engagement with partner and support convenings.  | Requires strong commitment of partner to program success.   |
| <b>Mobilizing a volunteer force</b>                          | Strengthen programming or administrative capacity.                               | Depends on effort and success in obtaining volunteer resources.                             | Usually negotiated for a fixed time or a specific purpose.                   | Some flexibility depending on partner skills, interests, and commitment. | Depends on partner's commitment.   | Maintain strong engagement with partner; manage and supervise volunteers.                              | Depends on climate in business and foundation community and competition for volunteer resources.                |

**Table 8.1 (cont'd) Characteristics of Funding Sources and Financing Strategies**

| USES OF RESOURCES                                       | RESOURCE POTENTIAL   | DURABILITY                                     | FLEXIBILITY   | ACCESSIBILITY   | ADMINISTRATIVE BURDEN  | POLITICAL CONSIDERATIONS  |
|---|--|--|---|---|--|---|
| <b>STRATEGY 3: ACCESSING LOCAL GOVERNMENT RESOURCES</b> |  |  |   |   |  |   |
| <b>Line item</b>  | Depends, may be restricted.  | Depends, likely annual allocation and renewal. | Fungible, depending on terms of funding.                            | Depends, likely requires relationship with key decisionmakers.    | Typically requires reporting requirements.                     | Requires relationship with local leaders; depends on competition for resources.               |
| <b>Agency budget</b>                                    | Depends on agency budget.  | Depends, likely annual allocation and renewal. | Fungible, depending on terms of funding.                            | Depends, may require partnering with other organizations.         | Typically requires application and reporting requirements.     | Requires relationship with local leaders; depends on competition for resources.               |
| <b>Dedicated local revenue sources</b>                  | Depends on amount of revenue and how it is allocated.                  | Depends, likely annual allocation and renewal. | Fungible, depending on terms of revenue-raising.                    | Depends on allocation process and competition.                    | May require application or reporting.                          | Requires relationship with local leaders and community; depends on competition for resources. |
| <b>Other direct supports</b>                            | Depends on specific type of support (services, goods, and facilities). | As agreed upon.                                | Not flexible.   | Depends on local government partner availability and willingness. | Need to keep track of donations and value; may have paperwork. | Requires outreach to local government partners.   |
| <b>Champions</b>  | To build public support and foster collaboration.                      | Ongoing relationship.                          | Not flexible, but can parlay into a broad range of other resources. | Depends on local leader.  | Low.   | Requires support of local leaders.  |

**Table 8.1 (cont'd) Characteristics of Funding Sources and Financing Strategies**

| USES OF RESOURCES                                      | RESOURCE POTENTIAL   | DURABILITY   | FLEXIBILITY  | ACCESSIBILITY   | ADMINISTRATIVE BURDEN  | POLITICAL CONSIDERATIONS   |   |
|--|--|--|--|---|--|--|---|
| <b>STRATEGY 4: ACCESSING STATE AND FEDERAL FUNDING</b> |  |  |  |   |  |  |   |
| <b>State funding sources (8)</b>                       | Depends on purpose of grant and allowable uses.  | Size of award depends on state budget allocation for grant program and method of distribution (e.g., per pupil, flat amount, allowable range). | May be annual or multiyear, depending on grant.                        | Depends on breadth of grant purpose; most are broadly targeted to areas such as health, education, or juvenile justice.                   | Either directly accessible by ASES grantee or through eligible LEA, depending on grant.                | Preparation of grant application or partnership with eligible applicant; compliance with reporting and other grant requirements.             | Depends on state funding of program and strength of partnerships with school, community, and state partners and decisionmakers.   |
| <b>Federal entitlement grants (2)</b>                  | Both programs in this category support food and nutrition for children in after school programs. | Partial or full reimbursement for cost of food and snacks.   | Funding is available so long as continue to serve qualifying students. | Not flexible.   | Through California Department of Education.  | Must meet nutritional and other program requirements.  | Low.  |
| <b>Federal block grants (12)</b>                       | Depends on purpose of grant and allowable uses.  | Size of award depends on federal budget allocation for grant program and state priorities for use and distribution.                            | Annual or multiyear, depending on grant.                               | Depends on federal and state priorities and restrictions. Block grants are generally more flexible than categorical discretionary grants. | Either directly accessible from federal government by ASES grantee or through state or local agencies. | May require preparation of grant application or partnership with eligible applicant; compliance with reporting and other grant requirements. | Depends on federal funding of program and strength of partnerships with school, community, and state partners and decisionmakers. |
| <b>Federal discretionary grants (4)</b>                | Depends on purpose of grant and allowable uses.  | Size of award depends on federal budget allocation for grant program and state priorities for use and distribution.                            | Annual or multiyear, depending on grant.                               | Depends on federal and state priorities and restrictions. Discretionary grants are generally less flexible than block grants.             | Either directly accessible from federal government by ASES grantee or through state agencies.          | May require preparation of grant application or partnership with eligible applicant; compliance with reporting and other grant requirements. | Depends on federal funding of program and strength of partnerships with state partners and decisionmakers.                        |



A key message of this guide is that pursuing any of these funding sources and financing strategies requires working in partnership with other leaders and organizations in your community and in the state. You cannot do it alone. Success ultimately lies in finding the right partners, clarifying your mutual needs, and collaborating in ways that everyone benefits.

## Tips for Making Partnerships Work

In many communities, collaborative partnerships are helping to create new quality before school and after school programs to keep children safe during their nonschool hours and to help them learn, grow, and thrive. These partnerships bring together diverse individuals and groups, including school leaders (principals, teachers, school superintendents, and school board members); leaders in community organizations (civic groups, faith-based organizations, youth programs, and family support organizations); local government officials (mayors, county council members, city council members, tribal leaders, police chiefs, and other agency officials); business and foundation executives; and individuals (parents, neighbors, and community leaders).

To be effective, these partnerships need to have strong governance and management structures to ensure that programs operate efficiently and respond to community needs. They need to draw from a broad range of perspectives and expertise. Finally, the partnerships need to connect, coordinate, and leverage resources from different sources to support and sustain quality ASES programs.

Three worksheets can serve as important planning tools to help ASES grantees and program site leaders create and strengthen the partnerships on which their programs depend.

- **Worksheet 8.1. ASES Partnership Assessment** will help you quickly and easily size up the development of your partnership.
- **Worksheet 8.2. ASES Services and Activities Inventory** will help you review and summarize the services and activities within or connected to your ASES program that support children, youth, and families.
- **Worksheet 8.3. ASES Funding Source Assessment** will help you catalogue the funding sources that support these services and activities.

These tools will enable you to take stock of the strengths and potential contributions of your partners. In addition, they will help you identify where you have resource gaps that need to be filled. The tools will also help you think about how to fill those gaps by identifying and cultivating additional partners and funding sources.

# Worksheet 8.1

## ASES Partnership Assessment

Building and maintaining effective community partnerships requires dedicated time and ongoing attention to the collaborative process. This checklist focuses on the process of bringing partners together and working to achieve desired results. This checklist can help partnerships to focus on, assess, and improve the quality of their collaborative efforts.

**Our partnership has developed a clear vision.**

Disagree      1            2            3            4            5            Agree

**Our partnership has collaboratively identified the results we want to achieve for students, families, and our community.**

Disagree      1            2            3            4            5            Agree

**Our partnership has successfully engaged a broad base of partners from individuals and organizations representing ASES and the community.**

Disagree      1            2            3            4            5            Agree

**Our partnership has developed strategies for coordinating and linking the various services and activities for students, families, and community members that are provided by or connected to our ASES program.**

Disagree      1            2            3            4            5            Agree

**Our partnership has established a clear organizational structure. Our partnership has agreed on the roles that individual partners will play, and all partners understand and accept the responsibilities of those roles.**

Disagree      1            2            3            4            5            Agree

**All partners involved in our ASES program have an understanding of who the other partners are, what organizations they come from, and what those organizations do.**

Disagree      1            2            3            4            5            Agree

**Our partnership regularly communicates with all partners to keep them informed about its work.**

Disagree      1            2            3            4            5            Agree

**Our partnership engages in efforts to create awareness about and increase support for the work of the partnership.**

Disagree      1            2            3            4            5            Agree

**Our partnership has identified and mobilized resources (financial and other) from partner organizations and other entities throughout the community.**

Disagree      1            2            3            4            5            Agree



## Worksheet 8.2

### ASES Services and Activities Inventory

An important first step for ASES leaders seeking to create or expand community partnerships is to assess the resources that are available within, or are connected to, their school and community organizations. Some services and activities may be directly supported by ASES, while others may be supported by community organizations and agencies. This checklist helps you take an inventory of the services and activities already administered by your program and its partners. Once you know what services and activities exist, your challenges are to make sure these resources are strategically coordinated to achieve desired results as well as to identify new services and activities that may be needed.

| Services and Activities  | Program Administrator |                           |                              |                     |       | If not run by ASES, list name of partner |
|--|-----------------------|---------------------------|------------------------------|---------------------|-------|--|
|  | ASES                  | School or School District | Community-Based Organization | Local Public Agency | Other |  |
| BEFORE SCHOOL AND/OR AFTER SCHOOL PROGRAMS FOR SCHOOL-AGE CHILDREN AND YOUTH |                       |                           |                              |                     |       |  |
| Academic Enrichment/ Tutoring /Remedial Education                            |                       |                           |                              |                     |       |  |
| Art, Music, and Cultural Programs  |                       |                           |                              |                     |       |  |
| Community Service/ Service Learning  |                       |                           |                              |                     |       |  |
| Conflict Resolution  |                       |                           |                              |                     |       |  |
| Family Life/Personal Skills/ Teen Parenting Programs                         |                       |                           |                              |                     |       |  |
| Literacy   |                       |                           |                              |                     |       |  |
| Mentoring  |                       |                           |                              |                     |       |  |
| Recreation/Sports  |                       |                           |                              |                     |       |  |
| Health/Nutrition Education   |                       |                           |                              |                     |       |  |
| Substance Abuse and/or Violence Prevention Programs                          |                       |                           |                              |                     |       |  |
| Other  |                       |                           |                              |                     |       |  |
| Other  |                       |                           |                              |                     |       |  |

# Worksheet 8.3

## ASES Funding Source Assessment

Once you have taken an inventory of the services and activities available within or connected to your ASES program, the next step is to identify the sources of funding that support them. In some cases, funding may come from federal, state, or local government agencies. In other cases, funding may come from private sources, such as community-based organizations, businesses, or foundations. This assessment can be used to catalogue existing funding sources that support your initiative as well as to identify new funding sources to expand current services and activities.

| Sources of Support for ASES Services and Activities   |  |
|---|--|
| <b>School and/or School District</b><br>(e.g., local school funding)  |  |
| <b>Community-Based Organizations</b><br>(e.g., YMCA, boys & girls club, and faith-based organizations)                            |  |
| <b>Colleges and Universities</b><br>(e.g., work study or service-learning students and professional development training)         |  |
| <b>Federal Funds</b><br>(e.g., AmeriCorps and National School Lunch Program)  |  |
| <b>State Funds</b><br>(e.g., funds from state departments of education, juvenile justice, and health and human services)          |  |
| <b>City or County Funds</b><br>(e.g., funds from local departments of human services, juvenile justice, and parks and recreation) |  |
| <b>Private Foundations</b><br>(e.g., local community foundations, corporate foundations, and national foundations)                |  |
| <b>Private Businesses</b><br>(e.g., local businesses and national corporations)   |  |
| <b>PTA</b>  |  |
| <b>Participation Fees</b>   |  |
| <b>Other</b>  |  |





The following actions will help you build an effective community partnership to meet your program's financial goals.

### ■ **Think broadly about potential partners.**

Cast your net widely. View the process of partnership-building as ongoing and have a goal of expanding your network of supporters each year. Think about all the services and activities your program provides to the community and who can benefit directly and indirectly from becoming involved in your ASES program. Develop your list of potential partners with an eye to what they can gain from working with you and what they can contribute to your program.

### ■ **Do your homework.**

The more you know about your community and the “fundraising market” in which you work, the easier it will be to identify likely sources of support and make the case for program funding. Learn about the needs and priorities of leaders of schools, foundations, local businesses, and community-based organizations, as well as the needs and priorities of policymakers in state and local government and of officials who operate and administer federal program funds. Gather information on community issues. Find out everything you can about how leaders work with one another, how they work with community-based programs, and what return they need and expect on their investment. If you can convince other public- and private-sector leaders that you can help them achieve their goals, they will be more likely to contribute funding and other resources critical to the success of your ASES program.

### ■ **Be a good partner.**

Practice what you preach.

- ✓ *Join local planning groups* and/or participate in local advocacy or public engagement activities that draw attention to the need for and successes of all after school programs and youth development opportunities, not just your own.
- ✓ *Be an ASES ambassador.* Seek out opportunities to communicate about your ASES program at public meetings and local awards ceremonies. Once you get there, toot the ASES horn.
- ✓ *Form a coalition to work together with other ASES grantees.* Become a resource for state and local officials and foundation executives who administer programs that can expand and enhance ASES funding. With relationships in place that demonstrate your commitment to your partners' needs, interests, and success, it will be much easier to ask for their support for your ASES program down the road.

### ■ **Ask for support in ways that make it easy for partners to contribute to your success and sustainability.**

Target your requests for support. Do not make the same undifferentiated request to all potential partners and donors. Make it easy for contributors to support you by asking for what they have to give.

- ✓ *Schools and community organizations* can contribute staff, space, equipment, and program experience.

- ✓ *Foundations* can contribute time-limited grants for startup and special program components.
- ✓ *Businesses* can contribute goods and services free or at a discounted rate to support your community fundraising efforts and provide direct support for your services and activities.
- ✓ *Local government leaders* can help focus attention on your mission and needs. They can also help channel local revenues, as well as state and federal program funds that flow through local agencies, to your program.
- ✓ *State agency officials* can help you tap the numerous sources of state and federal funding they administer.

### ■ **Share ownership.**

The need for quality ASES programs emanates from the communities in which they are lodged. Enable your community to share ownership of your program. When partners and donors contribute to help you meet your financing goals, make them feel they are writing a check or making a donation to meet their own need, to solve a problem that affects them personally, and to provide services from which they will benefit directly or indirectly. When you are successful, share the credit and the celebration.

### ■ **Focus on results.**

You probably cannot survive on your good intentions alone. Public- and private-sector leaders expect you to be clear about the results you aim to achieve for students, their families, and for the community and to be able to measure your progress toward achieving them. Tracking progress and demonstrating that your services and activities make a meaningful difference will be critical to your program's long-term success and sustainability.

### ■ **Make fundraising an integral part of your ASES program.**

Fundraising often seems like a never-ending task. It requires regular attention and takes time away from the real day-to-day work of running your program. Recognize, however, that raising support beyond your ASES grant is essential to making your match and sustaining your program. If you think strategically about financing and work collaboratively with your partners to maximize the outcomes for everyone, fundraising will not seem so daunting or distracting.

### ■ **Celebrate success.**

Success breeds success. Once your ASES program can show it is meeting its objectives—for educational improvement, fun activities, community safety, student attendance, etc.—make sure the word gets out. Send out notices to the school community. Invite parents, teachers, and supporters to an event showcasing your students, their activities, and their success. Invite a reporter from the local newspaper to visit and bring a photographer. Report on the program's success to the school board, the local chamber of commerce, and the city council. When your partners and supporters can see and share in positive outcomes, they will continue to support your program and bring in new donors and volunteers.



## *Appendices for Strategy I*

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The following appendices serve as additional tools to aid in accessing school and community resources:

**I-A. Sample In-Kind Donation Tracking Form**

**I-B. Ideas for Community Fundraising Activities**

**I-C. Sample Request Letter for Community Support**

**I-D. Sample ASES Brochure**



## Appendix 1-A Sample In-kind Donation Tracking Form

### Match/In-Kind Donation Sheet

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Volunteer's Profession or Trade: \_\_\_\_\_

#### **Value of Services:**

Rate Per Hour \$ \_\_\_\_\_ Other: \$ \_\_\_\_\_

Date \_\_\_\_\_ Miles \_\_\_\_\_

Service Rendered \_\_\_\_\_ Time \_\_\_\_\_

Donated Items \_\_\_\_\_

Value \_\_\_\_\_

Signature \_\_\_\_\_

SITE FACILITATOR: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

ASES ADMINISTRATOR:

Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Attach all necessary documentation**

THANK YOU! Your contribution of time, talents, or donations is needed for the ASES Program to receive funding. You help us strengthen our partnership with the community on behalf of the families we serve. AS ALWAYS, TOGETHER WE ARE BETTER!

## Appendix 1-B Ideas for Community Fundraising Activities

Community fundraising activities can be an important source of unrestricted funding for ASES programs. These funds can help ASES grantees and program leaders make the required match and generate support for quality program components and activities.

