



# Snapshots of Sustainability

## Profiles of Successful Strategies for Financing Out-of-School Time Programs



September 2007







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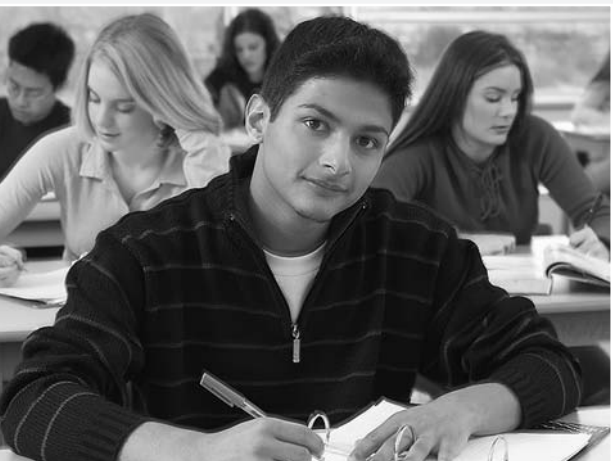
## Profiles of Successful Strategies for Financing Out-of-School Time Programs



September 2007



Introduction and Analysis by Kate Sandel



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# Table of Contents

<b>Introduction</b> .....	3
<b>Analysis of Profiles of Financing and Sustainability Strategies</b> .....	4
<b>Common Financing and Sustainability Strategies</b> .....	4
<b>Lessons Learned on Financing and Sustaining Out-of-School Programs</b> .....	9
<b>Profiles</b> .....	13
<b>Profiles of Successful Sustainability Strategies of Out-of-School Time Programs</b> .....	13
The Ella J. Baker House.....	13
Bay Area Partnership .....	15
Boys & Girls Club of Hutchinson/Kids After School, Inc. ....	17
Denver Public Schools’ Department of Community Education .....	19
Girls Incorporated of New Hampshire .....	23
Hampshire Educational Collaborative (HEC).....	25
Heads Up.....	27
Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) After School Program .....	29
Kaleidoscope Community Learning Centers .....	33
LINC Before and After School Program.....	35
Lighted Schools Program.....	37
Sacramento Students Achieving Results for Tomorrow (START).....	39
Safe Haven .....	41
San Diego’s 6 to 6 Initiative.....	43
Self Enhancement, Inc.....	45
Elsie Whitlow Stokes Freedom Charter School (Stokes School) .....	47
Sustainability University.....	51
The After-School Institute (TASI).....	53
Vietnamese Initiatives in Economic Training (VIET) After-School Program.....	55
<b>Spotlight on Sustaining 21st Century Community Learning Center Grantees</b> .....	57
A+ Afterschool Programs.....	57
Claremont School District .....	59
Columbine Elementary .....	61
Fort Worth Afterschool Program .....	63
Kids on the Block .....	65
North Carolina Northwest Three Consortium.....	67
<b>Profiles of Successful Sustainability Strategies of Youth Programs</b> .....	69
Boys & Girls Club of the Smoky Mountains.....	69
The Door .....	71
THE GARAGE.....	73
Latin American Youth Center’s YouthBuild Public Charter School.....	75
PlusTime NH.....	79
The Prevention, Intervention and Treatment (PIT) Initiative .....	81
The Workplace Learning Connection (TWLC).....	83
<b>Resources on Financing and Sustainability</b> .....	86

## Introduction

Sustainability is a critical issue for out-of-school programs. Time-limited grants, narrow categorical funding streams, and difficult economic conditions leave program leaders in a continual struggle to find a stable base of resources to continue their program over time. In the face of these challenges, many out-of-school initiatives have succeeded in sustaining their work by developing strategies to marshal a broad range of critical fiscal and non-fiscal resources. Their successes are captured in 32 profiles, which staff of The Finance Project researched and wrote during the past five years. The profiles are of initiatives in rural and urban settings across the United States. They include school-based programs, community-based programs, 21st Century Community Learning Centers (21CCLCs), city-wide initiatives, and intermediary organizations. The profiles highlight initiatives ranging from single-site programs to large-scale, multisite operations. They also highlight initiatives that serve a broad age range of children and youth, from elementary school age to high school age.

Although the success of various financing and sustainability strategies depends heavily on community characteristics, these profiles cull the elements of success that can be transferred and applied in other locations. The elements of success can serve as a resource for programs looking for inspiration and financing ideas; provide guidance to technical assistance providers helping programs develop financing and sustainability strategies; and illustrate for policymakers how program leaders tap various funding sources and employ different strategies to keep their doors open.

While each profile is useful by itself, a cross-profile analysis exploring promising approaches, trends in program leaders' responses, and common themes in their success seemed warranted given the ongoing sustainability challenges in the field. Despite the variation in structure and programmatic components of the 32 initiatives highlighted in this compendium, several themes and lessons emerged from this examination. The first section of the compendium provides an overall analysis of the profiles, identifying similarities in the strategies that program leaders used to sustain their work as well as lessons learned. This section also provides examples of initiatives that illustrate the findings.

The second section of the compendium contains profiles of the 32 initiatives demonstrating successful financing and sustainability strategies. Each profile typically includes an overview of the initiative, budget information, a summary of the financing and sustainability strategies employed, keys to success, and lessons learned. Initiatives for which profiles were written before 2006 were contacted to update their information. Some profiles could not be updated and, therefore, remain as an illustrative snapshot in time; these profiles still serve as useful examples of strategies to sustain out-of-school time programs.

The final section of this compendium includes additional resources for learning more about financing and sustaining out-of-school programs and initiatives.

# Analysis of Profiles of Financing and Sustainability Strategies

Leaders of out-of-school time programs engage in various strategies and activities to sustain their work. Of course, adequate funding is vital to sustain programs, and the initiatives profiled in this compendium have secured funding from diverse sources, including public funding at the federal, state and local levels as well as private resources from foundations, United Ways, faith communities, and fundraising efforts. In addition to financing strategies, program leaders have designed and implemented several complementary sustainability strategies that enhance their ability not only to raise funds, but also to marshal other nonfiscal resources critical to long-term success.

## Common Financing and Sustainability Strategies

Program leaders used various approaches to sustain their work, including:

- developing financing strategies;
- building community support;
- cultivating key champions; and
- demonstrating and communicating results.

## Developing Financing Strategies

Developing financing strategies involves maximizing federal and state funding, creating and accessing dedicated revenue, charging fees, and maximizing in-kind resources.

**Maximizing Federal and State Funding.** To develop a diverse funding portfolio, many program leaders tapped a wide range of public funding sources at the federal and state levels. At the federal level, approximately \$3.6 billion supports out-of-school time programs and services (*see Table 1 below*).

**Table 1. Estimated Federal Investment in Out-of-School Time**

Estimated Amount	Funding Source	Administering Agency
\$1,200,000,000	Child Care and Development Fund	U.S. Dept. of Health & Human Services
\$991,000,000	21st Century Community Learning Centers	U.S. Dept. of Education
\$856,000,000	Temporary Assistance to Needy Families	U.S. Dept. Of Health & Human Services
\$342,000,000	Food and Nutrition programs	U.S. Dept. of Agriculture
\$119,600,000	Title I: Grants to Local Education Agencies	U.S. Dept. of Education
\$63,700,000	Title I: Supplemental Services	U.S. Dept. of Education
\$28,000,000	Social Services Block Grant	U.S. Dept. of Health & Human Services
<b>\$3,600,300,000</b>	<b>Estimated Federal Investment</b>	

\* Note: This list is limited and does not include other important federal programs for which data were not readily accessible, including the Community Development Block Grant, the 4-H program, the Safe and Drug-Free Schools Program, and AmeriCorps/VISTA programs. All estimates are conservative and are based on available administrative data. For more information, see [http://www.financeproject.org/publications/estimatedfederalOST\\_TFPflyer.pdf](http://www.financeproject.org/publications/estimatedfederalOST_TFPflyer.pdf).

Many of the programs profiled have been able to access public funding from agencies that administer programs in labor, agriculture, education, community service, community development, juvenile justice, and health and human services. Table 2 on page 6 is a matrix of funding sources used by the programs profiled in this compendium.

To maximize federal and state funding, many initiatives partnered with other community organizations to expand the range of funding for which they were eligible or worked with public officials to improve access to funding. The **Before and After School Program** of the **Local Investment Commission** (LINC) worked with state officials to streamline the application process for food reimbursements and child care subsidies, helping LINC access more than \$5 million in subsidy and reimbursements from the Child Care and Development Fund (CCDF) and the U.S. Department of Agriculture. **The Door**, a comprehensive youth service program, negotiated with representatives from state agencies to consolidate several funding sources into a master contract, reducing the administrative burden. **Safe Haven** worked with state officials to get a share of the state's CCDF funds passed down to municipalities in exchange for raising a portion of the state match required to receive funds.

Anticipating and adapting to a changing economic and policy environment helped many programs sustain themselves. Some funding is only available for a brief time. By recognizing these windows of opportunity, several programs were able to successfully position themselves to access additional resources. **The After-School Institute** (TASI) has been successful in accessing different funding sources by looking across the community and state at available resources and determining how TASI's mission fits within the broad goals of these various funding streams. **San Diego's 6 to 6 Initiative** effectively lobbied for \$1 million of the city's block grant from the state's tobacco settlement.

***Creating and Accessing Dedicated Revenue.*** Most programs used a new dedicated revenue source. In many cases, this dedicated revenue was generated publicly—typically through taxes or levies—and was targeted to support out-of-school or community programming. **A+ Afterschool Programs** access funding from an additional local property tax collected to support programs that serve the community. In some cases, findings from task forces and community reports were used to build the case for developing a dedicated revenue source. The **Fort Worth Afterschool Program** uses funding from a half-cent sales tax dedicated for crime prevention initiatives. The tax was enacted after a report from the Afterschool Task Force highlighted the need for and benefits of out-of-school programming. Little Rock's **Prevention, Intervention and Treatment (PIT) Initiative** is solely funded by a funding stream dedicated for youth programming; the funding stream comes from a half-cent sales tax that was passed after an 18-month planning process to address crime and public safety problems.

Some programs have been able to raise funds through community fundraising efforts or business-related income. The **Boys & Girls Club of the Smoky Mountains** has focused greatly on special events, including an annual giving program, to raise funds for its programming. **Girls Incorporated of New Hampshire** garners revenue from renting its facility to community soccer and basketball leagues, while the **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, contracted with a local vending machine company to obtain a portion of the profits from the vending machine in its building.

**Table 2. Funding Sources for Out-of-School Time Programs**

Profile Name	Education						Comm. Service	Agriculture	Comm. Development	Health and Human Services			Labor	Juvenile Justice			Housing			
	21 CCLC	Title I	Title I: SES	Safe and Drug Free	Safe School and Healthy Students	Perkins	CNS	AmeriCorp	U.S.DA/NSLP	CDBG	CCDF	SAMHSA	TANF	Work Study	Juvenile Justice	Juvenile Accountability	Weed and Seed	YouthBuild	Title XX	
Profiles of Successful Sustainability Strategies of Out-of-School Time Programs	The Ella J. Baker House																			
	Bay Area Partnership																			
	Boys & Girls Club of Hutchinson/ Kids After School, Inc.																			
	Denver Public Schools' Department of Community Education	X																		
	Girls Incorporated of New Hampshire																			
	Hampshire Educational Collaborative (HEC)																			
	Heads Up				X										X					
	Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) After School Program	X																		
	Kaleidoscope Community Learning Centers	X																		
	LINC Before and After School Program			X																
	Lighted Schools Program	X																		
	Sacramento Students Achieving Results for Tomorrow (START)																			
	Safe Haven																			
	San Diego's 6 to 6 Initiative																			
	Self Enhancement, Inc.	X																		
	Elsie Whitlow Stokes Freedom Charter School (Stokes School)	X	X																	
	Sustainability University																			
The After-School Institute (TASI)																				
Vietnamese Initiatives in Economic Training (VIET) After-School Program																				
Spotlight on Sustaining 21st Century Community Learning Center Grantees	A+ Afterschool Programs	X																		
	Claremont School District	X																		
	Columbine Elementary	X			X	X														
	Fort Worth Afterschool Program	X																		
	Kids on the Block	X	X																	
	North Carolina Northwest Three Consortium	X	X																	
Profiles of Successful Sustainability Strategies of Youth Programs	Boys & Girls Club of the Smoky Mountains																			
	The Door																			
	THE GARAGE																			
	Latin American Youth Center's YouthBuild Public Charter School																			
	PlusTime NH																			
	The Prevention, Intervention and Treatment (PIT) Initiative																			
	The Workplace Learning Connection (TWLC)																			

**Acronym Guide:** 21 CCLC: 21st Century Community Learning Centers; CDBG: Community Development Block Grant; CCDF: Child Care and Development Fund; CNS: Corporation for National Service; NSLP: National School Lunch Program; SAMHSA: Substance Abuse and Mental Health Services Administration; SES: Supplemental Education Services; USDA: U.S. Department of Agriculture; TANF: Temporary Assistance for Needy Families



**Charging Fees.** Approximately half of the programs profiled charge a nominal participation fee; many use a sliding-fee scale so the cost is not too burdensome to families. **Elsie Whitlow Stokes Community Freedom Public Charter School** lets parents who cannot pay the fee to volunteer in the program, and the **Kids on the Block** program has scholarships available. Other programs have chosen not to charge for participation. Programming is offered free to all eligible children; participants may have to meet a low income requirement or reside in a targeted geographical area to be eligible.

**Maximizing In-Kind Resources.** In addition to maximizing public dollars, many program leaders secured a range of in-kind community resources to support their program. In-kind resources, including volunteer, technical assistance, and donated space and equipment, can help improve programming and reduce the cost of operation. **LINC's Before and After School Program** receives numerous in-kind resources from the Kansas City (Missouri) School District, including facilities, utilities, maintenance, administration, and security, valued at \$1.7 million annually. **Heads Up**, a tutoring and mentoring program, reduces its overhead costs by utilizing unused classrooms for its programming and accesses available youth employment funding to subsidize tutors' wages.

Accessing in-kind resources can take the same amount of work as accessing funding streams. The **Lighted Schools Program** invested considerable time and energy to persuade the city of Waco to allocate parks and recreation department personnel to staff the program. In-kind resources can also be leveraged or used to gain additional funding. The **Latin American Youth Center's YouthBuild Public Charter School** took advantage of free technical assistance from a national nonprofit organization on converting its program to a charter school, which enabled the center to access more resources.

### **Building Community Support**

Support from a wide range of community organizations and stakeholder groups has enabled many programs to secure resources and proven pivotal in sustaining them. By building support among leaders in schools, businesses, and the community, **The Workplace Learning Connection** (TWLC) has been able to secure sustainable funding. Strong community support can also help programs in times of trouble. When the major funding stream for **THE GARAGE** faced budget cuts, community members signed petitions to protest and created media awareness that led to the restoration of funding.

Several initiatives used task forces, advisory committees, and other collaborative structures to engage community stakeholders. The **Homework, Enrichment, Acceleration, Recreation and Teamwork After School Program** instituted a community advisory committee to broaden representation and solicit community input by parents, students, and other community-based organizations and invited major contributors to serve on its policy board.

Moreover, many programs benefited from strong program identity in the community in building their base of support. To develop a strong identity, programs typically created a clear vision of their work, stated the impact they intended to have on the community, and became a unique niche in the community. The **Vietnamese Initiatives in Economic Training After-School Program** provides services and activities to meet unmet specific needs for Vietnamese families, and leaders were able to quickly establish an identity within the community as an education and prevention program that fills the void in out-of-school activities for Vietnamese youth.

Program leaders successful in developing effective financing and sustainability strategies also used various techniques to increase their program's visibility in the community. Some programs have created logos to brand their work; the logo appears on all correspondence and fundraising materials. Many programs found that using the media effectively and having advocates for the program involved in community events were valuable. The coordinator for the Schools of the 21st Century program in the **Claremont School District** has made extensive efforts to raise the visibility of the program by appearing at school board meetings shown on public access television and becoming involved with community activities.

### **Cultivating Key Champions**

Many program leaders profiled in this compendium engaged key champions from various sectors of the state and community to strengthen the visibility and sustainability of their work. These individuals typically have power and influence over resources and can use that power and influence to generate support for an organization, build public will, and garner increased support from public and private sources. Key champions also play an important role in engaging other stakeholders and recruiting other leaders to invest time and resources in an initiative. **Self Enhancement, Inc.**, had an executive from U.S. Bank chair its capital campaign; he helped secure a \$1-million gift from U.S. Bank and his leadership opened the door to other donors who provided large contributions.

In the same way it is important to engage diverse partners and community stakeholder groups, it is helpful to engage various champions. The **Hampshire Educational Collaborative** is a region-wide out-of-school initiative that operates 12 sites and employs strategies to engage leaders at both the site and regional levels. Many program leaders also noted the importance of nurturing the relationship with key champions and keeping leaders engaged over time. A city council member who supported the creation of **Sacramento Students Achieving Results for Tomorrow** became a member of the state assembly and acted as an important champion of legislation to expand state funding to support out-of-school programs.

Many profiles highlight the valuable roles that mayors play in bringing partners together to take part in advisory groups and collaborative efforts. Other elected officials, including state representatives, city council members, and county commissioners, have helped programs secure public funding. The **Ella J. Baker House's** close relationships with influential leaders from the Boston Police Department, the mayor's office, and the office of Senator Ted Kennedy have helped the organization secure funding, with the police department passing federal block grant funds on to the program and both the mayor and Senator Kennedy requesting funding on the program's behalf. Many school-based programs note the importance of school board members and school principals for securing the use of education funding, gaining valuable in-kind resources, improving communication between program and school staff, and alleviating turf issues.

### **Demonstrating and Communicating Results**

For many programs, demonstrating their effectiveness played a vital role in securing necessary funding. A strong track record is a valuable asset to secure various public funds as well as support from the business and foundation community. **Kaleidoscope Community Learning Centers** leveraged a track record of demonstrated results to secure Temporary Assistance for Needy Families (TANF) funding. TASI successfully communicated its results to secure foundation and business funding. Programs took a variety of approaches in tracking their progress. Some organizations had the internal capacity to gather and analyze data, while others partnered with higher education institutions or other local organizations to collect and examine program information.

Programs that began as 21CCLC grantees had systems to track their results in order to comply with the evaluation requirements of the grant. Several noted that they continued to collect the data even after the 21CCLC grant expired because they recognized the potential to leverage these results for additional funding. Building on the surveys utilized for its 21CCLC grant, the **Kids on the Block** program highlighted—in annual reports to funders and in fundraising materials—statistics on changes in the grades and behaviors of program participants.

## **Lessons Learned on Financing and Sustaining Out-of-School Programs**

Leaders of the initiatives profiled in this compendium pursued several strategies to marshal resources critical to the long-term success of their program, including accessing and leveraging diverse fiscal and in-kind resources, cultivating key champions and community support, and collecting and using data to demonstrate program effectiveness. Their collective efforts and experiences to sustain their work yield important lessons for community leaders and program developers, including

- prepare for sustainability early;
- infuse sustainability into everyday work;
- employ a diverse set of sustainability strategies;
- use partners strategically to expand the resources available to sustain programs; and
- start small.

### **Prepare for Sustainability Early**

Many of the profiled programs recognized that their initial funding source would not be able to sustain them for the long term, possibly because of anticipated program growth, time limitations on the grant, or looming city or state budget cuts. Several program leaders began to think about sustainability early on, either in the development of their program or the beginning of the life cycle of a limited grant. This enabled them to be strategic in diversifying their funding base and prepare for funding changes instead of having to react after their funding had decreased. It also afforded them time to develop relationships that would help sustain the program over time. The **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, began outreach to the United Way and city government at the beginning of a five-year grant from the U.S. Department of Agriculture, keeping these two potential funders informed of the program's activities and progress but not soliciting funding. Toward the end of the federal grant, program leaders were able to successfully approach these organizations for funding because they had developed a close relationship with them over a four-year period.

### **Infuse Sustainability into Everyday Work**

In addition to thinking about sustainability early, several programs benefited from their leaders making sustainability planning an ongoing process and integrating a strategic approach into regular management practices. These program leaders do not see sustainability planning as extra work or an episodic process, but rather as an integral part of their efforts. This strategic orientation enables program leaders to think about the long term, while positioning their program to accomplish short-term priorities.

Several organizations developed sustainability plans or business plans to help them prepare for the future. These documents outline the strategies the program intends to pursue to garner the necessary resources as well as identify potential challenges and benchmarks to determine whether program goals are being reached. Program leaders have used sustainability plans to clarify where they are and where they want to go. **Safe Haven** used its sustainability plan to identify public and private funding sources to diversify its funding base and support program growth. The **Denver Public Schools' Department of Community Education** has used sustainability plans to guide decisions on program growth. The plans help ensure current programs can be adequately sustained before they are expanded to new sites.

Some programs developed the capacity to create a sustainability plan internally, while others accessed the support of outside organizations. Two intermediary organizations profiled, the **Bay Area Partnership** and **PlusTime NH's (New Hampshire) Sustainability University**, have developed capacity to assist local out-of-school programs with sustainability planning.

### **Employ a Diverse Set of Sustainability Strategies**

The initiatives profiled in this compendium have employed diverse strategies to sustain their work. Leaders of successful afterschool programs and initiatives recognize that sustainability is about much more than funding. It is about marshalling a range of resources that are critical to leaders' ability to achieve their long-term goals. Effective program leaders also find that there is no one "right way" or magic formula to achieve sustainability. Many programs developed strategies and approaches that proved successful for their situation based on their strengths and the context in which they were operating. They were then able to leverage the assets they had to build a sustainable, and often diverse, set of funding streams and supports. The **Homework, Enrichment, Acceleration, Recreation and Teamwork After School Program** developed a stream of revenue from local fundraising efforts that a strong and active board of directors helped plan. **TWLC's** director approached the school districts first for continued funding so she could then go to businesses with "cash in hand" to show the value of services TWLC provides.

### **Use Partners Strategically to Expand the Resources Available to Sustain Programs**

To sustain their work, many programs developed partnerships with different organizations and stakeholders to gain resources and expertise. Law enforcement agencies, faith-based organizations, higher education institutions, parks and recreation departments, local United Ways, and other community based organizations were frequently cited as key partners providing resources and services. Several profiles highlight the value of casting the net wide. The **North Carolina Northwest Three Afterschool Consortium** has formed partnerships with a wide range of organizations, including health departments, wellness centers, community colleges, cooperative extension services, and local chambers of commerce.

Strong partnerships and a collaborative approach have enabled many programs to improve service delivery and gain efficiencies. Partnerships also helped organizations accomplish or do something they could not do on their own. The **Lighted Schools Program** collaborates with other human service providers to offer computer training, family literacy classes, positive parenting workshops, and other activities; none of the providers had the resources to provide these services on their own. **Sacramento Students Achieving Results for Tomorrow** partnered with another organization to hire a lobbyist to advocate at the state level for policies and funding to support out-of-school time programming.

Partnerships should be beneficial to all parties. Highlighting what the potential partner would gain from the collaboration helped several programs develop valuable partnerships. The **Elsie Whitlow Stokes Community Freedom Charter School** worked with a foundation to get three semesters of the foundation's tutoring service donated to the school in exchange for the school providing publicity for the foundation within the local charter community.

### **Start Small**

Several leaders of multisite programs believed that demonstrating success through serving a smaller number of participants at fewer sites helped them develop a sustainable base of funding to then scale up their operation. Many program leaders also believed starting operations on a smaller scale enabled them to focus on the quality of the programming they were providing and establish a solid local reputation. The **Boys & Girls Club of Hutchinson/Kids After School, Inc.**, initially served only a fraction of the children in the community, but program leaders were soon able to expand the program after successfully generating community support and building strong partnerships. **Self Enhancement, Inc.**, started serving a few youth in a weeklong summer program. Yet leaders' vision of full-service, year-round programming for children and youth in the community kept the program moving forward, and they currently serve 2,300 youth ages 8 to 25 in programs operated throughout the year.

## **Profiles**

How best to create a sustainable out-of-school time program varies from community to community. No exact formula exists to guarantee success, but some common elements of success among programs that have successfully sustained themselves are using financing strategies to maximize and diversify funding, including in-kind resources; cultivating support from the community and key champions; having a results orientation; and strategically thinking about growth and sustainability. Not all of the profiled initiatives pursued or implemented all of these approaches simultaneously, but they were able to identify the right mix of financing strategies for their work to thrive.

The Finance Project developed the following 32 profiles in connection with its work on three projects related to out-of-school programs:

- Profiles of Successful Sustainability Strategies of Out-of-School Time Programs
- Spotlight on Sustaining 21st Century Community Learning Center Grantees
- Profiles of Successful Sustainability Strategies of Youth Programs

Each profile includes an overview of the program or initiative, and typically includes budget information, summary of the financing and sustainability strategies employed, keys to success, lessons learned and anticipated challenges or next steps identified. The exact format of the information varies slightly depending on the project under which the profile was developed. Profiles of Successful Sustainability Strategies of Out-of-School Time Programs are presented first, followed by profiles from Spotlight on Sustaining 21st Century Community Learning Center Grantees, with the final section including: Profiles of Successful Sustainability Strategies of Youth Programs. The title and order of the profiles, along with the page on which each profile begins, are listed on page 2.

Table 3 on page 12 is a matrix of financing strategies used by the programs profiled in this compendium. This table enables readers to quickly identify what profiles might be of interest to learn more about potential financing strategies.

**Table 3. Strategies to Finance Out-of-School Time Programs**

Profile Name	Developing Financing Strategies				Building Community Support	Cultivating Key Champions	Demonstrating and Communicating Results
	Maximizing Federal and State Funding	Creating and Accessing Dedicated Revenue	Charging Fees	Maximizing In-Kind Resources			
Profiles of Successful Sustainability Strategies of Out-of-School Time Programs	The Ella J. Baker House	✗				✗	✗
	Bay Area Partnership					✗	✗
	Boys & Girls Club of Hutchinson/ Kids After School, Inc.		✗	✗	✗		✗
	Denver Public Schools' Department of Community Education	✗		✗	✗	✗	
	Girls Incorporated of New Hampshire		✗		✗		✗
	Hampshire Educational Collaborative (HEC)	✗		✗	✗	✗	
	Heads Up	✗			✗		
	Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) After School Program	✗	✗		✗	✗	✗
	Kaleidoscope Community Learning Centers	✗	✗	✗	✗	✗	✗
	LINC Before and After School Program	✗	✗	✗	✗	✗	
	Lighted Schools Program	✗	✗		✗	✗	
	Sacramento Students Achieving Results for Tomorrow (START)		✗		✗		✗
	Safe Haven	✗	✗	✗	✗		✗
	San Diego's 6 to 6 Initiative	✗			✗	✗	✗
	Self Enhancement, Inc.	✗	✗	✗		✗	✗
	Elsie Whitlow Stokes Freedom Charter School (Stokes School)	✗	✗		✗	✗	✗
Sustainability University							
The After-School Institute (TASI)	✗				✗	✗	
Vietnamese Initiatives in Economic Training (VIET) After-School Program	✗		✗	✗	✗		
Spotlight on Sustaining 21st Century Community Learning Center Grantees	A+ Afterschool Programs	✗	✗	✗	✗	✗	✗
	Claremont School District	✗	✗	✗		✗	
	Columbine Elementary	✗			✗		✗
	Fort Worth Afterschool Program		✗		✗	✗	✗
	Kids on the Block			✗	✗		✗
	North Carolina Northwest Three Consortium	✗	✗	✗		✗	
Profiles of Successful Sustainability Strategies of Youth Programs	Boys & Girls Club of the Smoky Mountains		✗	✗		✗	
	The Door		✗		✗		✗
	THE GARAGE	✗			✗	✗	✗
	Latin American Youth Center's YouthBuild Public Charter School	✗		✗	✗		✗
	PlusTime NH		✗		✗		✗
	The Prevention, Intervention and Treatment (PIT) Initiative		✗			✗	✗
	The Workplace Learning Connection (TWLC)	✗				✗	✗

# The Ella J. Baker House

## Cultivating Key Champions to Support Out-of-School Time Programs

June 2005



### Overview

The Ella J. Baker House is a nationally recognized faith-based youth services agency in the Four Corners neighborhood of Dorchester, Massachusetts, a predominately low-income part of Boston. The Baker House operates several summer and afterschool programs as part of their larger mission to reduce youth violence and help at-risk youth to achieve literacy and to access jobs. Founded by the Azusa Christian Community, a Christian ministry, the Baker House serves all youth and their families, regardless of religious affiliation in a non-sectarian manner.

Over the past decade, through a partnership with the local police, the Baker House has effectively contributed to a reduction of youth violence in Four Corners and continues to help youth to avoid risky behavior. The Baker House's proven results have helped to develop a strong base of community support and to cultivate media attention and key champions to support their programs.

### Getting Started

The Azusa Christian Community, originally a Harvard student organization, first became involved with the Four Corners community in the 1980s in response to high rates of youth violence and gang activity in the neighborhood. In 1995, the Community renovated a 100-year-old Victorian house, formerly a "crack house" in Four Corners, and named it for Civil Rights organizer Ella J. Baker. The Baker House, now a settlement-style community youth center, serves as the base of operations for a range of youth development and crime prevention programs.

Azusa Christian Community founder Reverend Eugene F. Rivers authored a "ten point plan" that serves as the guiding philosophy behind the organization's youth work and led to the development of local and national Ten Point Coalitions. The ten points include: offering safe, clean, orderly sanctuaries from violence and other outside pressures; having high expectations for youth; and allowing zero tolerance for violence. Since acquiring the Baker House, the organization has put their phi-

losophy to work through a range of afterschool and summer programs, as well as through case management and mentoring for high-risk youth

For example, the Baker House offers an afterschool drop-in center that serves as a "sanctuary from trouble" for neighborhood youth. A sports and academic achievement camp serves many of the same children during the summer months. The Baker House also runs the Examined Life (EL) project, an afterschool program for youth at risk of criminal conduct, most of them having been referred by their probation officer. The program helps youth to understand the consequences of their life choices through a variety of activities, including discussions about books, poetry and films.

### Financing

#### Making Better Use of Existing Resources

The Baker House maintains a lean administrative staff, spending most of its resources directly on programming. The small administrative staff develops proposals and follows up on funding leads, but all program staff are expected to generate funding leads and produce proposal information for their programs. Additionally, the organization relies upon their Board president to target specific funding. Just recently, the Baker House staff have implemented a new funding strategy of holding large fundraising events. The First Annual Baker House gala and dinner was held in January 2005 and featured Senator Hillary Rodham Clinton as a keynote speaker.

#### Maximizing Federal, State, and Local Revenue

The Baker House now relies on a diverse set of resources, including federal funds, foundation grants and private donations, to sustain their out-of-school time programs. Since many grants are allocated for only a year, the Baker House regularly solicits funds from various public and private sources.

