

**SUSTAIN-
ABILITY
PLAN**

**MANAGEMENT
SYSTEMS**

**HIGH
QUALITY
PROGRAMS**

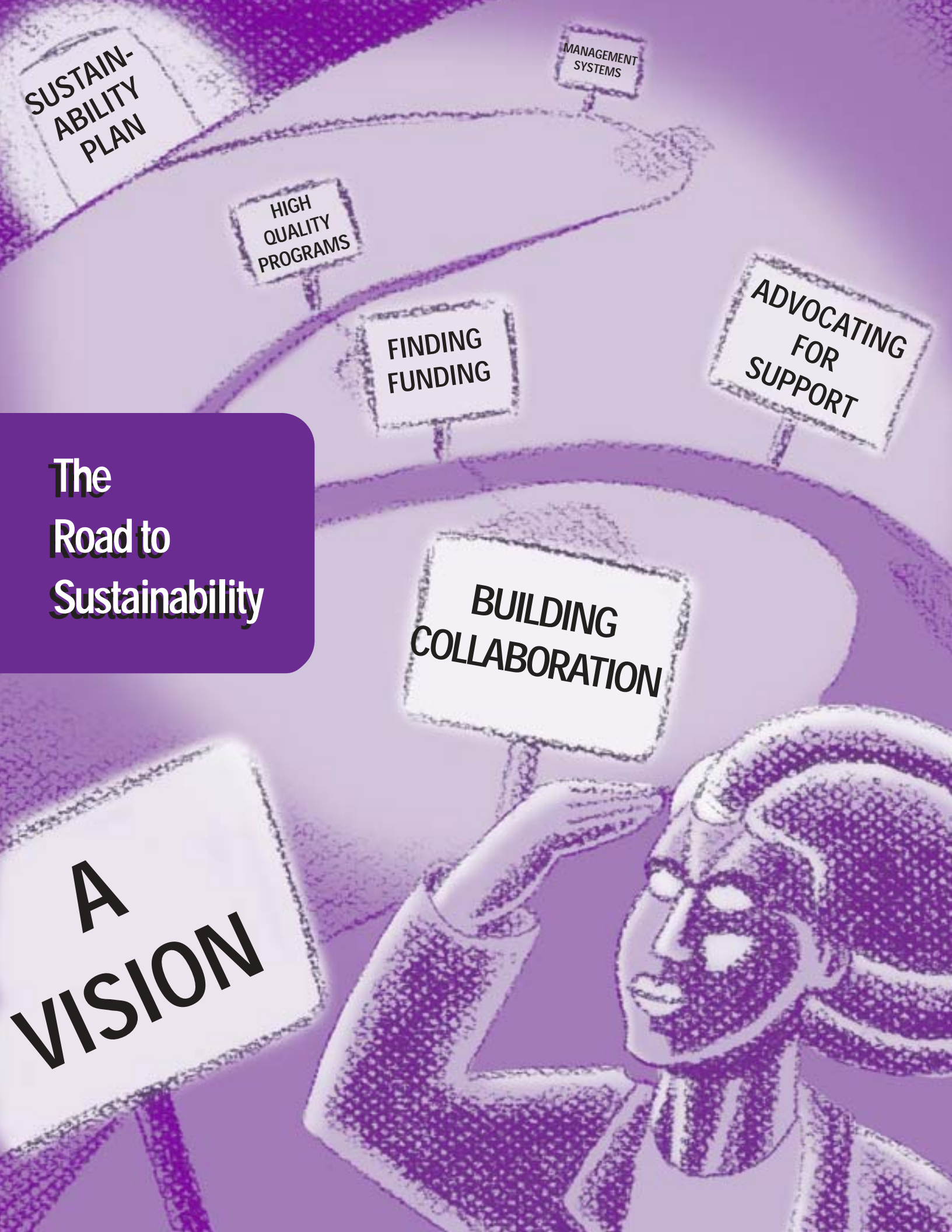
**FINDING
FUNDING**

**ADVOCATING
FOR
SUPPORT**

**BUILDING
COLLABORATION**

**The
Road to
Sustainability**

**A
VISION**



Sustainability Workbook

Table of Contents

Overview	2
Beginning to Create a Sustainability Plan	4
Building Collaboration to Strategically Secure Resources	5
Sample Network Map	9
My Network Map	10
Building Collaboration Worksheet	11
Advocating for Support	12
Advocating for Support Worksheet	17
Finding Funding	18
Starting to Piece Together Funding	24
Finding Funding Worksheet	25
Designing a Sustainability Plan	26
Template for a Formal Sustainability Plan	30
Long-Range Plan Grid	32
Action Plan Grid	33
Research on Sustainability of Afterschool Programs	34
Case Studies	36
RESOURCES for Sustainability	42
Sustainability Workbook Evaluation Form	48

Overview

Sustainability. Everyone wants it; everyone sees it differently.

sus·tain`a·bil`i·ty: *n.*

Capable of being prolonged; to keep up; to withstand.

More often than not, sustainability is thought to mean raising money. But money is only part of the equation. In fact, you can't raise money without having a quality program, and you can't prove you have a quality program unless you can show results, and you can't show effective results unless you have good management practices...and so it goes. Sustainability therefore, is many things that in combination make something capable of lasting over time.

“Sustainability goes beyond financial (consideration)...Funding is essential, but all of the building blocks need to stand up tall first.”
- **A 21st Century Community Learning Center afterschool program director**

In the case of fully developed afterschool programs, getting to sustainability requires a carefully constructed **plan** composed of a number of critical components. First and foremost among those components is a **vision**. Remember, your vision isn't only what you want your program to achieve; rather, it starts with why you're doing what you're doing. What are your hopes for the children and families you serve in your program?

As for other critical components, there are several. For starters, a broad base of support to ensure that the program continues on a long- term basis.

Indeed, a truly sustainable afterschool program has an array of community supporters and partners who are critical to assessing kids' needs and discovering community resources. As the starting point for building a sustainable program. Together your supporters and partners are the people and organizations that will ensure that quality is paramount and who will be the first to speak out for a supportive policy and funding climate. More than anyone else, they know that afterschool programs have proven that they keep kids safe, improve academic achievement and help working families. Therefore your program is a community asset that needs to be sustained.

This workbook will focus upon three fundamental elements:

“Make sure (newly funded programs) are aware from the beginning that they will need to also think about sustainability. We took the ball and ran, and now we realize that the ball needed to be kept bouncing!...I'd say plan ahead at all times.”
- **A 21st Century Community Learning Center afterschool program director**

1. Building Collaboration

Strategically considering whose support you need in your community, and developing appropriate outreach efforts and vehicles for involvement in your programs, and utilizing their resources to contribute to both the quality and sustainability of the program.

2. Advocating for Support

Rallying leaders from education institutions, businesses, community- and faith-based institutions, government and other parts of the community and encouraging them to use their power and influence to generate support for your program.

3. Finding Funding

Determining the resources you will need and systematically developing a variety of financing strategies and funding sources to provide a diverse and stable base of resources over time.

Getting to sustainability is not always simple. Certainly there are challenges. The constantly changing environment in which afterschool programs operate buffets our efforts to strive for sustainability. The dynamic nature of communities affects programs' community partnerships. The unpredictable climate for policy related to afterschool and youth programs alters programs' advocacy efforts. The shifting landscapes of afterschool funding impacts how programs pursue funding. Moreover, characteristics of afterschool programs will impact how a program approaches the sustainability challenge. Differences in program size, location, history and community partners will shape each program's sustainability efforts. Hence, sustainability is an ongoing and complex challenge.

"Have a clear picture of what the program will look like and know it is workable, rather than grandiose and unreachable...Know where you are going."

- A 21st Century Community Learning Center afterschool program director

The good news is that yours is not the first program to face a serious sustainability challenge. Many have worked through these issues over time and successfully achieved broad support for their programs. There are many lessons to be learned from the successes and failures of those that have already faced these challenges. (See Case Studies)

This workbook will outline some of the strategies that have proven successful in approaching sustainability, start you on your way to developing that all-important sustainability plan, and point you to more detailed, specific resources that explore the range of important elements your final plan should entail. Use this workbook on your road to sustainability.

Getting Started

Before we begin, briefly assess where your project is by completing the following worksheet, "Beginning to Create Sustainability Plan."

Beginning to Create a Sustainability Plan

Our program's vision:

Our program has already taken these steps toward sustainability:

Our program needs to take these steps toward sustainability:

Building Collaboration to Strategically Secure Resources

Experience shows that the most successful afterschool programs are based on broad partnerships between communities and schools. Community partners bring an array of resources that contribute to both the quality and the sustainability of afterschool programs. For example, a school could provide the space and staff, the local parks and recreation department could provide sports activities, a local business could provide computers, and a local arts organization could provide instruction in drawing or pottery. Working with a diverse group of community partners can increase the potential for sustainability because each partner organization comes with its own constituency and contacts that provide a range of support that can benefit afterschool. To demonstrate how this might work, using our example above: the school could apply for a grant from the state, the parks and recreation department could solicit funds from the city or county, the local business leader could promote the program among his or her peers at meetings and conferences, the local restaurant could ask customers to add an extra “tip” that would go directly to the program, and the local arts organization could include an article on the afterschool program in its monthly newsletter.

Such partnerships are best structured as a collaboration in which each organization is expected to make both a commitment and a contribution to the collaboration. Making a commitment means being present at meetings, taking on specific tasks, following through and participating in decision making. Making a contribution can be done in a variety of ways including donating money, in-kind services or volunteers, providing access to potential supporters and sharing resources. In this way, everyone brings something to the table that will benefit the group as a whole and help to achieve the common goal.

It is important to make a distinction between collaboration and other ways in which you may work with organizations:

- **Cooperation:** an informal, short-term relationship without a clearly defined mission or structure. Most of us have participated in cooperation before. An example would be sharing materials or supplies between two organizations.
- **Coordination:** a somewhat formal relationship that involves longer-term interaction around a specific effort. It requires some planning and division of roles. Resources may be shared to a small degree. Many of us have also participated in coordination before. An example would be planning a joint field trip or sharing office space.
- **Collaboration:** a more formal and long-term arrangement. It brings separate organizations or individuals into a **new** relationship with a **joint** commitment to a common purpose. Such a relationship requires comprehensive planning and well-defined communication. Partners pool their resources and share the products of their work.