Today, there are more good ways than ever to raise money through community fundraising activities. Approaches that schools and community organizations can pursue to generate cash contributions for their ASES programs include:

### Annual Fund Drives

These yearly fundraising campaigns aim to generate cash contributions from a broad base of donors to supplement the costs of operating your ASES program. Several activities and approaches for annual fund drives have proven successful:

- *Face-to-face requests*—People who know and appreciate your program are more likely to say “yes” to a request for support when it comes face-to-face from one of their peers. Asking for donations in person can be very effective. Get your board members, parents, and staff involved in identifying peers who could be prospective donors and give them responsibility for contacting these prospects directly.
- *Phone solicitations*—The next best thing to being there is connecting, listening, and responding to a potential donor. A telephone call carries the voice of the person who is making the request. Your responsiveness in a phone conversation helps build a relationship with the donor and brings him or her closer to your ASES program. It is more difficult to say “no” to a peer who is making a personal call than to a letter that comes in the mail. Be sure to use good phone etiquette:
  - target individuals whom you know are interested in your program and are likely to help;
  - call at convenient times;
  - be attentive; engage the person you are calling but do not be pushy;
  - show concern for the issues that people raise in the phone conversation; and
  - follow up.
- *Phone-a-thons*—Short-term phone campaigns can be a fun and cost-effective way of reaching a large number of people quickly. Your costs will be minimal, and will consist primarily of printing guidance for the callers, renting phones, and serving snacks to your volunteer callers. Preparation is important so make sure to identify realistic prospects, train your callers, and evaluate the results.
- *Direct mail*—Letters describing your ASES program and your funding needs can be an effective way to reach out to new donors, renew existing donors, and focus on specific donor groups for targeted fundraising efforts. Your letter needs to be clear, concise, and compelling. You may want to accompany your letter with a brochure, a newsletter, and pledge cards to enable donors to respond to your request easily. New technology makes it easier and less costly to develop printed fundraising materials; however, you must factor in postage costs when determining the costs and benefits of this approach.



- *Web-based fundraising*—With the growth of Internet technology during the past decade, there are a myriad of opportunities for web-based fundraising. You can create a website for your ASES program that accepts donations online and that provides up-to-date information on your program activities, community events, and staff. This is a convenient and efficient way of soliciting donations and receiving contributions; however, it depends on potential donors visiting your website, being persuaded to make a donation, and being able to do so easily. You will need to publicize your web address in all printed materials you distribute, including direct mail solicitations. You should accept donations on your home page, so donors do not have to navigate far into your website to make a gift. You also need to make your donation form easy to complete and submit electronically or to download and mail in with a check.

## Revenue from the Sale of Goods

Selling items to make a profit for your program's coffers is a time-honored method of fundraising that is popular with schools, community organizations, and other local groups. It is also a great way to increase recognition of your ASES program. Although this approach can be labor-intensive, it can be very successful if you have adequate volunteer support from parents, students, and community volunteers. The list of items that can be sold is almost endless, including food, greeting cards, and wrapping paper that you purchase at a wholesale price and sell at a retail price. It can also include items such as children's artwork produced through your program. Success depends on having something to sell that people will want to buy (e.g., Girl Scout cookies). Success also depends on a strong core of volunteers, both adults and students, to do the selling. When organizing a fundraising sales campaign:

- Set personal sales goals to motivate your volunteers;
- Create a list of prospects by neighborhood; you do not want your volunteers to solicit the same people over and over;
- Encourage volunteers to sell first to people they know;
- Suggest that sellers keep a ready supply of goods with them at all times;
- Provide some basic sales training;
- Make the sales process as easy as possible by providing order forms, receipts, and catalogues; and
- Have a system to collect funds and make sellers accountable.

Information on items to sell for fundraising and companies that provide them is available on the Internet. If operating as a non-profit, consult a financial advisor to determine if revenue needs to be claimed as unrelated business income (UBI).



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## Raffles and Giveaways

Offering people something for their money can be a good way to motivate them to give. Gifts in exchange for raffles and donations are two of the most popular fundraising strategies for community organizations. The goods to be raffled or given away can be donated to your ASES program by local businesses or purchased at a discounted price. In the case of a raffle, you net the amount generated by the sale of raffle tickets less the amount you have to pay for the items being raffled. If the raffle prizes are donated, you benefit from the full amount of the ticket sales. In the case of gifts for donations, you make the difference between the purchase price of the gift and the amount of a donor's contribution.

*Gift giveaways* work for several reasons.

- Although the monetary value of the item you give away is less than the amount of the contribution, people love to feel they are getting something of value for free.
- A gift giveaway that is time-limited reminds and nudges donors to give now rather than later.
- For some people, the recognition that comes from a gift related to their donation is a source of pride and an incentive to contribute.

A gift giveaway is also a good way to keep your program in donors' minds, particularly if it carries the ASES name and a recognizable logo. For this reason, you may want to consider choosing giveaways that get the most exposure, for example:

- A product that sits on a desk at work and can be seen by everyone who walks into the donor's office (e.g., a clock or paperweight); or
- A product that is worn or carried around and gets lots of promotional exposure (e.g., a tee shirt or tote bag).

Avoid cliché gifts. Try something unusual that relates to the mission of your after school program (e.g., a piece of artwork created by participating children). Also think about unique gifts that people cannot purchase elsewhere (e.g., a special poster, a cookbook of favorite recipes from your ASES families, or a photo of the donor with a local celebrity who supports your program).



Raffles can be labor-intensive endeavors, because someone has to sell all of the tickets; however, raffles can be quite lucrative, particularly if the items to be raffled are donated. Selecting the right prize(s) is the key to a successful raffle. Cars, trips, and electronics are usually popular raffle gifts, as are gift certificates to local restaurants and retail shops. It is also fun to think about raffle items that can be created by students in your ASES programs and truly reflect the mission of your program (e.g., a quilt made by a class). For local businesses that donate raffle prizes, there are several enticements:

- Tax benefits;
- Great publicity and a way to get their name out into the community; and
- Ticket purchasers thinking that the best thing in the world would be to win the raffle; when they do not win, they may be more likely to purchase that product, such as when it is time to buy a new car, television, or vacation.

Also critical to the success of a raffle is the number of people who will get out and sell tickets. Create personal goals for your volunteer sellers, set timelines for ticket sales, and create incentives (preferably donated prizes) for the volunteers who sell the most tickets.

## Special Fundraising Events

Activities that bring people together, raise awareness about your ASES program, and offer opportunities to ask for donations can be a very important way of raising money, generating goodwill, and attracting new champions and donors. Special events can encompass activities from a simple car wash to a larger scale walk-a-thon or gala dinner. The best events are those offering potential donors a chance to develop a strong emotional commitment to your program and the children it serves and to have fun in the process. Among the most popular special fundraising events are:

- *Charity auctions*—silent auctions and live auctions with a professional auctioneer or a local celebrity in that role;
- *Book fairs*—a fair and sale that enable ASES families and families in the neighborhood to preview new releases, buy children's books, and hear readings by authors and local celebrities;
- *Walk-a-thons, bike-a-thons, charity runs, and dance contests*—events that sponsor an athletic contest in which local citizens pay an entry fee or sponsor others to participate;
- *Awards dinners*—social events where local leaders are celebrated for their contributions to the community, and for which sponsors and attendees purchase tickets or tables;
- *Lectures, charity concerts, and other social events*—celebrity events that will draw a crowd; proceeds from the sale of tickets benefit your program; and
- *Sales of goods and services by ASES students*—car washes, dog washes, bake sales, and fairs that sell goods and services produced by students in your ASES program.

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The possibilities for special fundraising events are limitless. The best ones are creatively conceived, reflect the mission of your program, and targeted to your donors' interests. The keys to success are having a person to lead and champion the event, a committee to plan and carry it off, and enough time to prepare. Thoughtful planning and attention to details help to make an event truly special. Some special events become annual affairs because they are so popular. The anticipation and repeat promotion of the event from year to year helps the community recognize both the sponsoring organization and the worthy cause.

In addition to the funds that can be generated, the biggest benefit of a special event is raising awareness. Through publicity efforts and word of mouth, people in your community will become aware of your ASES program. They will develop a sense of belonging and a stake in its sustainability. If they have fun at your event and leave with a smile on their faces, they will be more likely to spread the word and help you expand your donor base.

Please note that California law requires charities and commercial fundraisers to register with the Attorney General's Office and to file financial disclosure reports. For forms and additional information, visit <http://caag.state.ca.us/charities/>.

Source: Cheryl Hayes, Rachel Sherman, and Amanda Szekely, *Beyond Bake Sales: A Guide to Community Fundraising* (Washington, D.C.: The Finance Project, in print).



## Appendix 1-C Sample Request Letter for Community Support

Date:  
Name of Contact Person:  
Name of Business:  
Address:  
City, State, Zip:

Dear \_\_\_\_\_:

The \_\_\_\_\_ After School Program is requesting (type of donation e.g., food item) to help provide a (booth, dinner, game, or craft) at our (name of event). Each year students from our \_\_\_\_\_ (number) school sites have an event to showcase what the program is all about. This year \_\_\_\_\_ (school name) will be hosting the event on \_\_\_\_\_ (date). Our school serves more than \_\_\_\_\_ (number) students each day. Your support would be greatly appreciated.

Program activities include:

- academic: homework support and tutoring;
- enrichment/recreation clubs: art, cooking, drama, soccer, Spanish, science, young writers, wood carving, and leadership club;
- community events: Lights On! Afterschool and \_\_\_\_\_ (Name of Program) Highlights Show;
- quarterly school/family events: family game nights, family soup nights, family craft nights, family carnivals, Cinco de Mayo presentations, art nights, and health and wellness presentations;
- eight-week parent training and family support programs; and
- field trips to, for example, Shasta Caverns, Chico Creek Nature Center, Bidwell Park, Sacramento River Discovery Center, Caumers, Lariat Bowl, McGlynn Pool, Coleman Fish Hatchery, Schreder Planetarium, Turtle Bay, and Red Bluff Airport.

These wonderful enriching activities support our program vision: "To blend the enthusiasm of youth with the dedication of parents, the commitment of educators, and the expertise of the community members to promote academic competence, assist children in achieving their fullest potential, and plant the seeds of responsibility and service to their community."

Thank you for your support. We are eager to partner with \_\_\_\_\_ (name of business) to better serve our community.

Sincerely,

\_\_\_\_\_(Name), \_\_\_\_\_(title)

\_\_\_\_\_(Name) After School Program

Source: This letter was adapted from one typically sent by Karla Stroman, administrator of the SERRF (Safe Education and Recreation for Rural Families) After School Program, Tehama County Department of Education.

# Appendix 1-D Sample ASES Brochure

## Findings 2005

This is a summary of findings of the SERFF After School Program, 2004-2005. Local evaluation of the program demonstrate:

- Positive impact on participating students' achievements as measured by (a) STAR reading and math test scores, with the most marked changes in math, and (b) student grade point averages.
- Large improvements in achievement among the most high-risk students, including those initially in the lowest quartile on standardized test scores and English Language Learners.
- Improved student regular school day attendance, with some evaluations showing particularly large improvements for students with the highest absences prior to participating in the program.
- A direct relationship between the program's effects on improved attendance and its impact on improved achievement.
- Positive attitudes among participating students toward school, enhanced self-concept, and increased educational aspirations.
- Improved social skills and behavior; reduced disciplinary incidents at school, and reduced suspensions among participating students.
- Improved feelings of safety among participating children and youth and increased confidence among parents concerning their children's safety.
- High levels of support for the program among children and youth, parents, teachers, school administrators, and community members.

## Program Collaborators

- Alliance for Children
- American Automobile Association
- American Red Cross
- California Division of Forestry and Fire Protection
- California Highway Patrol
- Corning Observer
- Corning Police Department
- Counseling North
- Creekside Estates
- Girl Scouts of Sierra Cascade
- Holiday Market
- KIXE Reading Rainbow
- Lariat Bowl
- National School Age Alliance
- Raley's
- Red Bluff Daily News
- Red Bluff Fire Department
- Red Bluff Grocery Outlet
- Red Bluff Police Department
- Red Bluff Parks and Recreation Department
- Reynold's Ranch and Farm Supply
- Sacramento River Discovery Center
- Safe Communities/Healthy Students
- Sun Country Quilters
- Sunbridge
- Tehama County Arts Council
- Tehama County Farm Bureau
- Tehama County Health Services Agency
- Tehama County Library
- Tehama County Mentoring Program
- Tehama County Sheriff's Department
- Tehama District Fair
- Tehama Estates
- Tehama Family Fitness Center
- Turtle Bay Exploration Park
- University of California, Cooperative Extension 4-H
- U.S. Fish and Wildlife Service
- U.S. Tennis Association
- Valley Oak Racquet Club
- Wal-Mart



**An After School Program designed to provide a safe, healthy, and enriching environment for school children**



Tehama County Department of Education  
Robert E Douglas  
Superintendent

Karla Stroman  
Administrator of After School Program  
1135 Lincoln Street  
Red Bluff, CA 96080  
530.527-5811  
530.529.4120 (fax)

<http://www.tcde.tehama.k12.ca.us>



## What is SERFF

The Safe Education and Recreation for Rural Families Program (SERFF) is an after school program which provides a safe, healthy, and enriching environment for school children to participate in:

- Academic Enrichment
- Homework Assistance
- Recreation
- Social Skills Development
- Prevention Activities
- Youth Development

## Who Can Attend?

Program enrollment is open to all students in the school. However, should enrollment exceed the program capacity, a waiting list will be developed.

## How Do I Register?

Contact your school office or call 528-7381 to register or obtain information regarding the SERFF After School Program.

## Program Hours?

SERFF site programs operate each day after school until 6:00 p.m., including minimum school days.

## Program Locations

The SERFF After School Program operates at 20 different sites throughout Tehama County:

|                        |                      |
|------------------------|----------------------|
| Antelope School        | Maywood School       |
| Berrendos School       | Metteer School       |
| Bidwell School         | Olive View School    |
| Evergreen Elementary   | Plum Valley School   |
| Evergreen Middle       | Rancho Tehama School |
| Gerber School          | Reeds Creek School   |
| Jackson Heights School | Richfield School     |
| Lassen View School     | Vista Middle School  |
| Los Molinos Elementary | West Street School   |
| Manton School          | Woodson School       |

## Staffing Information

Facilitator: Each SERFF site has one Facilitator that oversees the program and works closely with school personnel, parents and students.

Liaison: Liaisons work directly with students with a maximum ratio of 1:20.

Substitutes: Substitute Liaisons fill in for staff at all SERFF sites when an absence occurs.

Instructor: SERFF hires instructors for enrichment purposes. If you have a special talent, direct knowledge, or gift that you would like to share on a regular basis at SERFF sites, we would love to hear from you.

## Activities Offered

- Academics: Homework Help, tutoring in reading and math, academic games and activities.
- Recreation: Physical activities, clubs, arts, crafts, music, drama, cooking, karate, and more.
- Enrichment: hands-on learning in science, math, prevention activities, field trips, guest speakers, and theme areas.
- Service Learning/Community Service: Special events for senior citizens, special school projects and youth development.

## Special Events

Each year SERFF After School Program has two community-wide events:

- Lights On! Afterschool held nationwide the 2nd Thursday of October each year. Check with a site near you to participate in this program to show awareness for the after school programs in your area.
- SERFF Highlights Show-Red Bluff School held at the Tehama District Fairgrounds; Coming Schools held at a Corning School site. Each SERFF site has a demonstration and hands-on activities to showcase their site program. SERFF family and community members are invited and encouraged to attend.

## Appendices for Strategy 2

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The following appendices serve as additional tools to aid in accessing business and foundation support:

### **2-A. Information Sources on California-Based Businesses and Foundations**

### **2-B. Contents of a Grant Proposal**





## Appendix 2-A Information Sources on California-based Businesses and Foundations

This quick reference for ASES grantees and program leaders highlights sources for identifying California-based businesses and foundations from which you can obtain information on corporate giving and foundation investment projects.

### Businesses

- The California Chamber of Commerce can provide helpful information about the business community (<http://www.calchamber.com>). Local California chambers of commerce are listed by county at: <http://www.calchamber.com/CC/BusinessResources/CountyListing.htm>.
- Local California United Ways are listed on the National United Way of America website at: <http://national.unitedway.org/myuw/browseCities.cfm?abbr=CA&app=>.
- California-based small businesses belonging to the California Small Business Association are listed at: <http://www.csba.com/home/index.asp>.
- The Internet Prospector's Reference Desk (<http://www.internet-prospector.org>) provides information on corporate direct giving programs.
- Some corporations have both a company-sponsored foundation and a corporate-giving program. See The Foundation Center's Websites of Corporate Grantmakers at: [http://fdncenter.org/funders/grantmaker/gws\\_corp/corp.html](http://fdncenter.org/funders/grantmaker/gws_corp/corp.html).

### Foundations

- The Council on Foundations provides a list of California community foundations at: <http://www.communityfoundations.net/frameviewer.cfm?sitename=http://www.communityfoundationlocator.org&pageId=14122&location=bot>.
- Locate information on California foundations at The Foundation Center's online directory at: <http://www.fdncenter.org> and Fundsnet Services Online at: <http://www.fundsnet.com>.
- CompassPoint Nonprofit Services, a California-based consulting, research, and training organization for nonprofit organizations, provides links to California foundations at: <http://www.compasspoint.org/funders/>.
- The Coalition of Community Foundations for Youth (<http://www.ccfy.org>) has several resources to link before school and after school program leaders to public- and private-sector resources.
- Grantmakers in Health (<http://www.gih.org>) can provide additional information on health conversion foundations. Also see, the website of The Foundation Center at: <http://foundationcenter.org/getstarted/topical/healthco.html>.

## Appendix 2-B Contents of a Grant Proposal

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To access foundation funding, you will need to develop a grant proposal. This is a written request that requires you to think through a new project from beginning to end, develop a budget for your proposed activities, and devise a way to measure the anticipated results. Proposals will vary depending on the funder's information requirements; however, a complete grant proposal usually includes these elements.