### Description

- Serves the Four Corners Neighborhood of Dorchester
- Serves largely high-risk middle school and high school students
- One primary site and a summer camp location
- Over 600 students participate
- Additional information at: [www.thebakerhouse.org](http://www.thebakerhouse.org)

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Ella J. Baker House  
FY 04 Funding for  
Out-of-School Time  
Programs**

**Public Funds:**

Federal:  
\$245,900

**Private Funds:**

Foundation/  
Corporate:  
\$354,000

Individuals/  
Events:  
\$40,000

Other:  
\$25,000

**TOTAL:  
\$664,900**

Several federal funding streams, including the Juvenile Accountability Block Grant and the Compassion Capital Fund, a funding source available to faith-based organizations, support the Examined Life afterschool program. In addition, the Baker House receives funds through direct earmarks in federal appropriations bills, due in large part to Senator Kennedy's support. The afterschool drop-in center at the Baker House currently benefits from two earmarked funding sources from the U.S. Departments of Education and Justice. State appropriation earmarks have also been secured with the aid of State Senator Jack Hart.

The Baker House has also received grants for their out-of-school time programs from a variety of local and national foundations, including the Charles Hayden Foundation, Boston Foundation, Amelia Peabody Foundation, Roy A. Hunt Foundation, Hyams Foundation and the Annie E. Casey Foundation. Additional funding comes from individual donations, family foundations and nominal parent fees for summer program participants.

**Building Public/Private Partnerships**

When the Baker House established itself in the Four Corners neighborhood, Reverend Rivers spearheaded a coalition of black ministers to work cooperatively with the Boston police to reduce youth crime. Prior to this time, the local clergy often spoke out against law enforcement's aggressive approach to policing neighborhood youth. Rivers and other ministers agreed to support the police in apprehending particularly disruptive youth. In exchange, the police allowed members of the faith-based community to intervene with youth that had less serious interactions with law enforcement. The goal was to keep youth out of the criminal justice system by engaging them in positive out-of-school time activities.

With this new relationship, violence in the Four Corners neighborhood decreased dramatically in the mid-1990s, earning the Baker House both trust and a steady source of financial support from the Boston Police Department. Since 2000, the Police have awarded the Baker House annual funds to support the Examined Life program, which explicitly targets at-risk youth identified by law enforcement. (Funds granted by the Police come from the Federal Juvenile Accountability Block Grant through the State Office of Public Safety.)

Due to the success of the Baker House's partnership with the Boston Police, the organization gained local and national attention from various media outlets, including a cover story in Newsweek magazine in 1998. Media coverage of their work helped the Baker House to attract foundation funding and to develop additional partners and champions, including the Boston Mayor's office and the office of Massachusetts Senator Edward M. Kennedy.

**Next Steps and Future Challenges**

The Baker House would like to market their work to new national funders, such as large foundations and corporations to build an endowment and strengthen their administrative infrastructure.

**Keys to Success**

**Demonstrate Results.** Funders and community leaders are attracted to the Baker House's measurable results in helping youth to avoid violence, to improve literacy and to access jobs. Various evaluations by funders and Harvard's Sociology Department have documented the high quality and many successes of the Baker House's work with at-risk youth.

**Cultivate Key Champions.** By both demonstrating results and effectively marketing these results to key community leaders, the Baker House has earned the support of key champions in the community, including Boston Police Department, the Mayor's office, and the office of Senator Kennedy. The Baker House's relationship with these influential community partners has been instrumental to their ability to raise public and private funds. In recent years, the Mayor's office and Senator Kennedy's office have requested funding on the program's behalf, while the Police Department utilizes federal block grant dollars to support the program directly.

**Utilize the Media to Market Results.** Reverend Rivers has gained not only local, but national attention for the Baker House's work in youth violence prevention by promoting the Baker House's work to the media. Most prominently, Rivers' work was the cover story for Newsweek's June 1998 article, "God vs. Gangs" about the impact of faith-based organizations on high-risk youth. High-profile recognition helps the Baker House to raise funds by building a reputation for high quality programs with demonstrated results, without spending a lot of money to do so.



# Bay Area Partnership

## Helping Local Afterschool Programs Plan for Sustainability

March 2006



### Overview

The Bay Area Partnership for Children and Youth (the Partnership) is a small local intermediary organization that works to build the capacity of schools and community organizations serving children and youth in the San Francisco Bay Area's lowest-income communities. Since 2000, the Partnership has leveraged more than \$40 million in existing resources for local programs; attracted new partners to improve program effectiveness and sustainability; and advocated for policy change to improve the way that programs and funding are delivered and implemented at a community level.

The success of the Partnership in helping afterschool programs in the Bay Area to apply for funding, including 21st Century Community Learning Centers grants and California's Afterschool Education and Safety Program, has increased demand for the Partnership's services. Partnership staff received many phone calls from schools, school districts, and community organizations concerned that their grant funds would soon expire. As a result, in 2004-05, Partnership staff began to provide intensive technical assistance to a group of afterschool programs around planning for sustainability.

### Sustainability Project

In 2004, the Partnership's Sustainability Project brought together 17 state-funded school-based afterschool programs from seven counties in the Bay Area to learn about and plan for their sustainability. Since many of these programs had only ever applied for one specific state grant, they had little clarity about their vision and goals for the future. The Sustainability Project, funded by the Packard Foundation and supported with technical assistance from The Finance Project, helped a key group of stakeholders from each program to develop their program's vision and specific plans to build the community partnerships and funding to support this vision. The Project had several components:

- **Initial Two-Day Workshop:** A "sustainability" team, composed of 3-5 individuals from each afterschool program, attended the initial workshop. Facilitators from The Finance Project guided teams through a step-by-step process to help them think about how to sustain their program and helped them to complete planning worksheets. Additional trainers from the Partnership and other regional technical assistance providers attended the workshop to assist the 17 programs and to learn about sustainability planning.
- **Follow-Up Support:** The Partnership staff provided sites with up to ten hours of assistance in meeting a set of deadlines to develop and implement their sustainability plan.
- **Resource Forums:** The Partnership organized three regional Resource Forums to bring afterschool programs together with foundations, elected officials, and representatives from youth-serving public funding agencies. These forums served as an opportunity for funders and policymakers to learn about programs and a chance for programs to present their sustainability plans to potential funders.
- **Written Plans:** Six of the 17 programs involved in the project have completed written sustainability plans. Upon completion of the written plan, programs receive a \$500 stipend from the Partnership to support its implementation. Interestingly, five of the six programs that completed their plans were in the East Bay where the East Bay Community Foundation offered an additional \$1500 in stipends for completed plans.

### Description

- Small, local intermediary helping local programs to build capacity.
- Leveraged over \$40 million in existing resources for local programs since 2000.
- Provides assistance with sustainability planning to local school-based afterschool programs.

*The Sustainability project...helped a key group of stakeholders from each program to develop their program's visions and specific plans to build the community partnerships and funding to support this vision.*

*Programs' experience with the planning process prompted them to adopt on-going planning structures and use these structures to increase buy-in from key stakeholders.*

## Results

The Partnership found that the planning process, even for programs that did not complete written plans, helped programs move towards more sustainable practices. The planning process helped many programs to develop more clearly defined program identities, including mission statements and brochures that are key tools in seeking funding. Programs' experience with the planning process also prompted them to adopt on-going planning structures and use these structures to increase buy-in from key stakeholders. For example, in some cases, sustainability planning teams were transformed into ongoing advisory councils to afterschool programs.

The planning process also encouraged some programs to form partnerships with other organizations. One district, for example, has chosen to subcontract its services through the local YMCA in hopes that the non-profit's infrastructure would allow for more focus on fundraising and program development. In addition, several programs have forged connections with public or private funders that they met at the Resource Forums. Some programs have been able to use their plans to raise funds from these foundations, including one school district that secured a grant for more than \$100,000.

## Lessons Learned and Future Plans

While a structured, deadline-driven process was useful in supporting the development of sustainability plans, the Partnership learned that their tight timelines were not realistic, given the day-to-day demands of afterschool programs. The Partnership also determined that they should have provided support to programs when they applied to participate in the Sustainability Project, so that they could assess whether or not the programs were ready to begin sustainability planning. Had they done so, some of the programs that did not complete their plans on time would have not been accepted into the Sustainability Project. These programs were unable to focus on planning for a range of reasons including having a new director, lacking commitment from their school, or being in the final stages of losing funding.

## Keys to Success

### **Support Development of Sustainability Teams.**

The development of sustainability teams for each program compelled program coordinators to identify and involve key stakeholders. In some cases, these teams have become a catalyst for broader participation and helped to strengthen collaboration between programs and their schools and communities.

### **Provide On-going Support to Programs.**

While the workshop was essential for explaining and demonstrating the planning framework, the Partnership found that programs needed additional, individualized attention—including on-site support and deadline reminders—in order to move through the planning steps.

### **Create Incentives for Programs to Complete Plans.**

In addition to supporting programs with technical assistance, the Partnership offered programs incentives to meet key deadlines. Programs had the opportunity to present their plans to a group of major funders and received a small stipend to support implementation when their plans were complete.

# Boys & Girls Club of Hutchinson/ Kids After School, Inc.

## Partnering to Expand Services and Secure Funding

August 2007



### Overview

Thanks to the Boys & Girls Club of Hutchinson/Kids After School, Inc. the youth of Reno County, Kansas, have a fun and safe place to spend their after-school time. The program offers a wide array of educational and enrichment activities designed to increase academic performance and expand opportunities for children of all ages. But not only does the diverse programming of the Boys & Girls Club of Hutchinson/Kids After School, Inc. benefit involved children, it also positively impacts the larger community. Program evaluations indicate that juvenile crime and school absences have decreased among participating children and these youth are exhibiting greater positive social behaviors.

The vision and determination of the leaders of Kids After School Inc. have enabled the program to grow from a small initiative serving 56 children to a county-wide effort serving over 860 children, with an average daily attendance of 350 students across all facilities. In 2005, they opened a Boys & Girls Club Extension at an elementary school in the Buhler School District to serve more youth and in January 2006, a Teen Center was unveiled to better serve youth in grades seven through 12. The expansion and success of Kids After School Inc. can be attributed to its partnership and eventual merger with Boys & Girls Club of Hutchinson and its ability to continually generate new dedicated revenue for the program.

### Getting Started

In 1989, a community needs assessment revealed that one-third of elementary school children were going home to empty houses after school. In response to this finding, a community task force formed to determine how to best address the situation. Task force recommendations led to the establishment of the after-school program, Kids After School, Inc. (KAS Inc.), at two elementary schools, each serving 28 students. Initial funding for the program was provided by the United Way, parent fees and in-kind support from the Reno County Extension Service, the schools, and the Reno County Department of Parks and Recreation.

Almost immediately after the program began, principals at the two sites reported student improvements such as changes in behavior and decreased vandalism and loitering. Given the principals' favorable reports and the need for after-school programming at all of the county's elementary schools, Reno County Extension Service applied for and received a five-year, \$750,000 grant on behalf of KAS Inc. from the U.S. Department of Agriculture (USDA). The grant allowed the program to expand to six sites, including one serving children with disabilities.

To ensure the program would continue after the grant ended, leaders of KAS Inc. proactively began to look for funding sources to sustain the program over the long-term. They concentrated on marketing their program throughout the community by hosting activities, distributing brochures, attracting local media attention and facilitating site visits for key community stakeholders. These efforts built a strong base of community support for the program. Also, an advisory board was formed to assist in program governance and generating sustainable funding.

### Financing

A year before the end of the USDA grant, which funded about 80 percent of the program, KAS Inc. leaders had put together a broad funding base to sustain the initiative. Their marketing/public relations efforts yielded positive results, such as a \$20,000 grant from the local United Way and \$100,000 from other local organizations. Funding also came from parent fees and community fundraisers, such as golf tournaments.

#### Building Public/Private Partnerships

After five years of effective programming with demonstrated results, KAS Inc.'s board members felt the program should be expanded to serve all school-aged children in the community. Also, many children and parents were requesting that KAS Inc. expand services for children after the sixth grade. Knowing its reputation for high quality programs, KAS Inc. approached the Boys &

### Description

- County-wide
- Sliding scale fee based on income
- Available to all students
- 1 primary site—with transportation provided
- Additional sites include a teen center, an extension program at an elementary school and a site for developmentally disabled children
- Over 860 students participate and average daily attendance of 350 students

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Boys & Girls Club of Hutchinson/Kids After School Inc. After School Program FY 06**

**Public Funds:**

Federal  
\$123,410

City  
\$48,300

**Private Funds:**

Parent Fees  
\$39,042

United Way Grant  
\$58,206

Local Fundraising  
\$72,381

Vending Machines  
\$6,531

In-kind Support\*  
\$100,000

**TOTAL:**  
**over \$447,870**

*\*In-kind support includes space, transportation, custodial services, etc.*

Girls Club of America about partnering to provide an after-school program for children in grades one through twelve. Leaders of KAS Inc. also recognized that an affiliation with the Boys & Girls Club of America could strengthen ties with other community partners who could share valuable resources, such as programming expertise and staff training. In response to this request, the Boys & Girls Club of America formed a local chapter, the Boys & Girls Club of Hutchinson, to assist KAS Inc. Rather than duplicate services, the two after-school program providers merged to form the Boys & Girls Club of Hutchinson/Kids After School, Inc.

The next obstacle to expansion was facilities. To this end, the Boys & Girls Club of Hutchinson/Kids After School, Inc. approached the city government regarding use of a municipal facility for their program. The city donated an under-used building, allowing the program to provide services for most children at one central location, except for children with disabilities who continue to attend at a separate site. To support services at the new site, the school district provides transportation for the children to the program. Students from eight elementary schools and two middle schools from the Hutchinson school district are bused to the primary Boys and Girls club facility during the school year.

**Generating New Dedicated Revenue**

To fully fund the expanded program, the Boys & Girls Club of Hutchinson/Kids After School, Inc. still needed to generate new revenue. An income-based parent fee provides the organization with almost \$40,000 annually. In cases where families cannot meet the determined sliding scale fee, their child or children may work at the Boys & Girls Club of Hutchinson/Kids After School, Inc. site to raise their fee through in-kind support activities, such as administrative or janitorial services.

Several other strategies have been used to produce new income. Leaders of the Boys & Girls Club of Hutchinson/Kids After School, Inc. have sought out and received annual grants from the local United Way and the city of Hutchinson. In addition, ongoing community outreach has

enabled program leaders to repeatedly raise over \$70,000 in local donations each year. Local contributions have included cash donations, as well as proceeds generated from golf tournaments and dinner dances sponsored by Boys & Girls Club of Hutchinson/Kids After School, Inc. Program leaders are also generating revenue through a contract that was established with local vending machine distributors. The agreement gives the Boys & Girls Club of Hutchinson/Kids After School, Inc. a portion of the profits from the vending machines in their building. Typically, the Boys & Girls Club of Hutchinson/Kids After School, Inc. earns about \$6,000 from this contractual agreement each year.

**Keys to Success**

**Take an Entrepreneurial Approach.** KAS Inc. leaders were determined to sustain the program after the USDA grant ended. Their vision drove them to think broadly and strategically about funding the program. For example, upon receiving the USDA grant, KAS Inc. leaders approached the United Way and the city of Hutchinson to introduce them to the program. KAS Inc. leaders never solicited the two potential funders, opting instead to simply keep them informed of the program's progress over the next four years. When the time came to ask these entities for support, they were knowledgeable of program efforts and more than willing to consider providing funds.

**Start Small and Build on the Success.** Initially KAS Inc. offered its high quality program to only a portion of the children in the community. However, leaders of KAS Inc. have been able to significantly expand the program because they demonstrated early on the success of the program through noted changes in the children's behavior and grades and reductions in loitering and vandalism. Not only did demonstrating results generate community support, it also enabled the program to create partnerships that opened doors to additional funding opportunities. KAS Inc.'s proven success assisted in building the partnership with the Boys & Girls Club of America; this partnership subsequently lead to the creation of a Hutchinson chapter and its eventual merger with KAS Inc.



# Denver Public Schools' Department of Community Education

## Coordinating Funding for City-wide After-School Services

August 2002

### Overview

Since 1996, Denver Public Schools' Department of Community Education, in conjunction with many other community partners, has been facilitating the creation and implementation of school-based out-of-school time programs across the city. The Department of Community Education (DCE) and its partners work to coordinate their efforts so they can achieve their vision of offering quality school-based services in every elementary and middle school.

The DCE serves as the advocate, resource, and guide for the 19 school-based after-school program sites that currently exist throughout the Denver Public School district. Sites offer academic assistance, enrichment and recreational activities, technology training and life skills classes during the out-of-school time hours for every child who wants or needs them. Sites also offer adult classes such as ESL, GED, cooking and computer literacy. A typical site serves between 100 to 200 youth and 100 to 300 adults per day. The exact mix of services and activities offered at each site depends upon the specific needs of the surrounding neighborhood.

### Getting Started

In 1995, the new superintendent of Denver Public Schools began a campaign to establish school-based community centers, or neighborhood centers (NCs), that could provide out-of school time programs and services in addition to meeting the broader needs of families. Around the same time, members of Denver's Horace Mann neighborhood came together to advocate for a neighborhood service center to better serve its families and the community. From these two efforts, the DCE, the Denver Housing Authority, Mile High United Way and other local community organizations were able to establish the first NC at Horace Mann Middle School. After successfully launching the Horace Mann Neighborhood Center, the United Way and the local telephone company donated funding and in-kind support to help establish a second NC at Smiley Middle School. The Smiley NC was modeled on the Horace Mann Neighborhood Center,

aspiring to provide programs and services based on the community's expressed needs and interests.

These two NCs hosting out-of-school time programs and services became the basis for replicating the school-based model throughout the city. Before establishing a new after-school program, the DCE conducts an assessment to determine what mix of services and programming best fits the needs of the community. The DCE then coordinates programming and funding with various neighborhood organizations to ensure that services are not duplicated and community resources are maximized. Early partners in these efforts included the Rose Community Foundation, the Piton Foundation, and the city and county of Denver. Together, these organizations became the initiative's oversight committee as programs and services quickly expanded city-wide.

Shortly after the inception of the first NC, the Rose Community Foundation received a \$1 million grant from the Wallace Reader's Digest Fund to implement the model at three middle school sites.<sup>1</sup> The National Beacons Adaptation Project aims to provide children and adults with a variety of activities and services in their communities in addition to offering school space for neighborhood meetings and social activities. The Beacons and Neighborhood Center models became the basis for developing and replicating additional centers throughout the city, including 21st Century Community Learning Centers (21CLCs). Before the implementation of the NC and Beacons models, the DCE also offered services at licensed, fee-based, school-based child care centers, many of which offer before- and after-school enrichment programs in one-fourth of Denver's public elementary schools. To move towards a system of out-of-school time supports and services, the DCE includes these centers in city-wide coordination and funding efforts. The centers charge parents on a sliding fee scale and are located in neighborhoods not served by NCs, Beacons, or 21CLC sites.

<sup>1</sup> For more information on the National Beacons Adaptation Project, see <http://www.fcny.org>

### Description

- City-wide
- Available and free to most students in area; sliding scale parent fees at some sites
- 19 sites in middle schools and elementary schools
- Program activities include: academic assistance, enrichment and recreational activities, technology classes, counseling and life skills such as conflict resolution, and peer mediation

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Department of  
Community  
Education's  
FY 01 Funding for  
Out-of-School Time  
Programs**

**Public Funds:**

Federal  
\$2,500,000

State  
\$700,000

City  
\$61,000

**Private Funds:**

Foundation/  
Corporate  
\$215,000

Fees for Service  
\$2,000,000

In-kind  
\$ \*\*\*\*

**TOTAL:  
over \$5,476,000**

*In-kind contributions  
include program space,  
utilities, janitorial services,  
program volunteers, etc.*

## Financing

### Building Partnerships

Building off of a successful collaboration to establish the additional NCs and Beacons sites, oversight committee members continued to work together to focus on the out-of-school time needs of the entire city. The collaborative, chaired by the director of the DCE and the executive director of a local community organization, works to ensure that each participating organization remains informed and included in the decision-making process for out-of-school time activities. While not an official function of the committee, participating members often strategize about ways to jointly raise funds and/or look for multi-site support. As a result, the NC and 21CLC program sites do not usually play a direct role in obtaining or managing funding, freeing site coordinators to concentrate on programming and activities. Each committee partner holds a different fundraising role, which reduces the likelihood of duplicative efforts. For example, the DCE generally focuses on accessing money within the school district or from funds targeted to local education agencies (LEAs). The Rose Community Foundation is primarily responsible for finding funds to support Beacons sites and the United Way contributes to raising money for the NCs. In addition, the committee negotiates and oversees contracting for on-site services, such as Girl Scouts and life skills workshops.

In 2000, the DCE received a grant from the Academy of Educational Development through the Charles Stuart Mott Foundation that formalized and expanded the reach of the original oversight committee, now institutionalized as the City-Wide Task Force on Out-of-School Time. In addition to its original functions, the task force was charged with developing city-wide program standards, educating the public about school-based programs, and developing and implementing comprehensive strategies for expanding and sustaining out-of-school time programs. Currently, task force members are visiting other successful out-of-school time programs, like L.A.'s Best, to gain perspective and determine ways to improve the Denver model. The committee's work also resulted in the creation and publication of a "Lessons Learned" manual so that other cities can draw from Denver's experience.

In addition to the leadership of the oversight committee, each neighborhood site has its own governing board (usually called the community advisory council). Each council is made up of stakeholders charged with ensuring that the programming and services offered at their site continue to meet the neighborhood's needs over time.

### Maximizing Federal, State and Local Revenue

The DCE and its partners have successfully accessed a broad range of funds from both public (federal, state and local) and private sources.

#### *Federal*

Shortly after initial programs were established, DCE officials realized that program sustainability depended on their ability to diversify funding. The department began looking for funding outside the local community, strategically identifying grant opportunities with objectives that matched those of the initiative. It received three 21st Century Community Learning Center grants from the U.S. Department of Education to help fund nineteen different sites during the 1999, 2000 and 2001 grant cycles. These grants totaled \$4.5 million (over three three-year funding cycles). For fiscal year 2001, the department and its partners received approximately \$1,300,000 of this \$4.5 million to fund or expand current sites and to add three additional sites.

Recognizing the existence of other federal funding opportunities within the school district, the Department also worked with other district departments to garner a portion of the school district's Safe Schools/Healthy Students grant, a program jointly funded by the U.S. Departments of Education, Justice and Health and Human Services. As a result, of the \$9 million received by the Denver Public Schools, \$1 million went to the DCE to assist in funding six out-of-school time programs throughout the city.

### State

The DCE has also been successful in accessing funds from the state of Colorado. Through a competitive grant process, Horace Mann and Smiley Neighborhood Center have received \$100,000 per year for the last three years through Tony Gramsas Youth Service grants (formerly Youth Crime Prevention and Intervention grants) from the state Department of Health and Human Services. In addition, the DCE receives \$600,000 for 12 middle school sites through the Governor's Colorado Futures initiative, which raises private funds to enhance after-school programs in targeted middle schools.

### Local

The City and County of Denver Parks and Recreation Departments provide an annual grant to DCE for \$61,000 to one NC to provide free or low-cost recreational opportunities for adults and after-school activities for school-age youth.

### Private

Throughout the expansion of after-school programming in Denver, the DCE and its partners received over \$333,000 in private grants from foundations and corporations. Private funding is used primarily to support specific program components or to seed expansion efforts, such as the \$1 million from Wallace Readers Digest Funds to implement the Beacons model. Local foundations play a major role in the city's out-of-school time initiative, helping DCE leverage additional funds. For example, the Rose Community Foundation raises required matching funds for the Wallace grant. Likewise, strong community support has assisted in DCE's efforts to get donations from local private foundations. For instance, the Colorado Trust provided over \$200,000 for five years for one of the NCs and Mile High United Way regularly raises funds for the NCs.

The DCE has also received significant in-kind donations from corporate sponsors. For instance, Dell Computers provided the school district with 500 donated, off-lease computers; Microsoft provided 500 operating systems and software packages; and Qwest donated 500 external modems and free year-long internet access for 400 students.

Finally, the DCE receives approximately \$2,000,000 in funding from fee-based out-of-school time programs located in the district's school-based licensed child care centers. Program leaders are currently looking at ways in which these fees can subsidize efforts of the entire initiative, filling funding gaps faced by programs in less affluent neighborhoods.

## Next Steps and Future Challenges

The DCE aims to expand supports and services during the out-of-school time hours to every neighborhood within the school district. The past two years, the DCE and other community leaders proposed a ballot referendum that would implement a children's tax levy in Denver. The levy would create a dedicated local revenue stream that could support out-of-school time and other programs and services for the city's children and youth. In November 2000, voters defeated the measure by a very small margin. Despite encouragement by the narrow defeat, the referendum failed to pass again in 2001. Advocates are looking for future opportunities to continue pushing for this or another similar measure.

In addition, a group of key youth service providers and advocates implemented a "youth-mapping" effort to locate all available and needed services for the youth of Denver. Information from the youth mapping activities will be used to create a strategic plan for city of Denver, which will focus on sustainability and program standards.

## Keys to Success

### **Build a Strong Base of Community Support.**

The DCE involved all stakeholders in the community from the very beginning of the planning process. Needs assessments at each site provided leaders with valuable information about the priorities, needs, and expectations of the community stakeholders, such as the need for before-school programming.

**Create a Sustainability Plan.** The DCE and other members of the oversight committee thought about sustainability early. Throughout the expansion of the initiative they have continually focused on what resources they will need to sustain the programs. Many times community members or school principals wanted the initiative to expand to include their school sites; however, those requests did not always become a reality. Initiative leaders realize the value of assuring current programming is sustained before expanding to new programming.

**Form Partnerships to Achieve Common Goals.** The presence of a collaborative governing body at the initiative level (the oversight committee) and in each neighborhood (community advisory councils) helped create a common vision among partners and engaged the right players. Interested stakeholders were no longer duplicating services or competing for grants. Instead, as partners they more efficiently combined and utilized resources. From the beginning, the DCE developed long-term memorandums of understanding with key community organization to ensure a sustained commitment to the initiative.



# Girls Incorporated of New Hampshire

## Employing an Entrepreneurial Approach toward Funding

July 2001



### Overview

Girls Incorporated of New Hampshire (Girls Inc.) is cultivating confidence, individual leadership skills and academic achievement in young girls by providing an enriching and secure environment during after-school hours.

Girls Inc. expands the school day for children living in the most challenged neighborhoods in four New Hampshire counties, including Belknap, Hillsborough, Merrimack, and Strafford. Over the past four years, Girls Inc. has taken an entrepreneurial approach to financing and expanding its program. By making better use of existing resources and generating new program revenue, it has greatly increased its service capacity. The program has grown from one site serving 60 children to seven sites with over 450 participating children.

Through the provision of academic assistance and enrichment programs, Girls Inc. aids girls in developing their capacity to be responsible, economically independent and fulfilled as adults. Feedback from focus groups and parent surveys and results from test scores demonstrate that the combination of academic and enrichment activities is truly improving the lives of girls throughout the state.

### Getting Started

In 1997, Girls Inc. of New Hampshire named a new chief executive officer (CEO). Although the initiative had been operating for over twenty years, its budget was shrinking and other community organizations were looking to take over the activities that Girls Inc. was providing. The new CEO was charged with identifying and securing funding that would allow the program to continue to serve the girls of New Hampshire.

The determined CEO immediately launched efforts to increase funding and expand Girls Inc. She began to generate program support through solicitations of cash and in-kind contributions from within and outside the community. On the management level, program staff started looking at the funding at individual sites as separate cost centers, which allowed them to determine which sites needed assistance in becoming sustainable.

The new CEO also improved the program's governance structure by consolidating regional and state leadership and adding an executive board. Currently, there is one executive board with regional advisory councils. Each regional advisory council consists of 15 individuals. The executive board is composed of one member from each regional advisory council and numerous critical stakeholders and leaders from across the state.

### Financing

#### Making Better Use of Existing Resources

In 1997, Girls Inc. of New Hampshire operated one site on a budget of \$380,000, with funding from the United Way, the city, the county and parent fees. Based on an identified need for expanded services across the entire county, the CEO of Girls Inc. began working to increase program capacity. She took a hard look at existing resources, with an eye toward gaining efficiency. For example, Girls Inc. started renting out its facility to community soccer and basketball leagues to generate additional funds.

It soon became apparent that an additional facility was needed to allow the program to better serve girls in the community. With this need in mind, leaders of Girls Inc. approached the local veterans' association regarding a vacant property it owned. After they demonstrated the need for such a facility and the effectiveness of their existing program, the veterans' association granted Girls Inc. the use of the facility for free on the condition that it pay for the utilities.

With another facility secured, Girls Inc. focused more intently on how to provide all interested girls the opportunity to attend the after-school program. The next funding target was public dollars. The program took advantage of Title XX funds to eliminate copayments. It also applied for and received a \$5,000 grant and technical assistance from Plus Time New Hampshire, a statewide non-profit organization that supports after-school programs.

### Description

- 5 county service area
- Sliding scale fee based on income
- Available to students (coed at some locations) living in low-income areas
- 7 sites
- Over 450 students participate

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Girls Inc. of New Hampshire's After School Program FY01 Budget**

**Public Funds:**

Federal  
\$76,100

State  
\$371,000

County  
\$74,000

**Private Funds:**

Foundation Grants  
\$259,500

Parent Fees  
\$218,750

Local Fundraising  
\$85,000

Business Income  
\$20,000

In-kind Support\*  
\$\*\*\*\*\*

**TOTAL:  
over \$1,104,350**

*In-kind contributions include program space, utilities, custodial services, etc.*

As the program grew, leaders expanded their financing plans by concentrating on long-term sustainability. Business plans were required and implemented at each program site. Before opening a new site, a needs assessment and sustainability plan was completed. As mentioned earlier, the CEO treated each site as an independent cost center to better manage budgets and planning.

With funding from Title XX and private foundations, Girls Inc. opened four additional sites in four different counties in 1998. The site in Manchester County opened after the local Housing Authority and Girls Inc. partnered, taking advantage of each organization's resources and expertise. The Housing Authority provided the facility and \$300,000 for renovations to meet the needs of after-school programming. Girls Inc. provided the programmatic experience to bring services to the housing development.

Recognizing their success in tapping community resources, Girls Inc. employed the same strategy in Rochester County. By partnering with the county Department of Parks and Recreation—which supplied the facility and redirected enough funds for the after-school program so that fees are not required at that site—Girls Inc. was able to open its seventh site.

**Generating New Dedicated Revenue**

Throughout Girls Inc.'s expansion, the CEO applied for and received over \$250,000 in private foundation grants. This flexible funding provides scholarships for children whose families cannot afford their determined income-based fee. With this funding, 87 percent of participating students receive scholarship assistance.

Girls Inc. also generates flexible revenue from various other sources. The program coordinates an annual art event, auction and other community activities that provide additional flexible funds. Leaders of Girls Inc. solicit donations for most materials for these fundraising events, allowing the profits (about \$85,000) to be used to directly support the program.

**Next Steps and Future Challenges**

Leaders of Girls Inc. are beginning to look to the private sector for additional funding to further expand the program. They are in the process of initiating a major donor campaign to attract larger contributions from within and outside the community.

