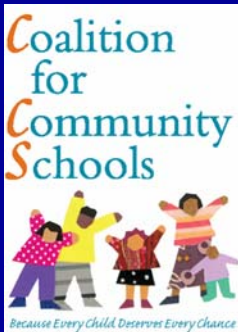


# Making the Most of the American Recovery and Reinvestment Act of 2009

## A Guide for Full-Service School Leaders and Community Partners

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By Katherine Gaughen, Nichole H. Stewart, Robert LaVallee and Alexandra Zvara



To address the economic crisis facing the country, the President signed the American Recovery and Reinvestment Act (ARRA) into law on February 17, 2009. The ARRA offers numerous opportunities for full-service school leaders and may provide the necessary funding to prevent significant decreases in operating budgets. One of the largest investments in ARRA is in education-related programs, which provide an opportunity to advance school reform and improvement efforts, and funding opportunities from a number of federal agencies can be used to support the major components of full-service schools. This brief will help full-service school leaders and community partners, as well as state and local education leaders considering how to positively impact struggling schools, to strategically target funding sources that hold the most promise for their initiatives.

The ARRA may not alleviate all fiscal challenges for full-service schools, but it is expected to ease some of the budgetary burdens that leaders are likely to experience in the next few years while the economy recovers. Given the range of possible funding streams and the significant demand for funding from many social programs, full-service school leaders and their community partners will be most successful when they use a strategic approach to accessing funds and focus their efforts on the sources that are most likely to meet the needs of their specific initiative.

Full-service schools go by many names, including *community schools*, *community learning partners* and *integrated services in schools*. For the purposes of this brief, the term full-service schools is broadly defined as both the place and a set of partnerships between a school and other community resources that have an integrated focus on academics, health and social services, youth and community development and community engagement, and can contribute to improved student learning, stronger families and healthier communities.

This brief provides full-service school leaders and their community partners with information to help them consider the funding sources in ARRA most closely aligned with the goals of full-service schools. Each of the ten funding sources highlighted were selected based on the applicability to full-service schools and their relevance to funding family supports, healthcare, education and out-of-school time initiatives. The brief provides a framework for identifying and assessing the funding opportunities and discusses considerations for how best to access and leverage these one-time resources. The information in this brief is organized into four sections:

- Considerations for Accessing Funding;
- Investments for Full-Service Schools;
- Assessing Funding Opportunities; and
- Preparing to Secure ARRA Funds.

## Considerations for Accessing ARRA Funding<sup>1</sup>

The funding provided by ARRA represents significant additional investments in human services and infrastructure. However, given intense competition for these funds within states, full-service school leaders and their key partners will need to be strategic in determining what funding source, what types of investments, and what partnerships represent the greatest opportunities. The following are important considerations to take into account when considering whether and how to access ARRA funding:

- **ARRA funding is short term.** None of the funding allocated through ARRA is expected to continue beyond 2011. Short-term funding is most appropriate for building capacity to deliver services, covering start-up costs for improvements in delivery structures, and building infrastructure to support full-service schools quality or service enhancement. While these funds can fill critical gaps, they do not offer long-term support for expansion of services. Thus, it will be critical for leaders to think about what other funding sources can be blended and braided to help sustain ARRA investments beyond 2011.
- **The allocation process will be swift.** The first money will flow in early March, and many of the bill's provisions require spending plans to be in place in less than three months. Given the strong emphasis on accountability and transparency, administrators of funds will likely have a keen focus on ensuring a fair and open process is used to allocate ARRA funds. For some programs, stimulus funds will be added to existing allocation mechanisms but new reporting requirements or plan amendments will be expected. As some funding will be allocated quickly, those schools and community partners with ready fund development capacity are better positioned to be able to produce high quality proposals on tight timelines.
- **Priority is given to “investment-ready” programs.** Given the expected swift allocation process, priority is likely to be placed on projects that are ready for investment now (i.e. “shovel ready”). In many cases, there will be little time for the creation of new partnerships or new pro-

grams. Community school collaborations are complex and take time to mature. It is better to focus on expanding or enhancing efforts that are already underway rather than launching a new program that may not be sustainable once ARRA funds end.