- **Cover letter.**
- **Executive summary.**
- **Introduction** that generally presents background and a clear rationale for your proposed project.
- **Program statement** describing your goals and objectives.
- **Plan of action** describing the activities you will undertake and how you will do it.
- **Program budget** presenting an itemized request for funding along with a budget narrative describing how your estimate of project costs was formulated.
- **Organizational qualifications statement** presenting a brief history of your program and its special capacity to undertake the proposed activities.
- **Leadership and staffing** presenting a management plan and staff qualifications.
- **Addendums** such as your certification of 501(c)(3) status and audited financial statements.



## Appendices for Strategy 3

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The following appendices serve as additional tools to aid in accessing local government resources:

### **3-A. Locating Local Government Partners**

### **3-B. Dedicated Local Revenue Mechanisms**

## Appendix 3-A Locating Local Government Partners

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You may have to conduct research on how your local government operates to help you identify the full range of potential local government partners. The following websites can help you learn about government programs, agencies, and officials in your area.

### Counties

To learn about California's counties and the valuable programs they operate, visit the California State Association of Counties at: <http://www.csac.counties.org>.

### Cities

To learn more about California cities as well as their joint projects, initiatives, and priorities related to children and youth, visit the California League of Cities at: <http://www.cacities.org/index.jsp>.

### Tribes

To access the directory of California tribal governments for locations and contact information, see [http://www.dot.ca.gov/hq/tpp/offices/orip/na/Tribal\\_Directory.pdf](http://www.dot.ca.gov/hq/tpp/offices/orip/na/Tribal_Directory.pdf).

### Statewide Organizations

To learn more about the following statewide organizations in California and how the agencies and departments they represent operate in your area, visit:

California Department of Fish and Game at: <http://www.dfg.ca.gov/>;  
California Department of Forest and Fire Protection at: <http://www.fire.ca.gov/>;  
California Parks and Recreation Society at: <http://www.cprs.org/>;  
California Police Athletic League at: <http://www.calpal.org/>;  
California Workforce Investment Board at: <http://www.calwia.org/> or  
<http://www.nawb.org/asp/wibdir2.asp?state=CA>; and  
4-H in California at: <http://www.ca4h.org/>.



## Appendix 3-B Dedicated Revenue Mechanisms

### Special Taxes

The ability to raise revenue locally in California is limited by Proposition 13, which caps the property tax at 1 percent of market value and restricts the rate at which property value can increase. Propositions 62 and 218 have instituted additional barriers to the local imposition of certain taxes and fees through voter approval requirements. General taxes, which can be used for any public purpose, require approval from a majority of voters, while “special” taxes, which are imposed for a specific purpose, require approval by two-thirds of the general electorate.

One type of local tax is a parcel tax, which is a levy on parcels of property—either a flat per-parcel rate or a tax based on the size or use of the land. The parcel tax differs from a property tax because it is not based on the value of the property. Other local taxes may include the sales tax, business license tax, transient occupancy tax, utility user tax, or document transfer tax.

### Guaranteed Expenditure Minimum

A guaranteed expenditure minimum sets a floor below which public spending for specified programs and/or services cannot fall. An expenditure minimum is created by allocating a portion of funds for specific programs and/or services; for example, San Francisco’s Proposition J created a budget floor of \$44.7 million in 1995. A recent review of the success of various ballot measures found that guaranteed expenditure minimums are more appealing to voters than other approaches to raising dedicated revenues, because goals can be accomplished by using the existing tax system rather than by creating new taxes.

### Fees and Narrowly Based Taxes

Local governments can assess fees and levy narrowly based taxes that are targeted to specific segments of economic activity. Fees can take several forms, but they are typically structured as payments charged for the use of a good or service and are voluntary; often the user can avoid them simply by not using the good or service. Fees and narrowly based taxes are sometimes used to supplement general revenues or support unrelated purposes. For example, Arkansas passed a 3 percent excise tax on beer that benefits early childhood education programs and child care for the working poor.

Proposition 218 created property-related fees that result from the “incident of ownership.” The procedure for imposing property-related fees is outlined in Proposition 218, including passage by a majority of the property owners or two-thirds of the general electorate.

### Children’s Trust Funds

A trust fund is a separate, designated account in the public treasury that has special rules for managing the funds allocated to it. Local governments have used trust funds to designate revenues for discrete projects, such as refurbishing historical landmarks, as well as for ongoing programs, such as housing and transportation. Many states, including California, have created children’s trust funds, most often to fund child abuse and prevention programs. Several California counties have trust funds, utilizing funding from Proposition 10 (with a focus on early childhood) or “Kids’ Plates” license plate sales revenue (with a focus on child abuse prevention). All trust funds are governed by guiding principles that direct fund expenditures and describe fund management goals and processes.

## Appendices For Strategy 4

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The following appendices serve as additional tools to aid in accessing state and federal funding sources:

**4-A. Funding Sources by Services and Activities**

**4-B. Funding Sources by State or Federal Agency**

**4-C. Funding Sources by Eligible Applicant**

**4-D. Funding Sources by Funding Type**

**4-E. Profiles of California Funding Sources**

**4-F. Profiles of Federal Funding Sources**

# Appendix 4-A Funding Sources by Services and Activities

|   | Activities and Supports For Children and Youth |                             |                   |             |                          |                 |            |                        |   |            | Activities and Supports For Parents and Communities |                 |                          |              | Infrastructure     |            |            |                    |                       |                |                      |                |
|---|--|-----------------------------|-------------------|-------------|--------------------------|-----------------|------------|------------------------|---|------------|---|-----------------|--------------------------|--------------|--------------------|------------|------------|--------------------|-----------------------|----------------|----------------------|----------------|
|   | Academic Enrichment                            | Arts/Music/Cultural Program | Community Service | Food/Snacks | Health and Mental Health | Job/Life Skills | Recreation | Special Needs Services | Substance Abuse and Violence Prevention | Technology | Community Development                               | School-Age Care | Health and Mental Health | Job Training | Volunteers/Mentors | Evaluation | Facilities | Management Systems | Planning/Coordination | Staff Training | Technical Assistance | Transportation |
| <b>State Programs</b>                                     |  |                             |                   |             |                          |                 |            |                        |   |            |   |                 |                          |              |                    |            |            |                    |                       |                |                      |                |
| California Instructional Gardens                          | ■  |                             |                   | ■           | ■                        |                 | ■          |                        |   |            |   |                 |                          |              |                    |            | ■          |                    |                       |                | ■                    |                |
| California Nutrition Network for Healthy, Active Families | ■  |                             |                   | ■           | ■                        |                 | ■          |                        |   |            |   |                 |                          |              |                    | ■          |            |                    |                       |                |                      |                |
| Healthy Start   | ■  | ■                           | ■                 | ■           | ■                        | ■               | ■          | ■                      | ■                                       | ■          | ■   | ■               | ■                        | ■            |                    |            |            |                    |                       | ■              |                      |                |
| Juvenile Justice Crime Prevention Act (JJCPA)             |  |                             |                   |             |                          |                 |            | ■                      |   |            |   |                 |                          |              |                    |            |            |                    |                       |                |                      |                |
| Mental Health Services Act                                |  |                             |                   |             | ■                        |                 |            |                        |   |            |   | ■               |                          |              | ■                  | ■          | ■          | ■                  | ■                     | ■              | ■                    | ■              |
| Pupil Retention Block Grant                               | ■  |                             |                   |             |                          |                 |            |                        |   |            |   |                 |                          |              |                    |            |            |                    |                       |                |                      |                |
| School Community Violence Prevention                      |  |                             |                   |             |                          |                 |            | ■                      |   |            |   |                 |                          |              |                    |            |            |                    |                       |                |                      |                |
| Tobacco Use Prevention Education (TUPE) Program           |  |                             |                   |             | ■                        |                 |            | ■                      |   |            |   | ■               |                          |              |                    |            |            |                    |                       |                |                      |                |

## Federal Programs

|  |   |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |  |  |   |   |   |   |
|--|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|--|--|---|---|---|---|
| AmeriCorps   |   |   |   |   |   | ■ |   |  |   |   |   |   | ■ | ■ |   |   |  |  |   |   | ■ |   |
| Carol M. White Physical Education Program                                    |   |   |   |   | ■ |   | ■ |  |   |   |   | ■ |   |   |   |   |  |  |   |   | ■ |   |
| Child and Adult Care Food Program (CACFP)                                    |   |   |   | ■ |   |   |   |  |   |   |   |   |   |   |   |   |  |  |   |   |   |   |
| Child Care and Development Fund (CCDF)                                       | ■ | ■ |   |   | ■ | ■ | ■ |  |   |   | ■ |   |   |   |   |   |  |  | ■ | ■ | ■ |   |
| Community Development Block Grant (CDBG): Entitlement Grants                 | ■ | ■ |   |   | ■ | ■ | ■ |  |   |   | ■ | ■ |   |   |   | ■ |  |  |   |   |   |   |
| Cooperative Extension Services: 4-H Youth Development Program                | ■ |   | ■ |   |   | ■ | ■ |  |   | ■ |   |   |   |   |   |   |  |  |   |   |   |   |
| Even Start Family Literacy Program   | ■ |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |  |  | ■ | ■ |   |   |
| National School Lunch Program: Afterschool Snacks                            |   |   |   | ■ |   |   |   |  |   |   |   |   |   |   |   |   |  |  |   |   |   |   |
| No Child Left Behind (NCLB): Title I, Part A School Improvement Funds        | ■ |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |  |  |   |   |   |   |
| NCLB: Title I Supplemental Educational Services                              | ■ |   |   |   |   |   |   |  |   |   |   |   |   |   | ■ | ■ |  |  |   | ■ |   | ■ |
| NCLB: Title III Language Instruction For Limited-English-Proficient Students | ■ |   |   |   |   |   |   |  |   | ■ |   |   |   |   |   |   |  |  | ■ | ■ |   |   |
| NCLB: Title III Immigrant Education Program Funds                            | ■ |   |   |   |   |   |   |  |   | ■ |   |   |   |   |   |   |  |  | ■ | ■ |   |   |
| NCLB: Title IV Safe and Drug-free Schools and Communities—State Grants       | ■ |   |   |   |   | ■ | ■ |  | ■ |   |   |   | ■ |   |   |   |  |  |   | ■ |   |   |
| NCLB: Title V, Part A Innovative Programs                                    | ■ |   | ■ |   |   | ■ | ■ |  | ■ |   |   |   | ■ |   |   |   |  |  |   |   |   |   |
| NCLB: Title VII American Indian Education                                    | ■ | ■ |   |   |   |   |   |  |   |   |   |   |   |   |   |   |  |  |   |   |   |   |
| Partnerships In Character Education Project Program                          | ■ |   | ■ |   |   | ■ |   |  |   |   |   |   |   |   |   |   |  |  |   |   |   |   |
| Temporary Assistance For Needy Families (TANF)                               |   |   |   |   | ■ |   |   |  |   | ■ |   | ■ | ■ |   |   |   |  |  |   |   |   |   |
| Workforce Investment Act (WIA)   | ■ |   |   |   |   | ■ |   |  |   |   |   |   | ■ |   |   |   |  |  |   |   |   | ■ |



## Appendix 4-B Funding Sources by State or Federal Agency

### State Funding Sources

#### **California Department of Corrections and Rehabilitation**

- Juvenile Justice Crime Prevention Act (JJCPA)

#### **California Department of Education**

- California Instructional Gardens Grants
- Healthy Start
- Pupil Retention Block Grant
- Community Violence Prevention (SCVP)
- Tobacco Use Prevention Education (TUPE) Program

#### **California Department of Health Services**

- Network for a Healthy California

#### **California Department of Mental Health**

- Mental Health Services Act (MHSA)

### Federal Funding Sources

#### **Corporation for National and Community Service**

- AmeriCorps

#### **U.S. Department of Agriculture**

- Child and Adult Care Food Program (CACFP)
- Cooperative Extension Service: 4-H Youth Development Program
- National School Lunch Program: Afterschool Snacks

#### **U.S. Department of Education**

- Carol M. White Physical Education Program
- Even Start: State Educational Agencies
- No Child Left Behind (NCLB): Title I, Part A—School Improvement Funds
- NCLB: Title I—Supplemental Educational Services
- NCLB: Title III—Language Instruction for Limited-English-Proficient Students
- NCLB: Title III—Immigrant Education Program Funds
- NCLB: Title IV—Safe and Drug-Free Schools and Communities: State Grants
- NCLB: Title V, Part A—Innovative Programs
- NCLB: Title VII—American Indian Education
- Partnership in Character Education Project Program

#### **U.S. Department of Health and Human Services**

- Child Care and Development Fund (CCDF)
- Temporary Assistance for Needy Families (TANF)

#### **U.S. Department of Housing and Development**

- Community Development Block Grant (CDBG): Entitlement Grants

#### **U.S. Department of Labor**

- Workforce Investment Act (WIA) Youth Activities

## Appendix 4-C Funding Sources by Eligible Applicant

This appendix lists the entities specifically eligible to apply for funding under each program (may require partnership with another entity). Entities not listed may still be able to access these funding sources by partnering with eligible applicants.

|  | State/<br>Territorial<br>Agencies | Local<br>Education<br>Agencies | Local<br>Public<br>Agencies | Institutions<br>of Higher<br>Education | Nonprofit Groups/<br>Community-Based<br>Organizations | Partnerships | Tribes | Other |
|--|-----------------------------------|--------------------------------|-----------------------------|--|---|--------------|--------|-------|
| <b>Funding Sources</b>   |                                   |                                |                             |  |   |              |        |       |
| California Instructional Gardens   |                                   | ■                              |                             |  |   |              |        |       |
| Network for a Healthy California   |                                   | ■                              |                             |  |   |              |        |       |
| Healthy Start  |                                   | ■                              |                             |  | ■   | ■            |        |       |
| Juvenile Justice Crime Prevention Act (JJCPA)                                |                                   | ■                              | ■                           | ■                                      | ■   | ■            |        |       |
| Mental Health Services Act (MHSA)  |                                   | ■                              | ■                           |  |   |              |        |       |
| Pupil Retention Block Grant  |                                   | ■                              |                             |  |   |              |        |       |
| School Community Violence Prevention (SCVP)                                  |                                   | ■                              |                             |  |   |              |        |       |
| Tobacco Use Prevention Education (TUPE) Program                              |                                   | ■                              |                             |  |   |              |        |       |
| <b>Federal Programs</b>  |                                   |                                |                             |  |   |              |        |       |
| AmeriCorps   | ■                                 |                                |                             |  | ■   |              | ■      | ■     |
| Carol M. White Physical Education Program                                    |                                   | ■                              |                             |  | ■   |              |        |       |
| Child and Adult Care Food Program (CACFP)                                    |                                   |                                |                             |  | ■   |              |        | ■     |
| Child Care and Development Fund (CCDF)                                       | ■                                 | ■                              | ■                           |  | ■   | ■            | ■      |       |
| Community Development Block Grant (CDBG): Entitlement Grant                  | ■                                 |                                | ■                           |  | ■   | ■            |        |       |
| Cooperative Extension Services: 4-H Youth Development Program                | ■                                 | ■                              | ■                           | ■                                      | ■   | ■            |        | ■     |
| Even Start State Education Agencies  | ■                                 | ■                              | ■                           | ■                                      | ■   | ■            |        |       |
| National School Lunch Program: Afterschool Snacks                            | ■                                 | ■                              |                             |  |   |              |        |       |
| No Child Left Behind (NCLB): Title I, Part A—School Improvement Funds        | ■                                 | ■                              |                             |  |   |              | ■      |       |
| NCLB: Title I—Supplemental Educational Services                              | ■                                 | ■                              | ■                           | ■                                      | ■   | ■            | ■      | ■     |
| NCLB: Title III—Language Instruction for Limited-English-Proficient Students | ■                                 | ■                              |                             |  |   |              |        |       |
| NCLB: Title III—Immigrant Education Program Funds                            | ■                                 | ■                              |                             |  |   |              |        |       |
| NCLB: Title IV—Safe and Drug-Free Schools and Communities, State Grants      | ■                                 |                                |                             |  |   |              |        |       |
| NCLB: Title V, Part A—Innovative Programs                                    | ■                                 | ■                              |                             |  |   |              |        |       |
| NCLB: Title VII—American Indian Education                                    | ■                                 | ■                              |                             |  |   |              | ■      |       |
| Partnership in Character Education Project Program                           | ■                                 | ■                              |                             | ■                                      | ■   | ■            |        | ■     |
| Temporary Assistance For Needy Families (TANF)                               | ■                                 |                                |                             |  |   |              | ■      |       |
| Workforce Investment Act (WIA)   | ■                                 |                                | ■                           |  |   |              |        |       |

## Appendix 4-D Funding Sources by Funding Type

### State Funding Sources

#### Entitlement Programs

- Tobacco Use Prevention Education (TUPE)

#### Formula or Block Grants

- Mental Health Services Act (MHSA)
- Pupil Retention Block Grant
- School Community Violence Prevention (SCVP)

#### Discretionary Grants/Project Grants

- California Instructional Gardens Grants
- Network for a Healthy California
- Healthy Start
- Juvenile Justice Crime Prevention Act (JJCPA)

### Federal Funding Sources

#### Entitlement Programs

- Child and Adult Care Food Program (CACFP)
- Food Stamp Program/Network for a Healthy California
- National School Lunch Program: Afterschool Snacks

#### Formula or Block Grants

- Child Care and Development Fund (CCDF)
- Community Development Block Grant
- Even Start: Family Literacy Programs
- Improving Basic Programs Operated by Local Education Agencies (Title I)
- Innovative Programs (Title V, Part A)
- No Child Left Behind (NCLB): Title I, Part A—School Improvement Funds
- NCLB: Title I—Supplemental Educational Services
- NCLB: Title III—Language Instruction for Limited-English-Proficient Students
- NCLB: Title III—Immigrant Education Program Funds
- NCLB: Title IV—Safe and Drug-Free Schools and Communities: State Grants
- NCLB: Title V, Part A—Innovative Programs
- NCLB: Title VII—American Indian Education
- Temporary Assistance for Needy Families/CalWORKs
- Workforce Investment Act Youth Activities