With sufficient operating funds, Girls Inc. also can now focus on creating an infrastructure that ensures the success of the program over the long run. For instance, in order that the responsibility for fundraising does not fall solely on the CEO, all members of the staff complete grant writing training and are able to apply for grants.

**Keys to Success**

**Use an Entrepreneurial Approach.** The CEO for Girls Inc. strategically sought out numerous untapped resources in the service area to secure funds for the program. She partnered with agencies and organizations to gain access to facilities for the program. Events such as an annual art auction help to generate revenue and public support for the program. More importantly, Girls Inc. leaders utilized a business framework to effectively expand the program. By treating each site as a cost center, valuable information was gathered before the opening of each additional site, such as projected expenses related to that specific site and resources that needed to be generated. Currently, Girls Inc. is continuing to use an entrepreneurial approach as it works to establish a major donor campaign.

**Aim for a Diversified Funding Portfolio.** Girls Inc. utilizes both public and private funding to cover almost all of the required fees. Additionally, program staff utilize state and local funding and in-kind contributions to continually expand the program.

**Focus on Results.** Girls Inc. leaders documented the program's positive effects on the participating girls through skills tests, evaluations, surveys and focus groups. Data regarding the program has been circulated to funders and the community. Published results demonstrated the capabilities of the program, which in turn helped in recruiting partners such as the Manchester County Department of Parks and Recreation. Results also showed the community and funders that they are receiving a positive return on their investment.

# Hampshire Educational Collaborative

## Region-wide Approach Takes Dollars Further

August 2002



### Overview

The Hampshire Educational Collaborative's (HEC) 21st Century Community Learning Centers in western Massachusetts serve approximately 4,000 students a year through 12 after-school program sites. To build support for these programs and sustain them over the long-term, HEC leaders have successfully maximized federal funds, leveraged local public and private resources, and forged state and community partnerships. Their efforts are crucial given that the 21st Century Community Learning Center (21CCLC) funding will start to phase out for seven of the sites after the 2001-2002 school year, leaving the HEC with the task of funding enough resources in this largely rural area to replace over \$800,000.

The initiative aims to provide youth with after-school activities that foster academic achievement and provide enrichment opportunities in a safe, supervised place with caring adults. Programs offer arts and recreational activities, skill development, homework assistance and prevention and mental health services to all students in 11 middle schools and one elementary school. Particularly in the more rural communities, these after-school programs serve an important function as one of the few locally organized activities that engage middle school youth and their families.

The HEC supports program development and serves as the primary fiscal agent for the 12 after-school sites. These programs also benefit from a region-wide governance structure, allowing site administrators to share resources and forge partnerships outside their own communities.

### Getting Started

In 1998, leaders from several school districts in western Massachusetts saw a gap in after-school activities for middle school students in the region. In addition, while several out-of-school time programs existed, the lack of adequate transportation for participants hampered their potential for success. Taking advantage of the rapidly growing 21CCLC program, the HEC, in conjunction with district leaders, secured an initial 21CCLC grant from the U.S. Department of Education for seven

middle schools. This grant paved the way for a region-wide after-school initiative now operating in 12 schools.

Shared governance of the initiative ensures that each site controls program planning while tapping a larger regional network of support. The HEC administers the initiative by providing technical support around program management and development, managing funds, and integrating and coordinating resources throughout the region, including developing and implementing sustainability plans with each site. A 40-member regional council made up of members from each site as well as regional leaders oversees the initiative. A local advisory council governs each program; these councils are comprised of stakeholders, including school officials, parents, youth and representatives from local community-based organizations and law enforcement agencies. Advisory councils oversee site budgets, review regulations and recently were tasked with developing and instituting sustainability plans. In addition, a youth advisory council aids in program planning and oversight at several sites.

### Financing

#### Maximizing Federal, State and Local Revenue

Due in large part to its collaborative structure, the Hampshire Educational Collaborative's 21st Century Learning Centers have been extremely successful in accessing federal funds. Program officials initially secured a three-year 21CCLC grant for the first seven sites. Two years later, they were able to repeat this success by securing a second 21CCLC grant to add five new sites. In addition, the school draws down approximately \$12,000 from the U.S. Department of Agriculture in snack reimbursements. The HEC's success in drawing down federal dollars helped attract additional funds from the Massachusetts Department of Education to partially offset costs for academic support and additional activities for students with disabilities. Several town governments also provide in-kind support to many of the sites. In addition, individual schools contribute a growing amount of both in-kind resources (such as transportation

### Description

- Region-wide
- Small fee of \$5 per quarter, waived for those unable to pay
- Available to area middle school students
- 12 sites
- Over 4,000 participating students
- First come/first serve basis

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**HEC's FY02 Budget**

**Public Funds:**

Federal  
\$1,863,000

State  
\$84,000

Local Governments  
\$14,000

**Private Funds:**

Community partners  
\$14,000

Parent Fees  
\$22,500

Consulting Income  
\$25,000

In-Kind\*  
\$ \*\*\*

**TOTAL:**  
over \$2,022,500

*\*Estimated in-kind contributions include transportation, program space, utilities, custodial services, etc.*

and space) and financial support. In fact, program leaders at three of the original 21CCLC sites have convinced host schools to contribute additional dollar amounts ranging from \$10,000 to \$20,000 for the upcoming 2002-2003 school year. These pledged contributions will help replenish the first round of 21CCLC funds that phase out in June. A small parent fee of \$5 per quarter was recently implemented to provide a source of flexible funding and fill remaining gaps. No child will be turned away, however, because of an inability to pay. In addition, HEC benefits from consulting income generated when the initiative director assists other middle school programs with start-up and implementation efforts. Last year, nearly \$25,000 of consulting income went back into the program budget.

**☑ Building Private/Public Partnerships**

Partnerships at the regional and local levels have helped sites stretch dollars and, more importantly, create a broad base of community support for after-school programs in the region. In addition, the quality and variety of partnerships has been central to HEC's success in securing 21CCLC and other grants. Partnerships with local service providers such as Big Brothers/ Big Sisters allow for joint programming and service delivery. The Learn and Serve partnership with the University of Massachusetts provides credit for undergraduate students who volunteer their time as tutors or mentors. One site's operation depends heavily on these students to mentor youth of color and support students with disabilities. In their local communities, many sites partner with park and recreation departments, law enforcement agencies, teen outreach centers and social service providers.

The variety and depth of these partnerships ensure that community resources are maximized and targeted efficiently to school-age youth throughout the region.

Most recently, the HEC and the 21CCLC sites, in partnership with the county-wide Strategic Planning Initiative for Families and Youth (SPIFFY), secured a new federal Safe Schools/Health Students grant as a result of over two years of coalition building among schools, law enforcement agencies and human service organizations. For the upcoming school year, these funds will support program operation at five sites and social workers for three sites.

**☑ Next Steps and Future Challenges**

At the end of the 2001-2002 school year, the initial 21CCLC grant for the first seven sites will phase out. Anticipating the need to replenish the grant, HEC leaders began working with sites during the summer of 2000 to develop comprehensive sustainability plans. In addition, each site is now required to raise 50 percent of its operating budget, with HEC and regional councils working to raise the other half. Despite school budget cutbacks in the wake of recent deficits, many school districts have agreed to take on much of these costs because they recognize the value of these programs in their communities. Site leaders are exploring additional creative ways to raise money—for example, one site plans to host a golf tournament. Initiative leaders are also looking for opportunities to partner with large area businesses. In addition, the HEC 21st Century director and staff are working to build the consulting practice by developing tools and materials that can be used to aid curriculum development at other programs. In conjunction with income from seminars and workshops, leaders plan to sell the materials to generate additional business income for the initiative.

**Keys to Success**

**Build a Broad Base of Community Support.**

HEC 21st Century Learning Centers leaders understood the value of gaining community support early on and engaging community partners at the site and regional level. In addition, the two-tiered governance structure of the initiative ensures that each site engages community support while tapping a larger network through regional leadership.

**Laying the Groundwork for Long-term Success.**

Through the depth and variety of its collaborative efforts, HEC 21CCLC initiative has positioned itself well for long-term sustainability. In addition to creative partnerships, initiative leaders thought early on about the need for written sustainability plan and were able to use the talents of an experienced staff member to build a consulting practice that generates new income for the initiative.

# Heads Up

November 2004



## Overview

All afterschool programs seek to help students learn, but *Heads Up: A University Neighborhood Initiative* also seeks to advance the leadership and community service skills of the young people who serve as tutors and mentors in the program. Heads Up provides children from low-income neighborhoods in Washington, D.C., with an afterschool tutoring, mentoring, and summer learning program. In 2004, Heads Up served more than 800 children by enlisting more than 350 part-time staff from local colleges and universities, teachers from the schools, and parents.

A full-time staff of 21 with a \$3.8 million budget oversees programs in ten schools. At each site, most of the tutors are undergraduate students paid through the federal Work-Study program. Undergraduate students who have workstudy contracts as part of their financial aid package can serve in community-based settings. In fact, college and universities must allocate up to 7 percent of their federal work-study funds for community service programs. The federal government will pay up to 100 percent of students' wages if they provide reading or math tutoring for elementary school students.<sup>1</sup> Heads Up benefits from approximately \$500,000 in wages paid through the Federal Work-Study program.

## History

In the 1990s, federal leaders promoted the benefits of service learning—both for the individuals and the communities they serve—and encouraged colleges and universities to dedicate federal work-study positions for community service projects. In 1996, Heads Up established its base in the backyard of the federal government—the low-income neighborhoods of Washington D.C.

Heads Up's mission is twofold: to advance the academic skills of children in the programs and to strengthen the neighborhoods by promoting leadership and community service among those who work in the program—the college students, AmeriCorps members, and neighborhood residents. Heads Up provides daily afterschool tutor-

ing and homework assistance during the school year (when local colleges and universities are in session); as well as six weeks of full-day summer academic enrichment. Heads Up pays for the undergraduates to live in the communities they serve during the summer program so they are more accessible to parents, students, and other residents. Elementary school students who age out of the program are also hired back to work as assistants in the classrooms, gaining job experience and providing positive peer connections.

The cornerstone of Heads Up is the partnership with local colleges and universities. Undergraduates are ideal tutors and mentors because they have flexible schedules and fewer commitments than post-graduate professionals. They are also enthusiastic, compassionate, and idealistic. Some of the students volunteer their time, some receive academic credit for their work, and others are paid through the federal workstudy program. Heads Up gives tutors extensive ongoing training, coaching, and supervision to maintain high program standards and accountability to the community. Training includes opportunities for the college students to reflect on how they might continue to serve society in the future.

## Financing

### Maximizing Federal, State, and Local Revenue

Heads Up has successfully secured grants from the primary federal programs that promote afterschool programs, the AmeriCorps National Service Program, and the USDA food program. They also receive additional revenue from the local D.C. Children and Youth Investment Trust Corporation (CYITC). CYITC was established to disseminate public funds for afterschool programs, but can include federal grants that allow local discretion, such as the 21st Century Community Learning Center grants.

In order to stabilize funding, Heads Up is seeking funds that are reimbursable on a perchild basis. Currently, the USDA food program and CYITC reimburse Heads Up for a portion of the cost of serving every child. Another potential reimbursable source is the federal child care subsidy

## Description

- Ten sites in Washington, D.C.
- Operates when local universities are in session, and six weeks in the summer
- 350+ part-time tutors serve over 800 students
- \$3.8 million budget

## Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

<sup>1</sup> See 34 CFR 675.18 and 34 CFR 675.26

program. Because the sites are located in some of the poorest neighborhoods in D.C., most of the children qualify for child care subsidies. However, many of the sites do not meet the health and safety standards required by the child care licensing regulations. Heads Up is working with local policymakers to secure an exemption from these standards if the program operates in a public school building. Heads Up leaders argue that the facilities are adequate for the children during the school day, and thus should be adequate to serve them in the afterschool hours.

The No Child Left Behind Act of 2001 created another potential source of revenue for Heads Up. Schools that fail to meet performance standards for three consecutive years must use a portion of their Title I funds to make supplemental educational services available to low-income children in the out-of-school time hours. The focus of these supplemental education services is to improve student achievement, using proven approaches. Funds can support tutoring, after-school programs, and summer school programs. Heads Up has become a qualified provider of supplemental services, allowing schools to contract with them using the Title I funds that support the No Child Left Behind Act.

**☑ Building Public/Private Partnerships**

Strong relationships with local colleges and universities are essential to the success of Heads Up. Institutions of higher education who participate in the federal work-study program must dedicate a minimum of 7 percent of their Federal Work-Study funds for community service programs such as Heads Up. Heads Up has cultivated stable commitments from local colleges and universities, which are reimbursed by the federal government for up to 100 percent of student wages. But work-study is not the only way institutions of higher education can support after-school programs. They can give academic credit to students who work as tutors, provide transportation to and from the tutoring sites with university vehicles, and encourage students to volunteer their time in community service projects.

Strong relationships with private foundations and private donors are equally important to Heads Up. Recognizing that it sometimes takes money to make money, Heads Up hired a professional fundraiser to

launch a private donor campaign and coordinate public and private fundraising efforts. While the initial salary investment was significant, the position paid for itself two times over in new donations. In addition to cultivating a private donor base, Heads Up secured grants from other private sources, including the United Way, corporate donors, and local foundations. Diversifying the base of funding helps stabilize the inevitable changes that will occur with any one funding source.

**Keys to Success**

**Enlist Undergraduate Students to Serve as Tutors.** The energy and flexibility of undergraduate students make them excellent tutors in afterschool programs. Heads Up supports them by providing extensive training and oversight, and allowing them to work either two or three days per week. Undergraduates also serve as good role models, encouraging the elementary school students to succeed in school now so they can attend college in the future.

**Leverage Existing Public Investments.** Heads Up maximizes the resources available in the community before filling the gaps with more flexible funds. For example, the program operates in unused/underused classrooms in neighborhood schools to reduce overhead costs. Youth employment funds—such as the federal Work-Study program and the District of Columbia’s summer employment initiatives—help subsidize tutor wages.

**Cultivate a Private Donor Base.** A diverse funding base will create a more stable, sustainable program, and a strong private donor base is an important component of that mix. Private funds not only provide more stability, they frequently allow more flexibility on how funds are spent. In contrast, public funds for after-school tend to be time-limited, unstable, or inflexible. For example, 21st Century Community Learning Center grants are only guaranteed for three years, TANF funds may be reallocated to work supports during weak economies, and AmeriCorps grants can only pay for staff costs. Heads Up understood the limitations of public funds and hired a professional to cultivate a private donor base for long-term support.



# Homework, Enrichment, Acceleration, Recreation and Teamwork (HEART) After School Program

Using Local Community Resources to Leverage Public Funds

August 2007

## Overview

The HEART (Homework, Enrichment, Acceleration, Recreation and Teamwork) After-School Program is “Changing Communities, One Child at a Time” in Tulare County, California by providing a safe and supportive environment during the after-school hours. Sponsored and administrated by Pro-Youth, HEART was established in 1998 in response to children’s requests for “a safe place to be after school.” The HEART Program has generated new dedicated revenue and maximized federal, state, and local funds to support daily after-school activities for children of the county from kindergarten through 6th grade.

From the inception of the program, community leaders recognized the need for an enrichment and academic assistance program that engages children in life-long learning and would be available to all elementary students. The perseverance and support of HEART’s board of directors, policy board and key community partners, along with expanded afterschool funding from the state, has enabled the program to grow from its initial size of three sites in one school district serving 220 children in 1998 to 21 sites in multiple school districts throughout the county, serving more than 3,000 children. In addition, over 800 adult parents/guardians throughout Tulare County will be served by HEART family literacy programs. Students and families served by HEART represent a severe statistical snapshot—over 89% of HEART students live in poverty and English Language Learners represent up to 49% of the HEART student body at some sites. In order to maintain an appropriate student - teacher ratio, HEART will employ a total of 300 full and part-time paid staff including independent academic coaches and tutors.

According to evaluations and annual surveys, students are benefiting in a number of ways from their participation in HEART. Many teachers confirm positive changes, including student improvement in dealing with conflict and classroom behavior and improvements in homework completion. Students and parents also report strong support from staff that helps with academic performance and learning to make good choices in their lives contributing to a brighter future.

## Getting Started

In 1991, in response to an increase in gang activity in the community, residents of the county seat, Visalia, formed Visalians for a Gang-Free Community. Out of this committee, a nonprofit organization, Pro-Youth, was formed in 1993. Pro-Youth initiated numerous youth development programs, such as Character Counts!, an ethics and values program.

After the gang-related death of a community member in 1995, key community leaders stepped into action to find a way to keep young children off the street in the after-school hours. Building on the results of three summits where children vocalized their needs for a safe haven in the after-school hours with recreational programs and homework help, the board of directors of Pro-Youth dedicated their energies to responding by gathering community leaders together and the HEART After School Program was born.

The HEART Policy Board, composed of representatives from the education, public, nonprofit, and business communities, provided direction and created program-wide standards. Also, a HEART Community Advisory Committee was instituted to broaden representation and community input by including parents, students, and other community based organizations in the program’s decision-making process.

## Description

- Rural, Agricultural Community
- Over 3000 children participate at 21 school sites
- Results: student gains in academic performance, increased school attendance, improvement in dealing with conflict, greater self-esteem and self-confidence

## Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**HEART's FY06 Budget**

**Public Funds:**

State  
\$608,000

County  
\$20,000

City  
\$10,000

Schools  
\$47,000

**Private Funds:**

Foundations/  
Individuals  
\$73,250

In-kind  
Contributions\*  
\$300,000

**TOTAL:**  
**\$1,058,250**

*\*In-kind contributions include program space, utilities, custodial services, etc.*

To ensure that the program meets the needs of the community and draw on all available resources, HEART conducted evaluations of students' and site needs, and accessed local strengths through surveys and focus groups. A composite of the assessments was then used to outline the primary goals of HEART.

Finally, members of the board were adamant that the program would be free, with open enrollment and access for all. With limited start-up funding, HEART began at three sites that were identified as the most in need of support for children during after-school hours.

**Financing**

**Generating New Dedicated Revenue**

In January 1998, HEART opened its doors in three sites serving 220 children. For the first two years of operation, the program was funded solely by \$400,000 in new revenue generated from community donations. Board members made personal commitments to the community funders that there would be measurable results. Initial funders included: the Visalia Times-Delta Newspaper; the Kaweah Delta Health Care District; the County of Tulare; the City of Visalia; the Visalia Unified School District; hundreds of individuals, businesses; and local family foundations. Each contributed between \$500 and \$40,000. In-kind donations were also key to the program's success. For example, as a result of its board involvement, the Kaweah Delta Health Care District began donating office space and utilities for the administrative offices. Additionally, College of the Sequoias, the local community college, provides staff training and college credit in child development for HEART staff. Local high schools and organizations, such as the Tulare County Bar Association and the Visalia Rotary Club, provide mentoring and support for program activities. Also, each school district with a program is required to contribute a minimum of \$5,000. To ensure that the community felt a stake in the program, major contributors were invited to serve as members of HEART's Policy Board.

In 2007, Pro-Youth has secured over \$200,000 from local community supporters to be donated over the next three years that will help the organization realize long-term financial goals with the launch of a sustainability and donor recognition program. The Pro-Youth Sustaining Partner and Sponsor Circle was developed to achieve funding sustainability by securing 3-year gift commitments from community supporters as well as to highlight these supporters and the powerful impact their contributions have on the success of the HEART Program.

HEART is committed to inspiring individuals, businesses and community organizations to collaborate with the HEART After School Program. HEART has many community partners, including AT&T, State Farm, Save Mart Cares, Visalia Times-Delta, local Rotary Clubs, Banks and Automotive Dealers. Other partnerships include the Tulare County Office of Education, local school districts, the Kaweah Delta Health Care District, United Way, College of the Sequoias and county and city public agencies. Partnerships help foster program sustainability and provide essential buy-in of the mission of after-school that extends far beyond merely writing a check into direct experience with and understanding of the program and its benefits. Partners and donors understand that giving to HEART is money and time invested in the local economy—providing solid and substantial returns in areas such as reduced crime, new jobs and increased workforce productivity, and a general overall increase in positive social and economic benefits to the local community.

In addition, HEART is recognized as one of the top after-school programs in the state and serves as a Regional Learning Center, with the support of the David and Lucille Packard, Walter S. Johnson, Charles Stewart Mott and Evelyn & Walter Hass, Jr. Foundation by providing mentoring and other resources for after-school programs throughout the Central Valley.



### ☑ Maximizing Federal, State, and Local Revenue

In order to continue expanding the program and better meet community needs, program leaders recognized the need to access funding from outside the community.

Funding for the HEART program comes from different public and private sources, including federal, state, and local funds. A partnership with the Tulare County Office of Education resulted in the receipt of an After School Education and Safety (ASES) grant from the California Department of Education. Funding for the ASES program greatly expanded as a result of Senate Bill 854 from Senators Roy Ashburn and Tom Torlakson, state funds from Prop. 49, part of Governor Arnold Schwarzenegger's After-School Education and Safety Program Act of 2002. Pro-Youth will use new funding from the state to expand HEART to 15 additional schools. The grants require a 33-percent match, which is being funded by individuals, businesses, community organizations, school districts, the city of Visalia, and Tulare County.

HEART also accesses federal funding for the reimbursement of snacks through the U.S. Department of Agriculture's National School Lunch Program, and it has received funding from the 21st Century Community Learning Centers Program to expand programming to serve additional children.

### Next Steps and Future Challenges

In preparation for the expansion of ASES funding, Pro-Youth / HEART initiated a Strategic Planning process in April 2006. The Strategic Plan enables Pro-Youth / HEART to be responsive to a new, dynamic environment and successfully respond to change, with an emphasis on the establishment of scalable systems and processes. For each of the Strategic Plan's desired outcomes, Pro-Youth/HEART has made a clear choice among competing options and strategies about how best to carry out our work in order to fulfill our mis-

sion. The Strategic Plan is now being implemented and has evolved into a practical Operating Plan that articulates both short and long-term priorities. It is a working document that is a symbol of accomplishment, a guide for internal operations, and a communication tool for current and future supporters that shows how Pro-Youth / HEART's time, energy and resources are efficiently used in pursuit of fulfilling our mission of "Changing Communities, One Child at a Time".

### Keys to Success

**Use an entrepreneurial approach.** Pro-Youth/HEART leaders are determined to sustain the program and offer it free of charge. Their persistence, creativity, and belief in the program's mission drive them to continually seek funding in both traditional and creative ways. For example, Pro-Youth HEART directors planned local fundraisers for the program, such as "The HEART Heritage Series", which features a cultural performance highlighting arts and education. The Gannett Foundation, UPS, and Alcoa have been major sponsors of the annual fundraiser. The event generates about \$80,000 in revenue from the local community. The combination of a nonprofit agency as coordinator, partnering with the County Office of Education, local school districts, the Health Care District, the county, city, and other public agencies, with strong involvement from the private sector, makes this a unique model for successful collaboration in after-school programs.

**Engage community partners.** Community stakeholders have a say in how the program is designed and operated. HEART leaders found that taking the time to get to know the community is time well spent. They indicate that their focus groups for assessing the needs and resources of the community and the outcomes of HEART were invaluable. Also, contributors are involved in the program through newsletters, site visits, and invitations to participate in special events such as Read Across America—Dr. Seuss Day.

**Focus on results.** HEART has been able to count on the community for support by demonstrating early program success through focus groups, improved test scores and reduced crime. The reporting of measurable results gave HEART credibility in the community.

**Strong fiscal systems.** Pro-Youth has strengthened their fiscal management policies, allowing for greater accountability, efficiency and transparency in their organization. Pro-Youth takes its stewardship role very seriously and believes that the community is willing to invest in Pro-Youth and HEART programs because they trust their investment will be managed with great care, integrity and professionalism.

# Kaleidoscope

## Generating Public and Private Funding to Fill Funding Gaps

October 2001



### Overview

Kaleidoscope Community Learning Centers (Kaleidoscope) in Monongalia County, West Virginia, offers after-school enrichment four days a week for all students in the fourth through eighth grades. The program offers a wide array of academic and enrichment activities to increase academic performance and overall opportunities for involved children and youth. Students participate in activities in the areas of academics, arts, sports, community service and computer skills.

The determination of Kaleidoscope leaders has enabled the program to attain a stable funding portfolio, serving over 350 children at five school-based sites throughout the county. The financial success and sustainability of the program can be attributed to the efforts of program leaders to tap into federal and local revenue, as well as generate new dedicated revenue to support the program after the initial start-up grant.

### Getting Started

In 1998, Monongalia County teachers and the County Board of Education's central office staff teamed up to submit a 21st Century Community Learning Centers (CCLC) grant application to the U.S. Department of Education. The team was awarded a \$600,000 annual grant for a three-year period to establish Kaleidoscope, with the Monongalia County School District serving as the fiscal agent and program administrator.

Initially, Kaleidoscope established an advisory board to govern the program. However, leaders of Kaleidoscope realized after a short time that advisory board members were not involved in the program or as productive as needed to sustain the program. Consequently, a Community Youth Opportunity Council was formed at each program site to ensure that Kaleidoscope provided needed, inclusive and diverse student activities and increased parent involvement. Each council is comprised of parents, students, and representatives from all schools and partnering community organizations. The councils meet on a regular basis to exchange information and make decisions

regarding the direction of the program. Some of the community partners include: 4-H, the Girls Scouts, Fairmont State's GEAR UP, the Center for Rural Emergency Medicine, the Mountaineer Boys and Girls Club, the Shack Neighborhood House, the Volunteer Action Center of the United Way and the University of West Virginia.

### Financing

#### Maximizing Federal, State and Local Revenue

The Monongalia County School District is an invaluable advocate for Kaleidoscope. The Board of Education demonstrates its full support for the program not only by serving as the administrator and fiscal agent, but also by donating numerous in-kind resources which significantly cut program costs. The school district supplies transportation, office space, background checks for employees and other administrative services.

To ensure the program's continuation after the 21st CCLC grant expired, leaders of Kaleidoscope immediately began to look for funding sources to sustain the program over the long term. Many local community organizations did not want to assist in funding Kaleidoscope because they believed the 21st CCLC grant and the school system provided sufficient funding. Leaders of Kaleidoscope were challenged to demonstrate the need for both diverse and sustainable funding for the program. They concentrated on marketing their program in the community through a variety of activities, including distributing brochures, producing a video for the public access channel and attracting local media attention. These efforts helped to build a strong base of support for the program.

Leaders of Kaleidoscope identified another funding opportunity in the federal Temporary Assistance for Needy Families (TANF) program. Recognizing that many states use TANF funds to support out-of-school time programs, Kaleidoscope's leaders approached their state representatives to request assistance in obtaining TANF funds. The broad base of community support, as well as the dem-

### Description

- County-wide
- Sliding scale fee based on income
- Available to students in 4th through 8th grade
- 5 sites
- Over 350 participating students
- First come/first serve basis

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Kaleidoscope's  
FY01 Budget**

**Public Funds:**

Federal  
\$628,350

State TANF  
\$95,000

City  
\$2,000

School Districts  
\$200,000

**Private Funds:**

Foundation/  
Corporate  
\$35,500

Parent Fees  
\$75,000

In-Kind  
(estimated)\*  
\$151,256

**TOTAL:  
over \$1,187,106**

*\*Estimated in-kind contributions include transportation, program space, utilities, custodial services, etc.*

onstrated need and initial success of the program, convinced state policy makers to award Kaleidoscope \$95,000 in TANF funding for six months of programming.

Kaleidoscope leaders have also received \$28,000 in federal funding for the reimbursement of children's snacks through the Free and Reduced Price Meal Program of the U.S. Department of Agriculture (USDA). In addition, Kaleidoscope leaders secured \$2,000 in general funds from the Morgantown City Council to fill gaps in funding.

**☑ Generating New Dedicated Revenue**

Replacing the large grant from 21st CCLC required the Kaleidoscope program staff to generate new funds, in addition to accessing existing public resources. To complement public funding, leaders of Kaleidoscope found several ways to generate additional revenue, including initiating a sliding scale parent fee, based on income, that provides \$75,000 annually.

Through on going local outreach efforts, program leaders have been able to repeatedly generate monetary and in-kind donations from the community. For example, local foundations donated \$3,500 in grants. The Morgantown Greater Community Trust provides grant writing assistance to help solicit additional revenue for the program. West Virginia University's (WVU) Women's Studies Department awarded Kaleidoscope a \$2,000 Diversity Award. Leaders of Kaleidoscope also work with WVU's Social Work School to offer counseling services at each site. A full-time counselor at Kaleidoscope coordinates and supervises WVU social work students whom provide counseling for after-school program students.

Realizing that there are many other service providers in the community assisting some of the same families, Kaleidoscope's leaders formed a collaborative, After School for All, comprised of non-profit organizations in the community. The collaborative has assisted in generating more community buy-in for the Kaleidoscope initiative. It also helps avoid duplication of services and provides professional development opportunities for staff from Kaleidoscope and other community agencies.

Program leaders recognized the importance of accessing additional funding from outside the community, in order to continue expanding Kaleidoscope and better meet local needs. Kaleidoscope leaders applied for and received a \$30,000 grant from the West Philadelphia Improvement Corps (WEPIC) program of the

University of Pennsylvania to assist in developing partnership and volunteer efforts.<sup>1</sup>

Members of the Monongalia County School Board have also championed the program. For example, the president of the school board assisted leaders of Kaleidoscope in obtaining a \$10,000 grant from Mylan Pharmaceutical.

**Next Steps and Future Challenge**

Leaders of Kaleidoscope feel there are untapped resources within their community. They are currently working creatively to gain access to additional local revenue. For example, Kaleidoscope leaders are planning to use information requested on program registration forms regarding parents' employment to assist in generating donations and facilitating partnerships with the local business community. Also, program leaders are working to get county officials to allocate a portion of the Monongalia County Schools Excess Levy, to Kaleidoscope.

**Keys to Success**

**Build a Broad Base of Community Support.**

Kaleidoscope parents have written letters to the community newspaper editor and school board members on behalf of the program. Kaleidoscope also sends out information, using a mailing list of over 200 community partners. Kaleidoscope's strong presence in the community has assisted in generated numerous donations of local resources.

**Cultivate Key Champions.** The leadership of the key community members, such as the community's state representative and the president of the school board, was instrumental to Kaleidoscope in obtaining additional funding. The school board president obtained private funding for the program, which leveraged additional resources. Also, the state representative's support assisted in obtaining state TANF funds.

**Create a Diverse Funding Portfolio.** From the beginning, Kaleidoscope's leaders sought diversity in funding. They have successfully generated public revenue from federal, state and local governments, as well as private funding from foundations and businesses.

<sup>1</sup> The WEPIC seeks to create comprehensive, university-assisted, community schools that are the social, service delivery, and educational hubs for the entire community.

# LINC Before and After School Program

## Using Public Funding

June 2001



### Overview

The Local Investment Commission's (LINC) Before and After School Program expands the school day for children in the Kansas City, Missouri, School District (KCMSD), providing them with a safe and enriching environment during nonschool hours.<sup>1</sup>

The program benefits from the direction and guidance of local site councils, which are composed of parents, neighbors, teachers, principals, students and community organizations that contribute to the program. Site councils determine programming and activities, with a strong emphasis on meeting the needs of children and their families.