Distinguishing collaboration from these other types of working relationships will help all of the participating organizations to understand what is expected of them from the start.

Benefits of Collaboration

True collaboration takes a great deal of planning, time and effort, but the benefits far outweigh the costs. As the saying goes, there is strength in numbers. A chorus of voices

advocating for the same goal will have far more impact than any single organization alone could. By drawing upon each partner organization's unique skills and resources, collaboration avoids duplication and allows organizations to do what they do best in support of a common agenda.

Collaboration increases the potential for sustainability because each partner organization comes with its own constituency and contacts that provide a range of support that can benefit afterschool, including potential funding sources. In addition, collaboration can tip the scales in favor of funding from grantmakers such as foundations and state agencies that have begun to show greater interest in these types of partnerships.

Strategies for Success

Collaboration can take many forms, but nearly all successful collaborations have some common elements.

Representative Membership

Successful collaborations include a cross section of community stakeholders that is consistently represented at meetings and actively involved in making decisions. Stakeholders may include: school districts, community-based organizations, businesses, faith-based organizations, local government, parents, youth, civic groups and law enforcement.

Shared Leadership

Successful collaborations distribute leadership roles and responsibilities among all partners. This increases group cohesiveness and fosters a spirit of shared ownership.

Clear Roles and Responsibilities

Successful collaborations spell out in writing the roles and responsibilities of each partner and recognize all roles as valuable to

Voices from the Field

San Diego's 6 to 6 Initiative

In 1995, the mayor of San Diego created a Safe Schools Task Force. Among the Task Force's recommendations was to open schools before and after the traditional day to provide students with academic and social enrichment programs during the hours when most parents work.

The mayor secured city funding to launch "6 to 6" and her leadership served as a catalyst that pulled together other 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.

After only the first year, demand for the program outweighed the funding available. Leaders of 6 to 6 began to seek funds from other public sources. Working with the San Diego Regional After School Consortium, they jointly applied for and received a total of \$3.28 million from the California Department of Education's After School Learning and Safe Neighborhoods Partnerships Program. The state increased this award to a total of \$8.5 million in the following year. The 6 to 6 program leaders also sought and received funding from other sources including the city's Community Development Block Grant and tobacco settlement funds.

The mayor's office acts as an intermediary fiscal agent for 6 to 6, aligning funding sources to ensure an integrated and coordinated initiative. This allows funding to be pooled together and then distributed to the eight school districts and 15 community-based organizations that operate the program's 196 sites. Such a system also serves to protect individual program sites from changes in the flow of funds from any one source.

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 federal funding sources such as Temporary Assistance to Needy Families (TANF).

By maximizing its community partnerships, 6 to 6 has been able to serve more than 25,000 youth, as well as build a strong collaboration of numerous organizations that are invested in the sustainability of the program.

Adapted from The Finance Project's profile on 6 to 6, available at www.financeproject.org/osthome.htm.

achieving success. Roles and responsibilities are determined based on each partner's unique knowledge, abilities and strengths. For example:

- a school could supply the space for the program
- community-based organizations could provide the staff for the program
- businesses could solicit support for the program from their peers
- students could give testimonials about the value of the program to local government officials
- parents could help get other parents involved

Clearly Defined Goals and Plan of Action

Successful collaborations engage in a thoughtful process to define a vision or mission and clear goals. Clearly defined goals provide a blueprint for the plan of action.

Momentum for action is generated as partners take on roles and responsibilities and follow up on mutual decisions.

Once your collaboration is established, you will need to put forth some effort to keep it going strong by maintaining momentum and recruiting new supporters.

Taking Strategic Action

In building a strong stakeholders network for your program it is best to begin by identifying your own personal support network and those of your staff members. Everyone knows someone with the power to influence other people. From these personal network maps your program can create a potential stakeholder collaboration to support and sustain your work.

The group you create should be made up of your closest allies, individuals and organizations who share some common goals and some that you feel have the potential to become strong collaborators but with whom you have not worked before. Take a moment to examine the diversity of your group. If you feel that it is lacking in this area, make additions now before the collaboration really begins. Every collaboration benefits from different points of view – the highest quality initiatives are created from the greatest diversity of ideas.

After creating the stakeholders network it is always advantageous to “sweeten the pot.” Sometimes that means incorporating others agendas in our collaborative work and sometimes it is as simple as including their names in every mention of the initiative. Whatever

Tips from the Field

- Programs that had staff of community partners take active roles in pursuing new funding sources were significantly more confident about their sustainability. Engage your program's community partners in actively pursuing other funding for the program. A wide variety of community partners may increase your program's access to various funding sources. For example, if your program's fiscal agent is a school, a nonprofit community partner may be eligible for funding not available to schools or other public entities.
- The majority of programs report they make important decisions using their advisory board or a similar committee representing their collaborative partners. Try creating a working group to address sustainability in a consistent and ongoing manner. Sustaining a program should not fall on any one person or any one organization's shoulders, and is not a one-time effort. Ask program stakeholders to share responsibility for sustaining the program.

-Based on studies of the sustainability efforts of early 21st Century Community Learning Center afterschool programs (please see pages 34 and 35).

strategic action you plan should show benefit to your stakeholders as well as to your own organization. It is at this point that you should begin to evaluate your progress. This should be done in a way that allows every stakeholder to participate so that they all feel ownership in the project and begin to speak about it in collaborative terms.

No strong collaborative effort can exist without adequate resources. Before you begin your initiative you should have some idea what it will take to sustain it. Some points to consider in developing this resource assessment include:

1. A chart of your resources and those of your stakeholders.
2. An assessment of the resources your community might be able to provide. Look beyond dollars here to “people power,” space and other “in-kind” donations.
3. By combining resources we are able to accomplish our greater goals.

Creating a communications plan should be another primary goal of your group. Nothing is worse than one or two members who feel out of the loop. Some great potential efforts have been stopped in their tracks by this oversight. Communicating with members can be an extensive job, so planning for this right up front can prevent potential disasters! Oftentimes group members will share this task or take responsibility for different parts of the work. This only works well if someone is coordinating the total picture to prevent oversights.

Maintaining Momentum

It is important to keep two things in mind when attempting to maintain the initial momentum of your initiative. These are:

1. A plan for resolving conflict.
2. Taking time to celebrate your success!

Conflicts between group members can often be personally painful and sometimes can block group efforts. It will benefit your effort greatly to talk about differences of opinion or perspective openly within the context of your meeting. As it often takes strong facilitative skills to resolve such differences it is sometimes necessary to bring in outside help before the conflict reaches crisis stage.

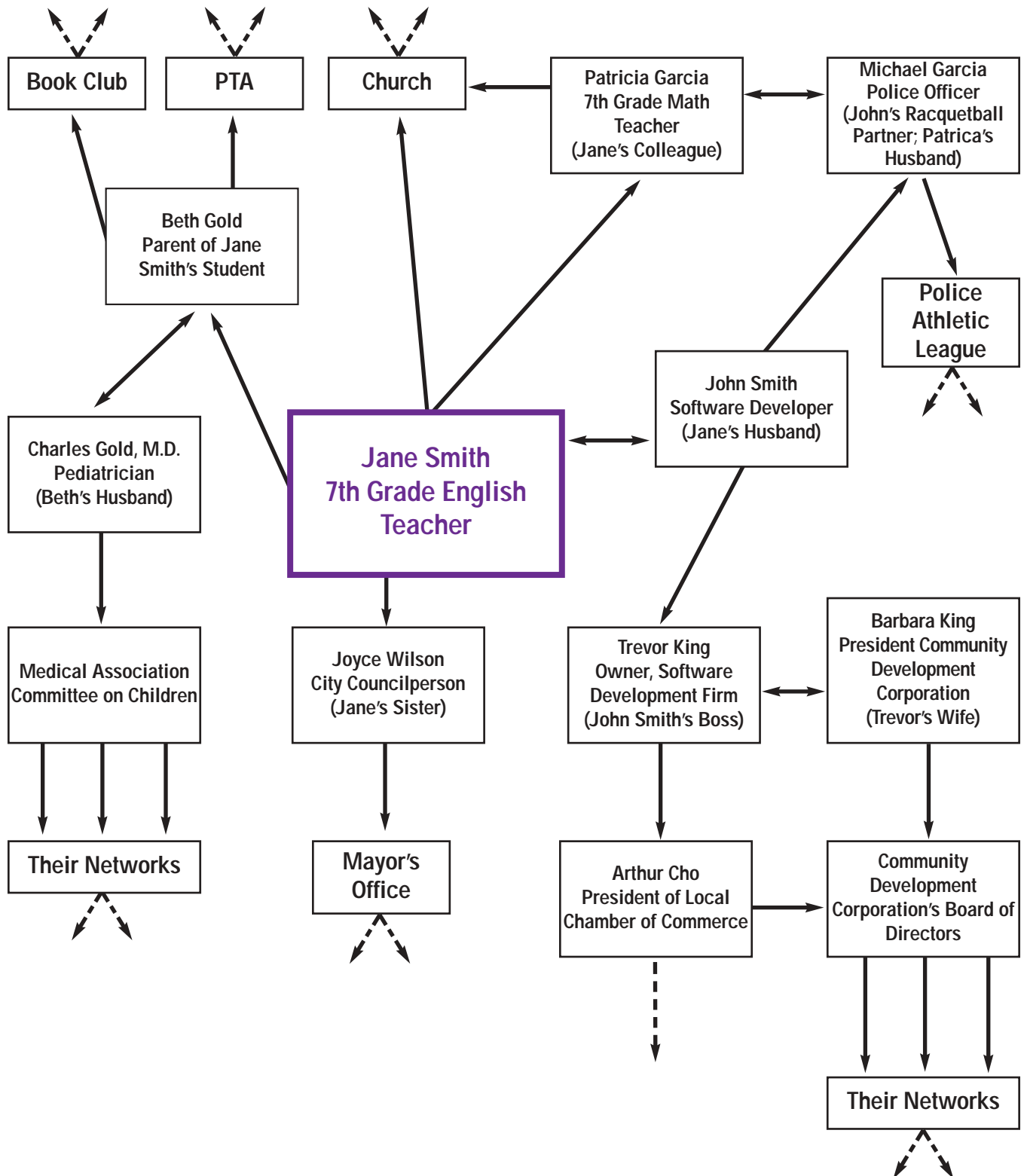
Celebrating success can add joy to your work and openly acknowledges the tireless efforts of your stakeholders. Sometimes we get so caught up in the day-to-day work that we forget to take time to pat ourselves and fellow workers on the back. Generating media attention to these celebrations can be fun and a great tool for getting the community to recognize the work. Annual events such as Lights on Afterschool and Read Across America offer good opportunities to celebrate and promote the success of your collaboration. Think about these and other more local activities that your collaboration could undertake to maintain momentum.