#### Discretionary Grants/Project Grants

- AmeriCorps
- Carol M. White Physical Education Program
- Cooperative Extension Services: 4-H Youth Development Program
- Partnerships in Character Education Project Program

## California Instructional Garden Grants

|   |  |
|---|--|
| <b>Agency</b>                                     | California Department of Education (CDE).  |
| <b>Authorization</b>                              | California Education Code, Sections 51795–51796, 51796.2, and 51796.5; 2006 State Budget Item Number 6110-485-0001; Assembly Bill 1535, Chapter 437.   |
| <b>Funding Type</b>                               | Discretionary grant.   |
| <b>Program Description</b>                        | This new noncompetitive grant seeks to promote, create, and support instructional school gardens. The grants are intended to complement a school's academic program and create opportunities for children to learn how to make healthier food choices, understand food origins, and actively participate in their education.                         |
| <b>Use of Funds</b>                               | Grants can be used to cover the cost of equipment and supplies, including gardening tools, planters, composting systems, irrigation, seeds, plants, and gardening-based instructional materials; and/or professional development costs related to instructional school gardens.  |
| <b>Applicant Eligibility</b>                      | School districts, county offices of education, and charter schools are eligible to apply.  |
| <b>Application Process</b>                        | LEAs must apply to the CDE on behalf of public school sites. School sites with fewer than 1,000 students may apply for grants up to \$2,500; however, schools with an enrollment of 1,000 or more may request up to \$5,000 per grant. See <a href="http://www.cde.ca.gov/fg/fo/r9/cisg06rfa.asp">http://www.cde.ca.gov/fg/fo/r9/cisg06rfa.asp</a> . |
| <b>Flow of Funds</b>                              | Funds flow to the LEAs, which then distribute awards to individual schools.  |
| <b>Funding History</b>                            | New Program. For fiscal 2006–07, the program is budgeted at \$15 million.  |
| <b>Matching Requirements</b>                      | None.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/fg/fo/profile.asp?id=961">http://www.cde.ca.gov/fg/fo/profile.asp?id=961</a> .  |
| <b>Contact Information</b>                        | California Department of Education, 916-322-1641.  |
| <b>Potential Partners</b>                         | Community-based organizations, local education agencies, individual schools, and nonprofit organizations are all potential partners.   |
| <b>Applicability of Funding for ASES Programs</b> | After school entities with programming involving health or nutrition can partner with local education agencies to provide services to students.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | ■ Facilities          |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
| ■ | Food/Snacks                                    | Job Training  | Planning/Coordination |
| ■ | Health and Mental Health                       | Parenting Education                                 | ■ Staff Training      |
|   | Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance  |
| ■ | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## Network for a Healthy California

|   |   |
|---|---|
| <b>Agency</b>                                     | California Department of Health Services, Cancer Prevention and Nutrition Section; and the University of California's Food Stamp Nutrition Education program.   |
| <b>Authorization</b>                              | <i>Food Stamp Act of 1977</i> , Section 25, as amended; and the <i>Agriculture Improvement and Reform Act of 1996</i> , Section 401, P.L. 104-127.  |
| <b>Funding Type</b>                               | Discretionary grant.  |
| <b>Program Description</b>                        | The mission of the Network for a Healthy California is to establish partnerships that enable low-income Californians to develop healthy eating and physical habits, as parts of an overall healthy lifestyle, through an ongoing local incentive awardees (LIAs) program.   |
| <b>Use of Funds</b>                               | Funds are available for programming that targets the enhancement of nutrition education programs and the promotion of physical activity. Activities can include those directed at institutional change, public relations, media advocacy, partnerships, community empowerment and development, and systems and environmental changes. |
| <b>Applicant Eligibility</b>                      | Schools where at least 50 percent of students are eligible for free or reduced-price lunches may apply.   |
| <b>Application Process</b>                        | To apply for funding, prospective LIAs must submit a letter that describes their community collaboration and local nutrition education/physical activity promotion and intervention. See <a href="http://www.dhs.ca.gov/ps/cdic/cpns/network/">http://www.dhs.ca.gov/ps/cdic/cpns/network/</a> .                                      |
| <b>Flow of Funds</b>                              | Funds flow directly to LIAs.  |
| <b>Funding History</b>                            | Fiscal 2006–07: between \$80 million and \$90 million.  |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.dhs.ca.gov/ps/cdic/cpns/network/">http://www.dhs.ca.gov/ps/cdic/cpns/network/</a> .   |
| <b>Contact Information</b>                        | California Department of Health Services, Cancer Prevention and Nutrition Section, 916-449-5400.  |
| <b>Potential Partners</b>                         | Potential partners include local education agencies, public and private schools, community organizations, businesses, and nonprofit organizations.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can partner with local education agencies; public, private, and charter schools; local businesses; and community organizations to help raise awareness through public relations and media advocacy.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | ■ Evaluation          |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
| ■ | Food/Snacks                                    | Job Training  | Planning/Coordination |
| ■ | Health and Mental Health                       | Parenting Education                                 | Staff Training        |
|   | Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance  |
| ■ | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## Healthy Start

|   |   |
|---|---|
| <b>Agency</b>                                     | California Department of Education.   |
| <b>Authorization</b>                              | Education Code sections 8800–8807; California Code of Regulations sections 11900–11930; and 2006 State Budget Item Number 6110-650-0001.  |
| <b>Funding Type</b>                               | Discretionary grant.  |
| <b>Program Description</b>                        | Healthy Start provides funding to develop and expand comprehensive, integrated, and school-linked services and supports to schools. The program provides health, social, family support, and educational services to children and families through collaboration with schools, cities, counties, and community-based organizations.   |
| <b>Use of Funds</b>                               | Authorized uses are for education (tutoring, mentoring, dropout prevention, adult education, and staff training); youth development services (community services, recreation, and sports); family support (child protection, parenting education, English-as-a-Second-Language services, citizenship classes, child care, case management, child abuse prevention, and family advocacy); basic needs (supplemental food, nutrition services, clothing provisions, shelter/housing, and legal assistance); medical/health care and counseling (therapy, support groups, and substance abuse prevention); and employment (career counseling, job placement, economic security, job preparation, and development). |
| <b>Applicant Eligibility</b>                      | Local education agencies and their collaborative partners may apply for funding.  |
| <b>Application Process</b>                        | LEAs apply to the Healthy Start office of the CDE; see <a href="http://www.cde.ca.gov/fg/fo/r8/healthystart06rfa.asp">http://www.cde.ca.gov/fg/fo/r8/healthystart06rfa.asp</a> .  |
| <b>Flow of Funds</b>                              | Funds flow to LEAs, which then may distribute them to local schools and community organizations.  |
| <b>Funding History</b>                            | Fiscal 2006–07: \$10 million.   |
| <b>Matching Requirements</b>                      | Grantees must provide a 25 percent match of funds.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/fg/fo/profile.asp?id=805">http://www.cde.ca.gov/fg/fo/profile.asp?id=805</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-319-0485.   |
| <b>Potential Partners</b>                         | Parents, teachers, community organizations, city and county agencies, school administrators and boards, service and faith-based organizations, businesses, children, and youth are all potential partners.  |
| <b>Applicability of Funding for ASES Programs</b> | Healthy Start programs developed in close coordination with ASES can provide resources to directly support the educational and health and human services needs of children and families served by ASES.   |

| Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|--|---|-----------------------|
| ■ Academic Enrichment                          | ■ Community Development                             | Evaluation            |
| ■ Art/Music/Cultural Programs                  | ■ School-Age Care                                   | Facilities            |
| ■ Community Service                            | ■ Health and Mental Health                          | Management Systems    |
| ■ Food/Snacks                                  | ■ Job Training                                      | Planning/Coordination |
| ■ Health and Mental Health                     | ■ Parenting Education                               | ■ Staff Training      |
| ■ Job/Life Skills                              | ■ Volunteers/Mentors                                | Technical Assistance  |
| ■ Recreation                                   |   | Transportation        |
| ■ Special Needs Services                       |   |                       |
| ■ Substance Abuse and Violence Prevention      |   |                       |
| ■ Technology                                   |   |                       |

## Juvenile Justice Crime Prevention Act (JJCPA)

|   |  |
|---|--|
| <b>Agency</b>                                     | California Department of Corrections and Rehabilitation (CA DCR).  |
| <b>Authorization</b>                              | Juvenile Justice Crime Prevention Act of 2000.   |
| <b>Funding Type</b>                               | Discretionary grant.   |
| <b>Program Description</b>                        | JJCPA provides funding to counties for community-based programming that has proven effective in reducing crime and delinquency among youth from at-risk environments. Participating counties must create a comprehensive juvenile justice initiative and, annually on May 1, must submit an updated plan to the California Department of Corrections. The Corrections Standards Authority (CSA) must approve the plan before the county can access funds. Participating counties must report program outcome and expenditure data to CSA, including results on six statutorily mandated outcome measures: arrests, incarcerations, and probation violations as well as probation, restitution, and community service completion rates. |
| <b>Use of Funds</b>                               | Programming that has proven successful in reducing youth crime and delinquency is allowable.   |
| <b>Applicant Eligibility</b>                      | Community-based programs with a proven record of success are eligible.   |
| <b>Application Process</b>                        | See <a href="http://www.bdcrr.ca.gov/jjcpa">http://www.bdcrr.ca.gov/jjcpa</a> .  |
| <b>Flow of Funds</b>                              | Funds flow directly to service providers.  |
| <b>Funding History</b>                            | Fiscal 2007–08: \$118,725,000.   |
| <b>Matching Requirements</b>                      | None.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.cdcr.ca.gov/DivisionsBoards/CSA/cpa_2000_page.htm">http://www.cdcr.ca.gov/DivisionsBoards/CSA/cpa_2000_page.htm</a> .  |
| <b>Contact Information</b>                        | California Department of Juvenile Justice, 916-323-2848.   |
| <b>Potential Partners</b>                         | Potential partners include state agencies, local education agencies, community organizations, parents, nonprofit organizations, and businesses.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES can collaborate with local officials involved in developing and updating the county JJCPA plan to leverage funds for ASES programming that serves at-risk youth.  |

|  | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|--|--|---|-----------------------|
|  | Academic Enrichment                            | Community Development                               | Evaluation            |
|  | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|  | Community Service                              | Health and Mental Health                            | Management Systems    |
|  | Food/Snacks                                    | Job Training  | Planning/Coordination |
|  | Health and Mental Health                       | Parenting Education                                 | Staff Training        |
|  | Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance  |
|  | Recreation                                     |   | Transportation        |
|  | Special Needs Services                         |   |                       |
|  | Substance Abuse and Violence Prevention        |   |                       |
|  | Technology                                     |   |                       |



## Mental Health Services Act (MHSA)

|   |  |
|---|--|
| <b>Agency</b>                                     | California Department of Mental Health.  |
| <b>Authorization</b>                              | Mental Health Services Act of 2004 (Proposition 63).   |
| <b>Funding Type</b>                               | Formula/block grant.   |
| <b>Program Description</b>                        | This program imposed an additional 1 percent tax on annual incomes above \$1 million to fund mental health services in the state. MHSA provides funding for several programs aimed at making mental health services more effective and accessible.   |
| <b>Use of Funds</b>                               | Example of eligible services include planning, policy development, service delivery and evaluation, drop-in centers, peer support programs, warm lines, crisis services, case-management programs, self-help groups, family partnerships, parent/family education, and consumer-provided training and advocacy services. |
| <b>Applicant Eligibility</b>                      | County mental health departments are eligible.   |
| <b>Application Process</b>                        | Contact county mental health organizations for information on accessing funds.   |
| <b>Flow of Funds</b>                              | Funds flow to lead agency.   |
| <b>Funding History</b>                            | Fiscal 2004–05: \$254 million; Fiscal 2005–06: \$683 million; and Fiscal 2006–07: \$690 million.   |
| <b>Matching Requirements</b>                      | None.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.dmh.cahwnet.gov/MHSA/default.asp">http://www.dmh.cahwnet.gov/MHSA/default.asp</a> .  |
| <b>Contact Information</b>                        | California Department of Mental Health, 800-972-6472.  |
| <b>Potential Partners</b>                         | Potential partners include county mental health facilities, community organizations, for-profit organizations, and families.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can access these funds by partnering with county mental health departments to deliver qualifying services (i.e., peer support groups, academic assistance for special education students, or crisis services for children).  |

| Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure          |
|--|---|-------------------------|
| Academic Enrichment                            | Community Development                               | ■ Evaluation            |
| Art/Music/Cultural Programs                    | School-Age Care                                     | ■ Facilities            |
| Community Service                              | ■ Health and Mental Health                          | ■ Management Systems    |
| Food/Snacks                                    | Job Training  | ■ Planning/Coordination |
| ■ Health and Mental Health                     | ■ Parenting Education                               | ■ Staff Training        |
| Job/Life Skills                                | Volunteers/Mentors                                  | ■ Technical Assistance  |
| Recreation                                     |   | Transportation          |
| Special Needs Services                         |   |                         |
| Substance Abuse and Violence Prevention        |   |                         |
| Technology                                     |   |                         |

## Pupil Retention Block Grant

|   |   |
|---|---|
| <b>Agency</b>                                     | California Department of Education.   |
| <b>Authorization</b>                              | Education Code sections 41505–41508.  |
| <b>Funding Type</b>                               | Block grant.  |
| <b>Program Description</b>                        | The Pupil Retention Block Grant combines several funding programs directed at supplemental instruction, remedial reading, and dropout prevention. School districts and county offices of education are eligible for funding if they received funding in 2003–04 for any of the programs that were included in the Pupil Retention Block Grant and continued to participate in 2004–05. The grant covers funding for the following programs that have been consolidated in the Pupil Retention Block Grant: Elementary School Intensive Reading Program; Intensive Algebra Instruction Academies Program; Continuation High School Foundation Program; High-Risk Youth Education and Public Safety Program; Tenth-Grade Counseling, Opportunity Classes, and Programs; Dropout Prevention and Recovery Programs; Early Intervention for School Success; and At-Risk Youth Program. |
| <b>Use of Funds</b>                               | Allowable uses are programs targeting supplemental instruction, remedial reading, and dropout prevention services.  |
| <b>Applicant Eligibility</b>                      | School districts and county education offices are eligible.   |
| <b>Application Process</b>                        | See <a href="http://www.cde.ca.gov/fg/fo/profile.asp?id=593">http://www.cde.ca.gov/fg/fo/profile.asp?id=593</a> .   |
| <b>Flow of Funds</b>                              | Funds flow from the state agency to local education agencies.   |
| <b>Funding History</b>                            | Fiscal 2005—06: \$86.9 million.   |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/fg/fo/profile.asp?id=593">http://www.cde.ca.gov/fg/fo/profile.asp?id=593</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-327-0398.   |
| <b>Potential Partners</b>                         | Local education agencies, community organizations, and businesses are all potential partners.   |
| <b>Applicability of Funding for ASES Programs</b> | Accessing these funds will require building relationships with eligible schools and districts to establish opportunities to provide supplemental instruction, remedial reading, and dropout prevention services.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Parenting Education                                 | Staff Training        |
|   | Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance  |
|   | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## School Community Violence Prevention (SCVP)

|   |   |
|---|---|
| <b>Agency</b>                                     | California Department of Education and California Office of the Attorney General.   |
| <b>Authorization</b>                              | California Education Code, Section 41510 et seq.  |
| <b>Funding Type</b>                               | Block grant.  |
| <b>Program Description</b>                        | The School Community Violence Prevention program provides competitive grants of up to \$500,000 for a five-year period to school districts or county offices of education that want to address school safety and violence prevention issues. LEAs are encouraged to submit plans that address schools with high rates of violence. This grant program consolidates all state school safety programs. Applicants for this competitive grant are required to (1) demonstrate the existence of a broad collaborative group, including school staff, law enforcement, students, parents, and the community; (2) conduct a thorough needs analysis identifying specific unmet school safety needs; (3) identify program(s) that the collaborative chooses to address the unmet school safety needs and demonstrate that all school safety activities at the proposed site(s) will operate in a coordinated fashion; and (4) provide a detailed explanation of all proposed project expenditures. |
| <b>Use of Funds</b>                               | Authorized uses include school violence prevention programs, school safety initiatives, school community policing, gang risk intervention, and conflict resolution programs.  |
| <b>Applicant Eligibility</b>                      | Local education agencies and county offices of education are eligible.  |
| <b>Application Process</b>                        | To access SCVP funding, LEAs may apply for one or more grants through CDE's safe schools office. Multiple grants can be submitted to address schools in various locations. Individual schools can receive funding only once.  |
| <b>Flow of Funds</b>                              | Funds flow from the state education agency to LEAs to individual school sites.  |
| <b>Funding History</b>                            | Fiscal 2005–06: \$16,381,000; and Fiscal 2006–07: \$16,134,000.   |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/fg/fo/profile.asp?id=573">http://www.cde.ca.gov/fg/fo/profile.asp?id=573</a> .   |
| <b>Contact Information</b>                        | California Department of Education, Safe Schools Office, 916-445-8441.  |
| <b>Potential Partners</b>                         | Potential partners include local education agencies, school staff, law enforcement, students, parents, and the community.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can partner with local schools to develop and deliver violence prevention and school safety initiatives.  |

| Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|--|---|-----------------------|
| Academic Enrichment                            | Community Development                               | Evaluation            |
| Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
| Community Service                              | Health and Mental Health                            | Management Systems    |
| Food/Snacks                                    | Job Training  | Planning/Coordination |
| Health and Mental Health                       | Parenting Education                                 | Staff Training        |
| Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance  |
| Recreation                                     |   | Transportation        |
| Special Needs Services                         |   |                       |
| ■ Substance Abuse and Violence Prevention      |   |                       |
| Technology                                     |   |                       |