LINC's leaders created a diverse and stable funding portfolio for the Before and After School Program by maximizing federal, state and local revenues and generating new dedicated funds for out-of-school time activities. These innovative efforts now support programs in 45 out of 48 elementary school sites in the district and two charter schools, which together serve over 6,500 children between the ages of three through 14.

### Getting Started

In 1999, after 12 years in operation, the KCMSD was forced to end its free "extended day" program due to insufficient funding. Realizing the void this would create, LINC, KCMSD and local leaders formed a task force of parents, teachers, principals, and community partners to determine how to best address the after-school programming issue and find funding to continue the initiative.

Given LINC's strong ties to the state government, they began to explore how state subsidy funds and federal entitlement programs could be used to fund after-school activities. As a plan started

to form, the task force asked LINC to act as the program coordinator and fiscal agent.

In the process of exploring funding options, the task force sought out community input on program design. Through ongoing dialogue with the community, the task force concluded each school site would have the opportunity to choose between two program models: one coordinated by LINC which provides a site coordinator and contracts with school staff; or another which contracts with a community organization to coordinate and administer the program. Each school site also has the flexibility to determine which components of the program, if any, to subcontract or receive in-kind from community organizations. To ensure quality programming, the task force partnered with Youthnet and the Francis Child Development Institute, local nonprofit youth development organizations with expertise in professional development, evaluations and delivery of quality programs.

### Financing

#### Maximizing Federal, State and Local Revenue

The goal of the financing plan for the new extended day program is to find stable funding to support the district-wide, out-of-school time program. Accessing childcare subsidy funds seemed to be a logical option for program developers, since the program primarily serves elementary school children and school sites in Missouri are exempt from childcare licensing requirements. However, the challenge of qualifying each student in the program for this subsidy was daunting. In response, community leaders examined eligibility for school meals and childcare subsidies and found that the two programs' requirements were almost identical—all those eligible for free meals were also eligible for childcare subsidies. Community leaders then began discussions with state agency officials and the school district's food service director to determine how to streamline the application process for families eligible for both programs. After many conversations, state agency representatives agreed to attach a one-page waiver of the confidentiality agreement for the National School Lunch Program applica-

### Description

- City-wide
- Sliding scale fee based on income
- 47 sites
- Over 6,500 children participate
- Available to elementary students
- Activities are aligned with the developmental needs of children and input from individuals at each site

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

<sup>1</sup> LINC is a citizen-driven collaborative that aims to improve the lives of children and families in Kansas City and the surrounding county. LINC was selected by the state of Missouri to administer the Caring Communities Fund—seven state departments created this fund to support and develop school-linked/neighborhood-based services.

**LINC's Before & After School Program FY 01 Budget**

**Public Funds:**

Federal  
USDA Food  
\$426,000

Title I Funds  
\$933,000

State  
Childcare Subsidy  
\$ 4,607,000

School Districts  
\$ 1,730,000

**Private Funds:**

Parent Fees  
\$427,000

Foundation/Local  
\$1,355,000

In-Kind\*\*  
\$ \*\*\*

**TOTAL:  
over \$9,478,000**

*\*\*In-kind contributions include program space, utilities, custodial services, etc.*

tion. Under this system, once children qualify for the free lunch program, they automatically qualify for a childcare subsidy (as long as their parents meet certain work requirements).

This streamlined application process has helped LINC secure \$4,607,000 in childcare subsidy funds, as well as \$426,000 in U.S. Department of Agriculture (USDA) food and nutrition program funds for reimbursement for snacks. To better manage the administrative process and track required reporting data, LINC implemented a standard electronic management system at each site.

LINC has also been successful in finding other public sources to support the after-school program. For instance, the superintendent and school board have agreed to provide \$933,000 in Title I dollars to fund the academic improvement activities of the program.

**☑ Generating New Dedicated Revenue**

Beyond seeking public funding, leaders of LINC's Before and After School Program have found several ways to generate additional revenue. First, a small parent fee, based on income, is assessed to those families who can pay for the service. Parent fees contribute \$427,000 annually to the program. Revenues from parent fees are very flexible and are used to fill financing gaps and fund activities not covered by other sources. Also, KCMSD is providing in-kind resources, including the sites, utilities, maintenance, administration and security, valued at nearly \$1.7 million annually. To cover the remaining program and administrative costs, leaders of LINC's Before and After School Program generate another \$1.35 million in contributions from community members, local business and philanthropic foundations.

**Next Steps and Future Challenges**

With stable long-term funding now in place, leaders of LINC's Before and After School Program are beginning to focus more on quality issues. They contracted the Bush Center in Child Development and Social Policy at Yale University to conduct a more thorough program evaluation. Also, community leaders are exploring options to increase the number of sites offering summer services. They are looking to local government agencies and the private sector to fund expanded activities.

**Keys to Success**

**Make efficient use of existing resources.** In order to fund the program at all sites, LINC thought creatively about accessing available resources. By building strong relationships with state agencies, they were able to persuade the state of Missouri to allow an attachment to the federal food application to qualify children for the childcare subsidy. Also, by partnering with the schools and including an academic component in program activities, LINC now receives Title I funding from the school district.

**Build a broad base of community support.** Leaders of LINC involved the community from the very beginning of the planning process. Focus groups and forums provided leaders of the initial task force and LINC with valuable information about the priorities, needs and expectations of the community, such as expanded hours and an affordable fee structure. Also, as with other LINC programs, community members have a say in how the program is designed and operated. LINC also found that by contracting with service providers that have established reputations in the community, parents felt more connected to and supportive of the program.

# Lighted Schools Program

## Collaborating to Access Funds

June 2001



### Overview

Since 1994, the Lighted Schools Program in Waco, Texas has provided a safe and enriching after-school environment for a growing number of students. Nineteen local organizations formed a collaborative community partnership to provide activities and services during the after-school hours. The collaboration has financed the program by generating new, dedicated revenue and maximizing state, local, and federal funds.

Established as part of the Communities in Schools Initiative, Lighted Schools has experienced tremendous growth. Initially, Lighted Schools served about 500 students in four middle schools in the Waco Independent School District. Currently, the program is at 9 sites—at six middle schools and three elementary schools—serving over 1,000 students.

Lighted Schools is more than an after school program offering daily academic assistance, as well as enrichment activities and health services. By “keeping the lights on” in public schools, the program has evolved into a community learning project, offering after-school, evening, and weekend services to students, parents, and community members.

### Getting Started

In 1994, the McLennan County Youth Collaboration (MCYC), a member organization of over 71 youth-serving agencies and programs, determined that there was a need to address the high crime and teenage pregnancy rates and low academic achievement among middle school students.

MCYC approached foundations to provide seed money for an after-school program in the city’s most challenged neighborhoods. In order to fully implement the program, MCYC’s members turned to their own organizations and programs for funding. Also, MCYC members were careful not to duplicate programmatic efforts, by finding ways to blend their programs and services with the after-school program. Early on MCYC decided that

the Lighted Schools Program would be located in communities served by the original collaboration to take advantage of an established network of community support.

The governing structure of MCYC oversees the Lighted Schools program, this assists in reinforcing its collaborative nature. The MCYC board is composed of policymakers, social service providers, community organization leaders, parents, educators, and prominent members of the community.

### Financing

In Waco, collaboration has been the key to accessing funds for the after-school program. Through collaborative efforts, MCYC has been able to successfully pursue a variety of strategies to expand and sustain its programs.

#### Generating New Dedicated Revenue

After determining that there were not enough available resources through the local government, Lighted Schools leaders sought a variety of new revenue to start the program. The Pew Partnership, the Waco Foundation, the Rapoport Foundation, and a grant from the federal Department of Justice’s Juvenile Justice Program supplied initial start-up funding. Also, the City of Waco contributed a small amount of Community Block Grant Funds. Several community partners also provided in-kind services. Nineteen organizations, including the local hospital, university, and community organizations donated in-kind services such as volunteer time and program activities support. Building on this success, the Lighted Schools successfully urged the city to reallocate resources and allow Department of Parks and Recreation staff to support the program.

#### Maximizing Federal, State and Local Revenue

After a few years in operation, the leaders of the Lighted Schools program began to think more broadly and creatively about obtaining funding sources to expand and sustain the program. The Lighted Schools program successfully accessed state funds by partnering with the Waco Independent

### Description

- City-wide
- Available & free to all students in area
- 9 sites in 6 middle schools and 3 elementary schools
- Program activities include: academic assistance, recreational activities, alcohol and teen pregnancy prevention curriculum, mentors, arts, and field trips

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Lighted School's  
FY01 Budget**

**Public Funds:**

Federal  
CCDF  
\$55,579

Gear Up  
\$1,200,000

21st Century  
\$676,726

State  
\$235,740

City  
\$132,000

**Private Funds:**

In-kind Support\*  
over \$557,000

**TOTAL:  
over \$2,857,045**

*\*Estimated in-kind contributions include personnel, program space, utilities, custodial services, etc.*

School District to apply for and receive a \$235,740 annually renewable state grant from the Texas Education Agency. Also, the program instituted more standards and regulations so it would be eligible for state funding from the Texas Workforce Commission, which gave a \$55,579 grant from Child Care and Development Fund (CCDF) dollars.

Lighted Schools leaders also looked to their programmatic partners to further maximize federal resources. For example, Lighted Schools strategically partnered with Baylor University, which provided the program with in-kind contributions including new activities and staffing. With these new resources and partnership, Lighted Schools was able to access a multi-year "Gear Up" grant from the U.S. Department of Education for \$6,000,000 over five years. MCYC, the governing structure of Lighted School, also partnered with area schools to secure a \$676,726 21st Century Community Learning Centers grant.

The Lighted School Program now taps into a number of other public funding streams to finance the initiative. The program receives federal funding for the reimbursement of snacks through the USDA's Free and Reduced Price Meal Program. Also, the City of Waco now contributes \$132,000 in general fund dollars.

**Next Steps and Future Challenges**

Lighted Schools leaders are looking to further broaden their funding base to expand the services offered by the program. Program leaders are working to systematically encourage local business participation in a tax incentive program, recently passed by the Texas legislature. This program provides tax credits for businesses that support after school programs. In addition, program leaders are seeking new grants from private foundations.

**Keys to Success**

**Engage critical stakeholders.** Lighted Schools benefits from MCYC's previously established relationships. Collaborating with other community organizations and programs allows the Lighted School Program to stretch its resources and tap into others. For example, by engaging other human service providers, Lighted Schools is able to offer Family Literacy classes, Positive Parenting workshops, computer training, and other activities to serve the entire family at the school site.

**Make efficient use of what is in the system.**

In order to build partnerships and not duplicate services, Lighted Schools thought broadly about other available resources, programs, and services in the community. The program was able to persuade the City of Waco to allocate Department of Parks and Recreation personnel to the staff the program. Additionally, the Lighted Schools program was able to access CCDF dollars from the Texas Workforce Commission by instituting a few more standards into the program.



# Sacramento's Students Achieving Results for Tomorrow (START)

## Legislative Strategies

June 2001



### Overview

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 over 5,000 students living in low-income areas.

Since START was established in 1995, the program has more than doubled in size: from 20 school sites serving 100 children at each site, to 32 sites in six school districts, with waiting lists at every school. This expansion can be attributed to START's entrepreneurial approach to generating new revenue from the state legislature and making better use of existing resources.

Although the program content is literacy focused, with homework assistance and tutors available, students can take advantage of numerous enrichment activities. This combination of academic and social activities is showing positive results.

### Getting Started

In 1995, a Sacramento city council member saw a need for youth to be involved in activities during their non-school hours. Although midnight basketball leagues were popular with youth of the community, the council member wanted to find ways to serve younger children in order to help them avoid problems in middle school, expand the school day, and give the children the support they need to achieve academic success.

The council member requested city funding to launch an after-school program in the most distressed communities. In order to turn this vision into a reality, the council member began to pull together other leaders from the community. The would-be appointed Director of START brought an entrepreneurial attitude to the program. She was able to assist the council member in secur-

ing city funds to start the initiative, by promising the city that within six months START would be financed with other funding sources.

The governing structure of START reinforces the collaborative nature of the program. START funders and community leaders feel more included through their participation in the advisory board, which guides the overall program structure and decision making. Members of the advisory board consist of a state senator, all state assembly representatives, city and county staff members, the superintendent of schools, and representatives from the business community.

### Financing

In FY96, in order to initiate the program, \$350,000 in existing local revenue was accessed by allocating unspent funds from a hotel bed tax to finance START for six months, with the assurance that other sources would be found to continue funding the program. In order to fulfill the funding promises given to the city council, START leaders approached Kaiser Permanente and received a \$500,000 grant to further support the program.

#### Generating New Dedicated Revenue

After a year in operation, the leaders of START wanted to expand the program; however, they felt that they could not do it without a stable funding source. START leaders teamed up with leaders of Los Angeles's after-school program, LA's BEST, in order to bring attention and state funding to the issue. Together, they hired a lobbyist with expertise and contacts to navigate the political system, and convinced a member of the state assembly to sponsor legislation, which would fund after-school initiatives statewide.

The legislation gained support for numerous reasons. First, it followed on the heels of welfare reform. Because of this, both political parties supported the bill as a means of assisting children and keeping them safe, while reinforcing the importance of working parents. In addition,

### Description

- County-wide
- Available & free to students living in low income areas
- 32 sites in elementary schools
- over 5,000 students participate
- On average, students in the program participate in 320 hours of quality activities per school year, with 70% of them improving academic performance and literacy test scores.

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**START's FY01 Budget**

**Public Funds:**

Federal  
\$750,000

State  
\$2,500,000

City  
\$800,000

County TANF  
\$800,000

School Districts  
\$500,000

**Private Funds:**

Foundation/  
Corporate  
\$150,000

Other  
\$0

In-kind Support  
\*\*

**TOTAL:  
over \$5,500,000**

*\*\*In-kind contributions include program space, utilities, custodial services, etc.*

a Sacramento city council member who supported the initiation of START had moved on to become a member of the state assembly, and acted as an important champion of the legislation. Furthermore, both programs, START and L.A.'s BEST, generated support for the bill among local and influential individuals and groups. For instance, L.A.'s mayor launched a targeted lobbying campaign, and the program directors arranged site visits that afforded state representatives a first-hand look at the programs.

In 1997, new legislation was signed into law, allocating \$3.5 million between five after-school programs throughout the state. START received \$947,500, which fully funded the program for that year.

The following year, building on the new legislation, California implemented the After School and Safe Neighborhood Partnership grant program. START applied and received about \$950,000, which required a 50% match. The match was required from both cash and in-kind resources from the city, county, school districts, and community.

**☑ Making Better Use of Existing Resources**

Currently, START receives funds from the city and from the state general fund. County leaders recognized that they could take advantage of the flexibility of Technical Assistance for Needy Families funds and allocate \$800,000 toward after-school programs under the pregnancy prevention provision. This avoids the need to income test each family. Margaret Flynn, Using TANF to Finance Out-of-School Time and Community School Initiatives. Washington, DC: The Finance Project, 1999.

Also, participating school districts contributed \$500,000 and in-kind services. Moreover, START has begun to successfully access federal funds through the reimbursement for the snacks supplied to the children.

**Next Steps and Future Challenges**

Given the secure funding, START has been able to focus on putting an infrastructure in place to ensure the success of the program. Program leaders are examining quality control issues and solidifying relationships with school personnel in order to increase the quality and effectiveness of the programs at each site.

**Keys to Success**

**Use an entrepreneurial approach.** After a year in operation, START leaders felt that they could not bring the program to scale without a consistent funding source. START leaders strategically partnered with L.A.'s BEST leaders to create an innovative solution to an ordinary problem. Together, the leadership of the programs began to move their agenda forward through targeted activities, such as hiring a lobbyist, enlisting key champions like L.A.'s mayor, and providing site visits to state legislators to make their vision of state funding for after-school programs a reality.

**Cultivate key champions.** The commitment of the city council member who subsequently became a state representative was absolutely critical to obtaining the start-up funding and the state appropriation that made START a reality for families in Sacramento.

**Demonstrate results.** START leaders have been able to document the positive effect that their program has on children. Seventy percent of START's participants have shown improved academic performance and increased test scores. These results are then used to show the community and funders that they are receiving a positive return on their investment.

# Safe Haven

## Generating Revenue to Sustain the Initiative

August 2007



### Overview

Madison School & Community Recreation (MSCR), a department of the Madison Metropolitan School District (MMSD), offers after-school programming to children in the city's low-income communities as part of the Safe Haven initiative. Leaders of the Safe Haven initiative have incorporated strategies to replace an initial four-year seed grant: maximizing use of local, state, and federal revenue and generating private funds to keep the initiative up and running.

MSCR Safe Haven serves 1,055 students in kindergarten through grade 5 at twelve sites. Eleven programs are held in MMSD elementary schools and one is held in MMSD's Learning Center in the Allied Drive neighborhood. Generally, Safe Haven programs are offered in schools with the highest rate of student poverty. Three programs provide service to MMSD elementary students who are homeless, serving approximately 250 children annually.

While program content varies from site to site, each Safe Haven Program offers academic assistance, recreation activities, and performing arts opportunities.

### Getting Started

In 1992, then-Mayor Paul Soglin brought together a broad group of stakeholders, including officials from the city, MMSD, and the Dane County Department of Human Services, to determine how best to use a \$1.5-million federal Weed and Seed grant to assist the most challenged neighborhoods throughout the city.<sup>1</sup>

<sup>1</sup> The U.S. Department of Justice provides Weed and Seed grants to municipalities across the country to "weed out" violent crime and "seed" youth through social and economic revitalization, including out-of-school time programs and services. For more information, see Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives, The Finance Project, 2000, p. 171. Available at [www.financeproject.org/osthome.htm](http://www.financeproject.org/osthome.htm).

The group decided to allocate 20 percent, or \$300,000, of this grant to fund after-school programs in these targeted neighborhoods. With this funding, the city's Office of Community Services established and opened the first three school-based Safe Haven sites in 1993.

Building on the collaborative effort of the Weed and Seed planning committee, Safe Haven leaders partnered with neighborhood health nurses, Madison's police and fire departments, and the city's public library system to offer a diverse blend of programs and services at each site. Continuing efforts to tap existing resources, the Office of Community Services contracted with the school district and a community center to operate the three sites in the early years of operation. Also, by contracting with the school district, Safe Haven received donated program space, janitorial services, and utilities. The partnership also fostered improved relationships between the schools and parents. Contracting with Atwood Community Center gave Safe Haven quick credibility, as it attracted neighborhood parents who were already familiar and comfortable with the center's services. In 2001, Safe Haven's expanded public funding from the state and local government enabled them to open a fourth site, serving 20 additional children, at the Bridge/Lake Point neighborhood center. Funding was initially provided by a grant from United Way of Dane County and City of Madison Department of Community Service.

### Financing

Knowing that the Weed and Seed grant was short-term, initiative leaders developed a sustainability plan early on, identifying a range of public and private funds that could build a broader funding base. These efforts yielded positive results, including grants from local foundations and county child care subsidies.

#### Maximizing Federal, State, and Local Revenue

After a few years of operation, leaders of the Safe Haven program began to think more broadly about ways to obtain public funds. The largest portion of funding for Safe Haven childcare pro-

### Description

- Free to children in the targeted geographic area
- 12 sites: 11 school-based sites and one neighborhood-based site
- Over 1000
- Offers academic assistance, recreation activities, and performing arts after-school activities

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Safe Haven’s FY01 Budget**

**Public Funds:**

Federal  
USDA  
\$74,000

21CCLC  
\$20,000

County  
CCDF  
\$129,149

School District  
\$1,204,417

**Private Funds:**

Parent Fees  
\$271,100

United Way of  
Dane County  
\$55,000

In-kind Support\*  
\$\*\*\*\*\*

**TOTAL:  
over \$1,753,666**

*\*Estimated in-kind contributions include program space, utilities, custodial services, etc.*

grams comes from the MMSD tax levy via MSCR’s budget. Revenue from the property taxes covers approximately 70% of Safe Haven’s budget.

Through the years, MSCR has successfully secured federal workforce development funds that flow into the state. They have utilized the federal pass through dollars to the State of Wisconsin Department of Workforce Development to improve and support Safe Haven childcare programs. Grants, available through a competitive grant process, have ranged from \$42,000 initially to over \$700,000 annually, to the 2007 grant amount of \$74,000.

Safe Haven programs also receive child care subsidy funds from Dane County Temporary Assistance for Needy Families (TANF) funds. MSCR staff members work with families to qualify eligible participants for child care reimbursement. Reimbursement is based on parent’s qualifying income and work taking place during actual Safe Haven program hours. Many parents are not eligible for this subsidy as they work during hours when Safe Haven is not available, such as nights and weekends.

Safe Haven taps a number of other public funding streams to finance the initiative. Over the past ten years, MSCR has utilized funds through Community Learning Center (CLC) grants. Currently, one program is partially funded by a State of Wisconsin CLC grant. Also, Safe Haven programs receive free meals and snacks through MMSD’s Federal Lunch Program. All Safe Haven sites qualify due to the large percentage of children eligible for free or reduced lunch.

**☑ Generating New Dedicated Revenue**

To complement public funding, leaders of Safe Haven found several ways to generate additional revenue, including a partnership with Madison-based Oscar Mayer Foods, which donated \$38,245 to be used for program costs. In addition, a company-sponsored program connects retired Oscar Mayer employees with opportunities to serve as Safe Haven volunteers.

Safe Haven also generates revenue from parent fees. Approximately half of the participants pay at least a portion of the charged fee (25% pay the full fee, while 25% pay a portion of the charged fee), with the remaining participants being covered by scholarships.

Through ongoing local outreach efforts, Safe Haven leaders have been able to repeatedly generate monetary and in-kind donations from the community. Local foundations donate \$80,636 annually for operating costs, including annual support from the United Way of Dane County in the amount of \$55,000 via a competitive grant process. In addition, the local United Way provided technical expertise on expanding funding sources. Finally, tutors provided through volunteer retirees and donated services by employees from the Volunteers in Service to America (VISTA) program serve as a crucial in-kind resource to help staff Safe Haven sites.

**Keys to Success**

**Demonstrate Results.** Safe Haven officials contracted with the University of Wisconsin to evaluate program outcomes annually. Early on, researchers were able to demonstrate the success of the program during its first four years, including an increase in school attendance and improved behavior reported for participating children and youth. The ability to point to measurable results gave Safe Haven credibility both within the community and with outside funders.

**Think about Sustainability Early.** Safe Haven leaders understood that much of their funding was temporary. Determined to sustain the initiative after the large Weed and Seed grant ended, Safe Haven leaders sought out numerous untapped resources throughout the community. In particular, program developers successfully accessed county TANF child care funds.

# San Diego's 6 to 6 Initiative

## Building a Diverse Portfolio of Public Dollars

August 2001



### Overview

The City of San Diego, in cooperation with the San Diego Unified School District, is rapidly achieving its vision of universal before-and after-school services to every public elementary and middle school within its jurisdiction. Leaders of the 6 to 6 initiative are fulfilling this vision by maximizing their use of local, state and federal revenue and, in the process building a diverse portfolio of public funds. In addition, program leaders are creating more flexibility in those funding sources by coordinating the funds through the mayor's office for simplified distribution to the program sites.

In its three years of operation, 6 to 6 has grown from serving 2,500 students at 31 schools in the most distressed neighborhoods to serving 25,000 students at 194 schools in every school district. Waiting lists for the program exist at every school.

Although program content varies from site to site, each 6 to 6 Program is a hybrid of activities that include academic support, enrichment activities, youth development and community involvement. Last year, program satisfaction surveys showed that 98 percent of parents and 96 percent of children felt the program was "good, very good or outstanding." As an additional evaluative measure, 6 to 6 also has instituted site visits by program monitors to ensure the quality of the program at each site.

### Getting Started

In 1995, the mayor's office initiated the "Safe Schools Task Force," which included Mayor Golding, the superintendent of schools, school principals, the county juvenile court judge, juvenile probation officers, the city manager, the city attorney, and the chief of police. The members of the task force developed three goals: 1) to not allow students to leave school grounds during lunch-time; 2) to enforce curfew and truancy laws; and 3) to open schools before and after the traditional day to provide an academic support and social enrichment program during the hours when most parents work.

Given the recommendations of the task force and the reality of increased numbers of working par-

ents, the mayor strongly felt that something had to be done to better support and protect the children of the city. She requested city funding to launch a before-and after-school program, which would operate from "6 to 6" (hence, the name of the initiative). Mayor Golding was successful in securing city general funds for the program, and her vision and leadership served as the catalyst that pulled together other major stakeholders in the community to support the initiative. These stakeholders, including representatives from the city, county, school districts, school boards, PTA, community-based organizations, parents and youth, formed the San Diego Regional After School Consortium. The consortium has worked to bring additional funding and attention to after-school time programs and issues in the region.

### Financing

#### Maximizing Federal, State, and Local Revenue

Mayor Golding requested \$1.7 million in fiscal year 1999 in city general funds to start 6 to 6. She made it clear from the beginning that she wanted the program to be free and available to all of the children of the city. Juggling the many pieces of its budget, the city was able to make better use of its existing resources by redirecting funds from the Department of Parks and Recreation's After School Playground Watch Program into the more comprehensive 6 to 6 Initiative. Participating schools made in-kind donations consisting of space, utilities and janitorial staff.

The following year, \$2.56 million in funding for 6 to 6 was woven into the city budget's annual allocation. However, after one year of operation, the success of and demand for the program was apparent. Recognizing that the city's allocation was not enough to meet demand for services, 6 to 6 program leaders knew that they had to broaden their funding base in order to achieve their vision of universal after-school services.

Subsequently, 6 to 6 leaders began to solicit fund from other public sources. Working with the San Diego Regional After School Consortium, they

### Description

- County-wide
- Available and free to all
- 194 sites in elementary and middle schools
- 25,000 students participate

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**6 to 6's FY01 Budget**

**Public Funds:**

Federal  
\$750,000

State  
\$8,500,000

Tobacco  
\$2,000,000

Local  
\$4,100,000

**Private Funds:**

Foundation  
\$0

Other  
\$0

In-kind Support  
\*\*

**TOTAL:  
over \$15,300,000**

*\*\*In-kind contributions include program space, utilities, custodial services, etc.*

jointly applied for a grant from the California Department of Education's After School Learning Partnership Program. Through this effort, in fiscal year 2000, 6 to 6 was awarded \$1.2 million for elementary schools and \$2.08 million for secondary school children from the state. The state further increased the total funding from the After School Learning Partnership Program to \$8.5 million in fiscal year 2001. Program leaders also prompted the city to further increase its funding for 6 to 6 by \$140,000 through its Community Development Block Grant capital improvement funds (which required that 51 percent of those served are low-income). In addition, 6 to 6 leaders successfully lobbied for \$1 million of the city's block grant from the new tobacco settlement funds. The 6 to 6 initiative has also begun to access federal revenue by claiming and receiving reimbursement for the children's snacks under the Department of Agriculture's (USDA) food and nutrition programs resulting in a current annual budget of over \$15.3 million.

**Creating More Flexibility in Existing Streams**

The mayor's office acts as an intermediary and fiscal agent for 6 to 6, aligning funding from a number of agencies and funding sources to ensure an integrated and coordinated initiative. Coordinating funds through the mayor's office allows funding that sustains individual components of the initiative to be pooled together and then distributed to the program sites to support the entire program. 6 to 6 leaders developed management information system and cost-accounting system for tracking expenditures by funding source, allowing proper allocation and reporting. A coordinated funding structure also serves to protect individual programs from changes in the flow of funds from any one source.

**Next Steps and Future Challenges**

Currently, there is a waiting list at every school for 6 to 6 services. The Regional After School Consortium and 6 to 6 administrators want to expand the program to allow all interested families the opportunity to participate in the program. Leaders of 6 to 6 are now beginning to look to the local business community to help raise private revenue and maximize their use of other federal funding sources, such as Temporary Assistance for Needy Families (TANF) funds.

**Keys to Success**

**Cultivate key champions.** The leadership and vision of the mayor was instrumental to the program's development and implementation. She successfully obtained the initial funding for the program, which was used as a leverage to obtain additional resources. Also, she recruited critical stakeholders and other leaders to join the collaboration.

**Engage critical stakeholders.** No single entity could have created and operated 6 to 6 on its own. The presence of a collaborative vision engaged all stakeholders. Each partner provided resources to make the effort successful. The schools provided the building, the city allocated funding, and community-based organizations provided the staff to run the programs. Without the resources of any one of the entities, 6 to 6 would not have been possible.

**Make efficient use of existing resources.** Rather than duplicating efforts, the city redirected funding from the Department of Parks and Recreation's After School Playground Watch Program to assist in financing the initial costs of the 6 to 6 program.

**Take advantage of changing opportunities.** Tobacco dollars were allocated for a variety of purposes within the city. By recognizing and pursuing those dollars, 6 to 6 leaders were able to expand the program. Tobacco settlement dollars also provided the program with additional flexible funds that could finance a variety of program costs.

# Self Enhancement, Inc.

## Generating Revenue to Fund Services and a Facility

October 2001



### Overview

Self Enhancement, Inc. (SEI) helps inner city youth realize their full potential by providing opportunities for personal and academic success. Working with schools, families and community organizations, SEI provides intensive services to neighborhood families, in partnerships with numerous local social service providers. These services have been instrumental in helping many youth stay in school and graduate.

Founded in 1981, SEI's comprehensive service model has grown from serving a few youths for one week during the summer to serving over 1,500 youth, ages 8 to 25, throughout the entire year. Over 900 children and youth regularly attend SEI's after-school program. During after-school hours, SEI provides supervised, task-focused academic, recreation and performing arts activities in a safe and secure environment. SEI strives to provide a variety of learning opportunities not typically available to inner city youth. Also, over 500 children receive Individual Success Plan (ISP) services. Through ISP services, a contract is developed between SEI and the participating youth related to specific academic and social goals. The youth's after-school activities and services are then matched to ISP goals.

SEI's tremendous growth can be attributed to the vision and determination of its leaders and the program's demonstrated success. By building on its solid reputation, SEI has been able to increase federal, state and local revenue and generate new dedicated support from the local community, private foundations and corporations.

### Getting Started

In 1981, under the auspices of a community group called the Albina Ministerial Alliance, SEI began providing services for the children and youth of Portland, Oregon, through a one-week summer program in a traditional camp format. Over the next five years, the summer camp grew in popularity and number of youth served. Following a 1987 gang-related student murder, leaders of the city of Portland realized that there was a need for year-round services for the children and youth of the community. The lack of services for low-income children and youth of color, coupled with the local public schools' lack of support and services during the out-of-school time hours,

lead SEI leaders to develop services for children outside of the formal school day. Over the next three years, SEI began offering services at multiple high schools, middle schools and elementary schools on a year-round basis.

In 1990, SEI became a 501(c) (3) organization, independent of the Albina Ministerial Alliance, with its own board of directors that sets organizational policies. To ensure inclusion of all members of the community, the board consists of students, parents and a broad array of community representatives.