Once your collaboration is established, you will need to put forth some effort to keep it going strong by maintaining momentum and recruiting new supporters.

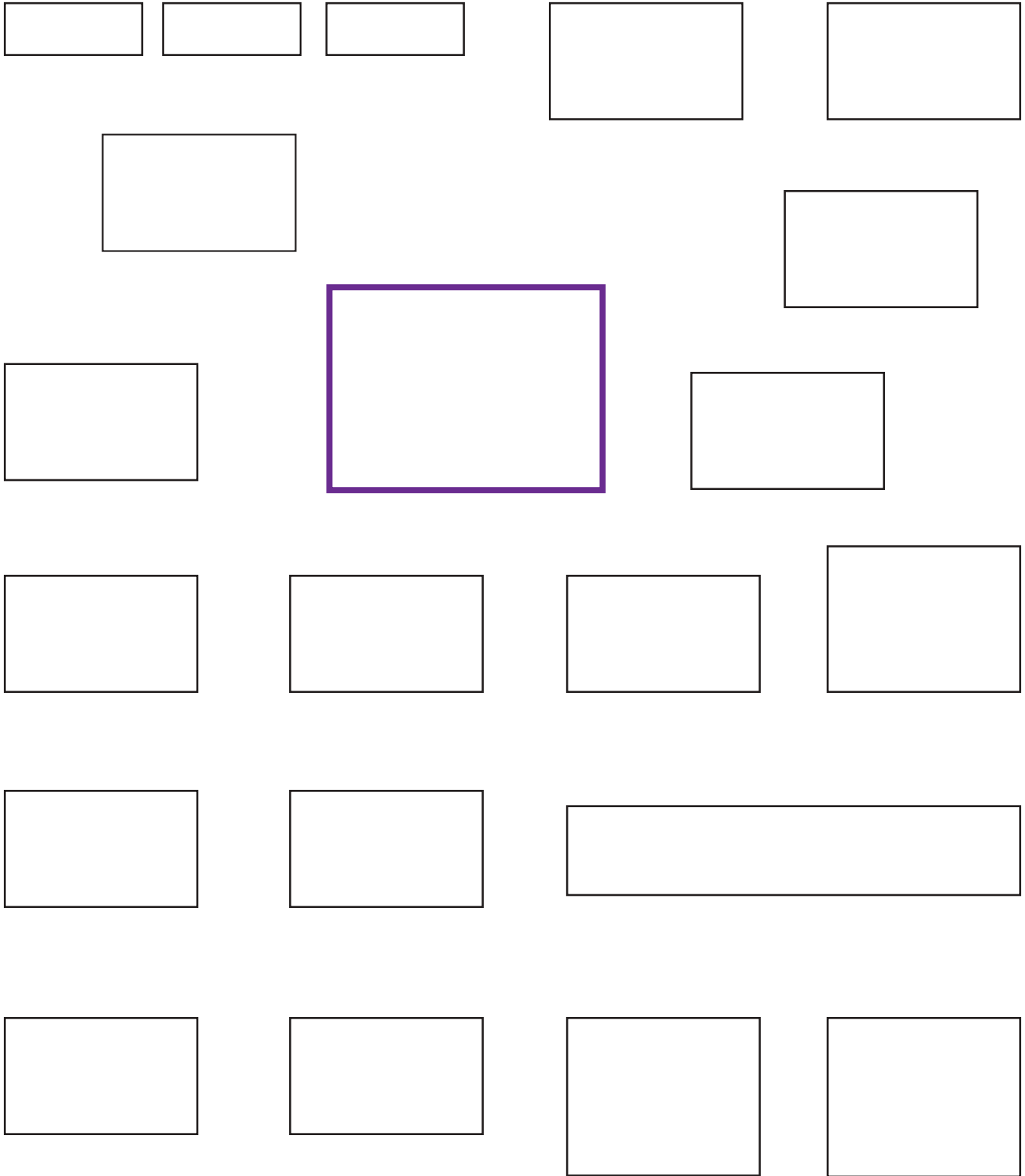
What to do next?

The third worksheet, “Building Collaboration Worksheet,” will help you identify how to strategically strengthen your program’s collaboration efforts toward sustainability. An example of a “network map” for Jane Smith appears on the following page. You can use it as a model for creating your own network map on the following page.

Sample Network Map for Jane Smith



My Network Map



Building Collaboration Worksheet

Our Program's Vision: _____

Partner Source	Who they Represent in the Community (i.e. business)	Their Mission/Interests	Needed Resources from the Collaboration	Actions to be Taken	Who is Responsible?
Other Potential Partners					

Questions for Consideration:

What groups or organizations from the community are missing? Are all stakeholders represented?

Is leadership and responsibility shared among all partners?

Are roles and responsibilities clear to all members of the collaboration?

Are all partners moving toward goals to achieve the common vision?

Advocating for Support

ad·vo·ca·cy: *n.*

The act of pleading or arguing in favor of something, such as a cause, an idea, or a policy; active support.

What Does Advocacy Mean?

Advocacy is the process whereby people mobilize to communicate a specific message to a targeted group of people. In this case the targeted group of people are the decision makers who impact your program, whether they be your school principal, agency director, superintendent, mayor, state legislator or a Member of Congress. The sustainability of your afterschool program depends in part on the level of commitment that these decision makers make to support programs. Your voice will impact their level of commitment.

Bear in mind the difference between advocacy and lobbying. Anyone can advocate. Advocacy means educating and increasing the awareness of a certain issue or topic. Advocacy becomes lobbying when you request a specific action be taken on a specific piece of legislation. Government funding cannot be used to lobby. Those of you that work in programs that receive government grants can communicate the successes of your programs and hopes for continued support, but may not use your government funding to lobby elected officials. It's also a good idea to check with your organization or agency to be sure your efforts respect any existing policies related to advocacy.

The Power of Your Voice

Right now school principals, superintendents, city agencies and county officials are making decisions about dedicating funds to afterschool. Local, state and federal elected officials are being asked to sustain afterschool programs by appropriating money through school, city, state and federal budgets. You know firsthand the profound impact afterschool has on the lives of children, their families and your community. Because you have a story to tell about afterschool, you can be the most effective advocate for sustaining your afterschool program.

What Is Your Message?

The future of our nation's children lies in how we care for them and prepare them for the future. Your message to decision makers must convey that in today's society, afterschool programs keep kids safe, help working families and improve academic achievement. In essence, afterschool efforts support the "whole" child.

Your goal is to convince your decision makers and elected officials that it is in the best interest of the people they serve that they support afterschool programs financially. Indeed, for the past several years, national afterschool polling shows that 80 percent of American voters believe afterschool programs are a necessity for all children.

To deliver a clear message you need to say specifically what you want them to do. Examples of specific requests could include: pushing for more local, state or federal funding for afterschool; signing a pledge to support afterschool; or hosting a meeting of decision makers to create a plan for supporting afterschool. Decision makers need to hear this message not just from you, but also from parents, youth, community partners and other program supporters.

How to Deliver Your Message

There are many ways to be an advocate for afterschool. All types of advocacy efforts, from organizing rallies and lobby days to creating petitions or speaking at city council meetings, are needed to help sustain your program. Use the continuum of advocacy efforts below to identify what activities seem most appropriate for your program.

Continuum of Advocacy Efforts

- ◆ sign a petition
- ◆ sign up/click on a website
- ◆ send a postcard
- ◆ send an email, fax or handwritten letter
- ◆ make a phone call
- ◆ attend a hearing or town hall meeting
- ◆ speak out at a hearing or town hall meeting
- ◆ write a letter to the editor
- ◆ participate in an awareness event (teach-in, marathon, *Lights On Afterschool!*)
- ◆ meet with a policy maker/decision maker at their office
- ◆ invite a policy maker/decision maker to your site
- ◆ attend a lobby day
- ◆ participate in a press conference or briefing
- ◆ participate in a mass rally, sit-in, picket line
- ◆ organize any of the above
- ◆ make afterschool an election issue for candidates running for office
- ◆ serve as an appointed or elected official

Do Your Homework

Once you decide what type of advocacy is best for you and your program, think through who, what and how you plan to deliver your message to decision makers and elected officials.

Create a list of your supporters/stakeholders. Include contact information for program staff, parents, grandparents, business supporters and other private financial supporters.

Add allies to your team. Your community includes an array of groups that may have a vested interest in your afterschool advocacy efforts. These allies may already be connected to decision makers and elected officials. For example, business allies (such as the chamber of commerce) and law enforcement allies work with elected officials on a regular basis. Contact these groups and bring them on board if they are not already among your partners.

Gather needed information. What group of decision makers are you targeting? A principal, school board, city council, county commission, state legislature or U.S. Congress representatives? How do you offer incentives to possible stakeholders? Gather information on their backgrounds from websites, newspapers or from the elected officials' staff. Look for connections to afterschool and other education-related issues.