## Tobacco Use Prevention Education (TUPE) Program

|   |  |
|---|--|
| <b>Agency</b>                                     | California Department of Education.  |
| <b>Authorization</b>                              | California Proposition 99.   |
| <b>Funding Type</b>                               | Entitlement grant.   |
| <b>Program Description</b>                        | <p>Since 1988, an increased tax on tobacco products has been used to fund the Tobacco Use Prevention Education program, administered by CDE for programs advocating the prevention, intervention, and cessation of tobacco use for students in grades four through eight. TUPE funds are allocated annually on an entitlement basis. In addition, the legislation authorized CDE to offer competitive grants to local education agencies to enable schools and school districts to identify relevant research and select and implement science-based programs that prevent and reduce tobacco use among youth in grades six through eight.</p> <p>To access TUPE funds, school districts must have an approved LEA plan and consolidated application that includes TUPE and coordinates the program with the district's Safe and Drug-Free Schools and Communities program as well as other federal and state prevention efforts. In addition to their entitlement TUPE funding received each year, schools are eligible to receive a one-time discretionary grant for sixth through eighth graders.</p> |
| <b>Use of Funds</b>                               | Funds may be used for the provision of research-based tobacco use cessation and prevention programming, including the implementation and enforcement of a tobacco-free campus, classroom instruction on the dangers of tobacco use, professional development, parent and family awareness initiatives, and program evaluation.   |
| <b>Applicant Eligibility</b>                      | Local education agencies are eligible.   |
| <b>Application Process</b>                        | LEAs should apply to the California Department of Education; see <a href="http://www.cde.ca.gov/ls/he/at/tupe.asp">http://www.cde.ca.gov/ls/he/at/tupe.asp</a> .   |
| <b>Flow of Funds</b>                              | Funds flow from the state to the local education agency.   |
| <b>Funding History</b>                            | Fiscal 2006—07: \$2,259,000.   |
| <b>Matching Requirements</b>                      | None.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/ls/he/at/tupeoverview.asp">http://www.cde.ca.gov/ls/he/at/tupeoverview.asp</a> .  |
| <b>Contact Information</b>                        | California Department of Education, 916-323-1540.  |
| <b>Potential Partners</b>                         | Local education agencies, school staff, parents, and community organizations are all potential partners.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can partner with LEAs and individual schools to provide programming and technical assistance in the development of tobacco education initiatives.  |

| Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|--|---|-----------------------|
| Academic Enrichment                            | Community Development                               | Evaluation            |
| Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
| Community Service                              | Health and Mental Health                            | Management Systems    |
| Food/Snacks                                    | Job Training  | Planning/Coordination |
| Health and Mental Health                       | Parenting Education                                 | Staff Training        |
| Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance  |
| Recreation                                     |   | Transportation        |
| Special Needs Services                         |   |                       |
| Substance Abuse and Violence Prevention        |   |                       |
| Technology                                     |   |                       |

## AmeriCorps

|   |   |
|---|---|
| <b>Agency</b>                                     | Corporation for National and Community Service.   |
| <b>Authorization</b>                              | <i>National and Community Service Trust Act of 1993.</i>  |
| <b>Funding Type</b>                               | Discretionary/project grant.  |
| <b>Program Description</b>                        | AmeriCorps is a network of national service programs that engage more than 70,000 Americans each year in intensive service to meet critical needs in health, education, public safety, and the environment. AmeriCorps provides trained dedicated volunteers to public agencies, nonprofit groups, and faith-based organizations to help those organizations accomplish more. AmeriCorps members tutor and mentor youth, build affordable housing, teach computer skills, clean parks and streams, run after school programs, and help communities respond to disasters. In return for their service, AmeriCorps members receive an education award that can be used to pay for college or training-related educational expenses. About half of AmeriCorps members receive a modest living allowance. |
| <b>Use of Funds</b>                               | More than three-quarters of AmeriCorps grant funding goes to governor-appointed state commissions, which then distribute and monitor grants to local nonprofit organizations and agencies. The other quarter goes to national nonprofit organizations that operate in more than one state. The organizations receiving grants are responsible for recruiting, selecting, and supervising AmeriCorps members. Funds are used for both operating costs and member living allowances.  |
| <b>Applicant Eligibility</b>                      | State and local governments, tribes, territories, national nonprofit organizations, community-based organizations, colleges and universities, churches and other faith-based organizations with antipoverty programs, professional corps, and multi-state organizations are eligible to apply to the California Corporation for National and Community Service or CaliforniaVolunteers for these grants.  |
| <b>Application Process</b>                        | For information on applying for program funding, see <a href="http://www.americorps.gov/about/role_impact/state_profiles_detail.asp?tbl_profiles_state=CA">http://www.americorps.gov/about/role_impact/state_profiles_detail.asp?tbl_profiles_state=CA</a> or <a href="http://www.californiavolunteers.org/">http://www.californiavolunteers.org/</a> .   |
| <b>Flow of Funds</b>                              | One-third of the funds are allocated to states according to a population-based formula. At least one-third of the funds are distributed to programs that are first selected by the states and then submitted to the Corporation for National and Community Service for competitive consideration. Remaining funds are distributed to programs operated by national nonprofit organizations, professional corps, and programs in more than one state; there is a 1 percent set-aside each for tribes and territories.  |
| <b>Funding History</b>                            | (Grants—nationally) Fiscal 2005: \$287,680,000; and Fiscal 2006 est.: \$264,830,000.  |
| <b>Matching Requirements</b>                      | Sponsoring partners in most programs must provide 33 percent of the program operating costs and 15 percent of the member living allowance.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.californiavolunteers.org">http://www.californiavolunteers.org</a> and <a href="http://www.americorps.gov">http://www.americorps.gov</a> .   |
| <b>Contact Information</b>                        | California Corporation for National and Community Service, 310-235-7421; or CaliforniaVolunteers, 916-323-7646.   |
| <b>Potential Partners</b>                         | To secure volunteers, ASES programs can partner with existing AmeriCorps programs operated by a nonprofit agency, community college, or other agency.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can use AmeriCorps workers to supplement their current site staff and serve as leaders and role models for youth. AmeriCorps staff working in after school programs must have the same qualifications as other after school staff and must meet standards for instructional aides as defined by the school district.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
|   | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | ■ Job Training                                      | Planning/Coordination |
|   | Health and Mental Health                       | ■ Volunteers/Mentors                                | ■ Staff Training      |
| ■ | Job/Life Skills                                |   | Technical Assistance  |
|   | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## Carol M. White Physical Education Program

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| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.  |
| <b>Authorization</b>                              | <i>No Child Left Behind Act of 2001</i> , Title V, Part D, Subpart 10.   |
| <b>Funding Type</b>                               | Discretionary/project grant.   |
| <b>Program Description</b>                        | The Physical Education for Progress grant competition supports innovative approaches to health and physical activity that equip students with the knowledge to be healthy and physically active. To receive funding, each applicant must design and implement a program that clearly aligns to California standards for physical education and provides for one or more of the followings elements: (1) fitness education and assessment, (2) instruction in motor skills and physical activities, (3) development of, and instruction in, cognitive concepts about motor skills and physical fitness, (4) opportunities to develop positive social and cooperative skills through physical activity participation, (5) instruction in healthy eating habits and good nutrition, and (6) opportunities for professional development for physical education teachers. |
| <b>Use of Funds</b>                               | Funds may be used to initiate, expand, and improve physical education programs, including after school programs, for students in kindergarten through grade 12 in order to make progress toward meeting state standards for physical education. The statute authorizes grants to provide funds for training and education of teachers and staff, as well as for equipment and support, to enable students in one or more grades (kindergarten through grade 12) to participate actively in physical education activities.  |
| <b>Applicant Eligibility</b>                      | Eligible applicants for this program are local education agencies and community-based organizations, including faith-based organizations that meet the definition of CBO.  |
| <b>Application Process</b>                        | For more information on funding and application requirements, see <a href="http://www.ed.gov/programs/whitephised/index.html">http://www.ed.gov/programs/whitephised/index.html</a> .  |
| <b>Flow of Funds</b>                              | Funds flow directly to the grantees.   |
| <b>Funding History</b>                            | Federal Fiscal 2004: \$69,000,000; and Federal Fiscal 2005: \$73,408,000. State Fiscal 2006: \$3,168,974.  |
| <b>Matching Requirements</b>                      | States must provide a 10 percent match for this program. The authorizing statute requires that the federal share for grants under this program may not exceed 90 percent of the total cost of a project.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.ed.gov/programs/whitephised/index.html">http://www.ed.gov/programs/whitephised/index.html</a> .  |
| <b>Contact Information</b>                        | U.S. Department of Education, Office of Elementary and Secondary Education, 202-260-0834.  |
| <b>Potential Partners</b>                         | ASES programs can partner with other community-based organizations, local education agencies, and nonprofit partners.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can use this grant to fund health, fitness, and nutrition-focused programming as well as any other physical activities that promote positive social and cooperative skills. This grant can also be used to finance professional development for staff in qualified areas.  |

| Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|--|---|-----------------------|
| Academic Enrichment                            | Community Development                               | Evaluation            |
| Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
| Community Service                              | Health and Mental Health                            | Management Systems    |
| Food/Snacks                                    | Job Training  | Planning/Coordination |
| Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
| Job/Life Skills                                |   | Technical Assistance  |
| Recreation                                     |   | Transportation        |
| Special Needs Services                         |   |                       |
| Substance Abuse and Violence Prevention        |   |                       |
| Technology                                     |   |                       |

## Child and Adult Care Food Program (CACFP)

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Agriculture, Food and Nutrition Service, Child Nutrition Division.   |
| <b>Authorization</b>                              | National School Lunch Act, Sections 9, 11, 16, and 17, as amended; and 89 Stat. 522-525, U.S.C. 1758, 1759a, 1762a, 1765, and 1766. 7 CFR Part 226.   |
| <b>Funding Type</b>                               | Entitlement grant.  |
| <b>Program Description</b>                        | Through a California agency, CACFP reimburses eligible institutions for providing meals and snacks to children and adults receiving day care. Eligible facilities include child care centers, family day care homes, after school care programs, homeless shelters, and adult day care centers. Funds to a state are provided through grants-in-aid and other means to initiate and maintain nonprofit food service programs for children, the elderly, or impaired adults in nonresidential day care facilities and children in emergency shelters. Children in after school programs are eligible if 25 percent of the children enrolled are eligible for free or reduced-priced meals under the National School Lunch Program. |
| <b>Use of Funds</b>                               | States are provided funds to reimburse institutions for meals and snacks served. Reimbursements are paid at a per snack or meal rate.   |
| <b>Applicant Eligibility</b>                      | After school care programs in approved low-income areas and institutions, including public or private nonprofit organizations that provide educational or enrichment activities for school-age children in low-income areas, are eligible to participate. For-profit centers that receive Title XX funds for at least 25 percent of their school-age children may also be eligible. The applicant must provide regularly scheduled after school activities in an organized, structured, and supervised environment. ASES programs may be eligible themselves, or they can partner with eligible agencies, to access funds and provide youth participating in after school programs with healthy meals.                            |
| <b>Application Process</b>                        | For more information on funding and application requirements, see <a href="http://www.cde.ca.gov/ls/nu/cc/">http://www.cde.ca.gov/ls/nu/cc/</a> .   |
| <b>Flow of Funds</b>                              | The U.S. Department of Agriculture gives grants to states, which then reimburse participating institutions for meals served.  |
| <b>Funding History</b>                            | Fiscal 2004: \$2,055,696,000; Fiscal 2005: \$2,134,418,000; and Fiscal 2006 est.: \$2,156,445,000.  |
| <b>Matching Requirements</b>                      | Participating agencies pay the difference between the actual cost and the reimbursement.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/ls/nu/cc/">http://www.cde.ca.gov/ls/nu/cc/</a> .   |
| <b>Contact Information</b>                        | California Department of Education, Nutrition Services Division, 800-952-5609.  |
| <b>Potential Partners</b>                         | ASES programs can partner with nonprofit agencies, private organizations, and public entities that provide nonresidential day care.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can use this grant to fully or partially fund healthy snacks for children during program time.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
|   | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
| ■ | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
|   | Job/Life Skills                                |   | Technical Assistance  |
|   | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |



## Child Care and Development Fund (CCDF)

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Health and Human Services, Child Care Bureau, Administration for Children and Families.  |
| <b>Authorization</b>                              | 42 U.S.C. 9858; <i>Child Care and Development Block Grant Act of 1990</i> ; <i>Personal Responsibility and Work Opportunity Reconciliation Act of 1996</i> , P.L. 104-193; <i>Balanced Budget Act of 1997</i> , P.L. 105-33; and <i>Consolidated Appropriations Act</i> .   |
| <b>Funding Type</b>                               | Formula/block grant.  |
| <b>Program Description</b>                        | The program aims 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) help states implement the health, safety, licensing, and registration standards established in state regulations.  |
| <b>Use of Funds</b>                               | Funds are used to subsidize the cost of child care for children below age 13 (or, at the option of the grantee, up to age 19, if disabled or under court supervision). Subsidized child care services are available to eligible families through vouchers or certificates with providers. Parents may select any legally operating child care provider. Child care providers serving children funded by CCDF must meet basic health and safety requirements set by states, territories, and tribes. A state must use a minimum of 4 percent of CCDF funds to improve child care quality and availability through comprehensive consumer education, activities to increase parental choice, and other activities such as resource and referral services, provider grants and loans, monitoring and enforcement of requirements, training and technical assistance, and improved compensation for child care staff. Certain amounts of funds must be used for specific purposes, including quality expansion; infant and toddler program quality improvement; child care resource and referral; and school-age child care activities. |
| <b>Applicant Eligibility</b>                      | States, territories, and federally recognized Indian tribes are eligible. The lead agency in these jurisdictions may contract with or award grants to public or private entities to administer programs and provide services, subject to the lead agency's criteria, which may include child care providers, community-based organizations, faith-based organizations, recreation programs, schools, and public and private social service agencies. Low-income families that meet eligibility requirements may apply to the lead agency to receive a child care subsidy. Children must reside with a family whose income does not exceed 85 percent of the state median income for a family of the same size and reside with a parent or parents who are working, attending job training or an educational program; or be in need of protective services.  |
| <b>Application Process</b>                        | CDE's child development office is required to submit a two-year plan to the U.S. Department of Health and Human Services. For more information on application requirements, contact the child development office of the California Department of Education.   |
| <b>Flow of Funds</b>                              | Funds flow to the lead agency.  |
| <b>Funding History</b>                            | Fiscal 2001: \$4.5 billion; and Fiscal 2002: \$4.8 billion. An estimated \$2 million will be allocated for before school and after school program quality improvement efforts, according to the California 2006–07 CCDF plan.   |
| <b>Matching Requirements</b>                      | There are no matching requirements for the discretionary and mandatory parts; however, to access full funding, states must provide matching funds. Tribes are not required to provide matching funds.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/sp/cd/">http://www.cde.ca.gov/sp/cd/</a> .   |
| <b>Contact Information</b>                        | California Department of Education, Child Development Office, 916-322-6233.   |
| <b>Potential Partners</b>                         | ASES programs can partner with child care providers, community-based organizations, faith-based organizations, recreation programs, schools, and public and private social services agencies.   |
| <b>Applicability of Funding for ASES Programs</b> | Many states dedicate a portion of their dollars to before school and after school activities. Enhancing children's access to quality programs and facilitating parental choice is a key focus of the CCDF program. Sustaining new after school programs, especially those in low-income neighborhoods, is a way to expand opportunities and choices for CCDF families.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure          |
|---|--|---|-------------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation              |
| ■ | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities              |
|   | Community Service                              | Health and Mental Health                            | Management Systems      |
|   | Food/Snacks                                    | Job Training  | ■ Planning/Coordination |
| ■ | Health and Mental Health                       | Volunteers/Mentors                                  | ■ Staff Training        |
| ■ | Job/Life Skills                                |   | ■ Technical Assistance  |
| ■ | Recreation                                     |   | Transportation          |
|   | Special Needs Services                         |   |                         |
|   | Substance Abuse and Violence Prevention        |   |                         |
|   | Technology                                     |   |                         |