- **Decision making and control will vary by funding source.** ARRA contains increases in a vast array of federal funding programs. Each funding stream has its own requirements, decision-making and accountability processes. For each funding source, full-service school leaders will need to understand how the allocation process works, who the relevant decision-makers are in their state or community, and how to best to align their needs and interests with established funding priorities. Full-service school leaders should assess their current partnerships and relationships with the governor, legislators, state administrators, and local stakeholders to determine which funding streams will be most accessible.
- **The Act places a strong emphasis on accountability.** Given the size of the federal stimulus funding and public concern over lax oversight of initial federal economic investments, ARRA funding will be subject to greater standards of accountability and transparency. Schools and community partners with data collection capacity and a demonstrated record of success will be able to compete more effectively for stimulus funds.
- **ARRA creates opportunities for leveraging additional funding.** Grantees that can demonstrate accountability and successful outcomes with the ARRA funds available immediately will be well-positioned for future funding opportunities, such as Phase II of Title I funds and the Innovation Fund. Although ARRA funding is short-term, it can create longer-term financing opportunities for full-service schools. The majority of ARRA funding is allocated through existing federal formula/block and discretionary grant programs, like Title I and the Workforce Investment Act (WIA), among others. The recent enactment of the Edward M. Kennedy Serve America Act, for example, reauthorized and expanded national service programs administered by the Corpora-

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<sup>1</sup> Adapted from M. Flynn-Khan and B. Langford, *Opportunities in the American Recovery and Reinvestment Act for Supports and Services for Youth Transitioning from Foster Care* (Washington, D.C.: The Finance Project, 2009), <http://www.financeproject.org/publications/StimulusBrief32409.pdf>.

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tion for National and Community Service; including an increase in AmeriCorps from 75,000 to 250,000 positions (funding for CNCS has not yet been appropriated). Thus, full-service school leaders can build off their success in using ARRA funds to access on-going funding opportunities.

### Investments for Full-Service Schools

To avoid the pitfall of simply chasing money, any analysis of funding opportunities should begin with a clear understanding of exactly what is to be financed. The same holds true for ARRA. Full-service school leaders, in collaboration with community partners, should begin by determining their funding priorities and then identify the ARRA funding streams that are best aligned with those priorities.

ARRA provides an opportunity for full-service school leaders to support short-term, strategic investments that help build capacity and infrastructure to enhance quality and accountability. By prioritizing investments that can have a significant impact in a short time-frame, full-service school leaders can position their initiatives for long-term sustainability and avoid the “funding cliff” that will occur when ARRA funds run out in 2011. Some examples of investments that full-service schools may consider include:

- **Cross-system professional development.** Running effective full-service schools requires unique skills. Consider using funding to provide principals, school leaders and community partners with trainings on topics that help them run an effective initiative, such as how to develop expanded student outcome measures or how to build shared leadership.
- **Data systems and data collection.** Data collection systems help full-service schools in two ways. First, they facilitate effective coordination across partner agencies to provide quality services. Second, they provide the evidence that demonstrates the value of full-service schools to policy makers and the larger community. Investing in data collection systems is a good example of a short-term investment that offers long-term impact and value.
- **On-site coordinators.** Because they ensure seamless delivery of services to children and families, on-site coordinators are the linchpin in

full-service schools. Investing in the hiring, training and retention of high-quality coordinators can be an excellent way to build the quality and capacity of full-service school initiatives. Hiring staff or otherwise extending programming with stimulus funds does involve the risk of having to scale back those positions or programs later; however, that risk may be outweighed by the possibility that a successful demonstration of value will lead to local investment for ongoing support.

### Assessing Funding Opportunities

Although there are an array of ARRA funding sources that can support full-service schools, leaders cannot and should not pursue every funding opportunity. Rather, it is important for full-service school leaders to prioritize opportunities that align with their needs and circumstances and are likely to yield the most significant impact. The following questions are designed to help full-service school leaders assess the potential benefits, costs and feasibility of pursuing particular funding opportunities:

- **Use of funding.** What types of investments can the funding source support? Does it align with the initiative’s priorities and needs?
- **Amount of funding.** How much money will it generate? Do the benefits outweigh the costs of applying for and managing the funding?
- **Timing.** Are the school and community partners prepared to apply for and expend funding quickly? How will the investment be sustained when ARRA funding ends? Are there opportunities to use funds that are available earlier on to leverage additional funding?
- **Flow of funding.** How will funds be disbursed? Are key partnerships in place to access funding?