Take Action

Now that you have organized your supporters and identified the decision makers and elected officials you want to target, it's time to take action. Remember, elected officials work to represent your interests each and every day. So, let them know regularly and consistently that afterschool is important to you and your community. It is your responsibility to get the message out. It is the duty of elected officials to respond. That is why we call them public servants. Keep in mind that school principals, school board members and city agency representatives are also public servants. Reach out and let them know that your community cares about afterschool.

Contact Decision Makers: Send an email, a fax, a personal letter or call decision makers and elected officials to let them know that sustaining afterschool is a priority in your community. Use the “Contact Congress” box or one of the Sample Letters to Policy Makers at www.afterschoolalliance.org under the “Program Tools” section, to contact your U.S. Senators, Representatives, and the President about the value of afterschool in your community. These letters can be easily adapted for decision makers such as principals and city officials, as well as your state and local policy makers.

Ask Others to Contact Decision Makers: Keep in mind that the more voices decision makers hear, the greater your power. Organize friends, colleagues, community partners and youth to contact elected officials and decision makers. Afterschool benefits the entire community, from parents to youth to community members, so all of their voices need to be heard. Coordinate a phone tree or circulate a petition to garner more resources for afterschool or organize a letter-writing party using the Simple Tips for Organizing a Group to Write Letters on the website, www.afterschoolalliance.org.

Advocacy Principles

Consider yourself an expert information source.

Elected officials have limited time, staff and many competing issues to deal with every day. They cannot be as well informed as those actually implementing or witnessing the programs. You can fill their information gap and be their “expert.”

Remember who works for who. Elected officials work for you. You should be courteous but not intimidated.

Know who is on your side. This is your strength. Elected officials will want to know this.

Know who is not on your side. Elected officials will want to know who stands against your issue. Anticipate the opposition's arguments and provide answers and rebuttals.

Make the elected official aware of any personal connections you may have. If you have friends, relatives, or colleagues in common with an elected official let them know. This is how we connect with one another.

Admit you don't know something. It gives you a reason to follow-up with officials after you have researched an answer.

Be specific. Tell officials what you want. Ask them directly. Expect a direct answer in response.

Value elected officials' staff. Often officials do not have time to meet with every interested voter or organization and thus rely heavily on their staff to do so and report back to them. Building strong relationships with staff can be key to successful advocacy.

Follow-up. Elected officials should be held accountable for any statements they make to you. Find out if the official took action. Then thank them for any action they took and make your next request.

Build Relationships with Decision Makers: Ask decision makers and elected officials to visit your program or schedule a time to meet with them or their staff to let them know afterschool is important to you. Show them, either at your program or through photos, letters and evaluations, how successful your program is. Use the Meeting Tips and Sample Invitation to Policy Makers on the www.afterschoolalliance.org website to help plan, invite and conduct a meeting with decision makers and elected officials.

Get Decision Makers' Attention: Do something out of the ordinary to capture decision makers' and your elected officials' attention and interest. Have the youth in your program draw postcards and write notes to them about what afterschool means to them. Keep copies of the youths' notes and use them in your local advocacy and outreach efforts, such as accompanying a proposal to a potential funder. Ask decision makers and elected officials to be a "Program Director for a Day" so they can experience first-hand the benefits your program brings to its youth and community and the need to support afterschool. Organize a rally for afterschool at their office and use it as a field trip to teach youth about civic engagement. Invite decision makers to visit your program to read a book to afterschool students.

Participate in Public Awareness Events: Be sure to get involved in public awareness events that help bring the limelight to afterschool – both nationally and locally. Host an event for the fall *Lights On Afterschool!* nationwide rally (see www.afterschoolalliance.org) or the spring literacy event Read Across America (see www.nea.org/readacross) or any other event that helps draw attention to afterschool. Invite decision makers and the media to attend and show them firsthand the value of your program. Create a summary of the event and send it to decision makers, the media and potential funders to keep them informed of the community's strong support for your program.

Thank Your Decision Makers: Be sure to acknowledge your decision makers for their support and commitment to afterschool. Have youth in your program create thank you cards, ask parents to sign an oversized banner thanking decision makers or submit an op-ed to publicly recognize decision makers for their work on afterschool. Think about honoring decision-makers for their past participation in your efforts.

The Afterschool Alliance is committed to helping you stay informed of the latest federal policy related to afterschool. Bookmark the "Policy News" page at

Lessons Learned from the Field

Below are some excerpts from a focus group with 21st Century Community Learning Center afterschool program directors about their sustainability efforts (please see pages 34 and 35):

"Building public will is essential – not just applying for funding. . . Several families voted (for) the last school levy specifically because our program was included."

"Always keep the community, the partners, the school board and the principals informed about the activities and the successes of the program. Tell them about the little things that make a difference. Invite them to visit the program. Show them the (community) needs with facts. Have a creative approach."

"We captured the imagination of our school board president and she's been a valuable advocate. She went to a local company and asked for a donation to our program – and we received \$10,000 from the company."

www.afterschoolalliance.org and check it for regular updates. Other links that help keep you informed are:

- Project Vote Smart, www.vote-smart.org
- U.S. House of Representatives, www.house.gov
- U.S. Senate, www.senate.gov

What to do next?

Use the worksheet, “Advocating for Support Worksheet” on the following page, to identify how you can strengthen your program’s advocacy efforts.

Advocating for Support Worksheet

What is the number one message your project wants to communicate to decision-makers to obtain their support?

Name the decision-makers that your program will contact:

What specific steps will be taken to gain their support?	Who will do it?	When?

Finding Funding

Given grant time limits, public budget fluctuations, shifts in the economy and the myriad of other factors that can influence afterschool funding, you will need diverse funding streams to sustain your program long term. Funding sources can be found at the federal, state and local levels and from both public and private sources. In-kind contributions such as staff time, transportation and use of facilities can also come from a broad array of sources.

Identify the funding streams that match your needs, then start asking for funds from as many sources as applicable. Possible funding sources, categorized by type of funding, are described below.

Federal Funding

More than 120 sources of federal funding have been identified as supporting afterschool.¹ Each of these funding sources varies to some degree, from the agency awarding the grants to the length of the grants to the types of permissible activities. These federal funding sources can be broken into three main categories:

- *Entitlement programs:* These programs serve every individual that meets their eligibility criteria, meaning there is no competition for funds. For example, every child that meets the requirements of the National School Lunch Program can receive funding for an afternoon snack regardless of how many other programs access those funds. Entitlement programs can be administered directly by federal agencies or the federal funds can be administered through state agencies.

Afterschool Funding At A Glance

Federal Funding To Apply for From Federal Agencies

- Education – GEAR UP, Bilingual Education, Mentoring, Partnerships in Character Education
- Justice – Juvenile Mentoring Program (JUMP)
- Weed and Seed
- Housing and Urban Development – Youthbuild

Federal Funding To Apply for From State Agencies

- Education – Title I, 21st CCLC, Safe and Drug Free Schools
- Juvenile Justice – Juvenile Justice and Delinquency Prevention: Allocation to States
- Health and Human Services – CCDF, TANF
- Agriculture – USDA Snack Money

State

- State Education Agency
- State Department of Health and Human Services
- Community Education Office
- Governor's Commissions Related to Youth

Local

- School District
- City or County General Fund
- Youth Services Bureaus
- Parks and Recreation Departments
- Sheriff's Office

Private

- Foundations: National, State and Community
- Corporations
- Chamber of Commerce
- Police Athletic League
- Volunteer Center

In-Kind Contributions

- Staff Time from a Community Organization
- Evaluations Conducted by Universities
- Fundraising Consultation by a Business
- Special Events Ads by Local Media

¹For more information on the more than 120 federal funding sources, see *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives* by Nancy D. Reder, *The Finance Project*, April 2000.

- *Block or formula programs:* These programs provide a fixed amount of federal funds to states based on a formula that may be based on population, poverty rates, or other demographic information. For example, states receive allotments of federal Title I funding based on the state's number of schools with children from low-income families. The states then distribute Title I funds to eligible school districts. Unlike entitlements though, not every individual that meets the eligibility criteria is guaranteed funds under block or formula grants.
- *Discretionary programs:* These programs offer federal funds for a targeted type of program on a competitive basis and, depending on the program, can be administered by various state agencies. For example, community-based organizations can apply to their state service commission for an AmeriCorps grant which would provide funds to run an afterschool program. Other discretionary programs can be administered directly through federal agencies.

Federal Funding Sources To Apply for From Federal Agencies

Most of the federal funding sources administered directly by federal agencies are discretionary programs, or programs that offer funds for a targeted type of program on a competitive basis. For example, partnerships comprised of local agencies, such as schools and mental health agencies, can apply directly to the federal Departments of Education, Justice and Health and Human Services which jointly administer the Safe Schools/Healthy Students Initiative for a grant to promote healthy development and prevent violent behavior through afterschool activities. Keep in mind that afterschool programs can compete for many discretionary grants by framing program goals in terms of the particular grant's focus, from reducing violence (Safe Schools/Healthy Students Initiative grants) to increasing job skills (Youthbuild) to providing college readiness activities (GEAR UP).

Federal Funding Sources To Apply for From State Agencies

There are also a number of federal funding sources that are administered

Voices from the Field

The Lighted Schools Program in Waco, Texas, uses a diverse blend of funding streams to sustain and grow its afterschool program. Initially created using foundation grants and a federal juvenile justice grant, the program now leverages its community partnerships to access several funding sources and garner in-kind support from many local entities.

Working with the Waco Independent School District, the program accessed a renewable grant from the Texas Education Agency. By instituting more regulations and standards, the program was able to access Child Care and Development Funds. A partnership with Baylor University helped bring in a Gear Up grant from the U.S. Department of Education. The program also uses federal funds from a 21st CCLC grant as well as reimbursement monies from the U.S. Department of Agriculture's Free and Reduced Price Meal Program.

The city of Waco contributes some of its Community Block Grant Funds and many community-based organizations and businesses contribute in-kind services.

With this diverse funding plan, the program can offer its programming free to more than 1,000 students at nine sites.