### Financing

Initially, the city of Portland and local foundations and corporations funded SEI. Shortly after the program's establishment, a major local foundation, the Meyler Memorial Trust and Portland Public Schools, began to contribute funding. Knowing this funding was not enough to support the growing program, SEI leaders immediately began to approach potential community partners, state and local government agencies and private organizations to gain further financial support. Leaders of SEI targeted all interested stakeholders in the community.

SEI formed partnerships with numerous community entities, such as the school district, local colleges, the health department, local hospitals and drug and alcohol treatment centers. SEI began to be recognized in the community as the "prevention expert," due to its focus on keeping children and youths from getting into trouble. Also, through the ISP process, SEI was able to begin tracking and documenting the results of their programs and services on individual participating children. Some of SEI's results include higher GPAs, increased school attendance and less disruptive behavior in school.

#### Maximizing Federal, State, and Local Revenue

From its inception, SEI has had the support of the city of Portland, through its Parks and Recreation Department. The department realizes the importance of aligning its community role with the work of SEI's services with their community role. In fiscal year 2001, the Parks and Recreation Department redirected \$255,589 of its general funding to support SEI.

### Description

- Northeast section of Portland, Oregon
- Sliding scale fee—maximum of \$40 for the after-school program
- 1 center and 11 schools
- Over 1,500 participating children and youth
- Offers the following after-school activities: academic assistance, recreation activities, and performing arts

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**SEI's FY01 Budget**

**Public Funds:**

Federal\*  
\$1,058,266

State  
\$555,232

County  
\$921,596

City  
\$255,589

**Private Funds:**

Individual/  
Special Events  
\$763,450

Corporate/  
Foundations  
\$1,100,006

Other  
\$156,666

**TOTAL:**  
**\$4,810,805**

*\*Includes direct and indirect federal funding*

After a few years in operation, the success of and demand for SEI's comprehensive prevention services was evident throughout the community. SEI's already existing community partnerships, as well as its ability to document results, led to numerous social service contracts and partnerships. Multnomah County's Department of Community and Family Services, Department of Community Justice, and Youth Services Consortium sought out SEI to assist in planning and implementing numerous public services for children and youth. Currently, these three agencies supply \$921,596 in contractual funding to SEI. SEI also receives \$555,232 from Oregon Services for Children and Families to provide social services to the community. In addition, SEI receives over \$1,058,266 in federal funding, either directly or indirectly for programs such as Project Youth Connect, Youth Opportunities, and the 21st Century Community Learning Centers.

Over the years, SEI has continued to broaden its range of public funding sources. For instance, it recently was awarded a three-year grant of \$1,267,830 from the U.S. Department of Health and Human Services, through its Substance Abuse and Mental Health grant program.

**Generating New Dedicated Revenue**

Over time, SEI leaders determined that its services would be better provided at one central location. To this end, leaders of SEI embarked on a multi-million dollar capital campaign to build a 62,000 square foot youth center. Key to the success of the capital campaign was SEI's established track record in providing quality programming for youth. SEI took prospective donors on a bus tour through low-income neighborhoods, ending the tour at SEI's in-school program where donors-to-be met children who would benefit from the new facility. Another element of the campaign's success was gaining the support of key donors. U.S. Bank provided a gift of \$1 million and one of its executives chaired the campaign. This leadership opened the door to other donors who provided large contributions.

In addition to cash donations, SEI took advantage of over \$1 million dollars in donated labor and materials from contractors. SEI also minimized its expenses by building on donated deteriorated city park land. The fact that the project would result in the renovation of a deteriorating city park helped garner the support of the state Legislature, which provided another \$1.2 million in state lottery funds to building efforts.

Leaders of SEI generated other forms of new revenue to enable them to manage their costs. For example, SEI charges a sliding scale fee based on

income. It also holds special fundraising events, such as a golf tournament and a dinner and art auction event titled "Art and Soul." In addition, SEI has a development staff that has generated \$1,244,310 in individual, corporate and foundation donations and grants for the current fiscal year.

**Next Steps and Future Challenges**

Given the secure program funding and new space, SEI is now focusing more on putting an infrastructure in place to ensure continued success. To this end, SEI staff is further documenting and evaluating the program's success. Also, program leaders are constantly looking for new methods and activities to better serve the needs of the community's children, youth and their families.

**Keys to Success**

**Engage Critical Stakeholders.** SEI leaders built relationships with local schools and other community service providers. These relationships were important in enabling SEI to quickly establish a good reputation in the community. Before building their own facility, leaders of SEI also considered these relationships critical in assisting them in providing services. Program space was no longer an issue and the school district gave SEI access to their files and information.

**Start Small, Think Big.** SEI started with a small, high quality program of high quality and grew from there. Starting small allowed SEI to focus on the services delivered and establish a solid local reputation. SEI's vision of a full-service, year-round programming for the children and youth of the community kept the program moving forward.

**Find Key Champions.** SEI's leadership and members of the community were instrumental in carrying out the capital campaign. A U.S. Bank representative chaired the campaign, which assisted in obtaining donors who provided large contributions.

**Demonstrate Results.** SEI has been able to count on the state and the local community for financial support because it is able to demonstrate the success of the program. An effort was made to document early on the positive effect that the program and services had on the children and youth of the community. Evaluations have showed that participation in SEI contributes to a decrease in youth violence and assists in getting youth to stay in school and graduate. For example, of the 26 high school seniors who participated in ISP services last year, 22 graduated from high school and 17 went on to college. Reporting of measurable results gives SEI credibility in the community.



# The Elsie Whitlow Stokes Community Freedom Public Charter School

## Building Partnerships to Establish and Sustain Out-of-School Time Activities

August 2002



### Overview

The Elsie Whitlow Stokes Community Freedom Public Charter School (Stokes School), founded in 1998 in Washington, D.C., is named for an educator who taught in Arkansas for 36 years. The fundamental mission of the school is to provide an exemplary academic experience that will prepare its culturally diverse young students to function successfully as they progress through life. The school's mission is based on Elsie Whitlow Stokes' educational principles. She believed that every student can succeed academically and become a responsible citizen; every student must receive a solid foundation in reading, mathematics, social studies, science and the arts; and community service activities prepare children to become caring neighbors and good citizens.

While the school's teachers and administrators emphasize academic excellence, they also respect and work to foster each child's emotional, moral, physical and social development. They strive to create a learning environment in which students can develop into well-rounded individuals who can easily function and navigate within their own and other cultures. The school's goals are accomplished through a multi-pronged approach—one component of this approach is a coordinated series of out-of-school time activities and experiences that focus on academic and extra-curricular enrichment, civic responsibility and family and community involvement.

### Getting Started

When the Stokes School began, over three-fourths of its students had parents or caretakers who worked during out-of-school time hours (e.g., immediately before and after school as well as during the summer). School leaders recognized the need to provide these children with a safe and nurturing environment during the times when they might have otherwise been without proper supervision. In response to this need, the school's founder and executive director set out to create an affordable, year-round program that would provide students with learning and enrichment opportunities as well as reliable care and supervision.

Drawing on the expertise and contributions of her friends and colleagues from the surrounding community, the executive director established an out-of-school time (OST) initiative which included a before- and after-school component and a summer school program. This initiative offers academic assistance to students as well as a variety of extra-curricular activities including: art, conflict resolution, taekwon-do, science, nutrition, strategy games, reading, tennis, music, Spanish, French and computer science. One evening a week the school also offers French, English, Spanish and computer classes to parents and other community members. Parent volunteers teach the classes and child care services are available to any adult who participates in the classes.

In the program's first year of operation, approximate 15 of its 30 students participated in extra-curricular activities. In the 2001–2002 school year, the school and the OST program have grown to more than five times the initial size. The school has achieved and maintains this tremendous growth through the implementation of a strategic financing plan that focuses on building partnerships within the community and throughout the city.

### Description

- School-wide
- Available to any student in the charter school (currently grades K–4, ages 4–10)
- Over 75 students participate

### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**Stokes School  
FY 02 OST  
Program Budget**

**Public Funds:**

Federal  
\$170,700

State  
\$90,000

**Private Funds:**

Parent Fees  
\$101,000

Other  
\$10,000

In-kind Support\*\*  
\$143,800

**TOTAL:  
over \$515,500**

*\*\*In-kind contributions include volunteer tutors, tennis lessons and other services.*

**Financing**

Capitalizing on a growing reputation for its ability to build partnerships, the Stokes School has leveraged an array of funding that includes both public and private sources of cash and in-kind resources.

**Generating New Dedicated Revenue**

During the first year of the program, the Stokes School relied primarily on student fees to maintain OST activities. With these funds, the program operated with a staff of one and offered academic assistance to students as well as provided them with some playtime activities and snacks. Today, the program has seven full-time staff. It still relies, in part, on student fees to support program activities. The fees are set on a sliding scale and families that are unable to pay the fees volunteer their services to the program.

**Accessing Federal and State Revenue**

In addition to the student fees, an array of other federal and state funding sources help to maintain the school's OST program. The Stokes School is the lead school in a coalition of charter schools in Washington, D.C., which recently received a 21st Century Community Learning Center (21CLC) grant. These funds, as well as Title I funds, support the salaries of six of the full-time OST staff. The 21CLC funds also pay the salaries of eight Bell Foundation employees who provide intensive tutoring to students requiring extra academic assistance. Also, a portion of the District of Columbia's per pupil allocation for charter school students supports OST activities. A federal Safe Schools/Healthy Students grant pays the salary of an OST coordinator who manages all of the program's activities.

In addition to accessing federal funding to support staff salaries, the Stokes School uses U.S. Department of Agriculture funds to provide students with nutritious meals and snacks before and after school and during the summer.

**Building Partnerships**

In collaboration with Public Allies, a non-profit community organization, the Stokes School has embarked upon a yearlong, school-wide, community service-learning project that focuses on hunger and food sustainability. Public Allies is providing a nutrition curriculum for the program and also subsidizes the salaries of two part-time OST staff.

**Generating In-kind Support**

Other community organizations, including the Washington Tennis Center, D.C. Scores and the Washington Opera, donate in-kind services to the school's OST programs, including tennis, soccer and music lessons and literacy classes. In addition, 10 Georgetown University students volunteer tutoring services to students who need regular homework assistance.

**Next Steps and Future Challenges**

Historically, charter schools in the Washington, D.C. area have not been able to successfully tap into local foundations. There are several charter schools but only a few local foundations. Generally, local foundation dollars pass through an intermediary organization and then trickle down to charter schools. The Stokes School is currently seeking funding from national foundations to support new parental involvement activities and will look for additional national foundation dollars to support other OST activities in the future.

Also, in the past the Stokes School has not been able to access federal Child Care and Development (CCDF) funding because the facility did not comply with licensing requirements. However, this year the school will move into a larger facility that meets CCDF requirements and school leaders plan to assist families in securing these funds to support and expand OST opportunities. Last year, the school applied for, but did not receive, a U.S. Department of Education Community Technology Grant. It will reapply and hope to be more successful this year.

## Keys to Success

**Create Partnerships to Achieve Common Goals.** One of the Stokes School's greatest assets is its ability to form partnerships with other organizations within the community that serve children and families. Through its affiliation with the D.C. Coalition of Charter Schools and the D.C. Center for Student Support Services, the school has successfully accessed 21st Century Community Learning Center funding, Safe Schools Healthy Students funding, resources for special education services as well as a number of other monetary and in-kind resources.

The school has also been successful in creating partnerships with organizations that are located outside of the Washington, D.C. area, such as the Bell Foundation. Although this foundation is based in Boston and works in the greater Boston area as well as in New York, in 1999 it wanted to establish working relationships with organizations in Washington, D.C.. The foundation was particularly interested in working with D.C. charter schools. The Bell Foundation contacted Stokes School leaders to propose their tutoring services for the school's OST program. However, at that time the fledgling school could not afford to contract for Bell's services. The school and the foundation came to a bartering agreement where the Bell foundation would donate three semesters of tutoring to the Stokes School and, in turn, the school would provide publicity for the foundation within the D.C. charter school community.

### **Build a Broad Base of Community Support.**

Stokes School leaders believe that parental involvement is crucial to their students' success. Therefore, the school involves parents and other community members in multiple aspects of planning and programming. This helps to develop relationships with parents and give the school's program exposure to the surrounding neighborhood. This year, the school conducted a parents' leadership retreat to create an agenda and action plan for issues such as fundraising, parenting workshops and advocacy. There is also a parent liaison that works to increase interaction between parents, students, teachers and school officials. In addition, three to four times a year the school has activities open to the entire community such as a "Holidays Around the World" event, student performances and potluck dinners.

**Develop Key Champions.** A Ph.D. student at Georgetown University applied for a position at the Stokes School but ultimately the school was unable to meet her salary requirements. The school's executive director referred this student to a position in another community organization. The student was so impressed with the school's program that she connected the school leaders with Georgetown volunteer services. As a result, the school received 10 undergraduate volunteers who provide tutoring services to its students.



# Sustainability University— PlusTime New Hampshire

Taking sustainability planning to programs throughout the state

December 2006



## Overview

PlusTime NH is a statewide non-profit dedicated to creating, expanding and enhancing afterschool programming throughout New Hampshire. In operation for over 15 years, the organization provides technical assistance to communities and programs, advocates for increased afterschool funding, and engages in public awareness efforts. In order to assist afterschool programs throughout the state in attaining financial stability, PlusTime NH created the Sustainability University. Adapted from the Finance Project's Sustainability Planning Workbook, the 9 month course helped 15 programs undergo a sustainability planning process and complete the steps to creating a sustainability plan.

## Sustainability University

PlusTime NH wished to adapt the Sustainability Planning Workbook, a tool to build the knowledge and skills needed to create and support sustainability plans for promising initiatives, so a large number of communities could be trained on the tool at once. PlusTime NH staff worked with the Finance Project, who developed the Sustainability Planning Workbook, to become trained facilitators for the workbook. These facilitators would teach the "classes" in Sustainability University that went over the adapted workbook components and provide hands on technical assistance.

Programs participated in Sustainability University as part of their Project 3to6 grant, an initiative that funds afterschool programs for students aged 5 to 15 with funds from the Corporation for National and Community Service and private sector match dollars. Through the grant program, each federal dollar is matched with two dollars in private funding. The Project 3to6 grant awarded the programs \$20,000 in discretionary funding and required participation in Sustainability University to help guide them through the planning process. Sustainability University cost approximately \$4,750 per site, and was funded through a variety of sources, includ-

ing the Nellie Mae Foundation, the C.S. Mott Foundation, the Corporation for National Service and individual corporate donors. Sustainability University components included:

- **Classes and homework activities:** A "sustainability" team, composed of 2 or 3 individuals from each afterschool program, attended class sessions approximately once a month that focused on the various areas of program sustainability, such as logic model development, financing strategies, and filling funding gaps. Class sessions varied from half to full day in length. Homework was assigned to be completed by the programs' boards in between sessions. Facilitators from PlusTime NH presented the topics and homework tasks to the sustainability teams, helping them understand how to convey that information to their larger boards and facilitate the completion of the homework tasks. Sustainability teams shared their progress on the homework tasks when they reconvened for their next class. Classes provided an opportunity for programs to network with and learn from each other. Facilitators brought in programs that had previously completed written sustainability plans to present on their planning process and how the plans have helped them develop new sources of funding.
- **Follow-Up Support:** The trained facilitator consultants provided intensive assistance between class sessions to help the sustainability teams communicate what was taught in the classes and lead the group through the homework activities. Assistance consisted of phone calls and face to face contact. Many programs utilized the consultants to facilitate the completion of the homework tasks with the boards instead of relying on the sustainability team.
- **Written Plans:** The goal of the homework tasks was to develop the tools and understanding for programs to develop a written sustainability plan.

## Description

- Created by statewide non-profit dedicated to creating, expanding and enhancing afterschool programming throughout New Hampshire
- 9 month course designed to support programs as they undergo a sustainability planning process and create a sustainability plan.
- 14 of the 15 programs who went through Sustainability University have completed or are nearing completion of a written sustainability plan.

## Results

Nine of the 15 programs involved have completed written sustainability plans and four continue nearing completion. Only one of the programs who went through Sustainability University does not intend to finish their written plans.

PlusTime NH will follow-up with participants six-months after they completed the sustainability planning process to evaluate how the programs have utilized their sustainability plans and gather their reflections on the planning process and delivery of Sustainability University.

## Lessons Learned and Future Plans

PlusTime NH will use the feedback from the six month follow-up to determine the next steps for their outreach to programs regarding sustainability. At this point, it is likely that any future iterations of Sustainability University will be different than the first offering. Some of the lessons learned that will guide PlusTime NH in planning future programs include:

**On-going support to programs is necessary component:** Sustainability teams required far more individualized and time-intensive support between class sessions than was predicted. Consultants visited most programs an average of three times between each session (21 times over the course of the nine months). In future iterations of Sustainability University, PlusTime NH wants to develop a training design that requires less intensive follow-up between sessions but maintains enough support to bolster the programs success at completing the planning process.

**Not every program may be ready to undergo planning process:** Producing a sustainability plan is a time intensive process that requires effort from many stakeholders. Not every program may be ready to undergo the planning process, either due to program maturity, lack of resources (staff, time) or other internal issues. There needs to be sufficient capacity in place, including a willingness of the planning group to participate, for a successful planning process.

**Success stories help reinforce the process:** Hearing from programs who were able to leverage writing their sustainability plan to securing new funding provided a key incentive for participants to complete the process.

# The After-School Institute (TASI)

October 2003



## Overview

The After-School Institute (TASI) works to build the capacity and quality of after-school programs in Baltimore City and five Central Maryland counties. TASI, an intermediary organization, helps to build crucial infrastructure and support systems for after-school programs. TASI leaders work to increase community support for after-school programs; disseminate information to providers on best practices; encourage collaboration; help providers create linkages across agencies and organizations; and help facilitate the integration of youth development principles in programs. Activities include monthly networking meetings, regular training programs and conferences, newsletters and listserv announcements, and on-site intensive technical assistance for programs. TASI staff also advocates for improved after-school programs and policies at the state and local levels by mobilizing supporters, developing written materials for administering programs, and coordinating activities among like organizations.

## Getting Started

TASI was created in 1999 as B.BRAVO (Baltimore Bridging Resources, Assets and Vital Organizations) for Youth, as part of the Baltimore Safe and Sound Campaign, an effort to improve results for children and families. The campaign was created as part of a citywide movement to identify and develop strategies to address children's health, education, and safety needs. A committee was organized to develop Baltimore's After-School Strategy. That committee began to realize that while many programs existed, they were not supported or connected in ways that would help them to strategically improve and expand afterschool offerings in the city. The committee understood that crucial to building the quality and number of after-school programs were technical assistance and training opportunities for new and existing programs. As a result, several local foundations, including the Annie E. Casey Foundation, Open Society Institute, and Aaron Straus and Lillie Straus Foundation, provided funds to start a new intermediary organization to support after-school programs. That nonprofit is known today as The After-School Institute, which in 2001 expanded its service to five Central Maryland counties: Carroll, Frederick, Howard, Harford and Cecil. TASI is now in the process of securing its 501(c)3 tax-exempt status from the Internal Revenue Service.

## Financing

Intermediary organizations often face additional funding challenges because they do not deliver services directly. Rather, these organizations support direct-service programs—system-building efforts that can be difficult to quantify in terms of dollars invested. Like many organizations, TASI's initial funding came from foundations. Over time, TASI leaders have been successful at marshaling a diverse array of resources to support ongoing activities.

### Making Better Use of Existing Resources

TASI leaders regularly employ strategic financing—matching funding sources with funding needs and searching for funds to support specific program components. Part of TASI's success in accessing a variety of funding sources comes from looking across the community and state at available resources and determining how the TASI's mission fits within the broad goals of various funding streams. TASI leaders work closely with state and local officials to help determine how funds can be maximized to support school-age children and their families. One example is the close partnership between TASI and the Family League of Baltimore City (FLBC), a quasi-public planning and oversight organization. As the city's Local Management Board, a state-mandated entity established to build a system of services for children, youth and families, FLBC administers and distributes federal and state funds for use by organizations in Baltimore. TASI leaders have worked closely with FLBC in looking at the range of resources available to support Baltimore families. By helping FLBC leaders think about how to better coordinate and maximize local resources, TASI secured three contracts for its own activities. In Fiscal Year 2003, TASI received \$40,000 to support a part-time youth engagement specialist and youth engagement coordinator, develop an afterschool marketing tool, and conduct training; \$20,000 to work with the state health department to provide training and technical assistance on youth suicide prevention; and \$50,000 to support a youth development and resiliency training program, train and place older youth to work in after-school programs, and organize a mini-conference on preventing youth violence.

## Description

- Intermediary organization supporting after-school programs in Baltimore and five Central Maryland counties
- Holds a variety of formal and informal training opportunities for afterschool program leaders
- Provides on-site technical assistance to programs to help build program capacity and integrate the principles of youth development
- Organizes annual statewide after-school conference
- Utilizes website, monthly after-school network meetings, listservs, and training sessions to facilitate communication on quality programming

## Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**TASI's Fiscal Year 2003 Funding**

**Public Funds:**

*Family League of Baltimore City*  
Local FLBC Funds  
\$40,000

State Funds  
\$70,000

Federal TANF Funds  
\$15,000

*Associated Black Charities*  
Federal Funds  
\$20,000

*Baltimore City Health Department*  
Federal Funds  
\$45,000

*Md. Dept. of Human Resources*  
Federal Funds  
\$17,440

*Md. State Dept. of Education*  
\$11,000

**Private Funds:**

Foundations  
\$132,500

Conference Parent Fees  
\$64,410

**TOTAL:**  
**\$417,350**

**Maximizing Federal, State, and Local Revenue**

Increasingly, TASI leaders have been able to tap federal, state and local funding sources. Leaders demonstrate how TASI's work helps to meet the goals of many state and local agencies. For example, TASI leaders obtained federal Temporary Assistance to Needy Families (TANF) funds through both the Maryland Department of Human Resources (DHR) and the Baltimore City Health Department. The Maryland After-School Opportunity Fund, a program administered by DHR, provided more than \$17,000 for technical assistance and training in Baltimore and the five Central Maryland counties. The city Health Department provided \$45,000 in federal funds for HIV and AIDS prevention, while TASI received \$15,000 from FLBC for activities consistent with the teenage pregnancy prevention provision of TANF.

In FY 2003, in addition to funds from FLBC and Baltimore City Health Department, TASI received \$20,000 in federal funds from a subgrant through Associated Black Charities to build the capacity of community- and faithbased after-school programs and cosponsor a statewide after-school conference. TASI also received \$11,000 from the Maryland State Department of Education to support the annual conference.

From the beginning, TASI leaders have been successful in obtaining foundation funds. Part of this success stems from regular communication with the program's funding sources. TASI leaders are proactive in communicating successes with project officers. TASI regularly updates funders on program developments, evaluation outcomes and other ongoing activities. Fostering positive relationships with funding sources has been key to garnering ongoing program support. Part of this ongoing communication works to further professionalize the after-school field and increase the value of these programs in the eyes of state, local, foundation and community leaders.

In FY 2003, TASI received \$64,411 in fees for training programs, exhibits and conference registration. After-school program providers pay between \$20 and \$250 a person for various training sessions. Members of TASI's network receive discounted rates for training and the annual conference.

**Next Steps and Future Challenges**

TASI recently established a board of directors that has been working primarily on developing financing and sustainability strategies for the organization. One of those strategies is how to deal with the potential loss of revenue because of government budget cuts. For example, one of TASI's revenue sources, the Maryland After-School Opportunity Fund has received a 50 percent funding cut, with the remainder of its budget under threat of additional cuts. Leaders remain confident, however, that TASI's successes underscore the importance of an afterschool intermediary organization, particularly in lean budget times. Recognition of that importance does not stop at Maryland's borders. Increasingly, TASI leaders have been contacted by after-school leaders in many other cities and states who are interested in creating or sustaining similar intermediary organizations for after-school programs.

**Keys to Success**

**Demonstrate and Communicate Results.** From the beginning, TASI's training and technical assistance activities have been monitored for results. In addition to TASI's monitoring its own progress, Policy Studies Associates completed formal program evaluations of TASI as part of a study of Baltimore's After-School Strategy. TASI leaders regularly communicate evaluation results to funding sources and other community stakeholders, which have been pleased to see a positive return on their initial investments.

**Maximize Financing Options.** TASI leaders regularly consider the ways in which they can maximize and make better use of dollars within the system. In particular, by framing the work of TASI to meet the goals of a number of related programs, leaders have been able to obtain funding from several state and local agencies.

**Building Strong Partnerships.** Successfully financing an intermediary organization depends on strong relationships with program providers, state and local officials, and the public. TASI has been able to mobilize and garner support from all of these groups, which has helped not only in generating financial resources, but also in building a broad base of community support, which will bolster advocacy efforts for TASI and after-school programs in Baltimore for many years to come. These partnerships also have contained operations costs through shared resources in training and conferences.



# Vietnamese Initiatives in Economic Training (VIET) After-School Program

July 2003



## Overview

Vietnamese Initiatives in Economic Training (VIET) primarily serves Vietnamese youth in New Orleans, Louisiana, by offering academic, enrichment and cultural activities during nonschool hours. This small program, begun in 2001, has enjoyed near-perfect attendance among students, who have made academic gains and demonstrated improved behavior since taking part in the program. High participation also has helped VIET engage the broader community with adult English-as-a-secondlanguage (ESL) classes and job-skills training.

After only two years of operation, the VIET after-school program had secured support from state, local and neighborhood sources. Understanding the unique experiences and needs of New Orleans' Vietnamese community has allowed program leaders to build important partnerships that have helped to lay the groundwork for long-term success.

## Getting Started

In 2000, New Orleans community leaders sought to address the important challenges facing the area's growing Vietnamese community. New Orleans is home to the largest concentrated Vietnamese community in the United States. Leaders viewed this concentration as a real asset, but wanted to find ways to integrate additional resources from the larger community so that it did not remain isolated. For Vietnamese living in New Orleans, more than 65 percent of parents cannot speak English, and the teenage pregnancy rate is high. When deciding how to address these challenges, initiative leaders conducted needs assessments and surveyed community residents to elicit their perspectives on what services and activities were needed. Access to after-school programs emerged as the top priority among community members, particularly parents. VIET's after-school program became one of the organization's first efforts, initiated in direct response to expressed community needs (teen pregnancy prevention, education and a parental-involvement strategy for community youth). In its first year, the program served 25 students and was

staffed primarily by a parttime employee and a full-time volunteer. In its second year, with increased funding and staff, VIET served between 50 and 60 participants. VIET recently expanded its facilities to more than 3,000 square feet to better accommodate the growing program.

## Financing

### Maximizing Federal, State, and Local Revenue

After a successful first year with very limited resources, program leaders were able to secure federal, state and local funds to expand the program. Funds from the federal Temporary Assistance to Needy Families (TANF) program, dispensed through two different state agencies, provide much of the program's support. The Louisiana Department of Education (DOE) receives a portion of the state's TANF block grant to fund After School for All, which provided \$60,000 for VIET in Fiscal Year (FY) 2003. The department also provides VIET with TANF dollars in the form of reimbursements for citizenship education activities for after-school youth. These reimbursements provided roughly \$17,000 to the program in FY 2003. The Louisiana Department of Social Services (DSS), through its Office of Family Support, provided an additional \$56,000 in TANF dollars to VIET for pregnancy-prevention activities.

Locally administered federal funds also support the VIET after-school program. New Orleans officials granted \$25,000 of the city's federal Community Development Block Grant (CDBG) dollars to aid operating expenditures in FY 2003.

### Building Partnerships

VIET after-school program leaders have forged many partnerships in its first two years, some of which have led to in-kind and monetary contributions. Several partnerships have allowed VIET to expand its offerings. Louisiana State University's Agricultural Center provides curriculum and staff for 4-H youth development programs through its Cooperative Extension Service. The local Girl Scouts provides additional activities in the program. Xavier University of Louisiana provides the

## Description

- Operates four days a week during the school-year, five days a week during the summer months
- \$15 annual fee per participant
- More than 50 elementary and middle school children participate. The majority are Vietnamese American
- Offers academic assistance, recreation, Girl Scouts, cultural learning, visual and performing arts, and conflict resolution activities

## Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

program with four volunteers three days per week. This partnership led to the university's recent donation of 15 computers and Internet software, including donated volunteer time setting up each of the computers. Another Xavier volunteer donates four hours a week to help students learn computer skills. Finally, a new partnership with the New Orleans Video Access Center (NOVAC) allows participants to learn how to create videos and commercials.

Businesses and private foundations have also taken an interest in VIET after-school activities. In FY 2003, several businesses donated money for program materials, including \$2,500 from Choice Hotels International and \$1,000 from Entergy Corporation. In addition, the Greater New Orleans Foundation recently provided \$2,000 to train VIET's newly established board of directors.

Fund-raising and in-kind labor and supplies provided what was necessary to expand the facility space from 300 square feet to more than 6,000 square feet for after-school activities. A community fund-raiser generated \$7,000 toward the effort, and community contractors and other businesses donated an additional \$8,000 in supplies and labor. The building owner also donates an estimated \$20,000 annually in rent (even after the facility's expansion, VIET continues to pay the former monthly rent amount).

## Next Steps and Future Challenges

VIET, along with several area elementary and middle schools and a faith-based organization, recently applied for a state-administered grant under the federal 21st Century Community Learning Centers program. If the grant were awarded, those funds would support VIET-run programs in several schools for outreach to Vietnamese as well as other local youth. Partnering on the grant has further opened channels of communication with school officials and led to increased program referrals.

The leaders of VIET realize that the current fiscal climate poses a threat to future funding—especially from TANF dollars. Even so, the executive director feels confident that the program's focus on Vietnamese youth fills a crucial community need. While activities may need to be scaled back in the short run, ongoing efforts to build mutually beneficial partnerships and improve communication with schools will be the key to long-term sustainability.

## Keys to Success

**Establish a Strong Program Identity.** VIET leaders, many of whom grew up in the neighborhood, understand the specific needs of New Orleans' Vietnamese community and sought to build an after-school program that could address them directly. As a result, the program immediately established its community identity as an education and prevention program, filling the void in after-school activities for Vietnamese youth. Area schools have taken note, and leaders are looking for funds to bring VIET after-school programs into several elementary schools.

**Build a Broad Base of Community Support.** Program leaders engaged community members from the beginning, implementing the afterschool program as a response to their stated priorities. The program enjoys vast in-kind support from local businesses and organizations that view the initiative as crucial to educating and engaging Vietnamese youth. Wide community investment keeps program leaders confident that the VIET after-school program will thrive over the long term.

# A+ After School Programs— Wautoma, Wisconsin

## Making Afterschool Work in a Rural Community

December 2006



### Overview

Wautoma Area Schools serve a rural area of central Wisconsin; none of the towns it serves have a population larger than 2,500. The community lacks a YMCA, Boys and Girls Club, or youth center and in 2000, many of the approximately 1,100 students who attended the two local elementary schools and middle school did not have a place to go after school. In response to this need, community members came together to design an after-school program. Initial funding for the program came from a federal 21st Century Community Learning Centers (21CCLC) grant. Since the initial seed grant ended, a 5 year grant from the state 21CCLC program, support at the district and county level and the introduction of fees have allowed the program to continue and grow.