The tables below identify the most significant funding streams that may meet full-service schools short- and long-term funding needs and are intended to provide a quick guide to funding opportunities to research further and consider pursuing. Leaders should closely review all available funding sources to find the best fit for their needs. The tables are divided to reflect the four major components of full-service schools— education, out of school time, healthcare, and family supports. In many cases a funding stream may be available to support more than one area.

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The funding streams profiled include:

- Education**
  - Title I
  - The Innovation Fund
  - Race to the Top Grant
  - Impact Aid
  - Enhancing Education through Technology
- Out-of-School Time**
  - Workforce Investment Act: Youth Training and Employment Services
  - Child Care and Development Block Grant
- Health Care**
  - Prevention and Wellness Fund
  - Health Information Technology for Economic and Clinical Health Act
- Family Supports**
  - Community Services Block Grant
  - Nonprofit Capacity Building Grants

## Education

Shoring up State education budgets and reducing the achievement gap are the major goals of ARRA funding for education. Recent guidelines from the Department of Education encourage the use of ARRA funds to drive school reform and improvement efforts, and include full-service schools as a strategy for leaders to consider (see [www.ed.gov/policy/gen/legal/recovery/guidance/uses.doc](http://www.ed.gov/policy/gen/legal/recovery/guidance/uses.doc)). ARRA funds can support local education agencies, including schools and school facilities; specialized services to children and youth, especially those at-risk; and innovative programs that partner with non-profit community based organizations or universities. Full-service school leaders who are seeking ARRA funds should be prepared to demonstrate their capacity for and experience with evidenced-based approaches that support clear outcomes for reducing the achievement gap between chronically underperforming students and their higher performing peers. For more information about ARRA funding streams that support education, visit the U.S. Department of Education’s ARRA website at <http://www.ed.gov/policy/gen/leg/recovery/index.html>. Additional guidance about the allowable uses of Title I, including full-services schools, is forthcoming.

Funding Source	Use of Funding	Amount of Funding	Timing	Flow of Funding
<p><b>Title I</b> provides funding to programs that promote school improvement and the education of underserved youth.</p>	<ul style="list-style-type: none"> <li>• Enrichment Programming</li> <li>• Family Supports</li> <li>• Out-of-School Time</li> <li>• Parent Involvement</li> <li>• Professional Development</li> </ul>	<p><b>PHASE I</b></p> <ul style="list-style-type: none"> <li>• \$5 billion in grants to LEAs</li> <li>• \$5 billion in incentives to States</li> </ul> <p><b>PHASE II</b></p> <ul style="list-style-type: none"> <li>• \$3 billion in subgrants to for school improvement</li> <li>• Higher allocations to districts with a high population of low-income students.</li> <li>• 40% of funding must support middle and high schools</li> </ul>	<p><b>PHASE I</b></p> <ul style="list-style-type: none"> <li>• 50% of each state's funds were awarded in April 2009.</li> <li>• Remaining 50% awarded when state meets accountability and reporting requirements.</li> </ul> <p><b>PHASE II</b> Fall 2009</p>	<p><b>PHASE I</b></p> <p>Funding flows to states, territories, federally recognized tribes and LEAs.</p> <p><b>PHASE II</b></p> <p>Funding will flow to schools via subgrants from states.</p>

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### Education cont.