## Community Development Block Grant (CDBG): Entitlement Grants

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Housing and Urban Development (HUD), Entitlement Communities Division, Office of Block Grant Assistance, Community Planning and Development.   |
| <b>Authorization</b>                              | <i>Housing and Community Development Act of 1974</i> , Title I, as amended, P.L. 93-383, 24 CFR 570.  |
| <b>Funding Type</b>                               | Formula/block grant.  |
| <b>Program Description</b>                        | These grants are used to develop viable urban communities by providing decent housing, providing a suitable living environment, and expanding economic opportunities for persons of low and moderate income. Each CDBG-funded activity must meet one of the following national objectives: (1) benefit persons of low and moderate income, (2) aid in the prevention or elimination of slums or blight, or (3) meet other community development needs of particular urgency.  |
| <b>Use of Funds</b>                               | Funds can be used for activities directed toward neighborhood revitalization, economic development, and provision of improved community facilities and services. The grants may be used for child care and youth development activities.  |
| <b>Applicant Eligibility</b>                      | California cities in metropolitan statistical areas (MSAs) designated by the federal Office of Management and Budget as a central city of the MSA, other cities in MSAs with more than 50,000 people, and qualified urban counties with at least 200,000 people are eligible to receive grants.   |
| <b>Application Process</b>                        | Eligible applicants must submit a consolidated plan, an annual action plan, and certifications to HUD. The action plan must include a detailed citizen participation plan. Consolidated plans must be submitted every five years. Each year, localities submit an annual action plan and certifications. For more information on how this program works in your state or locality, contact your local program administrator. State and local contact information can be found at: <a href="http://www.hud.gov/local/index.cfm?state=ca&amp;topic=offices">http://www.hud.gov/local/index.cfm?state=ca&amp;topic=offices</a> .   |
| <b>Flow of Funds</b>                              | Funds flow from the U.S. Department of Housing and Urban Development to larger cities in California through entitlement grants. Awards are also granted to states on a formula basis, and states then pass the funds to smaller communities in rural areas that are not large enough to receive entitlement grants. These government entities may then contract with other local agencies or nonprofit organizations to carry out part or all of their programs. Recipients may provide assistance to micro-enterprises or other for-profit entities when the recipient determines that the provision of such assistance is appropriate to carry out an economic development project. |
| <b>Funding History</b>                            | Fiscal 2000 grants: \$2.9 billion; and Fiscal 2002 est.: \$3.08 billion. Grant size is determined by formula. In fiscal 2000, 1,008 local governments were potentially eligible to receive entitlement grants.  |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.hcd.ca.gov/fa/cdbg/about.html">http://www.hcd.ca.gov/fa/cdbg/about.html</a> .   |
| <b>Contact Information</b>                        | California Department of Housing and Urban Development, 916-445-6000.   |
| <b>Potential Partners</b>                         | ASES programs can partner with community action agencies, community-based organizations, local government agencies, youth-serving organizations, and faith-based organizations.   |
| <b>Applicability of Funding for ASES Programs</b> | CDBG allowable activities most relevant to ASES programs include: (1) public services—CDBG can be used to fund after school tutoring, mentoring, parenting classes, recreation programs, and health services; and (2) public improvements and facilities—CDBG can be used to fund the purchase, construction, or rehabilitation of facilities for before school and after school programs and community school initiatives.   |

| Activities and Supports for Children and Youth |  | Activities and Supports for Parents and Communities |  | Infrastructure        |
|--|--|---|--|-----------------------|
| ■ Academic Enrichment                          |  | Community Development                               |  | Evaluation            |
| ■ Art/Music/Cultural Programs                  |  | ■ School-Age Care                                   |  | ■ Facilities          |
| Community Service                              |  | ■ Health and Mental Health                          |  | Management Systems    |
| Food/Snacks                                    |  | Job Training  |  | Planning/Coordination |
| ■ Health and Mental Health                     |  | Volunteers/Mentors                                  |  | Staff Training        |
| ■ Job/Life Skills                              |  |   |  | Technical Assistance  |
| ■ Recreation                                   |  |   |  | Transportation        |
| Special Needs Services                         |  |   |  |                       |
| Substance Abuse and Violence Prevention        |  |   |  |                       |
| Technology                                     |  |   |  |                       |

## Cooperative Extension Services: 4-H Youth Development Program

|   |  |
|---|--|
| <b>Agency</b>                                     | U.S. Department of Agriculture, Cooperative State Research, Education, and Extension Service (CSREES).   |
| <b>Authorization</b>                              | <i>Smith-Lever Act</i> , as amended, 7 U.S.C. 341–349.   |
| <b>Funding Type</b>                               | Discretionary/project grant.   |
| <b>Program Description</b>                        | The 4-H Youth Development Program began more than 100 years ago. The program grew from one primarily concerned with improving agriculture production and food preservation to one dedicated to developing young people. 4-H programs and clubs are found in rural and urban areas and are designed to incorporate life skills development into an expanding number of delivery modes. California programs are organized through local cooperative extension services (CES) offices affiliated with land-grant universities. Projects require collaboration across disciplines, program areas, and geographic lines as well as a holistic approach. |
| <b>Use of Funds</b>                               | Funds are used to support programs and activities for preschoolers through late teens in both rural and urban settings. Some clubs can be dedicated to special interest areas like technology or leadership, while others can be more broadly focused on youth development. Through these programs, youth have an opportunity to contribute to energy conservation and environmental issues, community service, and food production. They learn about science and technology, and they become involved in programs that help them with employment and career decisions, health, nutrition, food safety, and family relationships.                  |
| <b>Applicant Eligibility</b>                      | The 4-H Youth Development Program is coordinated through local CES offices, which are organized by county in California. Extension programs receive funding through grants to designated land-grant institutions in all 50 states, the District of Columbia, and the U.S. territories.   |
| <b>Application Process</b>                        | ASES programs wanting to organize or partner with a 4-H club should contact their local CES. To locate your local extension office, see <a href="http://ca4h.org/4hinfo/countyinfo/index.asp">http://ca4h.org/4hinfo/countyinfo/index.asp</a> .  |
| <b>Flow of Funds</b>                              | The U.S. Department of Agriculture provides funding to the CES, which then provides funding for 4-H clubs.   |
| <b>Funding History</b>                            | Total grants to CSREES to fund 4H and other programs—Fiscal 2004: \$421,539,271; Fiscal 2005: \$427,484,771; and Fiscal 2006 est.: \$431,511,670.  |
| <b>Matching Requirements</b>                      | None. However, 4-H clubs often pay for some expenses through dues or fundraising activities by club members.   |
| <b>Website Link(s)</b>                            | See <a href="http://ca4h.org/">http://ca4h.org/</a> .  |
| <b>Contact Information</b>                        | Contact your local cooperative extension office.   |
| <b>Potential Partners</b>                         | State and local cooperative extension services; land-grant universities; community-based organizations; and schools are all potential partners.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can partner with their local CES 4-H staff, volunteers, and teachers to include projects and programming among their objectives and activities, while tracking and valuing these as in-kind resources toward the required match.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
| ■ | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
| ■ | Job/Life Skills                                |   | Technical Assistance  |
| ■ | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
| ■ | Technology                                     |   |                       |

## Even Start: State Education Agencies

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.   |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act of 1965</i> , as amended, Title I, Part B, Subpart 3 20 U.S.C. 6381.  |
| <b>Funding Type</b>                               | Discretionary/project.  |
| <b>Program Description</b>                        | Even Start focuses on the educational needs of low-income families with young children. The goal of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities available to low-income families with limited educational experiences. Even Start projects all build on high-quality, existing community resources to integrate adult education, interactive literacy activities between parent and child, and early childhood education services into a unified program.                            |
| <b>Use of Funds</b>                               | All local projects must serve families most in need of Even Start services and provide three core services (adult education, early childhood education, and interactive literacy activities between parent and child). Projects must also include support services, provide some services to parents and children together, provide some home-based services, integrate educational activities across the core areas, coordinate service delivery with other local programs, conduct local evaluations, and participate in the national evaluation. |
| <b>Applicant Eligibility</b>                      | Formula grants are awarded to state education agencies, which then distributes the funds on a competitive basis. Subgrantees are partnerships that consist of a local education agency and a nonprofit, community-based organization, a public agency other than an LEA, an institution of higher education, or other public or private nonprofit organizations.  |
| <b>Application Process</b>                        | The California Department of Education must submit state plans to the U.S. Department of Education in accordance with requirements in Section 14302 of the <i>Elementary and Secondary Education Act</i> and guidance by the U.S. Department of Education.  |
| <b>Flow of Funds</b>                              | The U.S. Department of Education awards grants to the CDE on a formula basis. The CDE then passes the funds on to the local level through competitive subgrants to partnerships of local education agencies and nonprofit community-based organizations. The state agency gives priority to proposals targeting areas with large numbers of most-in-need families or to projects located in empowerment zones or enterprise communities.  |
| <b>Funding History</b>                            | Fiscal 2003: \$248,375,000; Fiscal 2004: \$246,909,587; and Fiscal 2005: \$225,910,000.   |
| <b>Matching Requirements</b>                      | For a local grant from the state education agency, local grantees will be responsible for matching funding in the amount of 10 percent in the first year, 20 percent in the second year, 30 percent in the third year, 40 percent in the fourth year, 50 percent in the fifth through eighth years, and 65 percent in any subsequent years.   |
| <b>Website Link(s)</b>                            | See <a href="http://cde.ca.gov/sp/cd/op/evenstart.asp">http://cde.ca.gov/sp/cd/op/evenstart.asp</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-319-0275.   |
| <b>Potential Partners</b>                         | Potential partners include local education agencies, institutions of higher education, community-based organizations, and family service agencies.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can access Even Start funds by forming collaborative partnerships with appropriate state, local, and nonprofit agencies to explore ways to build literacy skills within the after school setting.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure          |
|---|--|---|-------------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation              |
|   | Art/Music/Cultural Programs                    | ■ School-Age Care                                   | Facilities              |
|   | Community Service                              | Health and Mental Health                            | Management Systems      |
|   | Food/Snacks                                    | Job Training  | ■ Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | ■ Staff Training        |
|   | Job/Life Skills                                |   | Technical Assistance    |
|   | Recreation                                     |   | Transportation          |
|   | Special Needs Services                         |   |                         |
|   | Substance Abuse and Violence Prevention        |   |                         |
|   | Technology                                     |   |                         |

## National School Lunch Program: Afterschool Snacks

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Agriculture, Food and Nutrition Service.   |
| <b>Authorization</b>                              | <i>National School Lunch Act</i> , Section 17A; 42 U.S.C. 1766(a).  |
| <b>Funding Type</b>                               | Entitlement grant.  |
| <b>Program Description</b>                        | School districts participating in the National School Lunch Program can provide reimbursable snacks to children and youths in after school educational or enrichment programs. A reimbursable snack must contain two servings of milk, meat, or a meat alternate, fruit or vegetable, and grain or bread product. In 2006–07, snacks were reimbursed at a maximum of 65 cents per child.                            |
| <b>Use of Funds</b>                               | Funds may be used to reimburse the cost of afternoon snacks.  |
| <b>Applicant Eligibility</b>                      | School districts are eligible if they participate in the National School Lunch Program and provide educational or enrichment activities for children after their school day has ended. Only programs regularly scheduled in an organized, structured, and supervised environment are eligible to receive funds.   |
| <b>Application Process</b>                        | The school district's food service office should contact the California Department of Education's nutrition services division, with which it has an agreement, to participate in the National School Lunch Program. Other organizations operating programs on school sites or affiliated with schools should contact the school food service director about possible participation.                                 |
| <b>Flow of Funds</b>                              | The U.S. Department of Agriculture makes payments to CDE's nutrition services division to reimburse the school food service office for serving snacks to children. Snacks served in schools in low-income areas are reimbursed at the free rate. In all other areas, payments are based on each child's eligibility for free and reduced-price meals.   |
| <b>Funding History</b>                            | Fiscal 2004: \$85,868,145; and Fiscal 2005: \$95,534,954. Afterschool care snacks in schools are reimbursed at rates dependent on students' eligibility for free or reduced-price lunches. Reimbursements are 60 cents per snack for students who qualify for free lunches, 30 cents per snack for students who qualify for reduced-price lunches, and five cents per snack for students who pay for their lunches. |
| <b>Matching Requirements</b>                      | Food service providers must pay the difference between the actual cost of food and the reimbursement rate.  |
| <b>Website Link(s)</b>                            | See <a href="http://cde.ca.gov/re/di/or/division.asp?id=nsd">http://cde.ca.gov/re/di/or/division.asp?id=nsd</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-445-0850.   |
| <b>Potential Partners</b>                         | Local education agencies, individual schools, community-based organizations, and youth-serving organizations are all potential partners.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can partner with school districts participating in the National School Lunch Program to ensure children participating in after school activities receive nutritious snacks.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
|   | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
| ■ | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
|   | Job/Life Skills                                |   | Technical Assistance  |
|   | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## No Child Left Behind: Title I, Part A—School Improvement Funds

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.   |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act of 1965</i> , as amended, Title I, Part A; 20 U.S.C. 6301–6339 and 6571–6578.   |
| <b>Funding Type</b>                               | Formula/block grant.  |
| <b>Program Description</b>                        | No Child Left Behind requires states to dedicate 4 percent of their Title I funds to support schools that fail to make adequate yearly progress (AYP) for two consecutive years. In California, schools and local education agencies that do not make AYP are identified for program improvement (PI). PI LEAs and schools must use these funds to implement programs and strategies that aim to raise student achievement and enable schools to improve their status. Grants to school districts range from \$50,000 to \$500,000 and may be renewed for up to two years, depending on the district's academic progress. |
| <b>Use of Funds</b>                               | Districts use the funds to provide assistance to their lowest-achieving schools. Each school must develop a school improvement plan that uses scientifically based research to address areas for improvement. After school programs are increasingly viewed as places where project-based and other creative learning strategies can be used to improve student achievement, so these programs naturally have a role to play in school improvement. The legislation strongly encourages schools to extend school improvement strategies to include before school and after school hours and summer programs.              |
| <b>Applicant Eligibility</b>                      | State education agencies are eligible to apply for funding from the U.S. Department of Education.   |
| <b>Application Process</b>                        | Schools and districts apply to the California Department of Education for funding once they reach PI status.  |
| <b>Flow of Funds</b>                              | Funds flow from the U.S. Department of Education to SEAs, which then grant reserved funds to school districts based on their demonstrated needs and commitment to school-wide improvement.  |
| <b>Funding History</b>                            | Fiscal 2005: \$493 million; and Fiscal 2006 est.: \$514 million.  |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-319-0380.   |
| <b>Potential Partners</b>                         | Community-based organizations, local education agencies, institutions of higher education, faith-based organizations, and youth-serving organizations are all potential partners.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can partner with local schools or join school improvement planning teams to participate in the development of school improvement priorities.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Parenting Education                                 | Staff Training        |
|   | Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance  |
|   | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## No Child Left Behind: Title I—Supplemental Educational Services

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.   |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act of 1965</i> , Title I, Part A; 20 U.S.C. 6301 et seq. 34 CFR 200.   |
| <b>Funding Type</b>                               | Formula/block grant.  |
| <b>Program Description</b>                        | Title I funds can be used to provide supplemental educational services (SES) for eligible children in failing schools.  |
| <b>Use of Funds</b>                               | Supplemental educational services are extra help provided to students in math, reading, and language arts. Funding may be used for tutoring, after school services, and summer school programs for children in schools designated as “failing” by the state education agency.   |
| <b>Applicant Eligibility</b>                      | Parents of children in schools classified as “in need of improvement” are eligible to receive these funds. The school district is required to tell parents if the school their child attends is in need of improvement. A parent can also call 1-800-USA-LEARN to check on a school’s classification. Organizations eligible to become an SES provider include for-profit companies, nonprofit programs, local community programs, colleges and universities, national organizations, faith-based groups, private and charter schools, and public schools and districts not identified as in need of improvement.   |
| <b>Application Process</b>                        | School districts notify parents if their child is eligible for supplemental educational services. Parents then select a program approved by the state to deliver these services. ASES programs must apply to the California Department of Education to become a SES provider to receive funds for providing supplemental educational services. Approved providers enter into a contractual agreement with a local school district that specifies how often services will be provided, for how long, and what goals the student is expected to achieve. To be approved, the ASES program curriculum and standards must be aligned with the local curriculum and California state standards. Programs must also demonstrate that their instructional methods are research-based and have a record of effectiveness. |
| <b>Flow of Funds</b>                              | Funds flow from the federal government to the state education agency to school districts. School districts will pay a provider directly for supplemental educational services.  |
| <b>Funding History</b>                            | Districts must spend an amount equal to 20 percent of their Title I allocation on a combination of SES and transportation for students opting to transfer to other public schools not in need of improvement. How a district divides its funds depends on the relative demand for each of these services. For each student receiving SES, districts spend either their per-child Title I allocation or the actual cost of the services, whichever is less. The maximum per-child expenditure for SES varies widely across the nation, ranging from roughly \$600 to \$3,500.  |
| <b>Matching Requirements</b>                      | None. Parents are responsible for any costs that are not covered by the supplemental educational services funding from the school district.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/ta/ac/ti/supplemental.asp">http://www.cde.ca.gov/ta/ac/ti/supplemental.asp</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-319-0381 or 916-319-0276.   |
| <b>Potential Partners</b>                         | Potential partners include nonprofit and for-profit companies, schools, local colleges and universities, community and faith-based organizations, and academic enrichment and tutoring programs. The local school district will maintain a list of eligible partners.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can partner with school districts to provide supplemental educational services.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | ■ Evaluation          |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | ■ Facilities          |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | ■ Staff Training      |
|   | Job/Life Skills                                |   | Technical Assistance  |
|   | Recreation                                     |   | ■ Transportation      |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |



## No Child Left Behind: Title III—Language Instruction for Limited-English-Proficient Students

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.   |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act of 1965</i> , Title III, Sec. 3001.   |
| <b>Funding Type</b>                               | Formula/block grant.  |
| <b>Program Description</b>                        | The Language Instruction for Limited-English-Proficient (LEP) Students program helps school districts teach English to limited-English-proficient students and helps these students meet the same challenging state standards required of all students. There are two types of subgrants that states can give to LEAs: formula subgrants for LEP students, which are based on the number of LEP students enrolled in schools served by the LEA; and set-aside subgrants to LEAs that have experienced a significant increase (at least 5%) in the number of immigrant children enrolled in public and nonpublic schools in their jurisdiction.    |
| <b>Use of Funds</b>                               | Funds must be used for English language development instruction, enhanced instruction in core academic subjects, and professional development for teachers and other staff. Ninety-five percent of all Title III funds must be used in the classroom. Title III LEP funds can also be used for upgrading curriculum and instructional strategies, providing tutorials for academic and/or vocational education, acquiring or developing educational technology, coordinating language instruction programs with other agencies, providing community participation programs (e.g., family literacy or parent outreach), or program administration. |
| <b>Applicant Eligibility</b>                      | Local education agencies are eligible to receive funds.   |
| <b>Application Process</b>                        | LEAs should apply to the California Department of Education at: <a href="http://www.cde.ca.gov/fg/fo/r12/lep06rfa.asp">http://www.cde.ca.gov/fg/fo/r12/lep06rfa.asp</a> .   |
| <b>Flow of Funds</b>                              | States provide subgrants to eligible LEAs based on the number of LEP students enrolled.   |
| <b>Funding History</b>                            | In fiscal 2003–04, CDE allocated \$119,282,691 to serve 1,554 LEP students.   |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/sp/el/t3/lep.asp">http://www.cde.ca.gov/sp/el/t3/lep.asp</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-323-5467.   |
| <b>Potential Partners</b>                         | Potential partners include community-based organizations, local education agencies, institutions of higher education, faith-based organizations, and youth-serving organizations.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES leaders in communities with significant English language learner (ELL) populations could use these funds to design programs appropriate to ELL populations and employ staff experienced in working with English language learners.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure          |
|---|--|---|-------------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation              |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities              |
|   | Community Service                              | Health and Mental Health                            | Management Systems      |
|   | Food/Snacks                                    | Job Training  | ■ Planning/Coordination |
|   | Health and Mental Health                       | Parenting Education                                 | ■ Staff Training        |
|   | Job/Life Skills                                | Volunteers/Mentors                                  | Technical Assistance    |
|   | Recreation                                     |   | Transportation          |
|   | Special Needs Services                         |   |                         |
|   | Substance Abuse and Violence Prevention        |   |                         |
| ■ | Technology                                     |   |                         |

## No Child Left Behind: Title III—Immigrant Education Program Funds

|   |   |
|---|---|
| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.   |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act of 1965</i> , Title III, Sec. 3001.   |
| <b>Funding Type</b>                               | Formula/block grant.  |
| <b>Program Description</b>                        | SEAs are authorized to allot 15 percent of Title III funding for immigrant education programs. Funding targets eligible immigrant students and their families through the provision of supplementary programs and services that ensure these students meet the same challenging grade-level and graduation standards as mainstream students.  |
| <b>Use of Funds</b>                               | Funds can be used for programming that includes family literacy, parent training, community outreach, professional development for staff, updating of instructional materials and technology, and any other instructional activities designed to assist immigrant students in achieving academically. Activities may be coordinated with community-based organizations, colleges and universities, and private-sector entities. |
| <b>Applicant Eligibility</b>                      | Local education agencies are eligible applicants.   |
| <b>Application Process</b>                        | LEAs should apply to the California Department of Education at: <a href="http://www.cde.ca.gov/fg/fo/r12/lep06rfa.asp">http://www.cde.ca.gov/fg/fo/r12/lep06rfa.asp</a> .   |
| <b>Flow of Funds</b>                              | SEA provides subgrants to eligible local education agencies.  |
| <b>Funding History</b>                            | In fiscal 2004–05, CDE awarded subgrants totaling \$18,138,490 to serve 211,651 immigrant students.   |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/sp/el/t3/immigrant.asp">http://www.cde.ca.gov/sp/el/t3/immigrant.asp</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-323-5467.   |
| <b>Potential Partners</b>                         | Community-based organizations, local education agencies, institutions of higher education, faith-based organizations, and youth-serving organizations are all potential partners.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES leaders in communities with significant immigrant populations could use these funds to design programs appropriate to immigrant populations and employ staff experienced in working with immigrant populations.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure          |
|---|--|---|-------------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation              |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities              |
|   | Community Service                              | Health and Mental Health                            | Management Systems      |
|   | Food/Snacks                                    | Job Training  | ■ Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | ■ Staff Training        |
|   | Job/Life Skills                                |   | Technical Assistance    |
|   | Recreation                                     |   | Transportation          |
|   | Special Needs Services                         |   |                         |
|   | Substance Abuse and Violence Prevention        |   |                         |
| ■ | Technology                                     |   |                         |

## No Child Left Behind: Title IV—Safe and Drug-Free Schools and Communities, State Grants

|   |  |
|---|--|
| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.  |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act</i> , Title IV, Part A, Subpart I, as amended. 20 U.S.C. 7111–7118.  |
| <b>Funding Type</b>                               | Formula/block grant.   |
| <b>Program Description</b>                        | The program provides support to the California Department of Education for drug and violence prevention activities focused on school-age youth. CDE is required to distribute 93 percent of funds to local education agencies for drug and violence prevention activities.   |
| <b>Use of Funds</b>                               | Drug and violence prevention activities authorized under the statute may include developing instructional materials; providing counseling services; offering professional development programs for school personnel, students, or community leaders; implementing conflict resolution, peer mediation, and mentoring programs; implementing character education programs and community service projects; establishing safe zones of passage for students to and from school; and acquiring and installing metal detectors and hiring security personnel. |
| <b>Applicant Eligibility</b>                      | Governors and state departments of education may apply.  |
| <b>Application Process</b>                        | CDE must submit an application to the U.S. Department of Education for funds. Local or intermediate education agencies or consortia must apply to the state education agency.  |
| <b>Flow of Funds</b>                              | California must reserve up to 20 percent of funds for the governor, and it is required to distribute 93 percent of the remaining funds to local education agencies.  |
| <b>Funding History</b>                            | Fiscal 2005: \$437,381,000; and Fiscal 2006 est.: \$346,500,000.   |
| <b>Matching Requirements</b>                      | This program has maintenance-of-effort requirements; contact CDE for further details.  |
| <b>Website Link(s)</b>                            | See <a href="http://cde.ca.gov/is/he/at/safedrugfree.asp">http://cde.ca.gov/is/he/at/safedrugfree.asp</a> .  |
| <b>Contact Information</b>                        | California Department of Education, 916-319-0193.  |
| <b>Potential Partners</b>                         | Community-based organizations, local education agencies, institutions of higher education, faith-based organizations, and youth-serving organizations are all potential partners.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can use funds to support educational and youth-oriented programming, including mentoring, delinquency prevention, leadership development, and civic engagement activities. Programs can also use the funds to support staff training and development.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | ■ Volunteers/Mentors                                | ■ Staff Training      |
| ■ | Job/Life Skills                                |   | Technical Assistance  |
| ■ | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
| ■ | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## No Child Left Behind: Title V, Part A—Innovative Programs

|   |   |
|---|---|
| <b>Agency</b>                                     | U. S. Department of Education, Office of Elementary and Secondary Education.  |
| <b>Authorization</b>                              | <i>No Child Left Behind Act of 2001</i> , Title V, Part A, Section 5101, P.L. 107-10; and 2006 State Budget Item Number 6110-123-0890.  |
| <b>Funding Type</b>                               | Formula/block grant.  |
| <b>Program Description</b>                        | Innovative Programs is a broad and flexible component of NCLB designed to support local school reform efforts that are aligned with statewide initiatives. This program helps districts improve achievement by implementing promising practices that reflect scientifically based research.   |
| <b>Use of Funds</b>                               | Acceptable district uses of funds include staff development, technology training, dropout prevention, adult literacy, gifted and talented programs, school improvement, community service, financial literacy programs, alternative education, academic intervention, parental involvement, service learning, school safety, and other supplemental educational services. Activities must be tied to academic achievement standards and used to improve student academic achievement as part of an education reform strategy. The Innovative Programs initiative is an extremely flexible funding source that aims to encourage innovation and creativity in efforts to bolster student achievement and school improvement. |
| <b>Applicant Eligibility</b>                      | Local education agencies are eligible for funding.  |
| <b>Application Process</b>                        | LEAs should apply at: <a href="http://www.cde.ca.gov/fg/aa/co">http://www.cde.ca.gov/fg/aa/co</a> .   |
| <b>Flow of Funds</b>                              | Federal funds are allocated via formula to state education agencies, based on the state's school-age population. States award at least 85 percent of their allocation to districts based on enrollment.   |
| <b>Funding History</b>                            | Fiscal 2005–06: \$20,988,393.   |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/fg/fo/profile.asp?id=786">http://www.cde.ca.gov/fg/fo/profile.asp?id=786</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-319-0381.   |
| <b>Potential Partners</b>                         | Potential partners include community-based organizations, local education agencies, institutions of higher education, faith-based organizations, and youth-serving organizations.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can use this funding stream for new programs that have a creative slant on extended learning time or for existing programs that are looking to test a new approach.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
| ■ | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | ■ Job Training                                      | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
| ■ | Job/Life Skills                                |   | Technical Assistance  |
| ■ | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
| ■ | Technology                                     |   |                       |

## No Child Left Behind: Title VII—American Indian Education

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| <b>Agency</b>                                     | U.S. Department of Education, Office of Elementary and Secondary Education.  |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act of 1965</i> , as amended, Title VII, Part A, Subpart I; 20 U.S.C. 7421–7429 and 7491–7492.   |
| <b>Funding Type</b>                               | Formula/block grant.   |
| <b>Program Description</b>                        | This program supports local education agencies in their efforts to reform elementary and secondary school programs that serve American Indian students. These grants ensure that programs are based on challenging state content standards and student performance standards that are used for all students.   |
| <b>Use of Funds</b>                               | Grantees may use funds to establish, operate, and maintain supplementary projects specifically designed to assist Indian students in meeting state content and student performance standards. Projects must be designed in response to a locally conducted needs assessment and with the full cooperation and involvement of an elected committee representing parents of the Indian students to be served. Permissible activities include (1) culturally related activities, (2) early childhood and family programs emphasizing school readiness, and (3) enrichment programs that directly support the attainment of state content and performance standards. |
| <b>Applicant Eligibility</b>                      | Local education agencies are eligible to apply. Schools that receive funding from the Bureau of Indian Affairs under Section 1130 of the <i>Education Amendments of 1978</i> , 25 U.S.C. 2001, are automatically deemed eligible to participate in this program.   |
| <b>Application Process</b>                        | Each eligible LEA submits an annual application to the U.S. Department of Education describing its proposed project(s). The standard application form, as furnished by the federal agency, must be used for this program. An applicant should consult the office or official designated as the single point of contact in his or her state for more information on the process the state requires to be followed in applying for assistance, if the state has selected the program for review. Applicants must certify the number of Indian children enrolled, because the grant formula is based on this information.   |
| <b>Flow of Funds</b>                              | Funds flow directly to the local education agency.   |
| <b>Funding History</b>                            | Fiscal 2004: \$95,900,000; Fiscal 2005: \$96,166,000; and Fiscal 2006 est.: \$95,331,000.  |
| <b>Matching Requirements</b>                      | None.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.cde.ca.gov/sp/ai/re/aidirectory.asp">http://www.cde.ca.gov/sp/ai/re/aidirectory.asp</a> .  |
| <b>Contact Information</b>                        | California Department of Education, 916- 319-0851.   |
| <b>Potential Partners</b>                         | State education agencies, local education agencies, and community-based organizations are all potential partners.  |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs in communities with significant numbers of American Indian children are well positioned to provide culturally responsive services, educational supports, and extended school day programs to this population. ASES coordinators should consult closely with LEA administrators, American Indian community leaders, and Indian education centers to design programs that address local needs and integrate other vital services for this population.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
| ■ | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
|   | Job/Life Skills                                |   | Technical Assistance  |
|   | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## Partnership in Character Education Project Program

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|---|---|
| <b>Agency</b>                                     | U.S. Department of Education, Department of Safe and Drug-Free Schools.   |
| <b>Authorization</b>                              | <i>Elementary and Secondary Education Act of 1965</i> , as amended, Title V, Part D, Subpart 3, Sec 5431—Partnerships in Character Education; 20 U.S.C. 7247.   |
| <b>Funding Type</b>                               | Discretionary grant.  |
| <b>Program Description</b>                        | Partnership in Character Education is a discretionary grant that provides awards of up to four years to eligible state and local education agencies to design and implement character education programs. The programs must teach students core ethical concepts, such as: civics, citizenship, justice, responsibility, and respect for themselves and others. Average grant sizes range from \$350,000 for local education agencies and between \$500,000 and \$750,000 for state education agencies. |
| <b>Use of Funds</b>                               | Awards may be used to design and implement character education programs that take into consideration the views of parents, students, students with disabilities, and other members of the community. SEAs are to use their funds for collaborative initiatives with and between LEAs and schools; the preparation or purchase of materials and teacher training; and assistance to LEAs, schools, or institutions of higher education.  |
| <b>Applicant Eligibility</b>                      | The following entities are eligible: an SEA in partnership with one or more LEAs; an SEA in partnership with one or more LEAs and nonprofit organizations or entities, including an institution of higher education; an LEA or consortium of LEAs; or an LEA or LEAs in partnership with one or more nonprofit organizations or entities, including an institution of higher education.   |
| <b>Application Process</b>                        | Apply to the U.S. Department of Education at: <a href="http://www.ed.gov/programs/charactered/applicant.html">http://www.ed.gov/programs/charactered/applicant.html</a> .   |
| <b>Flow of Funds</b>                              | Funds flow from the U.S. Department of Education to the lead agency.  |
| <b>Funding History</b>                            | Fiscal 2005: \$24,493,472; and Fiscal 2006: \$24,248,070.   |
| <b>Matching Requirements</b>                      | None.   |
| <b>Website Link(s)</b>                            | See <a href="http://www.ed.gov/programs/charactered/index.html">http://www.ed.gov/programs/charactered/index.html</a> .   |
| <b>Contact Information</b>                        | California Department of Education, 916-445-0850.   |
| <b>Potential Partners</b>                         | Potential partners include local education agencies, individual schools, and community-based organizations.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES can partner with LEAs to design and implement eligible character education programs.   |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
| ■ | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | Job Training  | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
| ■ | Job/Life Skills                                |   | Technical Assistance  |
|   | Recreation                                     |   | Transportation        |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |

## Temporary Assistance for Needy Families (TANF)

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| <b>Agency</b>                                     | U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Family Assistance.   |
| <b>Authorization</b>                              | <i>Social Security Act</i> , Title IV, Part A, as amended; <i>Personal Responsibility and Work Opportunity Reconciliation Act of 1996</i> , P.L. 104-193; <i>Balanced Budget Act of 1997</i> , P.L. 105-33; and <i>Deficit Reduction Act of 2005</i> , P.L. 109-171.   |
| <b>Funding Type</b>                               | Formula/block grant.   |
| <b>Program Description</b>                        | This program provides assistance to needy families with children to (1) ensure that children can be cared for in their own homes; (2) reduce dependency by promoting job preparation, work, and marriage; (3) reduce and prevent out-of-wedlock pregnancies; and (4) encourage the formation and maintenance of two-parent families. This program replaced the Aid to Families with Dependent Children program.  |
| <b>Use of Funds</b>                               | The program provides financial assistance and supportive services to needy families. States decide what categories of needy families to help as well as penalties and rewards, asset limits, and benefit levels. States use funds not allocated for cash assistance to fund job preparation activities and work supports, including school-age care, education and job training, transportation, housing, and wage supplements. States and territories may also transfer a limited portion of their assistance grant funds to the Child Care and Development Fund and Social Services Block Grant. Not more than 15 percent of any grant may be spent on administrative costs, exclusive of certain computerization and information technology expenses. |
| <b>Applicant Eligibility</b>                      | State agencies are eligible to receive funding from the U.S. Department of Health and Human Services.  |
| <b>Application Process</b>                        | California must develop a plan, including the certifications signed by the executive officer (governor), and submit it to the Secretary of Health and Human Services. Tribes should contact the ACF regional administrators for tribal plan submittal procedures.  |
| <b>Flow of Funds</b>                              | Funds flow quarterly to designated state agencies.   |
| <b>Funding History</b>                            | The law that created TANF provided for mandatory block grants to the states totaling \$16.5 billion each year, for six years, ending in fiscal 2002. Following several continuing resolutions, the Deficit Reduction Act of 2005 reauthorized the TANF block grant at current funding levels through 2010. State family assistance grants range from \$21.8 million to \$3.7 billion. Tribal grants range from \$77,195 to \$31.1 million. In California, TANF funded \$3.5 billion in programming in fiscal 2005.   |
| <b>Matching Requirements</b>                      | The TANF block grant program has an annual cost-sharing requirement known as maintenance-of-effort (MOE). Each fiscal year, each state receiving federal TANF funds must spend an applicable percentage of its own money to help eligible families in ways that are consistent with the purposes of the TANF program. The applicable percentage depends on whether the state meets the minimum work participation rate requirements for that fiscal year.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.dss.cahwnet.gov/cdssweb/California_169.htm">http://www.dss.cahwnet.gov/cdssweb/California_169.htm</a> .  |
| <b>Contact Information</b>                        | CalWORKs, 916-654-0694.  |
| <b>Potential Partners</b>                         | Potential partners include social services agencies, job training agencies, and community-based organizations.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can use these funds for activities that support youth in low-income families, including education, job training, mentoring, health services, child care, and other supportive services. Using TANF funds for before school and after school programs and community school programs can be justified under the second purpose, when these programs provide supervision for children that enables parents to work or participate in job preparation activities, and under the third purpose, when these programs provide structured, productive activities for youth during nonschool hours to prevent high-risk behavior that can lead to out-of-wedlock pregnancies.   |

| Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|--|---|-----------------------|
| Academic Enrichment                            | ■ Community Development                             | Evaluation            |
| Art/Music/Cultural Programs                    | School-Age Care                                     | ■ Facilities          |
| Community Service                              | ■ Health and Mental Health                          | Management Systems    |
| Food/Snacks                                    | ■ Job Training                                      | Planning/Coordination |
| ■ Health and Mental Health                     | Volunteers/Mentors                                  | ■ Staff Training      |
| Job/Life Skills                                |   | Technical Assistance  |
| Recreation                                     |   | Transportation        |
| Special Needs Services                         |   |                       |
| Substance Abuse and Violence Prevention        |   |                       |
| Technology                                     |   |                       |