### Getting Started

In 2000, an enthusiastic group of county officials, school administrators, parents and community members formed an advisory committee to develop a proposal for a 21CCLC program to serve their community. Though their initial proposal was not funded, the group continued to work on their vision for a program that drew on all the resources this small rural community had to provide activities for children and youth in the Wautoma area. The group reapplied for federal funds, proposing a program that focused on 3rd - 8th graders and contained three program components: tutoring/homework help sessions followed by recreation, enrichment classes, and family outreach. Wautoma was notified that they would receive funding in 2001 and wasted little time hiring a director and beginning programming.

During that first year, programming occurred four afternoons a week, for two hours a day, at the middle school that serves students in grades 4-8. The program started out serving 30 students a day, and quickly grew to an average of 70 students a day. A large portion of the program's services remain at this site, with additional programming occurring at the two elementary schools, one serving grades K-3 and the other serving K-5 students. The

backbone of the middle school program remains a drop-in program that offers homework help followed by recreation, as well as enrichment activities offered that students choose. Programming at the K-3 elementary school wraps around the school day, offering services 5-days a week between 6:00 and 8:00 AM before school and 3:00 to 6:00 PM after school. The K-5 elementary school only has 110 students, but almost 70% of them have taken advantage of the homework help and enrichment activities offered. The initial director remains with the program, overseeing the site coordinators' work at each of the schools. The program now serves over 350 children at the three sites, and has adopted the new name—"A+ After School Program".

### ☑ Strategic Financing Orientation

#### Maximizing State, Federal and Local Revenue

In 2001, Wautoma received the first year of federal funding from a three-year 21CCLC grant from the U.S. Department of Education. This \$140,000 a year grant was their primary source of funding and provided services at their initial, middle school site. During the third and final year of the federal grant, Wautoma applied for and received a five year grant from the state 21CCLC program to augment their programming at the district's K-3 school. In order to continue the level of service at the middle and K-5 schools, the program turned to the district and county to provide supplemental funding. The district, acknowledging the void the program filled in the community and wanting it to continue, became a major financial supporter of the program. The county also saw value in the program and provided a \$10,000 grant. While this county contribution is a small amount of the overall A+ After School budget, it is a testament to the value the community places on the program.

### Description

- Serves over 350 K-8 students in rural Wisconsin community
- Offers diverse programming at three school sites
- Community supports afterschool program and other community programs through additional local property tax
- Collects and uses data to improve programming and show effectiveness

### Elements of Sustainable Programs

- Vision
- Strategic Financing Orientation
- Broad-Based Community Support
- Key Champions
- Results Orientation
- Adaptability to Changing Conditions
- Strong Internal Systems
- Sustainability Plan

**Estimated Revenue Sources:**

State 21CCLC Grant  
\$100,000

District Funds  
\$140,000

Tuition/Fees  
\$30,000

County Funds  
\$10,000

Donations  
\$3,000

Other Grants  
\$1,000

**TOTAL:**  
**\$ 284,000**

**Generating New Dedicated Revenue**

In Wisconsin, school boards can create a Community Service Fund, often referred to as Fund 80, and introduce an additional local property tax to support programs that serve the community and are outside the regular school curriculum or extracurricular programs for students. Wautoma has taken advantage of this provision and collects local taxes under Fund 80 to support its afterschool programs and a few other community programs. The Fund 80 resources and district support amount to almost half of the program’s annual budget.

Additionally, program fees were introduced as the initial federal grant ended. For the older students, the fee was \$25 for the year. At the site serving younger children as part of wrap-around services, parents were charged \$2 an hour with financial aid available upon request and assistance in accessing the state child care subsidy if applicable. The A+ After School director worked closely with the state-wide Childcare Resource and Referral program to understand how to navigate the reimbursement system. In the Wautoma area, it is administered through the county; A+ After School Program met with county caseworkers and cooperatively developed a process for accessing the subsidy. The fees from parents and subsidy reimbursements come to about \$20,000 a year.

**☑ Broad-Based Community Support**

Before the A+ After School Program, the Wautoma area had limited options supporting children and youth in the hours after school. This was the impetus for the program’s creation. The director of the program believes that the continued visibility of the program’s activities throughout the community has bolstered the community’s ongoing support. Individuals from the community are a major provider of enrichment programming, from activities led by a local naturalist to piano lessons to fly-fishing. The director makes a point to cultivate positive relationships in the community. Local partners include the County Extension, CAP (Community Anti Poverty) Services, and the Farm Bureau. Strong community support is also crucial in maintaining the community’s continued willingness to directly support the program through taxes via Fund 80.

**☑ Drawing on Support of Key Champions**

The principals at the schools have been invaluable resources on the operation side of the program and in communicating the work the afterschool program is doing to community partners. The principals assisted in removing territorial boundaries, facilitating the use of space and equipment at the sites, and in improving communication between the program and school staff. Their support of the program has given it a level of credibility within the schools and community.

Additionally, champions of the program at the county level led to the county Board of Supervisor’s initial and ongoing grant support. The initial county grant supporting the A+ After School Program was largely a result of the support of an advisory committee member who was a county employee in the Department of Human Services. When the county board was making cuts due to budget deficits, the afterschool grant found itself on the chopping block until the advisory board member became its advocate pointing to the great impact the after school program has on youth and families as illustrated from the data the program gathered.

**☑ Result Orientation**

A+ After School Program has collected and used data to improve the delivery of its services and highlight its results. They utilize parent and student surveys to design programming and gauge program satisfaction. They document grade and test scores to help illustrate impacts. In addition to work by an external evaluator, Wautoma took part in a state sponsored peer review process to help improve programming with 5 other 21CCLC programs. The hope is that A+ After School’s documented successes and the value the community places on the program will continue to translate into financial support.

**Next Steps and Key Challenges**

The program director feels fortunate that the district has the resources to continue funding the A+ After School Program. Maintaining this funding may be a challenge, due to competing funding priorities in the community. The director notes the importance of maintaining credibility and continuing to show the value of the program to the district to ensure ongoing funding.

# Claremont School District

## Strong Programmatic Vision Sustains Community School Initiative

December 2005



### Overview

Claremont, New Hampshire's school district provides extensive before and after school programming to students in grades K-12 in the district's schools. These programs are part of the district's Schools of the 21st Century (21C) initiative that provides comprehensive school-based services to children and families in the community. In a typical month, the district serves over 600 of their 2000 children in out-of-school time activities and runs a range of related community programs, including dental services, a youth employment program, and parent education programs. While a federal 21st Century Community Learning Center (21CCLC) grant in 2001, the foundation for the program was the Schools of the 21st Century, a Yale University initiative. The district has continued to operate programming at full capacity after the federal grant period ended.

Claremont has sustained out-of-school time programming by employing a number of strategies, including: (1) developing a clear vision before seeking funds; (2) making strategic financing choices; (3) and developing broad-based community support. For the Claremont school district, these three strategies have been deeply linked to one another. A strong programmatic vision allowed leaders to access several diverse funding sources and to win the support of the community. Diverse funding from federal, state, and private sources, accessed while the district was still receiving 21CCLC funds, partially sustained the program when 21CCLC funds ran out. Finally, due to strong community support for the program, in 2005, Claremont town meeting attendees supported a district budget that included the balance of funds needed to sustain programming.

### Developing a Vision

Before receiving 21CCLC funds, the Claremont school district spent a year laying the groundwork for its community school initiative, a process that the program coordinator cites as essential to their long-term success. Out of concern with high poverty and low rates of school readiness in their district, officials wanted to implement a compre-

hensive model of school-based services for children from birth through their school years. In 2000, the school board voted to join Yale University's School of the 21st Century initiative, which became the blueprint for their community school initiative. Sometimes referred to as family resource centers, the Yale model brings childcare (including afterschool programs) and family support services to public schools.

In the first year, the district hired a program coordinator, who assessed existing services and developed a plan for implementing and financing the Yale University model in Claremont schools. Joining Schools of the 21st Century required a financial commitment from the district, but in return provided them to receive ongoing training and technical assistance from Yale University.

### Strategic Financing Orientation

With the implementation of the community school initiative, the Claremont district has systemically developed a variety of financing strategies to support their initial vision and develop a stable base of resources over time.

### Maximizing State and Federal Funding Sources

Claremont's community school initiative has worked to maximize a range of diverse federal, state, and private funding sources, rather than relying exclusively on one time-limited federal grant. In 2000, the district provided afterschool services in one school with funding from the University of New Hampshire's Cooperative Extension. In early 2001, the district received funding from the New Hampshire Department of Health and Human Services (DHHS) for a parent education program.

Finally, in June of 2001, Claremont was a recipient of a federal 21CCLC grant of \$1.5 million dollars, allowing the district to provide before and after school homework help and enrichment services to four elementary schools, four middle schools and four high schools. 21CCLC funds also supported school breakfasts, the salary of a parent educator, and vacation camps that are accredited by the National Camping Association.

### Description

- Serves over 600 students in grades k-12
- Total budget over \$800,000
- Part of Yale University's "Schools of the 21st Century" initiative
- 21CCLC grantee

### Elements of Sustainable Programs

- Vision
- Strategic Financing Orientation
- Broad-Based Community Support
- Key Champions
- Results Orientation
- Adaptability to Changing Conditions
- Strong Internal Systems
- Sustainability Plan

**Claremont, N.H., Budget**

School district:  
\$271,000

Tuition:  
\$245,000

Donations:  
\$100,000

Other grants:  
\$127,500

Contracts:  
\$100,000

**TOTAL:**  
**\$843,500**

While utilizing 21CCLC funds, the district continued to seek additional funds to support their comprehensive community school model. For example:

- **Dental Care:** New Hampshire’s DHHS and a local hospital support the salary of an in-school dental hygienist to provide much needed dental services.
- **Child Care Resource and Referral:** Through a contract with DHHS, the district provides child care resource and referral services in Claremont and its surrounding region. Services include recruitment and training of child care providers.
- **Workforce Development:** Funds from the New Hampshire Workforce Opportunity Council, as well as private grants, support a teen center, in which high school students run and operate a small business (a coffeehouse).

Claremont also receives private grants and donations that support parent education and other general programming.

**Creating Dedicated Revenue Streams**

Claremont’s afterschool program consistently receives a portion of their revenue from student fees. By charging tuition for the program since its inception (as opposed to adding fees only when federal funds diminished), participants were well accustomed to a fee-for-service model. The district also aims to enroll families in federal child care subsidies, when eligible. To encourage participation from low-income Claremont families, they also offer a sliding fee scale and free tuition for children who are homeless or who receive free lunches.

**Making Better Use of Existing Resources**

The community schools model links schools to community services in an effort to reach more families who can benefit from the range of services healthy families need including healthcare, child care, parent education and other services. At the same time, the model allows for significant cost savings in service delivery, as programs take place in existing school buildings and are managed jointly by one district coordinator.

**☑ Broad-Based Community Support**

The Claremont School Board has supported a community schools approach since voting to adopt the 21C model in 2000. The Board’s enthusiasm for out-of-school time programs has grown in recent years, due to regular updates from the program coordinator, reports of high attendance at programs and demonstrated improvements in students’ grades for three years.

By partnering with other local providers serving the community, including Cooperative Extension and organizations supporting violence prevention, home visitation, and mental health services, the 21C has broadened the range of services offered in schools and gained support from the larger community.

Finally, the 21C coordinator has made extensive efforts to raise the visibility of the program by appearing at school board meetings shown on public access television and becoming involved with community activities. For example, 21C has taken part in a community service initiative coordinated by local businesses and organized a creative writing contest. In addition, the program puts its logo or “seal of approval” on flyers from the district and partner organizations that go out to families. As a result of these efforts and the popularity of programs, 21C before-and-after school programs routinely run wait lists.

As a culmination of growing community support, the FY2005 district budget- which included over \$270,000 to fill in gaps left by the end of the 21CCLC grant- passed by 88 votes in a Claremont town meeting. Voters have defeated Claremont school district budgets in the past. The school superintendent credits the result of this vote, as well as the high turnout in the midst of a major snow storm, to the extent to which parents value 21C services.

**Next Steps and Future Challenges**

The 21C program is constantly reevaluating and adapting its services to promote better outcomes for children and families. For example, the district recently replaced its more traditional afterschool activities for high school students with a teen coffeehouse program, due to youth’s interest in employment. The district continues to coordinate with community partners to apply for additional sources of funding, including a federal Safe Schools/Healthy Students grant and additional state funding to support afterschool and home visiting programs.

# Columbine Elementary School

June 2006



## Overview

Columbine Elementary School in Denver, Colorado, has provided before and afterschool services since 1998. The urban magnet school with 86% of its students eligible for free and reduced-price lunch now serves 130 students in an extended school day program that operates from 7:15 to 5:30 every day. By using creative financing and sustainability strategies, the school has been able to expand its afterschool offerings from reading tutoring to a comprehensive array of recreation, enrichment, and academic programming and has sustained its program after the end of a federal 21st Century Community Learning Centers grant.

### Developing a Vision of an Extended School Day

Columbine began its afterschool program after receiving a Reading Excellence Act grant from the state of Colorado. To achieve the grant's goals of improving reading achievement in primary grades, the school began a pull-out program, tutoring struggling readers during the school day. While this strategy had some positive effect on reading scores, it also had an unintended negative effect on achievement in other subject areas due to time missed during the pull-out sessions. Recognizing that students needed all of their classroom time, the school decided to develop a new and more comprehensive strategy for improving student achievement.

Columbine implemented a number of changes. The school adopted a new reading curriculum and moved its tutoring program to the afterschool hours. It was no coincidence that these changes were made in tandem; the school's revamped improvement plan centered on integrating the new curriculum into a comprehensive extended day program. With this vision of improving student achievement through integrating learning opportunities into the afterschool hours firmly in place, Columbine began laying the groundwork for making its vision reality.

### Strategic Financing Orientation

#### **Making Better Use of Existing Resources**

First, school leaders needed to make sure the vision was shared by all school staff. Primary responsibility for this charge was given to a new administrator who was hired to direct the afterschool program and oversee the implementation of the new curriculum. The program director worked with the school's teachers, convincing them to voluntarily stagger their schedules. Staffing the extended day program with full-time certified teachers showed the school's commitment to fully integrating the school day with its afterschool program. Staggering schedules enabled the program to use a valuable resource—its staff—as efficiently as possible, saving the large investment that would have been required to hire additional qualified staff and train them in the school's curriculum.

For its first year, Columbine's tutoring program operated alongside—but completely separate from—a recreation program sponsored by the City of Denver Department of Parks and Recreation. Both programs were operating within the school, but neither offered afterschool programming every day of the school week. Columbine's program coordinator began to build a partnership with Parks Department staff and program leaders. The two programs worked together to expand to a daily program, with the city committing its staff members' time to cover the additional afterschool hours. By eliminating the duplication of services, Columbine was again able to use staffing resources to their utmost efficiency.

#### **Maximizing Federal Funding**

In 1999, Columbine was awarded a 21st Century Community Learning Centers (21CCLC) grant from the U.S. Department of Education that was used to expand the extended day program to include before-school programming, a variety of enrichment activities, and tutoring in more academic subjects. Encouraged by success, Columbine's program director immediately began to pursue other federal funding opportunities. A number of youth development organizations active in the Denver area were providing character-building and healthy behavior programming in Columbine

## Description

- Serves 130 students in Denver, Colorado
- 86% of students eligible for free and reduced price lunch
- Focus on reading ability and comprehension
- Diverse local partners have helped access numerous federal funding sources

## Elements of Sustainable Programs

- Vision
- Strategic Financing Orientation
- Broad-Based Community Support
- Key Champions
- Results Orientation
- Adaptability to Changing Conditions
- Strong Internal Systems
- Sustainability Plan

and a number of other schools. With the urging of Columbine’s program director, these community-based organizations partnered with Columbine to apply for a federal Safe and Drug Free Schools grant. These funds not only supported the character-building and healthy behavior programming, but also provided additional staff support for the entire program.

### **Building Partnerships**

In addition to partnerships with the city and with other youth-serving organizations, Columbine has developed an additional partnership that has helped it sustain its afterschool program. The First Tee of Denver is a non-profit junior golf program dedicated to providing affordable access to the sport for low-income Denver youth. When the organization was looking for a pilot site interested in incorporating golf into an existing afterschool program, the school welcomed this unlikely partner. Columbine’s program director was won over by the opportunity to provide students with a new experience—a “hook” to keep them interested in the program—and by First Tee’s commitment to incorporating literacy into its programming. In 2003, First Tee staff and volunteers held a one-day work-a-thon to revamp Columbine’s playground, adding a driving range, putting green, and sand trap. First Tee and Columbine piloted a “Read and Swing” program, in which students who met reading goals earned free visits to the driving range and rounds of golf. Columbine’s site leader credits its partnership with First Tee with providing an attractive program component that the afterschool program could not have offered on its own and with introducing the program to community leaders that otherwise would not be familiar with Columbine’s afterschool work.

### **✓ Drawing on Support of Key Champions**

Columbine’s principal views the afterschool program as integral to improving student achievement, and has proven her willingness to champion the program to ensure its sustainability. As one of the initial and staunch supporters of the extended day strategy, the principal committed school Title I funds for the initial funding of the afterschool program director position. Since the 21CCLC grant ended in 2003, the principal has committed additional Title I and school general funds to fill remaining funding gaps and maintain the before and afterschool program at the same frequency and intensity.

### **✓ Adapting to Changing Conditions**

For the first year after the end of the 21CCLC grant, Columbine students were eligible to receive supplementary educational services (SES), a provision of the No Child Left Behind Act that provides free tutoring for students in low-performing schools and districts. State-approved providers of SES tutoring are reimbursed for their services. The afterschool program engaged in a lengthy application process to become an eligible SES provider and engaged in an outreach campaign to get parents to enroll their children in the program. The next year, with improved student achievement, Columbine was no longer eligible to provide free SES services. Despite investing significant time to become a state-approved provider only to lose eligibility the next year, Columbine’s program director credits the SES funding with easing the program through its first year without 21st Century dollars and with helping the program adapt to a generally more volatile post-21CCLC funding situation.

### **Lessons Learned, Next Steps, and Key Challenges**

Columbine Elementary School invested significant time in outlining its extended school day vision and building an infrastructure of diverse funding both before and during its 21st Century grant period. This clear commitment and funding diversity were instrumental to the program’s sustainability after the end of its 21CCLC grant. Though the state and district priority for 21CCLC funding is now middle school programs, making Columbine ineligible to apply for state funds on its own, the school is again deploying its strategy of creative partnerships and looking for ways to build a consortium of schools interested in providing afterschool services for a continuum of ages that will be eligible for another 21st Century grant.



# Fort Worth Afterschool Program— Fort Worth, TX

## Dedicated Local Tax Developed to Support Crime Prevention

*January 2007*



### Overview

The Fort Worth Afterschool (FWAS) Program, a collaboration between the city of Fort Worth and the Fort Worth Independent School District (FWISD), provides afterschool programming for approximately 7,200 school-age children in Fort Worth, Texas. FWAS programming aims both to reduce juvenile crime in Fort Worth and to provide additional academic support to at-risk children. Programs offer a wide range of activities for children primarily in grades 3 to 12, including academic support, arts activities, physical fitness, life skills, and community service. While receiving funding from multiple sources with varied program goals, FWAS has developed a comprehensive system of afterschool supports that meet the needs of the Fort Worth community. The program's leaders are also taking steps to establish community support and track program outcomes in their efforts to plan for future sustainability.

### Getting Started

FWAS was initiated in 1999, when increased gang activity prompted the Fort Worth Police Department to approach city officials about setting aside dedicated tax dollars to support crime prevention efforts. As timing would have it, the deputy superintendent of FWISD had also recently introduced the idea of creating a program to focus on preventing juvenile crime in the afterschool hours. The plans for the FWAS program were officially in motion when an Afterschool Task Force was established, consisting of 23 representatives from a variety of local organizations, including the police department, parks and recreation, school athletics and fine arts, and Tarrant County Juvenile Services. After careful research on the benefits of out-of-school time programs and studies of success stories in other cities, the task force made the case to the City Council highlighting the potential positive impacts of afterschool programming both for school improvement and crime prevention. In response, the public approved a dedicated source of revenue for crime prevention that supports afterschool programs.

In 2000, FWISD won its first 21st Century Community Learning Centers (21CCLC) grant, for \$875,000 for each of five years to support afterschool programs in five Fort Worth school sites. While these 21CCLC programs originally operated separately from FWAS, they were combined into one large structure in 2005, allowing for greater coordination between the key players supporting each program.

### Strategic Financing Orientation

Knowing that a comprehensive system of afterschool programming in Fort Worth requires the coordination of many key partners and funding sources, FWAS leaders identified a range of strategies to support sustainable afterschool programming that both prevents juvenile crime and promotes academic achievement.

### Creating a Dedicated Revenue Stream

School district and city leaders were instrumental in creating a key source of funding for afterschool programming in Fort Worth—a dedicated local tax that supports crime prevention initiatives. In 1999, following the report of the Afterschool Task Force, the public overwhelmingly approved a half-cent sales tax and developed a Crime Control Prevention District (CCPD). The annual revenue from this tax, amounting to \$48 million, is used to provide more weapons, tools, cars, training, and resources for law enforcement, with \$1.4 million allocated toward afterschool programming for 74 sites in Fort Worth and three surrounding school districts. These funds have been a stable source of support for the FWAS program since 1999. The steady decrease in crime since the CCPD was passed helped convince voters in 2005 to reapprove this tax through 2010.

### Description

- Program provides academic and recreational activities to 7,200 school-age children
- A key source of support is a dedicated local tax developed to support crime prevention
- Leaders combined two programs under FWAS umbrella for greater operational efficiency

### Elements of Sustainable Programs

- Vision
- Strategic Financing Orientation
- Broad-Based Community Support
- Key Champions
- Results Orientation
- Adaptability to Changing Conditions
- Strong Internal Systems
- Sustainability Plan

**Fort Worth  
Afterschool  
Program  
FY 2006 Budget**

State 21CCLC  
grant  
\$4,650,000

City of Fort Worth  
(sales tax revenue)  
\$1,400,000

Fort Worth  
Independent  
School District  
\$1,100,000

**Total Funding  
for 74 Sites:  
\$7,150,000**

**Maximizing Federal, State and Local Revenue**

Program coordinators were able to apply a combination of 21CCLC grants and local funding sources toward the FWAS program. Funding from the school district helped cover the salaries of FWAS staff as well as costs of programming, while the CCPD tax revenue is used to fund the bulk of the afterschool sites in Fort Worth as well as three surrounding school districts.

**Making Better Use of Existing Resources**

For five years, the Fort Worth Afterschool program and the 21st Century Community Learning Centers operated concurrently as two separately run programs. During this time, the programs felt an underlying tension due to differences in operating style and expectations due to the varied funding sources. For example, the programs run with 21CCLC funds placed greater emphasis on academic enrichment while the sites supported by the City were able to engage in more creative activities including field trips for the participants. Moreover, this system required the additional administrative burden of maintaining two separate sets of program leaders. Officials took a step toward greater efficiency when they combined the two programs under the FWAS umbrella in 2005. Under the newly combined structure, the program continues to be supported by a blend of federal and local funding, with 29 of its 74 sites supported by both 21st Century Community Learning Center funds as well as general funds. Now, the 21CCLC programs are able to access additional services and benefit from the flexibility of resources while generating additional interest from young participants. For example, coordinators are able to recruit more participants by offering field trips, and coordinate their programming by securing reduced prices at local businesses, and make use of the streamlined online procedures that were previously only accessible by non-21CCLC sites. Ultimately, program leaders can more efficiently use administrative dollars from both funding sources and focus critical funds on programming.

**☑ Broad-Based Community Support**

Fort Worth has forged a public-private partnership to build broad based community support, leverage additional funding sources and gain exposure among local leaders. In an effort to provide oversight and direction for the FWAS program, the Fort Worth City Council and School Board launched a coordinating board with 13 representatives from a number of public and non-profit agencies. Within this group, three of the five community positions are at-large community members drawn from a range of professions, including legal, financial, health, media, and foundations to provide expertise in several key areas. The board offers various forms of support for the FWAS staff such as approving site selection, evaluating funding needs, and providing future program recommendations. The coordinating board serves as a vital resource in the program's strategic planning for the future.

**☑ Results Orientation**

The FWISD is also working with an independent organization to conduct a formal data collection process to be used for future evaluation purposes. Since 2000, preliminary data has been gathered for a longitudinal study that can track the academic performance of 4,000 kids over the span of 6 years along with statistics showing a decreased number of criminal incidences around schools. These results will be used as valuable evidence of program effectiveness in efforts to obtain additional funding in the future.

**Future Plans**

The leaders of the FWAS program are mindful of a number of key challenges it faces - the nature of dual funding streams, the difficulties of combining two programs, and the ongoing struggle to bring in additional funds. Community leaders and advocates of FWAS are committed to sustain funds for the program via private foundations, Medicaid fees, and additional funding from the CCPD.

# Kids on the Block, Inc.— McMinnville, Oregon

## Partnering to Provide Sustainable Programs

January 2007



### Overview

The Kids on the Block, Inc. program, established in 1989, emerged out of a joint effort by the school district, the city of McMinnville, Oregon and local business leaders. Shortly after a bond initiative to fund schools had failed to earn adequate community support, the idea for an afterschool program was presented at a joint meeting of the school board and city council as a solution to the growing need for safe, supervised settings where children can go after school. The school board was the main vehicle behind the Kids on the Block program, persuading the other groups to support the initiative. Ultimately, the city council agreed that the school district would allow operation on site, while the Parks and Recreation Department would provide oversight and management of the program, and a newly formed board of directors comprised of local city, school, and business leaders would serve advisory and fundraising functions for Kids on the Block. The program coordinators now refer to their financing strategy as a “three-legged stool,” with each of the three partners playing a critical role in the program’s financing.

Since its inception, the program has grown from three elementary schools serving 75 children in 1990 to all six local elementary schools providing services to an average of 530 children per day. The program operates during the school year and offers three ten-week sessions to participants on a fee-based system. Programming options include recreation and enrichment based activities such as arts and crafts, science, sports, and other games for children. Five or six times during the year, a special instructor is invited to expose the children to additional learning opportunities.

The program’s services were augmented by a 21st Century Community Learning Center grant from 2001 to 2004. The grant expanded the afterschool program’s services by adding one academic hour, a component known as the “Power Hour.” During the three years of the grant, schools grew to be more active partners in the afterschool program as teachers were brought in to plan and manage

the new academic component. The relationship between the Parks and Recreation Department and the school district was also further solidified by this increased collaboration. The Kids on the Block program is no longer funded by the 21CCLC grant, but continues to offer the additional Power Hour to its participants with the help of its three-legged stool financing strategy.

### Strategic Financing Orientation

#### Maximizing Community Resources

Kids on the Block program leaders understood the value of utilizing a diverse set of funding sources and forming partnerships within the community prior to receiving the 21CCLC grant. When the 21CCLC grant ended in 2003, Kids on the Block was left with the challenge of sustaining an afterschool program which had doubled in cost due to its newly enhanced services. The school district assumed some of the added personnel costs and the city of McMinnville provided support for office operations. Both of these entities give \$40,000 to the program annually, not including in-kind donations. Kids on the Block also charges \$89,000 in fees per year. The \$90 session fee is cut in half for children who qualify for the federal free and reduced school lunch program and 15 slots are reserved for participants designated by the school as eligible for a full scholarship. In turn, the schools reimburse Kids on the Block 25 dollars for each of the scholarships. The program also receives support through a federal work-study program providing work opportunities to students at the nearby Linfield College at a fraction of the cost of traditional staff, saving the program about \$8,000 a year. A significant amount of Kids on the Block’s funding is raised through a large-scale community lead initiative called the Mayor’s Charity Ball. Since its first year when the ball raised \$9,000, it has earned a solid reputation as a successful fundraiser and contributed over \$1 million to Kids on the Block in the past 17 years. Almost \$145,000 was raised for the program at the 2006 event.

### Description

- Offers afterschool enrichment and recreation opportunities to 530 children across 6 elementary schools per day
- Maintained enhanced programming component after grant cycle ended by using “three-legged stool” financing strategy
- Community fundraising efforts and key champions provide substantial financial support for program

### Elements of Sustainable Programs

- Vision
- Strategic Financing Orientation
- Broad-Based Community Support
- Key Champions
- Results Orientation
- Adaptability to Changing Conditions
- Strong Internal Systems
- Sustainability Plan

**Estimated Funding Sources for Kids on the Block, Inc.**

KOB Inc./Mayor’s Ball Business Community  
\$168,000

McMinnville SD General Fund  
\$40,000

MSD Title I Funds  
\$98,000

City of McMinnville  
\$40,000

Linfield Work Study  
\$12,000

Fees  
\$89,000

Grants  
\$1,876

**TOTAL:  
\$448,876**

**☑ Drawing on Support of Key Champions**

Key champions are leaders from various facets of the community who recognize the value of a program and use their power and influence to increase public awareness and, ultimately, funding for the program. One longtime supporter of Kids on the Block is Mayor Ed Gormley, who has served as mayor of McMinnville for over twenty years and been a key ally of the program since he and his wife organized the first Mayor’s Ball in February of 1990. The three partners that helped build up the Kids on the Block program—the city, school district, and business leaders—also recognized the value of continuing the program and ramped up their fundraising efforts after the 21CCLC grant terminated. The independent board of directors, comprised of representatives from the three partner organizations, has served as an advisory body over the years, but its primary function has been in fundraising efforts. In addition to raising donations and/or sponsorships to the Mayor’s Ball, each member of the board of directors acts as a member of the various committees for the fundraising events. Terms of service on the board are limited to three consecutive years, with the option of returning after a year off; many of the members feel so invested in the program that they return to the group as soon as they are eligible again.

**☑ Results Orientation**

Successful programs can document their effectiveness through careful data collection and use the evidence to gain additional community and monetary support in the future. Initially a 21CCLC grant requirement, academic data is continually collected to reflect the value of the program on student performance and behavior. Schools conduct extensive surveys with teachers documenting changes in grades and behavior of the program participants. The program’s 2005-2006 data indicated that 87% of participating students improved math grades, 91% improved reading grades, 81% showed improvement in the completion and submission of homework, and 79% of participants experienced fewer disciplinary referrals. These types of statistics are included in their annual report to funders, inserted into outgoing materials for the Mayor’s Charity Ball, and used in general fundraising efforts to illustrate the positive impact Kids on the Block has on the community.

**Next Steps and Key Challenges**

Looking forward, the board is devoting considerable time to explore additional sources of funding, particularly untapped markets such as the large retirement community and parents of participating students. While some business partnerships have been supportive through in-kind donations related to the Mayor’s Ball, program officials are exploring the potential of larger monetary donations from local companies. The Kids on the Block program is focusing on strategic choices that can lead to long-term fiscal stability. The program is solidly backed by the community and recognizes its need to continue quality staffing and be able to respond to the growing population of interested participants in the area.