FY 2001 Budget for Lighted Schools Program

Federal	
CCDF	\$55,579
GEAR UP ...	\$1,200,000
21st CCLC	\$676,726
State	\$235,740
City	\$132,000
In-kind	\$557,000 +
TOTAL	\$2,857,045 +

Adapted from The Finance Project's profile on the Lighted Schools Program, available at www.financeproject.org/osthome.htm

by state agencies. Typically, federal agencies make grants or allocations to states when the amount of funds to be distributed is considerably large and it seems more effective to have states administer the funds using their existing mechanisms and infrastructures. These large federal funds administered by state agencies are typically entitlement and block grant programs, which often also require a state match. States usually have more discretion over these types of programs.

The most common entitlement program administered at the state level that supports afterschool is the National School Lunch Program, which is typically administered by state education agencies.

There are also many block or formula grants that provide valuable funding streams for afterschool. We will focus in detail on four that provide significant support for afterschool.

21st Century Community Learning Centers (21st CCLC)

- Funds for afterschool programs that serve primarily Title I students and offer programming that advances student academic achievement.
- Typically administered by your state education agency, such as your department of education.
- Funds awarded as direct support grants for three to five years.
- Eligible applicants (although dependent also on state-specific criteria) include schools, community-based organizations, public or private organizations.

Child Care and Development Fund (CCDF), formerly Child Care and Development Block Grant

- Funds to help low-income families with child care for children up to age 12.
- Typically administered by your state's social services agency.
- Funds can be accessed through subsidies or direct program support, depending on your state.
- Eligible applicants (although dependent also on state-specific criteria) include schools, community-based organizations, public or private organizations.
- Some states have child-care licensing requirements.

Temporary Assistance to Needy Families (TANF)

- Funds to help needy families with children; promotes job preparation and work; reduces out-of-wedlock pregnancies; and encourages formation of two-parent families.
- Typically administered by your state's social services agency.
- Up to 30% of TANF funds can be transferred to CCDF, increasing the state's ability to fund afterschool.
- States have a lot of flexibility in using TANF funds and many, such as Illinois, have successfully used them for afterschool.
- Eligible applicants vary by state-specific plans for using the funds.

Title I (of the Elementary and Secondary Education Act of 1965)

- Funds to provide support services for disadvantaged students.

- Typically administered by your state education agency, such as your department of education.
- These funds are used for a variety of programming, but can be used for afterschool – a decision made at the individual school or district level.
- Eligible applicants include school districts and other local education agencies.

State Funding To Apply for From State Agencies

Recently, states have demonstrated a growing interest in afterschool and are increasingly investing in afterschool initiatives and programs, although the level of commitment varies from state to state. Some states have invested millions of dollars in afterschool, while others have yet to dedicate any funding specifically to afterschool. State programs also vary in goals, grant-length, eligibility and grant size.

States approach their investment in afterschool in different ways, with some directing general fund money to afterschool, others infusing afterschool initiatives into education reform efforts and still others using specific revenue sources to support new afterschool programs. For example, Indiana draws from its general fund to support the Indiana School Age Child Care Project Fund which provides \$524,000 worth of grants to 41 schools and nonprofits operating afterschool programs. Some states have successfully used tobacco settlement funds for afterschool, such as the Fund for Healthy Maine which provides funds for afterschool and other related programs for youth up to age 15. The state agency that administers afterschool initiatives also varies. Many states administer afterschool programs through their department of education, as in California's After School Learning & Safe Neighborhoods Partnership Program, but others rely on their juvenile justice department, as with North Carolina's Support Our Students program, or other state agencies such as health and human services.

To learn more about the funding available in your state, check out the following resources:

- National Governors Association at www.nga.org
- The Finance Project at www.financeproject.org/osthome.htm
- Contact the following agencies in your state: department of education, social services department and health or human services department
- Ask your state legislator where to find funding from the state

Local Funding

On the local level, there are a variety of common sources of public funding for afterschool. A county or city governing body may allocate general funds toward afterschool or may add afterschool programs into the budgets of local agencies, such as a park and recreation department. A local funding source can also be created by establishing a special dedicated revenue source generated from narrowly based taxes, licensing fees, user fees, or other special fees. For example, Washington state uses the revenues from a special tax on alcohol, tobacco and soda pop syrup to fund family support and other violence prevention activities. Next are some of the local sources and the people in your community you should contact to pursue funding:

<i>Funding Sources</i>	<i>Who to Contact in Your Community</i>
School district or county office of education	School Principal, Superintendent, School Board Members
County or city general funds	Mayor, City Council, County Board of Supervisors, City Manager
County or city parks and recreation departments	Head of the Parks and Recreation Department, Mayor, City Council, County Board of Supervisors
County or city youth service bureaus	Head of the Youth Service Bureau, Mayor, City Council, County Board of Supervisors
County or city social services departments	Head of the Human Services Department, Mayor, City Council, County Board of Supervisors
Dedicated revenue sources (such as a garbage collection tax)	Mayor, City Council, County Board of Supervisors, City Manager

Private Funding

You can pursue grants and donations from private sources such as local businesses, civic organizations, foundations, faith-based organizations, associations and other such groups or individuals. It might be easier to pursue funding for specific elements of your afterschool program that match the interests of the private funder. For example, a local business might be more interested in funding your program's technology classes because they understand the value of a highly skilled future labor force. Similarly, a local chapter of the League of Women Voters might fund a weekly civic engagement seminar for middle school girls to match their organizational mission. This approach will also work well with foundations, which often have specific goals and needs they are trying to address. For more information about foundations, visit the Foundation Center website at www.fdncenter.org. Overall, for the best results in pursuing private funding, try to frame the outcomes of your afterschool program in terms that resonate with private funders. The following websites provide a great deal of information on private funding sources and proposal writing:

- www.afterschool.ed.gov
- www.financeproject.org
- fdncenter.org
- www.cof.org

In-Kind Contributions

In-kind contributions can play a major role in your program's funding plan, providing much needed resources (from supplies to staff time to facilities). One way to identify potential in-kind contributions is to map your community's assets and then examine how they can apply to your program's needs. In-kind contributions can come in the form of donated supplies from local stationary stores, grant writing services from

nonprofits, evaluations conducted by universities and a variety of other ways. Be creative in your approach to involving other organizations in your program – there are frequently untapped resources and support among organizations that share your vision and goals. For example, health care agencies are often overlooked as partners in afterschool despite their interest in keeping youth safe and unharmed during the hours after school. Such agencies can contribute public relations services, staff time for presentations, supplies and many other resources. Not only will such in-kind contributions decrease your program's direct expenditures, but they can be considered as matching funds for programs and grants that require a local contribution.

Piecing together various funding sources to sustain your program can be similar to putting together a jigsaw puzzle. There are plenty of pieces – the challenge is finding a place to start and building out from there. The diagram on the following page illustrates one way to think about how these pieces, or funding streams, can be put together in a way that may make the process less puzzling.

What do we do next?:

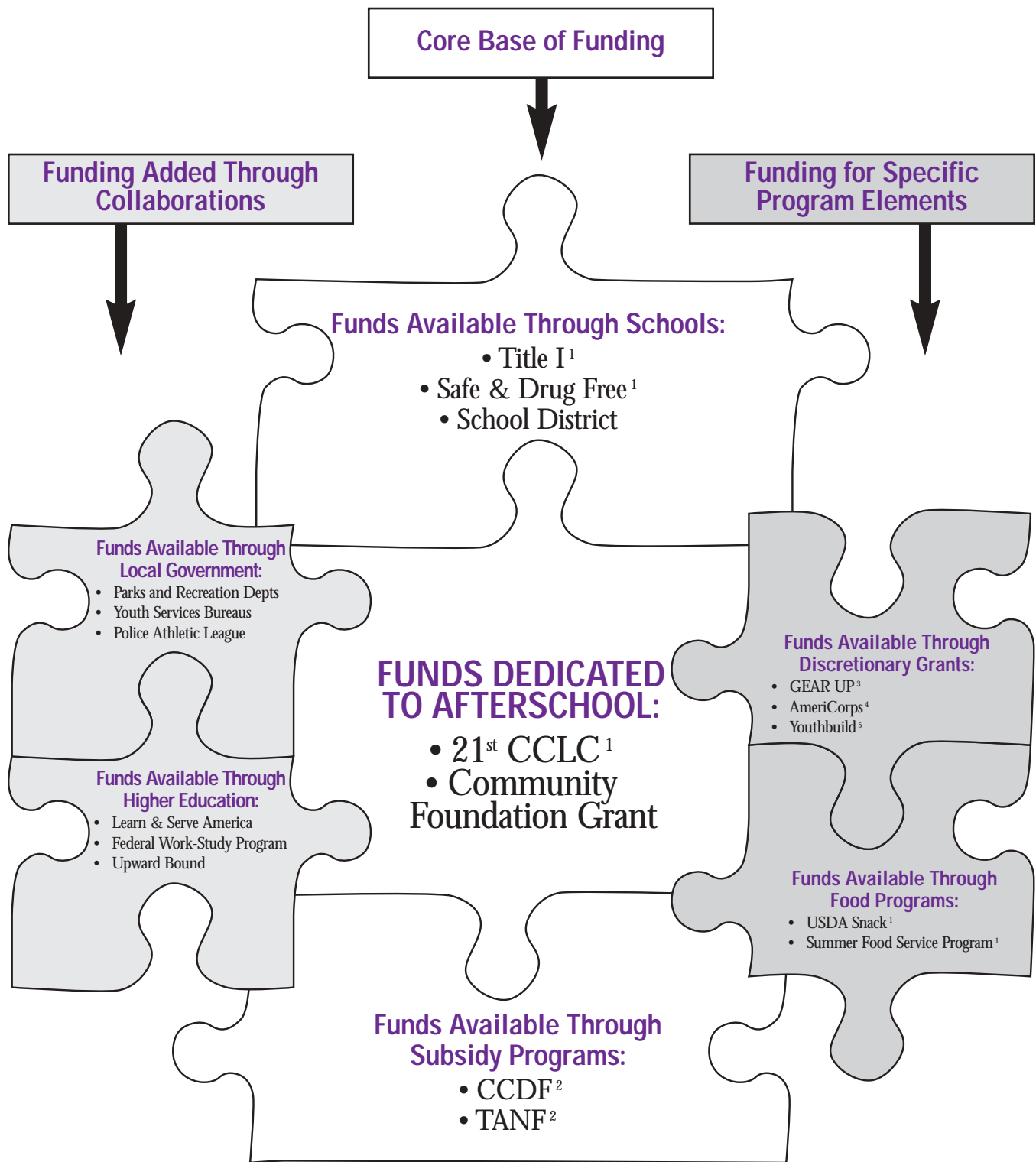
Use the worksheet following the diagram on the next page to identify how you can strengthen your program's efforts to find new funding sources.