Funding Source	Use of Funding	Amount of Funding	Timing	Flow of Funding
<p><b>The Innovation Fund</b> provides funding to expand initiatives aimed at closing the achievement gap.</p>	<ul style="list-style-type: none"> <li>• Enrichment and Out-of-School Time Programming</li> <li>• Professional Development</li> </ul>	<p>\$650 million total</p>	<p>Grants will be available July 1, 2010.</p>	<ul style="list-style-type: none"> <li>• Funding will flow to LEAs and schools, as well as non-profits and universities who partner with LEAs.</li> <li>• Full-service schools must show that they have closed achievement gaps, be able to provide best practice models to other entities, and secure matching funds from private sector partners.</li> </ul>
<p><b>Race to the Top Grant</b> is a component of the State Stabilization Funds which supports states making dramatic progress in student achievement and effectively using other ARRA funds.</p>	<ul style="list-style-type: none"> <li>• Enrichment Programming</li> <li>• Out-of-School Time Programming</li> </ul>	<p>\$650 million of State Stabilization Funds will go to the Race to the Top Grant.</p>	<p>Grants will be available in the fall of 2009 and the spring of 2010.</p>	<p>Funding will flow from states to LEAs and non-profits who partner with one or more LEAs or a consortium of schools</p>
<p><b>Impact Aid</b> provides funding for school construction to increase the use of energy efficient materials and address health and safety threats to children.</p>	<ul style="list-style-type: none"> <li>• School Construction</li> <li>• School Renovation</li> </ul>	<ul style="list-style-type: none"> <li>• \$100 million total</li> <li>• Up to \$1 million can be used for management and oversight.</li> <li>• 40% of funds will be formula grants</li> <li>• 60% will be competitive grants</li> </ul>	<ul style="list-style-type: none"> <li>• Formula grants were awarded in April 2009.</li> <li>• The competitive grants notice will be available in July 2009 and due by November 2009.</li> </ul>	<p>Funding will flow to states, territories and federally recognized tribes</p>
<p><b>Enhancing Education Through Technology</b> provides funding to improve student achievement through technology, ensure all students are technologically literate, encourage integration of technology and professional development and establish successful research-based instructional methods that utilize technology.</p>	<ul style="list-style-type: none"> <li>• Enrichment Programming</li> <li>• Out-of-School Time</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• \$650 million states based on their share of funding under Part A of Title I.</li> <li>• States distribute 50% of funds to LEAs and 50% of funds to other eligible entities, including schools and community-based organizations.</li> <li>• States may retain up to 5% of funds for state-level activities.</li> </ul>	<p>Funds will be available in Fall 2009.</p>	<p>Funds will flow to states and then to LEAs, schools, nonprofit organizations; and universities.</p>



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### Out-of-School Time

Research documenting the positive impact of out-of-school time on children's school success and personal well-being has elevated afterschool and extended learning opportunities into the education reform agenda. ARRA funding provides state agencies, schools, community based organizations, and private partners with opportunities to build capacity in a number of ways—through increases in staffing, training and access to quality school age programs. Additional funding can address gaps in available programming as well as strengthen state and local systems that provide services to youth during out-of-school time.

Funding Source	Use of Funding	Amount of Funding	Timing	How Funds will Flow
<p><b>Workforce Investment Act Youth Training and Employment Services</b> provides funding for low income youth ages 14-24 to acquire skills, training, and support to achieve academic and employment success, with a focus on creating summer employment opportunities.</p> <p><i>For more information about this funding stream, visit the U.S. Department of Labor's ARRA website at <a href="http://www.dol.gov/Recovery/">http://www.dol.gov/Recovery/</a>.</i></p>	<ul style="list-style-type: none"> <li>• Out-of-School Time</li> <li>• Youth Development</li> </ul>	<ul style="list-style-type: none"> <li>• \$1.2 billion total for youth activities</li> <li>• States may develop an estimate of the funds they will receive based on their historic percentage of WIA funds applied against the total.</li> </ul>	<p>Funds were released in April 2009, must be obligated by September 2010, and spent by June 30, 2011 in line with current regulations.</p>	<ul style="list-style-type: none"> <li>• Funds will flow to states, territories, and outlying areas that receive youth training activities funds.</li> <li>• States are required to submit a one-year extension of their WIA/Wagner-Peyser Strategic State Plans by April 15th and a modification by June 30.</li> <li>• Full-service schools should partner with state and local workforce investment boards. States are required to make funds available to local areas within 30 days of allotment, so local planning should as soon as possible.</li> </ul>
<p><b>Child Care and Development Block Grant</b> provides funding to assist low-income families with child care.</p> <p><i>For more information about this funding stream, visit the U.S. Department of Health and Human Service's ARRA website at <a href="http://www.hhs.gov/Recovery/">http://www.hhs.gov/Recovery/</a>.</i></p>	<ul style="list-style-type: none"> <li>• Out-of-School Time</li> <li>• Professional Development</li> <li>• Quality Activities</li> </ul>	<ul style="list-style-type: none"> <li>• \$2 billion total</li> <li>• States may develop an estimate of the funds they will receive based on their historic percentage of CCDBG funds applied against the total.</li> </ul>	<ul style="list-style-type: none"> <li>• Funds were released in April 2009.</li> <li>• Funds will not require a state match.</li> <li>• Funds must be obligated by September 2010 and spent by June 30, 2011 in line with current regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Funds flow to states, territories, and federally recognized tribes. Lead agencies may contract with or award grants to public or private entities to administer programs and provide services, including child care providers, community- and faith-based organizations, recreation programs, schools, and public and private social service agencies.</li> <li>• Full-service schools should partner with the CCDBG state agency.</li> </ul>