# North Carolina Northwest Three Afterschool Consortium

## The Consortium Approach: Making Afterschool Work in Rural Areas

June 2006



### Overview

The North Carolina Northwest Three Afterschool Consortium (NC NW 3) provides a range of comprehensive afterschool programs for low-income and rurally isolated youth in North Carolina. The Consortium, composed of three Appalachian school systems in North Carolina: Alexander County, Alleghany County, and Caldwell County and other local partners, serves third through eighth graders throughout this 950 square mile rural area. NC NW 3 programs integrate academic enrichment, cultural arts opportunities, fitness-focused resiliency building, diversity appreciation and family involvement services.

The Consortium was initially established as a way for seven rural Appalachian counties to pool their resources and successfully apply for a federal 21st Century Community Learning Centers (21CCLC) grant in 1999. With the change in 21st CCLC administration from federal to state, the Consortium received a smaller state 21CCLC grant in November 2002, for only three of the original seven counties. Within the remaining three counties, however, NC NW 3 has leveraged a range of resources and now serves more students than under the federal grant.

The Consortium has sustained out-of-school time programming by employing a number of strategies, including; (1) developing a clear and shared vision; (2) making strategic financing choices; (3) and developing broad-based community support.

### ☑ Developing a Vision

The NC NW 3 Consortium has developed a clear vision for their afterschool programs, aiming to build academic and personal success for at-risk rural students through a range of activities that involve the local community and take advantage of their Appalachian surroundings. As one example, through the Bird and Butterfly Habitat Project, fifth through eighth grade youth reclaimed an overgrown field adjacent to their school and transformed it into a bird and butterfly habitat that is

now an item of school and community pride. The program integrated math and literacy skills and earned the support of community members, who both donated to the project and worked alongside the youth. This and other innovative program activities are rooted in the NC NW 3 program vision and help the programs to gain public support and funding.

### ☑ Strategic Financing Orientation

In order to sustain afterschool programming, the Consortium uses a variety of financing strategies, including maximizing federal and state revenue, making better use of existing resources, and creating new sources of revenue.

### Maximizing Federal & State Revenue

Although each of the consortium's school systems are in rurally isolated areas, by working together across a large geographic region, they are able to maximize their revenue, pooling large amounts of funding from a variety of sources. Through this collaboration, the NC NW 3 program has been able to leverage a broad array of federal, state, and local funding sources including 21CCLC, Title I, TANF, Juvenile Justice and United Way funds. The program's director has noted that their federal 21CCLC grant, which started the NC NW 3 programs, allowed them to run an effective program while giving them enough time to get other funding sources in place for the future.

### Making Better Use of Existing Resources

By consolidating management of afterschool programming with the consortium approach, all three counties are able to make more efficient use of limited resources. The Consortium, for example, helps the counties to prioritize program areas for which they will seek funding and to prepare grant applications. For each grant application, Consortium staff determines which partner is most appropriate to act as a fiscal agent. The Consortium also pools local resources and talents, and arranges for the counties to share management, administration, staff development and evaluation tasks required by each grant.

### Description

- A consortium of three Appalachian school systems in rural North Carolina
- Serves mainly low-income, rurally isolated youth in grades 3 through 8
- Involves local community and takes advantage of Appalachian surroundings in after-school programming

### Elements of Sustainable Programs

- ☑ Vision
- ☑ Strategic Financing Orientation
- ☑ Broad-Based Community Support
- ☐ Key Champions
- ☐ Results Orientation
- ☐ Adaptability to Changing Conditions
- ☐ Strong Internal Systems
- ☐ Sustainability Plan

The Consortium also strategically makes use of existing resources in the school districts to support afterschool programs. For example, portions of the school's Title I dollars have been passed down to support tutoring components of afterschool programs. Programs make use of school facilities and share in staff development opportunities, allowing NC NW Three programs to increase staff skills at a low cost. School staff and faculty also contribute to NC NW 3 programs, providing tutoring, curriculum development, and special services such as counseling and social work.

#### **Creating New Sources of Revenue**

In addition to federal and state funding sources, NC NW 3 obtains revenue from fundraisers and sliding-scale fees that vary by county. The program's director emphasizes the importance of having low-income parents feel that they can contribute to the program and thus charges appropriate fees with flexible scholarships. Although fundraisers are only a small portion of the program's overall revenue, they have been effective in involving the students, reaching out to local communities, raising awareness of the program and creating a pot of flexible funds to support the program.

#### **☑ Broad-Based Community Support**

While having a strong vision and financial support are key elements of running a successful afterschool program, the Consortium also recognizes the importance of broad-based community support. The Consortium has a strong willingness to collaborate, which has allowed them to form a large network of community support. They have formed partnerships with a wide range of organizations including community colleges, cooperative extension services, wellness centers, health departments,

and chambers of commerce. Each of these partnerships provide in different ways for the program. Having the full support of the school systems has enabled a partnership that promotes community involvement and programmatic coordination, creating a connection between school and afterschool for the students. Furthermore, several afterschool staff members have gone on to full-time work in the regular school day programs, adding to the close relationship and connection between NC NW 3 programs and the school systems.

In addition, trained and dedicated staff regularly call and visit families, greatly increasing the level of support from parents. Parents are also involved through programming such as family nights, field trips, advisory board meetings, and fundraisers. A range of community-oriented projects sponsored by the NC NW 3 programs raise the afterschool programs' visibility in their communities. For example, as part of their focus on youth fitness, one NC NW 3 afterschool program has organized a Community 5K Run open to all community members. Finally, the Consortium built a relationship with the local media, where students write articles about their program and local journalists are invited to program events.

#### **Next Steps and Future Challenges**

While the Consortium has developed a comprehensive system of afterschool programming, they do have concerns for their future. Located in a rural area, transportation to and from the program sites is becoming a major issue with rising gas prices. The Consortium plans to seek more private foundation resources at both the regional and national level for substantial funding.

# Boys & Girls Club of the Smoky Mountains

## Providing A Positive Environment for Youth

January 2007



### Resources for Youth Programming and Policy

#### Description

- Serves as the primary youth organization in the community.
- Provides a safe, positive place for youth and offers academic, recreational and enrichment programs.
- Works with other community organizations to serve youth and minimize operating costs.
- Expanding its facilities to keep up with program growth and continue meeting community needs.

#### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

### Overview

The Boys & Girls Club of the Smoky Mountains is an affiliate of Boys & Girls Club of America (BGCA) and provides afterschool activities for youth at five different sites in Sevierville, Tennessee and surrounding communities. The Boys & Girls Club operates several out-of-school time programs to benefit youth, especially teens. The Club implements some of BGCA's national programs such as SMART (Skills Mastery and Resistance Training) Moves, a prevention and education program that addresses drug and alcohol use and premature sexual activity through a team approach; Passport to Manhood, which teaches responsibility and reinforces positive behavior in male youth ages 11 to 14 through small, interactive sessions; and SMART Girls, an equivalent program for middle school-aged girls. The Club also hosts the Teen Center program, which provides a safe, positive environment for teenagers on Friday evenings. The participating sites stay open beyond their regular hours to provide youth ages 12 and up with educational and recreational activities, even allowing youth to skateboard in the gym facilities, since Sevierville does not have a skateboard park. The Club's Friday Night Live program periodically brings Teen Center participants together from all five sites for an event. The Club charges small fees for these programs.

### History and Development

The Boys & Girls Club of the Smoky Mountains began in 1988 as a branch of the Boys & Girls Club of the Tennessee Valley, a large Club that serves Knoxville, Tennessee and surrounding areas. Knoxville is a relatively large, industry-based community, whereas the Smoky Mountains region is much smaller, more rural and part of a tourist-based economy. The Club's leadership felt that the Smoky Mountains community and its youth had different needs that could be best served through their own club, so the Boys & Girls Club of the Smoky Mountains incorporated as an independent club in 1993.

The Club's initial budget was approximately \$90,000, which included United Way funds and revenue from a few small fundraising events, such as a golf tournament and an auction. Since its inception, the Club has put significant effort into expanding its special events and cultivating individual supporters to generate its own funds. The Club has also forged good relationships with local partner organizations and local government, which has brought greater financial support and organizational capacity. Club leadership also has been successful in bringing well-respected local government officials onto its board. Together these strategies have helped to increase the Club's current budget to nearly \$1.2 million.

### Financing

#### Building Partnerships

The Boys & Girls Club of the Smoky Mountains is active in many types of partnerships. Perhaps most importantly, the Club is affiliated with the national BGCA office. As part of this relationship, the Club pays dues to the national office and receives significant support, both financial support and technical assistance. In 2006, the Club paid approximately \$11,000 in dues to the national office and received approximately \$150,000 in pass-through grants.

The Club also has been successful in fostering good relationships with local government. Club leaders have effectively communicated to local government officials that serving the community's youth, who might otherwise need city or county services, at a relatively low cost (approximately \$1,000 per child annually) makes good financial sense. The individual cities, counties and townships in the Smoky Mountains region provide funding for the Club each year and the level of financial support, and number of contracts for service, continues to increase every year. Local public funding currently accounts for about 16 percent of the Club's funding. The Club has also targeted influential city councilpeople and county commissioners to participate on its board in further efforts to build support for its programs.

**Boys & Girls Club  
of the Smoky  
Mountains  
2005 Budget**

**Local:**

City of Pigeon  
Forge  
\$35,000

Sevier County  
Government  
\$50,000

City of Sevierville  
\$50,000

City of Gatlinburg  
\$45,000

**Private:**

Fundraising  
\$390,137

Program Fees  
\$239,904

Grants  
\$124,558

United Way  
\$78,644

**Services and Sales:**

Nutrition Program,  
Child Care, Vending  
Sales, Management  
Fee  
\$134,540

**TOTAL:**

**\$1,147,783**

Club leadership is always looking for potential partnerships and is willing to work with any organization with a similar interest. Some of the Club's other partners include 4-H, Boy Scouts, the local United Way chapter, the Rotary Club, and the Kiwanis Clubs. These relationships are less formalized but provide important benefits. For example, 4-H sends a staff member to the Club to run 4-H programs because the Boys & Girls Club has an available pool of youth. The Club contributes the space and materials for this program.

**Generating New Revenue**

Since the beginning, the Boys & Girls Club of the Smoky Mountains has focused greatly on special events to raise private dollars for its programming. These events have been extremely successful, though they have entailed significant time and effort and required the Club to approach their long-time supporters again and again. Three years ago, Club leadership, including the executive director and board members, created an annual giving program with the intention of attaining a once-a-year gift from individual supporters at a pre-determined giving level to raise more funds and increase the efficiency of the Club's fundraising efforts. The campaign has been successful so far. The Club still holds its most popular special events, but they now serve more as a benefit to the Club's supporters and there is less pressure to bring in substantial funds through these events. Funds raised by the Club and its board members represent about 34 percent of the Club's budget, more than any other source of funding.

**Next Steps and Future Challenges**

As the Boys & Girls Club of the Smoky Mountains continues to grow, improving and adding to its facilities is a priority. The Club is in the final stages of building a new facility at the Gatlinburg site, slated for completion in 2007. This new building will necessitate an extra \$140,000 annually to cover operating costs. The Club is also in the planning stages of building a facility at the Pigeon Forge site. The Club is planning this facility in

conjunction with the school district. The district is building an intermediate school with a gymnasium, which the district will allow the Club to use, and the Club is building a facility next to the gym, which will eliminate transportation issues for children who attend the Club's programs. This project is on hold, however, because attendance at the school has dropped. The Jefferson County site has recently moved to a building owned by the Ruritan Club and has doubled its membership, which has raised some concern around operating expenses and being able to keep program fees low and keep scholarship funding available for youth who might not otherwise be able to afford membership in the Club.

**Keys to Success**

**Encourage entrepreneurial leadership.** The Boys & Girls Club Board has been instrumental in moving the organization forward. Many of the Club's leaders have been involved for at least five years, if not more. They participate in a strategic planning process every year, which led to the development of an annual giving program when they saw a need for more consistent, flexible, and efficient fundraising.

**Cultivate partnerships in the community.** The Boys & Girls Club works well with many organizations in the community. Club leadership has been very proactive in seeking out mutually beneficial relationships and has not experienced the competition for funding that often exists in small communities.

**Create flexible funding sources through fundraising.** The Boys & Girls Club has always relied on private fundraising to help support its work. Club leadership recognized the importance of streamlining the Club's fundraising efforts, while maintaining very popular fundraising events, and created a new individual fundraising program which has greatly benefited both the organization and its supporters.



# The Door

## Creatively Contracting

January 2007



### Resources for Youth Programming and Policy

#### Description

- City-wide
- Free
- Available on a first come/first serve basis to young people 12–21
- 1 site
- Over 8,000 young people currently participate

#### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

### Overview

The Door strives to empower young people, ages 12 to 21, to reach their potential by providing them with accessible, comprehensive services—health care, counseling, education, career development, legal services, arts education and recreation—in a diverse and supportive environment.

Since its founding in 1972 by a visionary group of young professionals, The Door’s comprehensive youth development model program has expanded dramatically. It currently serves over 8,000 youth from all five boroughs of New York City at one central location. This tremendous growth can be attributed to the entrepreneurial approach of The Door’s leaders in creating more flexibility among existing funding streams. This flexibility led to the awarding of a Master Contract with state funders and new targeted revenue from private foundations, corporations and individuals.

### Getting Started

A group of young professionals who were concerned by the fragmentation of community services for youth joined forces in 1972 to create an entirely new kind of organization: one that strove to address all aspects of young people’s lives, in one place and at no cost. The inspiration for The Door was the shared belief among these professionals that adolescents reach their full potential only when all of their developmental needs are met in a caring and coordinated manner. Thirty five years later, The Door offers a comprehensive variety of services six days a week, including healthcare and health education; career counseling and job placement; GED and ESOL courses; creative and physical arts; nutrition counseling; prenatal care for adolescent parents; substance abuse prevention services; civil legal counseling and representation; and youth leadership training.

Initially, The Door’s founders approached multiple private foundations to launch their comprehensive model of youth service delivery. With the receipt of several “seed grants” from these foundations, The Door began providing services. In order to develop their vision, program leaders began soliciting donations from community members and applying

for public funds. In-kind contributions from the community became an important resource for the program.

Soon after its founding, The Door established an Executive Board, comprised of representatives from the public sector, schools, non-profit organizations and the business community, to provide direction and assist with fundraising. The Door also began to employ a diverse group of professionals and youth workers. Approximately 40 percent of the professionals employed by The Door currently hold advanced degrees in the fields of medicine, public health, education, business, social work, public administration, nursing, education and law.

### Financing

Realizing that developing a diverse funding base was essential for expanding youth programming and sustaining the initiative well into the future, The Door’s leaders looked beyond their initial private seed grants to the public sector for support. Grants from private foundations helped establish the organization and allowed The Door to fully develop its model. Leaders next introduced the program to city leaders and state agency representatives to garner their financial support as well. Their efforts paid off—The Door was subsequently awarded numerous contracts from various government agencies supporting individual services and programs.

#### Creating More Flexibility in Existing Streams

After almost a decade of providing comprehensive youth services funded by numerous state contracts, program leaders began to seek more flexibility from their public funders, in order to keep the truly comprehensive delivery of services viable. They argued that such flexible funding, rather than strictly targeted contracts, was key to offering every member the full range of services. Leaders of The Door also began discussions with state agency officials and the Governor’s office to consolidate the numerous contracts they had received.

**The Door's  
FY 07 Budget**

**Public Funds:**

Federal  
\$611,037

State  
\$3,024,310

City  
\$2,900,031

**Private Funds:**

Foundation/  
Corporate  
\$1,925,901

Other  
\$675,765

**TOTAL:  
\$9,287,044**

*\*\*In-kind contributions include program activities, volunteer time, etc.*

In 1991, after one and a half years of negotiation, state agency representatives agreed to consolidate several funding sources into one Master Contract. Under this new system, The Door negotiates the Master Contract with multiple state agencies every five years, resulting in a single-bundled funding allocation. The current \$1,600,000 Master Contract has eliminated the administrative burden of negotiating multiple contracts and reporting requirements with numerous government agencies for each service or program. It has also given program managers at The Door increased flexibility in offering services that are tailored to the needs of the young people they serve.

**Generating New Revenue**

The Master Contract proved to be an effective tool for leveraging additional public and private funding. In fact, Door management sees the Master Contract as a critical 'vote of confidence' in The Door's service delivery model. Since negotiating the Master Contract, The Door's budget has almost doubled.

Additionally, in the late 1990's, The Door had the opportunity to purchase and renovate a warehouse property (a non-profit condominium) in Lower Manhattan. Although the transaction was extremely difficult in the short-term, the long term benefits of owning prime real estate in New York City have been demonstrated over and over again. Today the Door has rental and condominium management income that significantly adds to its income each year.

In 2000, The Door entered into another highly unusual non-profit agreement, this time with another social service agency located across town on the Lower East Side: University Settlement. With the benefit of superb management and a long history of balanced budgets, University Settlement was able to create unmatched efficiency by combining all administrative components of the two agencies in a Parent/Subsidiary arrangement. Six years into the relationship, The Door has seen balanced budgets and enviable growth since the partnership was born. Most private funders take confidence in this model agency structure, seeing the tangible fiscal benefits and the expansion of program resources available to both parties. The Door's Development Office is responsible for all agency fundraising activities for both University Settlement and The Door, generating well over \$25 million in revenues for the combined institution annually.

The Door's comprehensive youth development model, its rigorous outcome measurement and its meticulous fiscal practices all contribute to fundraising success. The model has a clear message, is easy to understand and has demonstrated positive results for over three decades.

**Next Steps and Future Challenges**

Given The Door's strong fiscal foundation, it has been able to dedicate considerable management attention on the creation of strong programmatic infrastructure. A strong data collection and evaluation system has recently been upgraded by the new Director of Program Evaluation and Quality Assurance. Increasingly experienced and talented staff members bring the full value of the comprehensive model to a challenging population. Today more than half The Door's membership is over 18—most out-of-school, either disconnected or 'pushed out' of the New York City system. Their needs are more complex than ever, demanding creative applications of program principles, and longer follow-up with participants. Finally, The Door is exploring ways to extend its age definition to serve young people up to the age of 25, a change that would reflect the clear needs of the young people using Door services in 2007.

**Keys to Success**

**Use an Entrepreneurial Approach.** In order to better fund their comprehensive youth services model, Door management pursued several strategies to generate flexible funding. By building strong relationships with state agencies, they were able to create a blended state contract referred to as the Master Contract.

**Communicate the Unique Benefits of the Model.** The fact that every Door member entering the program has access to the full range of support makes the Door's outcomes unparalleled and its model unique. This, in the context of an extraordinary physical plant with immaculate and state-of-the-art facilities, is one of the key deciding factors that funders consider when evaluating a request for support.

**Demonstrate Results.** The Door has continually documented results of its comprehensive service model. These results have attracted both public and private funders and have allowed The Door to create breakthrough programming that is a model to other youth development agencies.

# THE GARAGE

## Active Youth Engagement

January 2007

### Overview

THE GARAGE is a youth center located in Burnsville, Minnesota that offers a number of recreational events and programs for youth in a supervised drug-free setting. Approximately 600 youth participate in the center's afterschool and weekend activities each week, with most participants aged 13-19. Teens are the major creative force behind the diverse programming offered, comprised of speakers, classes, music concerts, and parties administered with the help of adult staff. Their noteworthy efforts to empower and dignify teen participants help make THE GARAGE a place where young people can gather and feel safe and comfortable.

### History and Development

The idea for THE GARAGE emerged in 1995 when the city developed a strategic plan for a multi-purpose community center that would offer activities for youth and seniors, as well as, serve as a fitness center. Though the referendum to build the center was voted down, community leaders pursued efforts to develop a youth center in Burnsville. Two years later, the city was able to obtain grants for operational expenses of a new youth center, approved a 6,000 square foot garage, but did not have funding for necessary construction or capital improvements to convert the building into a usable space.

In 1998, a non-profit foundation called the Burnsville Youth Center Foundation was created to actively seek funding to support the capital costs for the facility. The city provided the foundation with a loan of \$99,000 under the condition that the funding for operational expenses would no longer be available if the building was not renovated and the loan repaid within one year. The foundation sought donations from civic organizations and local businesses and was able to secure funding before the end of the year. Then, with the added help of a city family services collaborative grant and Department of Public Safety funds, they were able to hire a full-time staffer to develop the youth center. The Department of Justice Weed and Seed money and the Minnesota Department

of Children, Families and Learning also brought additional funds to the project during the initial stages of development. This combination of funding streams and community support led to the opening of THE GARAGE center in July of 1999.

THE GARAGE's popularity within the community is hard-earned, largely due to its ability to engage youth in its design. Initially, staff attempted to administer typical teen center activities and found they were not being adequately utilized. In response, they began to ask their clients, local youth, for programming ideas. Local youth have not only designed a number of the center's variety of activities, including the development of their teen night club and future recording studio, they are involved in overall decision making by their representation on the organization's governing board.

### Financing

#### Maximizing Federal, State, and Local Revenue

THE GARAGE subsisted only on grants and community fundraising efforts until 2003, when the city, impressed by the positive outcomes from the programming, began to allocate general funds toward the center. Currently, the center is funded by a diverse set of funding sources, with the majority coming from the federal Community Development Block Grant and the city's general funds.

Though the grant administering offices within the Department of Public Safety (DPS) have varied over time, it has offered a steady stream of support for THE GARAGE's operational expenses as the center has undergone expansion. The DPS funds both full-time and part-time staffing needs and program supplies while the remaining staff resources are supported by a combination of federal, local, McKnight Foundation grant money, and revenue from fees. There is a sliding scale fee structure in place for regular programs and on weekends, but participants who occasionally drop into the center are not required to pay any-



### Resources for Youth Programming and Policy

#### Description

- Youth center offering a safe educational and recreational environment for teens
- Engagement and leadership development for out-of-school youth, ages 13-19, in planning and execution of center's activities
- Garnered considerable community and local government support and experienced growth in popularity since its inception
- Strategic in measuring success through surveys of participants and their families
- Plans for the future include doubling the facility space to allow for additional programming options

#### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

**THE GARAGE  
FY 2006 Budget**

**Federal:**  
CDBG  
\$95,500

**State:**  
MN Dept. of  
Public Safety  
\$46,000

**Local:**  
City of Burnsville  
\$87,000

**Private:**  
McKnight  
Foundation  
\$30,000

Savings/Interest/  
Revenue  
\$57,000

**TOTAL:**  
**\$315,500**

thing. The center, which averages 250 teens per night, charges approximately \$3-10 on weekends; \$25-50/week for summer day camps; and \$75/month for karate classes held five times a week. Scholarships are offered based on Housing and Urban Development income guidelines to participants who qualify for a reduced charge to attend the center's activities.

The Burnsville Youth Center Foundation also plays a significant role in supplementing THE GARAGE's revenue with its efforts to secure contributions from civic organizations and the local business community. The foundation is focused on gathering resources for two main projects: future infrastructure improvements and awarding scholarships for participants interested in pursuing higher education.

**Building Partnerships**

Since its inception, THE GARAGE has encountered numerous challenges to sustainability, forcing its supporters to take action and seize opportunities for collaboration. First, the referendum that would have provided initial funding for a community center was voted down, preventing general funds from being used to develop the youth program. The Burnsville Youth Center Foundation was able to capitalize on the support within the community and meet the fundraising deadline in time for city grants to be useful. Then, in the fall of 2000, the Department of Public Safety grant, a major funding source for THE GARAGE, was subject to the state spending freeze enacted by the governor of Minnesota. Facing the possibility of losing THE GARAGE, community youth responded with 200 signed petitions to protest the freeze, bringing THE GARAGE recognition from the media state-wide and eventually leading to the restoration of state funds. Due in part to the new publicity, participation increased from 100 to 200 kids a night, a testament to its popular services.

Coordinators at THE GARAGE are aware of the value of partnerships and credit their local allies as well as youth for their program's success. The Community Action Council, another partner of the program, provides a human services liaison to conduct family outreach on site at the center, a position supported by CDBG funds. Coordinators of THE GARAGE also enjoy a close relationship with the school district and are able to visit junior high schools during lunchtime to talk about their activities. They also help with transportation issues by taking students from school to the center and back home afterwards.

**Next Steps and Future Challenges**

In anticipation of future economic challenges, the director has been able to reserve 35% of their operating budget in savings to help fund the center. There are plans to grow the initiative to meet the rising demand from the community; currently, program leaders have to turn participants away due to limited space. They are looking to double the facility space from 5,000 to 10,000 square feet, building a recording studio, and adding gym space and more classrooms. Results from THE GARAGE's participant surveys indicate an interest in focusing more on community and less on the music venue portion of the center.

**Keys to Success**

**Community collaboration and youth engagement.** THE GARAGE has benefited from both community collaboration and active youth engagement in its efforts to provide a safe recreational environment for local teens. The youth petitions are an excellent example of the impact the center has had on local youth and their commitment to keep programs funded in the future. When staff members seek youth opinions through surveys and for making decisions about how to improve the center's activities, youth feel empowered to make contributions to their community through their ideas and civic participation. Staff members of THE GARAGE also collaborate with law enforcement to address gang prevention in the community by holding briefings to educate police officers on their activities and ask officers to become involved in prevention-based activities with youth.

**Tracking results.** THE GARAGE has also been strategic in measuring its success. Their data collection activities include surveys of both participants and their parents, obtaining demographic information on youth participants, and analyses on the cost effectiveness of THE GARAGE programs. Using data from 2005, the managers concluded that the costs to offer programming for 24 youth per day is equal to the taxpayer cost of holding one youth in a juvenile corrections facility for one day. This ability to document positive outcomes for youth attending the center programs prompted the city to commit general funds for the center in 2003.

# Latin American Youth Center's YouthBuild Public Charter School

## Accessing Education Dollars

December 2006



### Resources for Youth Programming and Policy

#### Description

- Conversion from YouthBuild program to YouthBuild Public Charter School
- Engagement of out-of-school youth ages 16–24 in educational and vocational activities
- Job skills development through construction and renovation of housing for low-income residents of the District of Columbia
- Students paid stipend for participating; \$7.00 per hour for vocational training work and \$10 per day for classroom instruction
- Five-year plan to grow from 55 to 100 students

#### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

### Overview

Seeking to transform the lives of vulnerable youth through educational, community service, and skill-building opportunities, the Latin American Youth Center's (LAYC) YouthBuild program<sup>1</sup> is falling in step with the burgeoning charter school movement. As of September 2005, LAYC's YouthBuild program officially converted to the LAYC YouthBuild Public Charter School (YB PCS)—an alternative, vocational senior high and adult education school. The Latin American Youth Center, which founded the school, is a well-established nonprofit organization based in the District of Columbia that supports youth and their families through diverse programming. With the success of its long-running YouthBuild program, LAYC saw the opportunities for programmatic growth in terms of serving greater numbers of young people and improving educational offerings that charter school conversion could bring.

Targeting youth ages 16–24 who have dropped-out, aged-out, or been expelled from regular D.C. public schools, the YB PCS provides students with an educational curriculum that combines academics with vocational training, employability skill-building, and community service to prepare them for college or the workplace. Over the course of their nine-month school year, students spend alternating weeks in the classroom and on a construction site helping to build or renovate housing in the community for low-income residents. Students receive a stipend of \$7.00 an hour for the work they do as part of their vocational training and \$10 a day for classroom instruction, a key incentive for the school's target population.

### History and Development

The Latin American Youth Center began running a YouthBuild program in 1995. Since its inception, the YouthBuild program has built a strong track record of success in preparing students for their GED, teaching job readiness skills, providing support services, and engaging youth in community service. For the last three years, 98 percent of YouthBuild graduates have either secured employment or gone on to college or further training. Even with this level of success, however, the program at times has struggled to secure adequate funds.

Prior to becoming a charter school, the YouthBuild program was supported by a mix of federal, city, and foundation funds. YouthBuild funds from the U.S. Department of Housing and Urban Development (HUD) have been a key funding source yet one that has engendered challenges in terms of sustainability. HUD YouthBuild funds are awarded competitively on an annual basis, requiring an extensive grant-writing process each year with no guarantee of funding. With a constant turnover of HUD grantees, many YouthBuild programs go without HUD funding—as was the case in two separate years for LAYC's YouthBuild program. Additionally, the program has received Workforce Investment Act youth funds from the D.C. Department of Employment Services for its youth employment programming as well as Temporary Assistance for Needy Families funds for adult literacy services. The program has also received private funds from foundations such as Fannie Mae for the provision of adult literacy services.

<sup>1</sup> YouthBuild programs offer educational and job training services, leadership training, counseling and other support activities, as well as on-site training in housing rehabilitation or construction work. For more information, visit YouthBuild USA at <http://www.youthbuild.org/site/c.btIRI3PIK0G/b.1223921/k.BD3C/Home.htm>.

**LAYC YouthBuild  
Public Charter  
School FY 2006–  
2007 Budget**

**Federal:**

HUD  
\$634,000

Perkins  
\$114,000

**Local:**

DC Per Pupil  
Revenue  
\$897,933

**Private:**

Foundations,  
Individuals, and  
Corporations  
\$90,000

**TOTAL:**

**\$1,735,933**

*Fiscal year 2006-2007  
runs from July 1, 2006  
to June 30, 2007.*

The need to create a more stable funding base along with a desire to improve program quality and serve more youth were key reasons for seeking charter school conversion. LAYC's YouthBuild program is not alone in this approach. The National YouthBuild Network as a whole is beginning to establish itself as an important part of the charter school movement; to date 23 YouthBuild programs have become charter schools and 10 more are in the conversion process. YouthBuild USA, a national resource organization for YouthBuild programs, is supporting these efforts with funding from the Bill and Melinda Gates Foundation to provide targeted educational assistance and training for YouthBuild charter and alternative schools.

LAYC was well-positioned to transform its successful YouthBuild program into a charter school due to its prior experience launching and operating two other charter schools. Despite this history, the conversion process required substantial time and effort. It took a year to develop the charter school application during which time LAYC covered the salary of the YouthBuild program's director as well as the costs for an outside consultant hired to help write the application. Additionally, LAYC received invaluable support from FOCUS, a D.C. based nonprofit organization that provides advocacy and free technical assistance to organizations on charter school start-up or conversion. Though the charter school conversion process was demanding, charter school status is providing new opportunities for LAYC's YouthBuild program to access private and public funding, allowing the program to grow and become more financially stable and sustainable.

## Financing

### Maximizing Federal, State, and Local Revenue

Transforming the YouthBuild program into a public charter school has opened the door to new sources of public and private funding. While LAYC has been successful in accessing federal YouthBuild dollars, charter school conversion has enabled program leaders to tap into additional public funding sources. Most importantly, charter school status provides access to local education dollars in the form of per pupil funding for public school students. Approximately half of the school's funding is now provided by District of Columbia per pupil public school dollars. These per pupil funds provide the YB PCS with a stable source of funding as per pupil funds are distributed year-round on a quarterly basis.