Tips from the Field

- Receiving new sources of funding before a program's initial grant expires increases programs' confidence in sustainability. Given the time required to identify, write, submit and be notified of grants, as well as unforeseen shifts in public budgets and other such changes, you should pursue additional sources of funding in the early stages of your initial grant cycle. Additionally, to ensure the continuance of your program beyond your initial grant, you should aim to have been awarded at least one additional source of funding half way through your initial grant cycle.
- Use tried and true avenues of funding. School districts have expertise, and often personnel dedicated solely to grant writing, in tapping federal and state education funds. Community-based organizations are adept at securing grants in line with their organizational missions. City agencies know how to navigate their budgetary processes and shift or maintain funding for different priorities. Maximize your community partners' individual strengths in securing resources.
- Capitalize on your program's history and achievements when pursuing funding. Be sure to emphasize your program's or community partners' history in providing high quality afterschool programs, even if your current programs are different than they were in the past. Even for a new program, demonstrating your community partners' long-term commitment to afterschool can bring credentials to your program's request for support.
- Sharing successes and funding advice among other program providers is a valuable tool for sustainability.

-Based on studies of the sustainability efforts of early 21st Century Community Learning Center afterschool programs (please see pages 34 and 35).

Starting to Piece Together Funding



Other Pieces that Can Be Added:

- Juvenile Justice Grants
- Community Education Funds
- Sheriff's Office Funds
- Corporate Foundation Grants
- Teen Pregnancy Prevention Grants
- Literacy Funds
- and many more...

Where to Find These Funds:

- 1 = State Education Agency
- 2 = State Social Services Agency
- 3 = U.S. Department of Education
- 4 = State Commission on Community Service
- 5 = U.S. Department of Housing & Urban Development

Designing a Sustainability Plan

Because afterschool programs are unique and exist in changing environments, there is no one formula or answer to the sustainability challenge. However, creating a written sustainability plan will provide a road map to guide your program's community partners as they work on sustainability efforts. The process of creating a written sustainability plan can also strengthen community partners' buy-in and understanding of the efforts needed to keep your program operating and improving. You can use the plan to market your program to potential investors, and as a guide for ongoing management of the program and its sustainability.

Research shows that creating a sustainability plan will increase your success. Studies of the sustainability efforts of early 21st Century Community Learning Center afterschool programs found:

- The most influential factor that resulted in continued funding was that programs pursued additional funding before their initial grant expired.
- The majority of programs (73%) that had a sustainability plan were significantly more confident about sustaining their program than programs without a plan.

This section will help you start the process of creating a sustainability plan by asking you to brainstorm and analyze your sustainability needs and efforts. At the end of this section, you will find a template for a formal sustainability plan which can be an invaluable tool for your program and community partners as you continue to work on sustainability.

The tables included in this section and the sustainability plan template are available online in a downloadable format on the Afterschool Alliance website. You can use the individual tables in your brainstorming process and then cut and paste your answers into your sustainability plan. Documenting your efforts in this way will allow you to circulate your plan to community partners, supporters and potential investors, as well as provide you with a tangible document to help you monitor progress on sustainability efforts. To download the tables and plan, visit the "Program Tools" section of www.afterschoolalliance.org.

Laying the Groundwork

Your first step must address the foundation of your sustainability efforts: your program's vision. Once you have that in place, you can begin to build your sustainability efforts around this common vision.

Vision

Your vision should be what unifies all of your program's sustainability efforts. Your vision should serve as the focal point that brings your program staff, parents, participants, community partners and supporters together. The ability to convey your vision clearly to others is essential for maintaining and attracting support.

Fill in the table below to start building the vision component of your sustainability plan. It may be helpful to refer to the worksheet on your vision that you completed in the first section of this workbook. You may also want to refer to the National Center for Community Education's online, interactive Vision Course at www.nccenet.org/21st_century/index.htm.

Table 1: VISION	
Our program's vision statement:	
Steps already in place:	
Steps to be taken toward sustainability:	

Building Collaboration

Collaboration is a key ingredient for sustainability. Community partners each possess unique skills and resources to contribute to your program and to expand its base of support. Collaboration also increases the number of people concerned with your program's sustainability and offers more avenues or access to potential funding sources. To enhance your sustainability efforts through collaboration, you need to:

- Identify your program's key partners who will help achieve your vision;
- Consider the best way to involve your partners and make the most of the resources they have to offer. Some partners may be more involved than others. (For example, some partners may provide valuable advice and information in the formation of your sustainability plan, while others may offer staff time to draft funding proposals while others might arrange for meetings with potential investors.); and
- Create and implement outreach and communications efforts to keep your partners informed of developments, challenges and successes.

Fill in the table on the next page to start building the collaboration component of your sustainability plan. It may be helpful to refer to the worksheet on collaboration you completed in the second section of this workbook.

Advocating for Support

Advocates for your program can be parents, business leaders, community-based organizations, public agency representatives and youth from your community who are willing to speak up and take action on behalf of your program. Some of your advocates may have more influence and power than others, so be sure to assess and maximize the

Table 2: BUILDING COLLABORATION	
Our program's key partners:	
Resources our partners bring:	
Roles and responsibilities for sustainability for each key partner are:	
How we will keep our partners informed:	

connections and power they each have to offer. Advocates play an integral role in building public awareness, garnering public and private resources and fostering relationships with decision makers that can prove beneficial to your program. When creating your sustainability plan, consider the following strategies in regards to advocacy:

- Clarifying what your program's supporters need to advocate for;
- Identifying who your program's advocates are and determining which ones have influential connections that can be tapped; and
- Determining which decision makers your supporters need to contact and the best approaches for them to do so.

Fill in the table on the next page to start building the advocacy component of your sustainability plan. It may be helpful to refer to the worksheet on advocacy you completed in the third section of this workbook.

Finding Funding

According to the Finance Project, finding funding involves “clearly identifying what you need to sustain your work, and then systematically analyzing the feasibility of a range of public and private financing options based on your resource needs, the size and scope of your program, and the community partners who are engaged.” Diversified funding

Table 3: ADVOCATING FOR SUPPORT

Our program's supporters need to advocate for:		
Advocates for our program are (parents, staff, community partners, youth, decision makers, etc.):		
Supporters with potential influential connections and how they can be tapped:		
Our program's supporters need to target these decision makers using these tactics:	Targets:	Tactics:

streams can provide your program security from shifts in funding priorities or changes in policy. When creating your sustainability plan, consider the following strategies in regards to finding funding:

- Maximizing your existing resources (funding and in-kind) and staying aware of any relevant time limits when those resources might expire;
- Assigning responsibility to identify and pursue other funding opportunities; and
- Creating new funding sources by strategically using your community partners.

Fill in the table on the next page to start building the funding component of your sustainability plan. It may be helpful to refer to the worksheet on finding funding you completed in the fourth section of this workbook.

Sustainability Long-Range and Action Plan

Now that you have gathered all the information around the topics of collaboration, advocacy and funding, it is time to develop a complete Sustainability Plan, including long-range (4-5 years) and action plans (short-range, immediate tasks).

Your long-range Sustainability Plan should include your vision statement; the goals and

Template for a Formal Sustainability Plan

Table 4: FINDING FUNDING			
<p>Our program's existing resources and any relevant time limits:</p>			
<p>Potential new funding sources to find out more about and who is responsible for gathering such information:</p>	<p>Federal/State/Local:</p>	<p>Private:</p>	<p>In-Kind:</p>
<p>Partners who can help generate new funding sources:</p>			
<p>Partners with access to public funds:</p>			
<p>Partners with access to private funds:</p>			

objectives should be developed to cover a period of 5 years. Some goals and/or objectives included in the first year may terminate upon completion and open up new and/or enhanced goals and objectives to be added during the following years.

Once the long-range plan has been developed, an action plan should be built around the goals and objectives of the first-year plan. Your action plan should include: the vision statement; goals; objectives; steps/actions/activities; timelines; action responsibility.

Both the Long Range Plan Grid and the Action Plan Grid (on the next two pages) are included on paper and disc in the 21st CCLC Visioning Planning Process Workbook previously distributed by the National Center for Community Education to all 21st CCLC afterschool programs. We suggest you use the disc for developing and completing your Sustainability Long-Range and Action Plans.

Similar grids and plans are available on the National Center for Community Education's Training website, www.nccenet.org.

Long-Range Plan Grid

Vision/Mission Statement: _____

Goals	Objectives	Dates

Action Plan Grid

Vision/Mission Statement: _____

Goals	Objectives	Steps/Actions	Timelines	Responsibility

Research on Sustainability of Afterschool Programs

One group of programs that have recently faced the sustainability challenge are the 21st Century Community Learning Centers (21st CCLC) programs that first received funding from the U.S. Department of Education in June 1998. Established by Congress, the 21st CCLC program was created to award grants to rural and inner-city public schools, or consortia of such schools, to enable them to plan, implement, or expand comprehensive afterschool programs in cooperation with community partners. This competitive grant program grew quickly and by its fourth year was awarding 1,587 grants totaling \$846 million to 1,587 communities and 6,800 schools in all 50 states and several territories and serving 1.2 million children and 400,000 adults.

Since those first 21st CCLC grants were awarded, the Afterschool Alliance and National Center for Community Education have learned some valuable lessons about sustainability through a series of studies on the early 21st CCLC grantees.