## Workforce Investment Act (WIA) Youth Activities

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|---|--|
| <b>Agency</b>                                     | U.S. Department of Labor, Employment and Training Administration, Office of Youth Services.  |
| <b>Authorization</b>                              | <i>Workforce Investment Act of 1998</i> , Title I, Part B, Sections 106, 111–112, 116–118, 121–123, and 126–129, P.L. 105-220; 20 U.S.C. 9201.   |
| <b>Funding Type</b>                               | Formula/block grant.   |
| <b>Program Description</b>                        | WIA youth activity grants are designed, with states and communities, to promote a revitalized workforce investment system that provides workers with the advice, training, information, and job search assistance they need to get and keep good jobs and provide employers with skilled workers. The funds help low-income youth between the ages of 14 and 21 acquire the educational and occupational skills, training, and support needed to achieve academic and employment success and successfully transition to careers and productive adulthood.  |
| <b>Use of Funds</b>                               | Funds are used for basic and remedial education, work experience and training programs, mentoring programs, support services such as transportation, and academic enrichment activities to develop leadership, decision-making, and citizenship skills. To be eligible, youth must be 14 to 21 years of age, have low family income, and face at least one of the following barriers to employment: have a deficiency in basic literacy skills; be a school dropout, homeless, a runaway, a foster child, pregnant or a parent, an offender; or require additional assistance to complete their education or secure and hold employment. At least 30 percent of local youth funds must help those who are not in school. |
| <b>Applicant Eligibility</b>                      | Title I, Sections 112 and 126, of WIA identifies the governor as the recipient of youth training activities funds. For California to be eligible to receive youth funds, the governor must submit to the Secretary of Labor for consideration a state plan that outlines a five-year strategy for the statewide workforce investment system.   |
| <b>Application Process</b>                        | The state must submit a strategic five-year plan for WIA Title I activities.   |
| <b>Flow of Funds</b>                              | Youth activity funds are allotted by statutory formula to the state. The California Workforce Investment Board and youth councils oversee the distribution of WIA funding to service providers, which can be community-based and not-for-profit organizations, local public agencies, and other entities.  |
| <b>Funding History</b>                            | Fiscal 2004: \$995,059,306; Fiscal 2005: \$972,000,000; and Fiscal 2006 est.: \$929,000,000.   |
| <b>Matching Requirements</b>                      | None.  |
| <b>Website Link(s)</b>                            | See <a href="http://www.calwia.org/">http://www.calwia.org/</a> .  |
| <b>Contact Information</b>                        | California Workforce Investment Board, 916-324-3425.   |
| <b>Potential Partners</b>                         | Private businesses; employment training organizations; local and state departments of education and health and human services; and Job Corps centers are all potential partners.   |
| <b>Applicability of Funding for ASES Programs</b> | ASES programs can use funds to support skill-building activities, including education and employment training, mentoring, leadership development, community service, and the coordination of the workforce investment system for youth.  |

|   | Activities and Supports for Children and Youth | Activities and Supports for Parents and Communities | Infrastructure        |
|---|--|---|-----------------------|
| ■ | Academic Enrichment                            | Community Development                               | Evaluation            |
|   | Art/Music/Cultural Programs                    | School-Age Care                                     | Facilities            |
|   | Community Service                              | Health and Mental Health                            | Management Systems    |
|   | Food/Snacks                                    | ■ Job Training                                      | Planning/Coordination |
|   | Health and Mental Health                       | Volunteers/Mentors                                  | Staff Training        |
| ■ | Job/Life Skills                                |   | Technical Assistance  |
|   | Recreation                                     |   | ■ Transportation      |
|   | Special Needs Services                         |   |                       |
|   | Substance Abuse and Violence Prevention        |   |                       |
|   | Technology                                     |   |                       |



## Resources

### General Resources on Financing Strategies and ASES

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#### **Publications of The Finance Project**

The Finance Project is a specialized nonprofit research, consulting, technical assistance, and training firm for public- and private-sector leaders nationwide. It helps leaders make smart investment decisions, develop sound financing strategies, and build solid partnerships that benefit children, families, and communities. To learn more about The Finance Project and to access its resources, visit <http://www.financeproject.org>.

Blank, Martin J., and Barbara H. Langford. *Cost Worksheet for Out-of-School Time and Community School Initiatives*. Washington, D.C.: The Finance Project, September 2000.

Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. *Making Smart Investments in Afterschool: A Policy Primer for State and Local Leaders*. Washington, D.C., August 2006.

Deich, Sharon G., and Cheryl D. Hayes. *Thinking Broadly: Financing Strategies for Youth Programs*. Washington, D.C.: The Finance Project, January 2007.

Hayes, Cheryl D. *Thinking Broadly: Financing Strategies for Comprehensive Child and Family Initiatives*. Washington, D.C.: The Finance Project, March 2002.

Hayes, Cheryl D., Rachel Sherman, and Amanda Szekely. *Beyond Bake Sales: A Guide to Community Fundraising*. Washington, D.C.: The Finance Project, forthcoming.

Jones, Michelle Ganow. *Getting the Grant: A Guide to Grant-Writing for California's After School Education and Safety Programs*. Washington, D.C.: The Finance Project, forthcoming.

The Finance Project. *Sustainability Planning Workbook*. Washington, D.C.: The Finance Project, July 2003.

The Finance Project. *Sustainability Resource Guide*. Washington, D.C.: The Finance Project, May 2002.

The Finance Project. *Sustaining Comprehensive Community Initiatives: Key Elements for Success*. Washington, D.C.: The Finance Project, April 2002.

Wright, Elisabeth. *Finding Resources to Support Rural Out-of-School Time Initiatives*. Washington, D.C.: The Finance Project, February 2003.

Wright, Elisabeth, with Sharon Deich. *Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives*. Washington, D.C.: The Finance Project, December 2002.

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## Other Resources

### **Act 4 Afterschool**—<http://www.act4afterschool.net/>

With support from the David and Lucile Packard Foundation and the Evelyn & Walter Haas, Jr. Fund, Act 4 Afterschool serves as a gateway to resources and information on securing ASES and 21CCLC funding and building community support for after school programs.

### **Afterschool Alliance**—<http://www.afterschoolalliance.org/>

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of after school programs and advocating for quality and affordable programs for all children. Its website offers research updates, advocacy advice, tips for participating in the national movement, and the latest news on national, state, and local after school policy.

### **Bay Area Partnership**—<http://www.bayareapartnership.org/>

The Bay Area Partnership is a nonprofit organization that helps schools in the Bay Area's lowest-income communities successfully access public funding and implementation support for youth programs. Materials on its website include documents on the ASES and 21CCLC programs, including information on successful models for high school programs.

### **California Afterschool Network**—<http://www.afterschoolnetwork.org/>

The California Afterschool Network is a broad coalition of stakeholders helping to chart the course for California's after school programs. Its website provides information on the group's work and resources such as fact sheets on after school programming. Also included are tips on building regional support for after school programs, a list of current legislation affecting after school programming in California, and summaries of cutting-edge research for after school program development and improvement.

### **California After School Resource Center**—<http://www.californiaafterschool.org/>

The California After School Resource Center supports quality after school programming through a comprehensive website, a circulating library of reviewed program administration and instructional materials, and information on trainings and services to support providers in promoting healthy activities and literacy and mathematical skills. The center is administered for the California Department of Education's afterschool partnerships office.

### **California Department of Education**—<http://www.cde.ca.gov/ls/ba/as/>

The California Department of Education's website provides information on the ASES application process, awards, and reporting requirements. Also available is contact information for the regional lead technical assistance providers.



**California School Age Consortium**—<http://www.calsac.org>

The California School Age Consortium (CalSAC) supports and advances after school programs and providers throughout California. It offers training, resources, advocacy, and information to help providers deliver high-quality and affordable programming for children and youth.

**Children Now**—<http://www.childrennow.org>

Children Now is a national organization dedicated to making sure that children are a public policy priority. Its resources include a California Afterschool Tool Kit with information on applying for ASES and building a successful program.

**Fight Crime Invest in Kids California**—<http://www.fightcrime.org/ca/index.php>

Fight Crime: Invest in Kids California is a nonprofit anticrime organization led by California's sheriffs, police officers, district attorneys, and crime victims. Its research documents the impact after school programs have on reducing juvenile crime and improving school outcomes.

## Resources Related to Strategy I

Ellis, Susan. "The Dollar Value of Volunteer Time." Available at: <<http://www.energizeinc.com/art/afoc2.html>>.

Hayes, Cheryl D., Rachel Sherman, and Amanda Szekely. *Beyond Bake Sales: A Guide to Community Fundraising*. Washington, D.C.: The Finance Project, forthcoming.

*Independent Sector* provides estimates for volunteer time at [http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html).

Langford, Barbara H. *Creating Dedicated Local Revenue Sources for Out-of-School Time Initiatives*. Washington, D.C.: The Finance Project, September 2000.

Langford, Barbara H., and Michele Gilbert. *Financing Transportation Services for Out-of-School Time and Community School Programs*. Washington, D.C.: The Finance Project, November 2001.

The Finance Project. *Creating a Vision for Afterschool Partnerships*. Washington, D.C.: U.S. Department of Health and Human Services, Administration for Children and Families, Child Care Bureau, June 2004.

## Resources Related to Strategy 2

The Child Care Partnership Project. “Engaging Business Partners.” Fairfax, Va.: National Child Care Information Center, n.d. Available at: <<http://nccic.org/ccpartnerships/facts/fs11.htm>>.

The Child Care Partnership Project. “Engaging Philanthropic Partners.” Fairfax, Va.: National Child Care Information Center, n.d. Available at: <<http://nccic.org/ccpartnerships/facts/fs12.htm>>.

Coalition of Community Foundations for Youth. *Out of School Time Matters: What Community Foundations Can Do*. Basehor, Kansas: Coalition of Community Foundations for Youth, September 2002. Available at: <<http://www.ccfy.org>>.

Corporate Voices for Working Families. *Afterschool Toolkit: Community to Business*. Washington, D.C.: Corporate Voices for Working Families, n.d. Available at: <<http://cvworkingfamilies.org/downloads/AS%20CtoB%20Booklet.pdf?CFID=19438723&CFTOKEN=11337549>>.

Deich, Sharon. *A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives*. Washington, D.C.: The Finance Project, January 2001.

Grantmakers in Health. *The Business of Giving: Governance and Asset Management in Foundations Formed from Health Care Conversions*. Washington, D.C.: Grantmakers in Health, 2005. Available at: <[http://www.gih.org/usr\\_doc/IssueFocus1\\_10\\_05.pdf](http://www.gih.org/usr_doc/IssueFocus1_10_05.pdf)>.

Gruenstein, Deborah. *Using the Community Reinvestment Act to Help Finance Initiatives for Children, Families, and Communities*. Washington, D.C.: The Finance Project, April 2002. Available at: <<http://www.financeproject.org/Publications/CRA.pdf>>.

Mutz, John, and Kathryn Murray. *Fundraising for Dummies*. Foster City, Calif.: IDG Books Worldwide, Inc., 2000.

Relave, Nanette, and Sharon Deich. *A Guide to Successful Public-Private Partnerships for Youth Programs*. Washington, D.C.: The Finance Project, January 2007.

Yates, Gary, and Thomas David. “Don’t Call Us ‘Conversion Foundations’ . . . Please.” In *Views from the Field*. Washington D.C.: Grantmakers in Health, February 2000. Available at: <[http://www.gih.org/usr\\_doc/53190.pdf](http://www.gih.org/usr_doc/53190.pdf)>.



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## Resources Related to Strategy 3

Coleman, Michael. *A Primer on California City Finance*. Sacramento, Calif.: California League of Cities, March 2005. Available at: <<http://www.californiacityfinance.com/FinancePrimer05.pdf>>.

Coleman, Michael. *Triskaidekaphobia: A Primer on Proposition 13*. Sacramento Calif.: California League of Cities, 2004. Available at: <<http://www.californiacityfinance.com/Prop13ERAF218primer.pdf>>.

DeLapp, Lynn R. *Supporting Early Childhood Initiatives: Legislative Strategies for Everyday People*. Washington, D.C.: The Finance Project, June 2003.

Institute for Local Government. *Building a Healthy Financial Foundation through Revenue Diversification*. Sacramento, Calif.: Institute for Local Government, 2006. Available at: <[http://www.cacities.org/resource\\_files/25176.BuildingHealthyFoundation.pdf](http://www.cacities.org/resource_files/25176.BuildingHealthyFoundation.pdf)>.

Ouellette, Mark. *Expanding Afterschool Opportunities: Action Kit for Municipal Leaders (Issue No. 4)*. Washington, D.C.: National League of Cities, Institute for Youth, Education, and Families, n.d. Available at: <<http://nlc.org/IYEF/yefpublications.aspx>>.

Sherman, Rachel H., Sharon G. Deich, and Barbara H. Langford. *Creating Dedicated Local and State Revenue Sources for Youth Programs*. Washington, D.C.: The Finance Project, January 2007.

## Resources Related to Strategy 4

Bundy, Andrew L., with Victoria Wagener. *Maximizing Medicaid Funding to Support Health and Mental Health Services for School-Age Children and Youth*. Washington, D.C.: The Finance Project, October 2000.

Deich, Sharon, Victoria Wegener, and Elisabeth Wright. *Using Title I to Finance Out-of-School Time and Community School Initiatives*. Washington, D.C.: The Finance Project, December 2001.

Deich, Sharon, with Erika Bryant and Elisabeth Wright. *Using CCDF to Finance Out-of-School Time and Community School Initiatives*. Washington, D.C.: The Finance Project, August 2001.

Dobbins, Dionne. *SAMHSA Funding Opportunities for Afterschool*. Washington, D.C.: The Finance Project, June 2005.

Dobbins, Dionne. *U.S. Department of Justice Funding Opportunities for Afterschool*. Washington, D.C.: The Finance Project, June 2005.

Dobbins-Harper, Dionne, and Soumya Bhat. *Finding Funding: A Guide to Federal Sources for Youth Programs*. Washington, D.C.: The Finance Project, January 2007.

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Flynn, Margaret. *Title I Supplemental Educational Services and Afterschool Programs: Opportunities and Challenges*. Washington, D.C.:The Finance Project, August 2002.

Flynn, Margaret, with Megan Perry. *Using the Community Development Block Grant to Support Out-of-School Time and Community School Initiatives*. Washington, D.C.:The Finance Project, October 2001.

Fortune, Ayeola, and Heather Clapp Padgett. *Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs*. Washington, D.C.:The Finance Project, August 2005.

Padgett, Heather Clapp. *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives*. Rev. Washington, D.C.:The Finance Project, January 2003.

Stebbins, Helene. *Using the Workforce Investment Act to Support Out-of-School Time Initiatives*. Washington, D.C.:The Finance Project, September 2003.

Szekely, Amanda. *Using CCDF to Finance Improved Access to Child Care During Nontraditional Hours*. Washington, D.C.:The Finance Project, October 2004.

The Finance Project. *Financing Childhood Obesity Prevention Programs: Federal Funding Sources and Other Strategies*. Washington, D.C.:The Finance Project, September 2004.

What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (e.g., programs, products, practices, and policies). Visit <http://www.whatworks.ed.gov/Topic.asp?tid=12&ReturnPage=default.asp>.





## About The Finance Project

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***Helping leaders finance and sustain initiatives that lead to better futures for children, families, and communities.***

The Finance Project is an independent nonprofit research, consulting, technical assistance, and training firm for public- and private-sector leaders nationwide. It specializes in helping leaders plan and implement financing and sustainability strategies for initiatives that benefit children, families, and communities. Through a broad array of tools, products, and services, The Finance Project helps leaders make smart investment decisions, develop sound financing strategies, and build solid partnerships. To learn more, visit <http://www.financeproject.org>.

## Financing and Sustaining Afterschool Education and Safety Programs

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This publication is part of a series of resources for ASES Program grantees and sites on financing and sustaining their initiatives. This guide helps leaders in California's schools, school districts, and community-based organizations address the challenge of meeting the ASES Program matching requirement. It helps them think strategically about what funding they need, what resources they currently have and how to fill any gaps. An accompanying guide, developed by The Finance Project, *Getting the Grant: A Guide to Securing Additional Funds for After School Education and Safety Programs*, provides strategies and tips to access grants from both the public and private sectors.

Also in this series, The Food Research and Action Center's *Making the Most of Child Nutrition Funding: A Guide for ASES Grantees* takes ASES grantees through the different strategies to obtain the maximum amount of federal nutrition funds. It explains the basics of the child nutrition programs, offers suggestions on which nutrition programs make the most sense in which circumstances, and provides tips on how to operate the nutrition programs successfully.



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