Federal funds still provide a significant source of revenue to the program even as it has transformed into a charter school. The school continues to receive HUD YouthBuild dollars, 75 percent of which must be used for low-income or very low-income youth. Additionally, program leaders have been able to access for the first time federal Perkins funds which support vocational education programming. Combined, Perkins and HUD YouthBuild funds provide around forty percent of the school's revenue.

Becoming a charter school has also allowed program leaders to apply for new sources of private funding such as funding provided by the Bill and Melinda Gates Foundation for the National Schools Initiative (NSI) through YouthBuild USA. Under this initiative, YouthBuild USA works with selected YouthBuild schools and programs to help strengthen their education capacity, improve program quality, and increase rates of college entry. The LAYC YB PCS is using NSI resources to support professional development activities for its teachers.

### Building Partnerships

Along with creating opportunities to access new funding, charter school conversion has given program leaders the chance to bring new partners on board who can help to expand the fiscal base for the school. In particular, LAYC was strategic in creating the YB PCS founding board by engaging community members from key sectors including real estate development, education, housing, nonprofit management, the D.C. City Council, the Council of Latino Affairs, as well as parents and youth. These members each bring valuable expertise to the school's board, as well as serve as a network of advocates and fundraisers for the school.

The school also benefits from a partnership with a local nonprofit low-income housing developer, Manna, Inc., that supports the hands-on construction training that YouthBuild students receive. Manna is a leading developer of affordable housing, turning abandoned buildings or vacant property into new homes for low and moderate-income families. Manna provides the construction sites, equipment, and materials that the students use as a critical part of their vocational training.

## Next Steps and Future Challenges

Though charter school conversion provides access to additional resources, it also brings with it additional costs. Charter schools can incur substantial facilities costs, as is the case with the LAYC YB PCS. As a small school of around 55 students, it has not been able to benefit from economies of scale that larger schools can enjoy. While the District of Columbia per pupil funds have become a critical resource, they still only provide about half of the necessary funding. Program leaders are continually challenged to find additional funding and develop new partnerships that can expand the school's resource base. Over the next year, the school's executive director will seek to build partnerships with local construction companies and real estate developers to create an employment pipeline for YouthBuild graduates and leverage financial support for the school. Program leaders would also like to build a reserve fund to provide additional financial security.

Leaders continue to work on expanding enrollment in order to reach the five-year goal of growing to 100 students. Additionally, beginning in the 2007/2008 school year, the school will start offering a high school diploma in addition to the GED currently offered. This will require the school to meet stricter standards in order to comply with No Child Left Behind provisions, but will provide access to Federal Entitlement dollars.

## Keys to Success

### **Document results and concentrate on outcomes.**

Throughout its history, the LAYC YouthBuild program has been focused on creating positive lasting outcomes for participants. By striving towards best possible outcomes and documenting programmatic progress and results, the LAYC YouthBuild program, now charter school, is able to grow and improve consistently. Having documented results was critical to achieving a successful application for charter school status.

### **Focus on issues of financing and sustainability.**

Given the vagaries of public and private funding sources, programs leaders have maintained a constant focus on identifying and accessing available funding. The executive director of the YB PCS serves as the school's dedicated funding point person, spending considerable time and energy working towards sustainable financing sources and strategies.

### **Make use of technical assistance resources.**

Program leaders have shown a pattern of bringing in technical assistance at critical junctures. At the inception of the YouthBuild program, LAYC brought in technical assistance to help develop the initial HUD grant application. To support the charter school application process, LAYC hired a consultant to help prepare the application as well as took advantage of the free technical assistance provided by FOCUS which facilitated the process.





# PlusTime New Hampshire

## Supporting and Sustaining Afterschool Initiatives

January 2007



### Resources for Youth Programming and Policy

#### Description

- Helps communities identify the needs of youth and mobilize local resources to develop and sustain out-of-school time programs.
- Offers research, training and consultation statewide to ensure high-quality afterschool activities.
- Works with state leaders to positively influence afterschool policies statewide.
- Focuses on sustaining positive efforts for afterschool statewide.

#### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

### Overview

PlusTime NH is a statewide non-profit dedicated to creating, improving and sustaining afterschool programming throughout New Hampshire. In operation for over 15 years, PlusTime NH provides technical assistance to communities and programs, directly funds afterschool programs, advocates for increased afterschool funding, and engages in public awareness efforts. In order to assist afterschool programs throughout the state in attaining financial stability, PlusTime NH created Sustainability University. Adapted from The Finance Project's Sustainability Planning Workbook, this nine-month course helped 15 programs undergo a sustainability planning process and complete the steps to creating a sustainability plan.

### History and Development

PlusTime NH was established in 1990 with federal child care dollars from the New Hampshire Department of Health and Human Services. The Department acted as the fiscal agent for PlusTime NH for six years, after which time the organization became an independent nonprofit with 501(c)(3) status. PlusTime NH, which began as a coalition of representatives from established youth programs, is now an intermediary organization offering training, consultation, policy development, and funding assistance for afterschool programs across the state. PlusTime NH initially coordinated the state's 21st Century Community Learning Centers (CCLC) program and continues to manage and administer both public and private funds. PlusTime NH also recently contributed to the first statewide evaluation of academically-based afterschool programs called *Afterschool Learning: A Study of Academically Focused Afterschool Programs in New Hampshire*.<sup>1</sup>

### Financing

#### Building Partnerships

PlusTime NH works with the Governor's office, state agencies, local government, school districts,

higher education institutions and community organizations to develop new partnerships and strengthen existing ones. For instance, PlusTime NH manages Out of School Matters! NH (OSM! NH), a Nellie Mae Education Foundation multi-year, multi-million dollar grant program providing funding for afterschool programs for middle school youth in the state's most underserved communities. The focus of OSM! NH is on enhancing the state's delivery of afterschool programs. PlusTime NH provides in-depth training and consulting in combination with grants from the foundation to community/school partners serving middle school youth in the state's most underserved communities.

Another example of a key strategic relationship is PlusTime NH's work with the Governor's office. PlusTime NH has worked successfully with the administrations in the Governor's office since 1990. In 2004, PlusTime NH worked with the National Governor's Association to host the first ever Governor's Summit on Afterschool. At that point, New Hampshire's then-Governor appointed the 3 to 6 Afterschool Task Force to engage the state's business community in support of afterschool. PlusTime NH transitioned the initiative to the current Governor, who hosted a breakfast in the spring of 2005 to honor the 3 to 6 corporate donors.

#### Generating New Revenue

PlusTime NH experienced a rapid period of growth about four years ago. To meet their expanding needs, the board's focus shifted more towards governance and fundraising. Its strategic planning process revealed the need for more unrestricted dollars, ideally from a combination of champions and regular donors. To this end, PlusTime NH focused efforts on starting an annual individual donation program to increase flexible funding for their operations. The program has been successful thus far, especially in terms of increasing the number of individual donors. PlusTime NH also received a challenge grant of up to \$450,000 from the Corporation for National & Community Service which provides a match of \$1 for every \$2 PlusTime NH raised through November 2006 to establish an afterschool grant program focused on the use of volunteers; this grant has helped lever-

<sup>1</sup> Available at [http://www.plustime.org/\\_pdf/Plus\\_Time\\_Programs.pdf](http://www.plustime.org/_pdf/Plus_Time_Programs.pdf).

**PlusTime  
New Hampshire  
FY 2006 Budget**

**Federal:**

Corporation  
for National  
& Community  
Service (CNCS)—  
AmeriCorps\*VISTA  
\$270,000

CNCS—  
Challenge Grant  
\$221,000

CNCS—  
AmeriCorps  
\$197,000

Community  
Development  
Block Grant  
\$174,000

**State:**

Grants  
\$30,000

**Private:**

Foundations  
\$551,000

Corporations  
\$369,000

Program Fees  
\$212,000

Fundraising  
\$62,000

Miscellaneous  
\$2,000

**TOTAL:  
\$2,088,000**

*Fiscal year 2006 runs  
from January 1, 2006  
to December 31, 2006*

age many new private donations. A Venture Team, guided by the PlusTime NH board president, has also identified a potential income generating initiative. Preliminary market research has been completed, and PlusTime NH is currently evaluating research before engaging in a business plan to implement a new strategy for raising additional revenues.

**Next Steps and Future Challenges**

In response to the statewide afterschool evaluation, PlusTime NH formed the Statewide Afterschool Policy Committee. This committee used the evaluation data to support the following policy recommendations:

- Encouraging the formation of a Governor’s Children’s Council (Kid’s Cabinet);
- Suggesting the state offer financial incentives to localities to encourage local governments and school districts to offer afterschool programs;
- Having the State Board of Education provide guidance to local school boards on the establishment of quality afterschool programs; and
- Supporting a research agenda with public dollars to focus on data collection and evaluation activities for continuous improvement.

These recommendations were released at a legislative luncheon in 2006, where roughly 50 New Hampshire legislators were in attendance. PlusTime NH is currently in discussion with the Governor regarding the Children’s Council.

Another focus for PlusTime NH is maintaining good relationships with key policymakers. In 2005, PlusTime leaders had to reestablish relationships it had developed with state leaders because both the state education commissioner and the top deputy left their jobs. PlusTime NH has also had to rethink its strategy for obtaining local public funding. Public school funding comes primarily from local property taxes, since New Hampshire does not have a state income or sales tax. New Hampshire residents, especially low-income residents, already feel burdened by property taxes, so the chance of increasing revenues from this source is unlikely. Instead, PlusTime NH is hoping to receive more state funding and increase its own fundraising, from corporations, foundations, and individuals.

**Keys to Success**

**Build relationships with key players.** Since its inception, PlusTime NH has worked to establish relationships with virtually every public and private entity in New Hampshire that has an interest in afterschool. Their strategic communications with these stakeholders have enabled them to pursue many opportunities for financing and program development.

**Emphasize long-term sustainability.** PlusTime NH focuses on its own sustainability and that of the afterschool programs it serves across the state. Fundraising efforts contribute to flexible funding for current operation and future development. PlusTime NH Sustainability University is helping afterschool programs provide quality afterschool services for years to come.

**Use evaluation data to promote the network’s mission.** PlusTime NH has participated in research that demonstrates that youth experience academic gains by attending academically-focused afterschool programs. This research serves to promote PlusTime NH and its mission while furthering opportunities for new support and funding to improve afterschool programs in New Hampshire.

# Prevention, Intervention, and Treatment (PIT) Initiative in Little Rock

## Creating a Dedicated Local Revenue Stream

January 2007

### Overview

The Prevention, Intervention, and Treatment (PIT) Initiative in Little Rock, Arkansas actively promotes collaborations between public and private organizations, citizen groups, and other community-based organizations with its youth-oriented programming. Through a multi-faceted approach, PIT programs seek to reduce crime levels over time while encouraging the potential of local youth. Specifically, its programming components include (1) prevention by “breaking the cycle of failure” early; (2) applying intervention strategies for at-risk youth; (3) offering substance abuse treatment services; and (4) increasing funding for law enforcement in the city. The wide range of PIT programming encompasses services for education, health, safety, and employment for young people.

### History and Development

In the early 1990’s, the citizens of Little Rock became concerned with the crime levels in their community and began thinking of ways to combat the rising trends and provide youth with alternative activities. Through an extensive eighteen month planning process called FUTURE-Little Rock, the Little Rock Board of Directors galvanized local citizens to think about changes that could be made to enhance public safety. Community-wide meetings, steering committees, issue-based task forces, and a telephone survey of 400 residents gathered input from the community. Out of this process emerged a list of recommendations to improve education and economic opportunities for local youth to be funded by a tax initiative. They also outlined four tenets of the “PIT” approach: prevention, intervention, treatment and law enforcement. These critical initial steps culminated into a big political and economic win when the citizens overwhelmingly supported a half-cent sales tax and established a dedicated permanent funding stream for PIT programming in 1994.

In the early stages, the city, Little Rock School District, state agencies, non-profit groups, and businesses came together to establish two non-profit entities with the help of seed funding from

private foundations. These initiatives were created to help the city create a clear and compelling mission and make recommendations on how to implement PIT’s components with the newly created funding stream. One of the non-profit organizations, Fighting Back, was funded by the Robert Wood Johnson Foundation, administered by the city, and focused on substance abuse treatment programming options. They recommended that almost one-third of PIT funding be allocated toward a free out-patient substance abuse treatment system for youth younger than 18. The second entity, New Futures for Little Rock Youth, was funded by the Annie E. Casey Foundation and concentrated on improving outcomes for youth identified as at-risk in terms of academic achievement, teen pregnancy, and unemployment – their recommendations were focused on the need to target services for underserved areas of the city while using programs that were already familiar with the neighborhoods and its needs. New Futures also recommended that funding be used to launch ten youth initiative projects in areas with high youth crime rates. The group steered the focus of programs toward long-term youth development rather than quick solutions and their suggestions were fundamental to PIT’s original design.

The open forum created by FUTURE Little Rock fostered an environment where the community understood the value of allocating funds toward public safety and recognized the link between positive youth programming and future improvements. Improved youth outcomes were also documented as evidence of the effectiveness of PIT programming. Between 1993 and 2004, the city experienced a 62% decline in juvenile arrests and 75% decrease for juvenile arrests for violent crimes. New Futures for Youth continues to monitor crime trends and gather relevant statistics for evaluation purposes and to provide the community with feedback on the programs’ effectiveness. PIT’s leaders cite these evaluations and monitoring strategies as critical to properly revisit and modify the program’s goals to meet the changing needs of the community over time. The city is also working on a similar community goal setting process called



### Resources for Youth Programming and Policy

#### Description

- Successfully passed a dedicated permanent funding stream for youth programming
- Conducted a citizen visioning process to involve the community in strategic planning and goal setting
- Fostered collaborative relationships within the Little Rock community
- Created targeted programming efforts based on research and recommendations made by citizens

#### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

VISION-Little Rock with a focus on reinforcing and enhancing the community's commitment to PIT programming. Funding will go toward needs of older youth via Intensive Case Management Programs.

## Financing

### ☑ Building Partnerships

A major contributing factor to the success of PIT programs is the intentional collaboration between public and private agencies and citizen groups in the planning and execution of the initiative. Various agencies have contributed to the evolution of the PIT initiative. For example, since its initial role in assisting the city to write the Request for Proposals and develop contract processes for PIT, New Futures for Little Rock Youth continues to serve as an intermediary organization by offering their expertise on at-risk youth and providing recommendations on how funds should be allocated for PIT programs. Knowing that the community considered public safety a high priority, PIT leaders sought to actively include law enforcement in their efforts to combat youth crime. Along with PIT's provisions of recreational afterschool programs, identification of at-risk youth, and substance abuse programs, the planners realized the need for additional law enforcement officers and included annual increases in the police force budget to hire up to an additional 40 officers a year.

In another effort to continue the vision of FUTURE-Little Rock, in 2002, the Little Rock Board of Directors merged several advisory committees creating the unified Children, Youth and Families Commission. This new single commission is increasing coordination and communication between key stakeholder with overlapping interests in children and youth issues. The new entity is housed within the city's Department of Community Programs and serves an advisory function for the City of Little Rock Board of Directors, ensuring that the original goals set forth for the PIT programs continue to be a high priority.

### ☑ Generating New Revenue

Funding for the PIT Initiative comes directly from the permanent dedicated funding stream approved in 1994. This half-cent sales tax provides \$3.5 million annually for PIT programs and covers both youth services and programming and expansion of law enforcement and other emergency services in the city. This combination of both long-term prevention/intervention approaches along with the more immediate treatment/enforcement components were appealing to the community at large, allowing this critical source of revenue to pass.

## Next Steps and Future Challenges

Little Rock is currently looking to expand the PIT programming to the county level. This will require new sources of funding. Revenue for the program has remained virtually constant for the past 10 years since the passage of the half-cent sales tax. Leaders are working to increase the amount generated from the tax as well as seeking additional funding to supplement an expansion of services. They will continue with data collection measures to promote crime prevention as one of the most significant outcomes from the PIT initiative.

## Keys to Success

Since its inception, the PIT Initiative has garnered national attention for its successful efforts, including recognition by the National League of Cities in 2001.

**Careful Planning.** An integral part of the PIT program involved careful planning and research prior to implementation. At each juncture, PIT leaders took a strategic look at how to best use resources, data and partners to meet the agreed upon goals.

**Community Engagement.** FUTURE-Little Rock laid the groundwork with its massive citizenbased process, creating community ownership over the development of ideas and solutions to the crime wave. Strong community engagement and a focus on community priorities have been a key ingredients in raising the revenues need for PIT.

**Results Oriented.** Success and sustainability rely on demonstrated results. Regular reports reflecting the PIT initiative's impact on crime are provided to key stakeholders and the public to maintain interest and support for the project.

# The Workplace Learning Connection

## Sustaining School-to-Career Activities

December 2006



### Resources for Youth Programming and Policy

#### Description

- An intermediary among schools, businesses, and community organizations for school-to-career activities
- Serves approximately 20,000 students on an annual basis
- Provides internships, job shadows, career days, professional development programs, and many other school-to-career activities
- Serves elementary, middle, and high-school youth

#### Financing Strategies

- Making Better Use of Existing Resources
- Maximizing Federal, State, and Local Revenue
- Creating More Flexibility in Existing Streams
- Building Public/Private Partnerships
- Generating New Dedicated Revenue

### Overview

State and local leaders in Iowa, as in other states that received federal funds under the School-to-Work Opportunities Act, have been challenged to sustain and enhance school-to-career activities beyond the availability of federal resources. The Workplace Learning Connection, that serves schools and businesses in East Central Iowa, provides a model for sustaining regional school-to-career activities through the active engagement of educators and employers along with a results-based focus.

The Workplace Learning Connection (TWLC) functions as an intermediary among schools, businesses, and community organizations to provide career education and school-to-career activities to students in elementary, middle, and high schools. TWLC's activities and programs all aim to develop the future workforce by connecting business and education in relevant, work-based learning activities for K-12 students and teachers. In addition to serving the needs of schools districts, TWLC also provides school-to-career activities for local youth programs such as Upward Bound and Iowa-Jobs for America's Graduates.

TWLC serves seven counties and 33 school districts in the region of East Central Iowa. Internships, job shadows, career days, classroom career speakers, and worksite tours are the primary activities that TWLC provides to approximately 20,000 students on a yearly basis. TWLC has implemented a K-5 program specifically designed for elementary school-age students to expose them to diverse careers and highlight the "real world" relevance of math, reading, and teamwork. For several summers, TWLC held a one week Career Exploration Camp for middle school students. Additionally, TWLC offers a Teacher @ Work professional development course during the summer to provide teachers with examples of how their subject matters are applied in the workplace.

### History & Development

In under ten years, TWLC has grown from a start-up organization to an established, sustainable school-to-career intermediary. Before TWLC was established, federal funds under the School-to-Work Opportunities Act supported school-to-career activities in the region. However, there was little consistency and coordination among programs. Businesses in particular were subject to duplicative efforts to engage employers in school-to-career programs. In 1998, several major employers and large school districts, along with Kirkwood Community College and Grant Wood Area Education Agency, came together to form TWLC as a solution for educators and employers, to both create quality career education programs and provide a single point of contact for the regional school-to-career system. TWLC was established as a 501(c)(3) non profit organization in partnership with Kirkwood Community College and Grant Wood Area Education Agency, which are both represented on its Board of Directors. Additionally, TWLC receives direction from its Advisory Council that includes key education, employer, and community stakeholders such as chambers of commerce, local school districts, the workforce development agency, and local businesses and industry.

Initial funding for TWLC came from federal School-to-Work funds—twenty-five thousand dollars a year for two years—and business matching funds. These original dollars allowed TWLC to become an established and credible organization in the region. During its early years, the organization's director focused on building sustainable relationships with schools and businesses, and building quality programming. TWLC began working with 20 school districts and gradually built partnerships with the remaining school districts in the region. Currently, all 33 school districts have memoranda of understanding with TWLC.

**The Workplace Learning Connection FY 2005 Budget**

<b>Federal:</b>	H1B	\$11,728
<b>State:</b>	Grow Iowa Values Fund	\$46,832
<b>Local:</b>	Area 10 School Districts	\$83,229
	County Supervisors	\$13,720
	Grant Wood AEA	\$30,000
	Kirkwood Community College	\$42,135
	Regional Tech Prep	\$11,024
<b>Private:</b>	Regional Employers	\$67,058
<b>TOTAL:</b>		<b>\$305,726</b>

As federal School-to-Work funds were time limited, TWLC’s director and key partners developed a plan to sustain the organization beyond the initial two-year funding period. Ongoing support would need to come from major stakeholder groups—school districts, businesses, and counties—while recognizing that TWLC would also need to demonstrate a positive return on investment to these same stakeholders. In the final year of federal funding, TWLC’s director began working with the local school superintendents’ Advisory Council (Area 10) to help them understand the value of and the need to invest in the organization’s services over the long-term. The Advisory Council’s chair then went to the larger superintendents group to garner their support. This resulted in TWLC negotiating a set of per-pupil fees for school-to-career activities with the school districts. This direct financial support from school districts helped to leverage support from other stakeholder groups.

**Financing**

**Maximizing Federal, State, and Local Revenue**

By engaging key stakeholders and providing services that are valued by them, TWLC has been able to build a diversified and sustainable funding base. Funds from school districts, employer support, and economic development dollars from counties and the state comprise TWLC’s primary funding sources.

Funds from school districts provide the largest single source of support for TWLC’s school-to-career programs. The 2001-2002 school year was the first in which TWLC received school dollars under the negotiated fee structure. At that time, fees were set at \$1 per pupil for grades K-5, \$2 per pupil for grades 6-8, and \$4 per pupil for grades 9-12. In 2004, these fees were amended to a \$3 per pupil fee for grades 6-8 and a \$5 per pupil fee for grades 9-12; activities for elementary school students are now provided on a fee-for-service basis. Schools typically cover these fees out of their general school budgets and some use federal Perkins funds.<sup>1</sup> Early on, some schools used federal At-Risk and Safe and Drug Free School dollars or parent fees to support TWLC school-to-career activities. TWLC invoices all schools on July 1st and receives funds in a lump sum by September 1st of each year, allowing TWLC to budget for programming early in the school year.

TWLC’s services benefit schools not only by providing needed career development activities to students but also by helping superintendents meet state requirements. Recently passed Iowa legislation, for example, now requires all 8th grade students to have a career development component as part of their high school student academic plan. Additionally, TWLC provides data-driven reports to superintendents on student school-to-career activities and outcomes.

Whereas school districts fund TWLC to support career development activities for their students and employers fund the organization to connect with and build their future workforce, local county boards of supervisors have invested in TWLC in order to further economic development goals. TWLC receives county economic or community development funds from county boards of supervisors on a four-cents-per-capita basis, according to population data from the 2000 census. Though not a large source of funds overall, these contributions give county leaders a stake in sustaining the region’s school-to-career system through TWLC. Additionally, TWLC receives state economic development dollars from the Grow Iowa Values Fund through Kirkwood Community College’s Career Edge Career Academy programs to support one full-time staff person.

Through its close working relationship with Kirkwood Community College, TWLC has received federal H1B funds and Regional Tech Prep funds to help support the work-based learning component of the Career Edge Career Academies that are available in many Eastern Iowa high schools. Career Edge is part of Kirkwood’s secondary programs department. TWLC also receives general operating support from Kirkwood (provided with Perkins funds) as well as in-kind support in the form of information technology support, human resources assistance, and other in-kind supports. While TWLC’s main office is housed at the college, it does pay rent. Additionally, TWLC receives general operating support from Grant Wood Area Education Agency through its administrative budget.

<sup>1</sup> Perkins funds support career and technical education.

### ✓ Building Partnerships

Partnering with schools has been instrumental in both founding TWLC as well as in leveraging support from local businesses. TWLC's director approached school districts first for continuing funding so that she could then go to businesses with "cash in hand" to show the value of the services TWLC provides. In working with businesses, TWLC's director takes an outcomes-oriented, data-driven approach to demonstrate to employers the positive impact that school-to-career activities have on current and future workforce development. For example, internships and job shadows help the majority of youth participants build awareness of local career opportunities and connect education and the world of work. These types of indicators along with the fact that approximately 30 percent of students are hired upon completion of their internship show current and potential business partners that TWLC provides a significant return on investment and makes a strong case for why businesses should support the regional school-to-career system.

Businesses provide TWLC with financial and in-kind support. Business dollars for TWLC are drawn from general funds and from areas relevant to workforce development such as funds for training and recruitment. Some businesses give funds as tax-deductible contributions or funnel dollars through vehicles like the area's community foundations. Businesses also provide invaluable in-kind support such as job sites for internships and employee time to work with students.

### Next Steps and Future Challenges

In the coming years, TWLC hopes to grow and expand its work with middle and elementary school populations as well at the community college level. In addition, the director is deeply involved in the creation of a state-wide network for work-based learning which is being modeled on TWLC's system-building work. A policy framework has already been put in place by state legislation and next steps involve securing state revenue to help support the network. TWLC is also working to better engage small employers in rural counties in helping to fund school-to-career activities in their counties. The director is employing different strategies such as using business-to-business outreach and having students speak to employers about the positive outcomes of school-to-career activities.

### Keys to Success

**Promote a collaborative environment.** TWLC has found an open, collaborative environment key to garnering needed support from an array of partners. By working closely with schools, businesses, and community leaders, TWLC has been able to secure sustainable funding and provide high quality services to as many students as possible.

**Be respectful of programs already in place.** At the outset, TWLC's director was careful to promote the organization's services as an addition and support to the local programs already in existence. This allowed for greater acceptance by local stakeholders and eventually to stronger, more extensive partnering.

**Take a business approach.** Recognizing the value of showing a positive return-on-investment to partners, TWLC has always taken a data-driven, value-added approach. TWLC provides its education, community, and business partners with data indicators that highlight, for example, the community economic and workforce development benefits that TWLC enables.

**Plan for sustainability from the beginning.** TWLC's director has worked towards sustainability from the first year by building relationships with schools, local businesses, and community organizations in order to gain support and future funding.

## Resources on Financing and Sustainability

### Publications from The Finance Project

***Creating Dedicated Local and State Revenue Sources for Youth Programs (2007).*** This brief outlines strategies to create dedicated local and state revenue sources for youth programs and profiles these strategies at work in different states and communities. Available online at [http://www.financeproject.org/publications/DLR\\_PM.pdf](http://www.financeproject.org/publications/DLR_PM.pdf)

***Finding Funding: A Guide to Federal Resources for Out-of-School Time and Community School Initiatives (2003).*** This comprehensive publication includes detailed information on all potential federal funding sources for out-of-school time programs. Available online at [www.financeprojectinfo.org/Publications/FundingGuide2003.pdf](http://www.financeprojectinfo.org/Publications/FundingGuide2003.pdf)

***Finding Funding: A Guide to Federal Sources for Youth Program (2007).*** This comprehensive updated publication includes detailed information on all potential federal funding sources for youth programs. Available online at [http://www.financeproject.org/publications/findingfunding\\_PM.pdf](http://www.financeproject.org/publications/findingfunding_PM.pdf)

***Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives (2006).*** This publication is designed to help new program directors find longer-term funding by providing concrete tips and examples of ways other out-of-school time initiative leaders have succeeded in replacing initial seed grant money and created a diverse portfolio of federal, state, local, and private funds. Available online at [www.financeprojectinfo.org/Publications/fttips.pdf](http://www.financeprojectinfo.org/Publications/fttips.pdf)

***Sustainability Planning Workbook (2003).*** This workbook helps program developers and community leaders clarify their vision, identify key issues in sustaining their work, and develop strategies to achieve their long-term goals. It includes a “planning to plan” guide and five step-by-step modules that help initiative leaders identify specific resources and strategies that are needed to successfully sustain effective programs and services. Order online at [www.financeproject.org](http://www.financeproject.org).

***Sustaining 21st Century Community Learning Centers: What Works for Programs and How Policymakers Can Help (2006).*** This report discusses the challenges to sustainability for 21CCCLC programs and the keys to program success. It also presents areas in which policymakers have the potential to affect program sustainability. Available online at [http://www.financeproject.org/publications/sustaining\\_21cclc.pdf](http://www.financeproject.org/publications/sustaining_21cclc.pdf)

***Thinking Broadly: Financing Strategies for Youth Programs (2007).*** This brief presents principles for effective financing. It describes five financing strategies that can be used to support youth programs and indicates how program leaders, intermediaries, and policymakers can implement these strategies. Available online at [http://www.financeproject.org/publications/Thinkingbroadly\\_PM.pdf](http://www.financeproject.org/publications/Thinkingbroadly_PM.pdf)

***Using NCLB Funds to Support Extended Learning Time: Opportunities and Challenges for Afterschool Programs (2005).*** This brief provides examples, tips, and considerations for afterschool programs navigating recent changes in federal education funds supporting afterschool programs. Available online at <http://www.financeproject.org/publications/usingnclbfunds.pdf>



## Other Resources

### **Afterschool Investments State Afterschool Profiles**

*<http://nccic.acf.hhs.gov/afterschool/statep.html>*

The Afterschool Investments Project, a technical assistance project supported by the U.S. Child Care Bureau, has developed profiles for each state to provide a snapshot of the “state of after-school.” The profiles afford an opportunity for you to learn about funding resources and initiatives in your state.

### **Federal Funding Basics**

*<http://www.afterschool.gov/docs/federalFunding.html>*

This section of the Afterschool.gov website provides you with general information about the major types of federal funding that support afterschool programs.

### **The Finance Project Federal Funding Catalog**

*<http://financeproject.org/fedfund/>*

This up-to-date, online tool enables program leaders to search for federal funding sources relevant to their needs. It brings together information on funding sources and their purposes, who can apply, the flow of funds, application processes and requirements, and links for additional information.

### **Financing an After School Program: A Resource Guide**

*[http://nccic.acf.hhs.gov/afterschool/financing\\_ap.pdf](http://nccic.acf.hhs.gov/afterschool/financing_ap.pdf)*

This resource guide, developed by the Afterschool Investments Project, highlights publications and resources to help you support and sustain your program over time.

### **Grants.gov**

*<http://www.grants.gov>*

This website is a single, comprehensive location for finding and applying for all federal grant programs. The cross-agency website has information about more than 800 grant programs involving all 26 federal grant-making agencies and can guide you through the process of applying for funding.

### **Searchable Database of Federal Funding Sources**

*<http://www.acf.hhs.gov/afterschoolfund>*

The Afterschool.gov website provides a searchable database of federal funding sources that support afterschool programs. Through the links provided on this site, you can find funding that can help support your program, learn more about the different types of federal funds, and view key resources on how to write effective grants.

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# The Finance Project

***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 [www.financeproject.org](http://www.financeproject.org).

## **The Out-of-School Time Technical Assistance Project**

This tool is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the Charles Stewart Mott Foundation. These tools and resources are intended to assist policy makers, program developers and community leaders in developing financing and sustainability strategies to support effective initiatives. To access these resources and for additional information on this project, visit: [www.financeproject.org/osthome.htm](http://www.financeproject.org/osthome.htm).



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