An initial study in 2000, a follow-up study in 2001 and a recently completed study in 2002 revealed the following tips for successfully sustaining an afterschool program:

Create a sustainability plan for your program in its initial stages. As you are establishing or expanding your program, addressing how it will be sustained in the long-term needs to be a part of your planning from the very beginning. Planning for sustainability should not be an after-thought or an add-on to your program planning.

Create a working group to address sustainability in a consistent and ongoing manner. Sustaining a program should not fall on any one person or any one organization's shoulders, and is not a one-time effort. Ask program partners to share responsibility for sustaining the program.

Pursue other funding sources before your initial grant expires. Given the time required to identify, write, submit and be notified of grants, as well as unforeseen shifts in public budgets and other such changes, you should pursue additional sources of funding in the early stages of your initial grant cycle. Additionally, to ensure the continuance of your program beyond your initial grant, you should aim to have been awarded at least one additional source of funding half way through your initial grant cycle.

Capitalize on your program's history and achievements when pursuing funding. Be sure to emphasize your program's or your community partners' history in providing high-quality afterschool programs, even if your current programs are different than they were in the past. Even for a new program, demonstrating your community partners' long-term commitment to afterschool can bring credentials to your program's request for support.

Use tried and true avenues of funding. School-based programs should look first to tap education funding streams, such as Title I, reading initiatives, school district budgets and state assistance to schools. School districts have expertise, and often personnel dedicated solely to grant writing and in tapping federal and state education funds. Community-based organizations are adept at securing grants in line with their organizational missions. City agencies know how to navigate their budgetary processes and shift or maintain funding for different priorities. Maximize your program partners' individual strengths in securing resources.

Engage your program's community partners in actively pursuing other funding for the program. A wide variety of community partners may increase your program's access to various funding sources. For example, if your program's fiscal agent is a school, a nonprofit community partner may be eligible for funding not available to schools or other public entities.

Case Study: Communication, Networking Lead to Sustainability in Modesto

John Ervin began the efforts to sustain his afterschool program in Modesto, California, by inviting a lot of different people to lunch.

“One of the first things we did was to meet with community members to find out what they wanted and needed and to let them know about our program. We set up an advisory board and created a visioning process which includes a very specific work plan,” said Ervin.

Initially, even the school district saw the afterschool program as a “stepchild.” But Ervin used the same technique, meeting anytime, anywhere with teachers, administrators and community members to invite input and make them aware of the potential of afterschool programs to serve the community. Together, they even found ways to seamlessly blend afterschool with the school day.

According to Ervin, “We wanted to let everybody know what we were and what we hoped to do.”

What the Modesto City Schools District does, with two 21st Century Community Learning Centers (21st CCLC) grants, is provide approximately 1,000 middle school children with afterschool and Saturday programs designed to reinforce academic efforts. The program is designed to connect parents and other residents with adult education and a myriad of human services.

“The first year of the program you have to focus on building a quality program.” But at the same time, Ervin said, you have to tell the story and build connections that will ensure sustainability.

Ervin and his team did so by including immediate and long-term goals in the work plan. These goals were designed to keep Ervin and his team on message: Speak to parents, community-based organizations (CBOs) and other agencies about the program; send out promotional materials to CBOs for distribution to the community; continue to engage community groups and school faculty. The list contains a variety of ways to get the word out about available services and program successes – all designed to maximize every way possible to keep the program out in front of the community; encourage others to spread the word, and, most importantly, help bring in resources.

As Ervin puts it, “The more eyes and ears we have, the better.”

Ervin acknowledges that he and his team are always looking for more sources for afterschool funding whether that means working with the Modesto Chamber of Commerce in their activities, the city, county or any other community group. A key partner is the West Modesto/King Kennedy Neighborhood Collaborative which brings many non-school districts into the sphere of afterschool program development.

A major asset in identifying resources for his program is Ervin’s personal visibility.

“I serve on numerous community boards and committees, which brings me into contact with more people and helps get the word out about our afterschool program,” he says.

Among others, Ervin sits on the Workforce Investment Board, the United Way Youth

Impact Council and the Afterschool Learning Management Team, which is a countywide coalition for afterschool programs.

“Collaboration is an excellent way to network,” he pointed out. With that in mind, he helped to found the Afterschool Learning Management Team which, in turn, has led him to a series of business partnerships.

“Using business and industry as partners helps anchor the afterschool program in the community.”

Ervin also approached JCPenney. While the company’s nonprofit JCPenney Afterschool Fund supports national efforts such as the Afterschool Alliance, Boys & Girls Clubs, the YMCA of the USA, Junior Achievement and 4-H, individual stores are not mandated to support local programs. Undaunted, Ervin went to representatives of his local store and developed an activity that is very popular with the children.

“Probably the biggest thing JCPenney does for us is the Fashion Club. Their staff people come out and work with the kids on cosmetics, hairstyles, and clothing. The program goes on all year and culminates in the spring with a fashion show. The kids model the spring lines from the store.”

In addition to networking at the local level, Ervin volunteers his time working for and with the state board of education.

“We have a statewide afterschool technical assistance collaborative in California. “The collaborative, essentially, provides guidance and advice for the state board of education on the subject of afterschool programs.”

As 21st CCLC funds become the responsibility of state boards of education, the statewide collaborative will be in an excellent position to help direct funding for programs.

“As part of the collaborative, I also learn about other funding sources.”

And he puts that knowledge to good use back home. Recently his project received a \$370,000 state grant.

Similarly, his involvement in the community and his knowledge about city and county budgets has led to project funding. “Recently we asked for \$60,000 from the city and we got it. I’m a firm believer that those who scream the loudest get heard.”

More than anything, tapping resources means knowing about what’s out there.

“You need to familiarize yourself with different programs within your city or area to see what funding sources you may be able to tap into. Don’t limit the search to education or afterschool-specific programs. Lots of dollars can cross over and commingle. For example, we get a lot of participation from the Stanislaus County Police and Sheriff’s Department, with the Police Athletic League, and the sheriff’s activities league. We got \$60,000 in prevention dollars from the county probation department. That money can be used for many things that will prevent kids from winding up in trouble with the law. One thing leads to another.”

Ervin knows that within the school district itself, there can be undetected funding sources. “Once the officials saw our successes, we were able to divert Title I and other monies to afterschool programs.”

Again, understanding potential funding streams, knowing the budget, and working

with school budget officials who may not know every way funds can be maximized for afterschool, makes all the difference.

Ervin's willingness to spend nearly unlimited time on the effort has had significant payoffs. He works with fledgling afterschool groups, both individually and as a field trainer for the National Center for Community Education's Training Task Force.

"As a trainer, the first thing I tell people starting a program is that I was once sitting where they are sitting. We are doing some wonderful things now, but we didn't start off there. We evolved to this level. It was not an overnight process.

"It's important to identify the problems and the struggles," he said, citing one of his favorite bits of advice. "Success is measured by the obstacles you overcome, not by the ones you avoid.

"I think what separates a really successful program from a less successful one is passion and commitment to seeing it through. The only way afterschool programs can survive is if they become a vital part of the community, and the only way that will happen is if we do it. We can't wait on others. We have to be the advocates, the voices, for these kids."

Case Study: Collaboration and Connections Build Sustainability

It all comes down to collaboration, according to Kaleidoscope Project Director Lynn Sobolov. And indeed, if there is a reason this Morgantown, West Virginia's, afterschool program is thriving, it is because it is a quality program and its leadership has invited collaboration at every turn.

The West Virginia State House got that message loud and clear in February when members attempted to recognize Sobolov for all of her efforts to build support for Kaleidoscope along with the Monongalia County's Afterschool for All Collaborative which she created. In typical style, Sobolov told lawmakers that the award should be "about all of those who have collaborated in the county" to make these efforts thrive.

Kaleidoscope afterschool and summer programs serve approximately 10 percent of Morgantown's school-age population. The program is a recipient of two 21st Century Community Learning Center grants (21st CCLC), including a \$1.8 million first cohort grant.

Sobolov has successfully received every grant she has pursued. She attributes much of her success to what she learned about collaboration at one of the National Center for Community Education's task force training sessions early in the grant cycle. "I came home and invited all the nonprofits in the area that have anything to do with afterschool to join a collaborative."

"Before we started the collaborative, there was a sense that groups would keep information 'close to the vest' because competitors might find out something and snap up limited resources." Over time that changed.

"We have learned that sustainability has to be built into a program," Sobolov said. "It is more than asking for money...it is making connections, building strong programs, generating trust, becoming visible. It's important to start that from the very beginning. But first things first, she cautions.

"Don't become visible until you have something to sustain. In other words, spend the first year building a solid program. Earn the trust of the school and community. Once you've built a good reputation, be reliable and follow through on commitments. Be a good partner. People will want to work with your organization if you are approachable and easy to work with."

Sobolov did not pursue local funding the first year. Instead, she felt the need to invite the community to see first hand what had been achieved. "We hosted community dinners at which students, parents and counselors talked about what the program means to them. At the dinners we would strategically place people in round table groups so they could have productive discussions about afterschool."

Sobolov also knew that a program that meets the community's needs is more likely to win community support. So she undertook a survey to make sure the collaborative would do just that. "We wanted to find out what people wanted and needed," she said. That input has shaped her program in more ways than one.

The first step was to apply the survey results to a grant application. “I learned about school-university partnerships at one of the first task force training sessions. As a result, I applied for a grant from the Corporation for National Service through the University of Pennsylvania to create a Learning Trails Cooperative.

“They built a series of paths behind South Middle School. A self-paced nature study course was set up at various stations on the paths. The trails are also used as a practice course for the high school cross country team, as a safe passageway for children to walk to school and as an exercise venue for adults in the community because obesity showed up on the survey as a concern.”

Another tactic Sobolov has used in gathering financial support is to collect information on where the parents work. “If we see a major employer, we get in touch with them and show them what we are doing for their employees. They may want to contribute to making life better for their employees.”

Sobolov is a big believer in the adage, “Success breeds success.” Because communication contributes to program success, she advises, “Don’t keep your good news a secret.”