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### Health

A cornerstone of the full service school model is increasing access to health care services for children and their families. Much of the ARRA funding is targeted to increasing access to preventative health care services, especially for low-income populations. In addition, since the Medicaid Federal Medical Assistance Percentage (FMAP) rate is increasing, school-based health clinics that currently bill Medicaid will see a rise in their reimbursement rates. Full service school leaders that take innovative approaches to partnering with community health centers to increase access to health services, training of staff, and the range of health services offered should be well-positioned for ARRA funding. *For more information about funding streams that support school-based health services, visit the U.S. Department of Health and Human Service's ARRA website at <http://www.hhs.gov/recovery/>.*

Funding Source	Use of Funding	Amount of Funding	Timing	Flow of Funding
<p><b>Prevention and Wellness Fund</b> provides funding for immunization programs, and evidenced-based clinical and community-based prevention and wellness strategies.</p>	<p>School-based Health Centers</p>	<ul style="list-style-type: none"> <li>• \$1 billion total will be administered by the Department of Health and Human Services.</li> <li>• \$300 million will go to the Center for Disease Control.</li> <li>• \$650 million will be allocated for evidenced-based clinical and community-based prevention and wellness strategies.</li> <li>• \$50 million will be distributed to States to implement health-care associated infection reduction strategies.</li> </ul>	<p>There is no current information on when the Prevention and Wellness Funds will be released.</p>	<p>Funds will flow to states, territories and federally recognized tribes.</p>
<p><b>Health Information Technology for Economic and Clinical Health Act</b> is intended to promote the widespread adoption of health information technology (HIT) to support the electronic sharing of clinical data among hospitals, physicians, and other health care stakeholders.</p>	<p>School-based Health Centers</p>	<p>\$2 billion will be administered through the Office of the National Coordinator for Health Information Technology.</p>	<p>There is no current information on when the HITECH funds will be released.</p>	<p>Funds will flow to states, territories, federally recognized tribes, health care providers, health insurance issuers and community health centers.</p>

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## Family Supports

Several funding sources in ARRA are targeted towards increasing family supports. In addition to the funding streams listed below, which full-service schools can utilize directly to support their programming, increases in several other funding sources – including Temporary Assistance to Needy Families, the Supplemental Nutrition Assistance Program, Emergency Food and Shelter, and the Earned Income Tax Credit – can provide direct support to families affected most by the economic downturn. These funding sources can support related initiatives or be blended and braided to offer more comprehensive services to families, such as one-stop centers that meet the multiple needs of low-income families. Full-service school leaders play an important role in ensuring that families have access to this expanded public support system. *For more information about the Community Services Block Grant and Non-Profit Capacity Building Grants, visit the U.S. Department of Health and Human Service’s ARRA website at <http://www.hhs.gov/recovery/>.*

Funding Source	Use of Funding	Amount of Funding	Timing	How Funds will Flow
<p><b>Community Services Block Grant</b> provides funding for general social services to alleviate the causes and conditions of poverty in communities.</p>	<ul style="list-style-type: none"> <li>• Youth Employment</li> <li>• College Access and Preparatory Programs</li> <li>• Health</li> <li>• Community Building</li> </ul>	<ul style="list-style-type: none"> <li>• \$985 million total</li> <li>• States may develop an estimate of the proportion of funds they will receive based on their historic percentage of CSBG funds applied against the total.</li> </ul>	<p>Funds were released in April 2009.</p>	<ul style="list-style-type: none"> <li>• Funds will flow to states, territories, and federally recognized tribes.</li> <li>• States will be required to submit an amendment to their FY2009 CSBG Application and Plan.</li> <li>• Full-service schools should partner with community action agencies, community-based organizations, local government agencies, and faith-based organizations.</li> </ul>
<p><b>Non-Profit Capacity Building Grants</b> awards grants directly to non-profit organizations to expand the delivery of social services to individuals/ communities affected by the economic downturn.</p>	<ul style="list-style-type: none"> <li>• Benefits Planning and Outreach</li> <li>• Coordination and Collaboration</li> <li>• Equipment and Supplies</li> <li>• Financial Assistance</li> <li>• Research and Evaluation</li> <li>• Technology</li> <li>• Technical Assistance and Training</li> </ul>	<p>\$50 million awarded by the Administration of Children and Families' Office of Community Services (the maximum grant is \$1 million).</p>	<p>The application deadline for competitive grants is July 7, 2009</p>	<ul style="list-style-type: none"> <li>• Funds will flow to agencies that work with nonprofit organizations.</li> <li>• Grantees must use at least 55% of the award to provide competitive financial assistance for non-profit organizations.</li> </ul>

When reviewing these funding streams, it is critical to assess the potential benefits, costs and feasibility of pursuing them—and target those that are likely to result in a short-term impact that could lead to longer-term funding. The ability to track data and measure progress will be critically important as full-service school leaders attempt to leverage short-term ARRA funding into long-term opportunities. Those school leaders and community partners that are able to report positive, measurable outcomes with ARRA funding will be better positioned to leverage their success into long-term funding opportunities.

Given the focus on accountability, recipients of the funds must be committed to tracking and reporting their expenditures. For funding streams that the full-service schools may already receive, such as Child Care and Development Block Grant funds, recipients of ARRA funding must separately track and report how the stimulus funds are spend. The Office of Management and Budget and the Department of Education have released guidance, available at [www.recovery.gov](http://www.recovery.gov); and similar instruction from other federal agencies is forthcoming.



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Full-service school leaders should consider whether the benefits of accessing ARRA funding will outweigh the reporting burden, especially in light of the short-term nature of the funds.

### Preparing to Secure ARRA Funds<sup>2</sup>

Once full-service school leaders have identified and assessed the funding streams that are a good match for their specific initiative, they can begin preparing to secure those funds. The following are tips to help prepare for accessing stimulus funds:

- 1. Build on Full-Service School Successes.** Use language from successful grant applications and proposals and ensure that evaluation and outcome data is up to date. The ability to demonstrate a track record of academic achievement, success providing work supports to families, financial solvency and sustainability will help your applications. Gather data from the initiative to create compelling narratives describing positive outcomes for students, families and community.<sup>3</sup>

In addition to highlighting data that demonstrates full-service school success as related to the particular grant, also consider showcasing data that relates to the larger goals of the economic stimulus package, including job creation and economic security.

- 2. Secure Help with Grant Writing.** An experienced and knowledgeable grant writer can help a school leader or community partner write a compelling application to respond to requests for proposals. Meet with the grant writer as soon as possible to provide background information on the initiative, existing documents and data that will be needed to complete applications. Regardless of whether the grant writer is freelance or in-house, this individual must be familiar with the grant proposal processes of the federal government. Examples of successful grant applications can be found at:

- U.S. Department of Education  
<http://ed.gov/about/inits/list/fbci/grants2.html>
- U.S. Department of Health and Human Services  
<http://www.hhs.gov/grants/index.html>
- U.S. Department of Justice  
<http://www.usdoj.gov/10grants/>

- 3. Prepare Electronically.** Applications for federal discretionary grants must be made through the electronic grants system, so it is important to activate an account in advance. Allow time for the processing the registration: the Grants.gov site indicates that the registration process “can take between three to five business days, or as long as two weeks.”

In addition to registering early, school leaders and community partners should also familiarize themselves with the online grant management systems in order to minimize any glitches when it is time to submit the grant application. It is also useful to prepare your grant application in a Microsoft Word document in advance and then cut and paste it into the electronic grants system, especially since the system occasionally experiences difficulty during times of increased demand.

For federal funding through the U.S. Department of Education, the portal for electronic grants is found at: <https://e-grants.ed.gov/>. For federal grants through other departments, such as the Department of Treasury or the Department of Health and Human Services, the portal is found at <http://www.grants.gov/>.

- 4. Collaborate with State and Local Entities.** Build on existing relationships with state and local education agencies, workforce investment boards, health and human service agencies, and community-based and faith-based partners. Schedule strategic meetings to discuss promising funding opportunities. Prepare key partners for the possibility that the full-service school may be well-positioned to apply for grant funding as a partner, collaborator, or sub-grantee. Consider reserving time on key staff members’ calendars to develop proposal components, including letters of support.

- 5. Stay Informed About Funding Opportunities.** The ARRA is on a fast track at the federal level for getting the funds out to states and local communities quickly. Consult the newsletters and websites of your state government, intermediary and advocacy organizations, Federal agency websites, and monitor the *Federal Register* to stay abreast of information on funding opportunities and grant announcements. Additional resources to monitor the ARRA are included at the end of this brief.

<sup>2</sup> Stelow, S. (2009). *Preparing to Take Advantage of New Programs in the Economic Stimulus Package: Considerations for Out-of-School Time Providers and Stakeholders*. Washington, D.C.: The Finance Project. <http://www.financeproject.org/publications/EconomicStimulus.pdf>.

<sup>3</sup> For more grantwriting tips, see Michelle Ganow Jones, *Getting the Grant: A Guide to Securing Additional Funds for Afterschool Education and Safety Programs* (Washington, D.C.: The Finance Project, August 2007), [http://www.financeproject.org/Publications/FINA\\_GrantwritingGuide.pdf](http://www.financeproject.org/Publications/FINA_GrantwritingGuide.pdf).

## Making the Most of the American Recovery and Reinvestment Act

### **Conclusion**

The economic downturn has increased concerns about full-service schools' ability to sustain themselves through difficult times; yet opportunities exist in the American Recovery and Reinvestment Act to help finance those that are poised to act quickly. Leaders of full-service schools, and their community partners, who think about their institutional needs based on a strategic decision-making framework and who are able to leverage existing partnerships at the state and local level can benefit from ARRA. Leaders should also be mindful of the potential to leverage short-term ARRA funding into long-term opportunities. For example, those schools that successfully utilize the increase in Title I funds and demonstrate positive outcomes will be well-positioned to compete for Innovation Funds. The information in this brief is intended to highlight promising opportunities and guidance around pursuing the short-term funding available through ARRA, so that full service schools can continue to provide valuable services for children, youth, and families in their community.

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## **Additional Resources**

To track ARRA funding, visit the following websites:

- American Recovery and Reinvestment Act at [www.recovery.gov](http://www.recovery.gov).
- For information on initiatives funded through stimulus funds searchable by state or city and federal program, visit [www.stimuluswatch.org](http://www.stimuluswatch.org).
- For a list of all actions taken by the federal government to address the economic downturn, visit <http://www.usbudgetwatch.org/stimulus>.
- For information on the Senate Appropriations Committee and to access the full text of ARRA, visit <http://appropriations.senate.gov/>.

The Finance Project also has several publications available regarding specific funding streams to support education, out-of-school time, healthcare and family supports. To view the publications, click on the following links:

### **To find federal funding, see:**

- [Federal Funding Database](#)
- [Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives, Revised and Updated](#)

### **To learn more about specific funding streams, see:**

- [Corporation for National and Community Service Funding Opportunities for Afterschool](#)
- [Using CDBG to Support Community-Based Youth Programs](#)
- [Title I Supplemental Educational Services and Afterschool Programs: Opportunities and Challenges](#)
- [Using CCDF to Finance Out-of-School Time and Community School Initiatives](#)
- [Using NCLB Funds to Support Extended Learning Time: Opportunities for Afterschool Programs](#)
- [Using TANF to Finance Out-of-School Time Initiatives](#)
- [Using the Workforce Investment Act to Support Out-of-School Time Initiatives](#)

### **To learn more about ARRA funding for specific groups, see:**

- [Guide to Federal Funding Sources for the Jim Casey Youth Opportunities Initiative and Other Youth Initiatives](#)
- [Preparing to Take Advantage of New Programs in the Economic Stimulus Package: Considerations for Out-of-School Time Providers and Stakeholders](#)
- [Preparing to Take Advantage of New Programs in the Economic Stimulus Package: Considerations for Charter School Operators and Authorizers](#)

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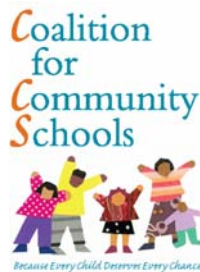
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This guide was developed by The Finance Project, in collaboration with the Coalition for Community Schools



**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 Coalition for Community Schools is an alliance of national, state and local organizations in education K-16, youth development, community planning and development, family support, health and human services, government, and philanthropy, as well as national, state and local community school networks. The Coalition advocates for community schools as the vehicle for strengthening schools, families and communities so that together they can improve students learning. The Coalition's mission is to mobilize the resources and capacity of multiple sectors and institutions to create a united movement for community schools. To learn more, visit [www.communityschools.org](http://www.communityschools.org).