Sobolov keeps the superintendent and school board informed about everything that goes on in Kaleidoscope. She sends them clips and makes certain they understand the importance of afterschool. Periodically she prepares packets of information to distribute to key people in the community. In addition she has cultivated a relationship with a local reporter that has resulted in a number of feature stories about Kaleidoscope activities.

Beyond ensuring that people know about her program, Sobolov understands the value of partnership.

“Get to know active community members and parents by serving on boards and going to public functions. Other people have connections that you don’t have. Let them do the asking for help or money for you.”

Having an extended family of advocates is critically important to informing policymakers about the importance of afterschool.

“Sometimes you need to lobby,” she said. “We went to the state legislature as a collaborative to petition for a statewide Children’s Day. We talked for 10 minutes on the floor of the state house and now the speaker is talking to everybody about the importance of afterschool.”

Much of Kaleidoscope’s sustainability success, she emphasizes, comes from the collaborative and deciding early on not to be reliant upon one funding source.

“In our community, people were just waiting for entrée into the school system when we came along,” she said. “There are so many restrictions and requirements in public schools. In afterschool and summer programs, we have so much freedom and flexibility; we can do so many different things. Our hands are not tied so much.

“In Morgantown, we are fortunate that though we are a small community, we have a lot of resources because of the university. But if you think creatively, there are others whose talents you can tap.”

Tapping talents after all, is what true collaboration is all about and Morgantown exemplifies it. The Afterschool for All Collaborative is hard at work ensuring that Morgantown has a program that is owned by a proud community. At the end of the day, it is this pride and goodwill that will sustain the program.

Diverse Funding Sources for Kaleidoscope
Community Learning Centers (2001/2002)

Morgantown City Council Appropriation: \$2,000

WVU Diversity Award: \$2,000

Greater Morgantown Community Trust: \$1,250 to begin an endowment fund

TANF grant: \$95,000

Monongalia County Board of Education: \$27,000

WEPIC proposal: \$30,000

Monongalia County Excess Levy: \$150,000 annually for five years

Benedum Foundation: \$30,000 with other partners

Workforce Investment Board grant: \$245,000 with other partners

JCPenney Afterschool Ambassador award: \$1,000 to the program of those selected to be National Afterschool Ambassadors

Corporate donation (Mylan Pharmaceuticals): \$10,000

RESOURCES for SUSTAINABILITY

Websites and Online Resources

General Sustainability Resource Sites

Afterschool Alliance: <http://www.afterschoolalliance.org>

National Center for Community Education: www.nccenet.org

The Finance Project: <http://www.financeproject.org>

SustainAbility: <http://www.sustainabilityonline.com>

National Institute of Out-of-School Time: <http://www.niost.org>

National Association for the Education of Young Children: <http://www.naeyc.org>

National Governor's Association Center for Best Practices: <http://www.nga.org/center/>

Forum for Youth Investment: <http://www.forumforyouthinvestment.org>

Collaboration Resource Sites

National Assembly of Health and Human Service Organizations:

<http://www.nassembly.org/nassembly>

Southwest Educational Development Laboratory: <http://sedl.org/pubs/fam95>

North Central Regional Education Lab: <http://www.ncrel.org/after/bellkit.htm>

U.S. Department of Education: <http://www.ed.gov/pubs/PromPract/prom1.html>

After School Learning and Safe Neighborhoods Partnerships:

<http://www.gse.uci.edu/afterschool/ca/webres.html>

Advocacy Resources Sites

Public Education Network: <http://www.publiceducation.org/resources/advocacy.htm>

Fight Crime: Invest in Kids: <http://www.fightcrime.org/>

Children's Defense Fund: <http://www.cdfactioncouncil.org/>

Center for Youth Development and Policy Research:

<http://cyd.aed.org/ydmobilization.html>

Project Vote Smart: <http://www.vote-smart.org/>

Speakout.com: <http://www.speakout.com>

General Grant and Foundation Sites

Afterschool.gov: <http://www.afterschool.gov>

Catalog of Federal Domestic Assistance: <http://www.cfda.gov>

The Federal Register: <http://www.access.gpo.gov/nara>

National Institutes of Health Grant Guide: <http://grants.nih.gov/grants>

Foundation Center: <http://www.fdncenter.org>

NEA Foundation for the Improvement of Education: <http://www.nfie.org/grants.htm>

E-funding Solutions: <http://www.efundingsolutions.com>
 FEDIX Opportunity Alert: <http://content.sciencewise.com/fedix>
 Gifts-In-Kind International: <http://giftsinkind.org>
 Philanthropy News Digest: <http://fdncenter.org/pnd/current>
 Grantsmanship Center: <http://www.tgci.com>
 Nonprofit Times: <http://www.nptimes.com>
 School-Grants: <http://www.schoolgrants.org>
 Funding Watch: <http://www.tdh.state.tx.us/fic/fw.htm>
 Innonet Organization: <http://www.innonet.org>
 Guidestar (NPO database and resources): <http://www.guidestar.com>

Government Agency Sites

National Institutes of Health: <http://www.nih.gov>
 National Institute on Alcohol Abuse and Alcoholism: <http://www.niaaa.nih.gov>
 National Institute on Drug Abuse: <http://www.nida.nih.gov>
 National Institute of Mental Health: <http://www.nimh.nih.gov>
 Substance Abuse & Mental Health Services Administration: <http://www.samhsa.gov>
 Department of Education: <http://www.ed.gov>
 Department of Justice: <http://www.usdoj.gov/index.html>
 Department of Education Grants Information:
<http://www.ed.gov/offices/OCFO/gcsindex.html>
 Department of Housing and Urban Development: <http://www.hud.gov>
 HUD Grants: <http://www.hud.gov/grants/index.cfm>
 HUD Community Planning and Development (CPD): <http://www.comcon.org>
 Department of Health and Human Services: <http://www.dhhs.gov>
 National Science Foundation: <http://www.nsf.gov/bfa/cpo/gpg/start.htm>
 National Endowment for the Arts: <http://www.arts.gov/guide>
 National Endowment for the Humanities: <http://www.ed.gov/pubs/AchGoal1/neh.html>

Grantwriting and Proposal Development Resources

Foundation Center's Proposal Writing Short Course: <http://www.fdncenter.org>
 School Grants Sample Proposals: http://www.schoolgrants.org/proposal_samples.htm
 Grant Proposal.com: <http://www.grantproposal.com/inquiry.html>
 American Association of Grant Professionals: <http://www.grantprofessionals.org>
 Chronicle of Philanthropy: <http://www.philanthropy.com>

Information Sources

Search the Census Bureau: <http://www.census.gov/main/www/srchttool.html>

County Population Estimates: <http://eire.census.gov/poptest/data/counties.php>

E-Mail List Serves

RFP Bulletin: <http://fdncenter.org/pnd/rfp>

Bring-Home-The-Bacon: http://www.schoolgrants.org/bacon_list.htm

Planned Giving Design Center: <http://www.pgdc.net/broc>

NSACA: <http://nsaca.org/links.htm>

Connect For Kids: <http://www.handsnet.org>

Science Wise Alert: <http://content.sciencewise.com/fedix>

-Much of the above information was provided courtesy of Harris County Department of Education in Texas' CASE Newsletter, June 2001

Funding Publications

Publications by The Finance Project for more information visit www.financeproject.org or call (202) 628-4200:

Title I Supplemental Education Services and Afterschool Programs: "Opportunities and Challenges" by Margaret Flynn (August 2002)

Using Title I to Support Out-of-School Time and Community School Initiatives by Sharon Deich, Victoria Wegener and Elisabeth Wright (January 2002) This strategy brief presents an overview of the Title I program, emphasizing its use for extended learning through out-of-school time and community school initiatives. It highlights three strategies that community leaders, program developers and school officials can employ to access these funds to support out-of-school time and community school initiatives.

Financing Transportation Services to Support Out-of-School Time and Community School Initiatives by Barbara Hanson Langford and Michele Gilbert (November 2001) This strategy brief is intended to give policy makers, community leaders and program developers a better understanding of the funding sources and financing strategies that can be used to support transportation services for out-of-school time and community school initiatives. It presents general principles for financing transportation services and provides an overview of relevant funding sources.

Using CCDF to Finance Out-of-School Time and Community School Initiatives by Sharon Deich with Erika Bryant and Elisabeth Wright (August 2001) This strategy brief highlights several strategies for using CCDF funds and discusses considerations for each strategy. It provides examples of innovative approaches that policy makers, community leaders, and program developers can employ to support out-of-school time and community school initiatives.

State Legislative Investments in School-Age Children and Youth by Barbara Hanson Langford (June 2001) This paper highlights trends in state investments in school-age children and youth. Part I of this paper examines the landscape of state legislative action regarding supports and services for school-age children and youth.

Part II provides a state-by-state catalogue of statutes that provide support for school-age children and youth.

A Guide to Public-Private Partnerships for Out-of-School Time and Community School Initiatives by Sharon Deich (January 2001) This guide is designed to provide policy makers, program leaders, system-building advocates, and others with practical information on creating and maintaining public-private partnerships. It draws from the experiences and wisdom of successful partnership leaders at the national, state, and local levels to provide resources for existing and future partnerships.

Adapting to Changing Conditions: Accessing Tobacco Settlement Revenues for Out-of-School Time and Community School Initiatives by Carol Cohen and Victoria Wegener (December 2000) This strategy brief highlights policy decisions that each state must make to manage and allocate tobacco settlement funds, describes strategies for accessing these funds for out-of-school time and community school programs and services, and highlights examples of how states are allocating tobacco settlement dollars to support school-age children and youth.

Maximizing Medicaid Funding to Support Health and Mental Health Services for School-Age Children and Youth by Andrew Bundy with Victoria Wegener (October 2000) This strategy brief presents background information and general considerations when accessing Medicaid funding. The brief describes four strategies for maximizing Medicaid funding, highlights examples of the strategies in practice, and discusses considerations for implementing each strategy.

Strengthening Partnerships: Community School Assessment Checklist by Barbara Hanson Langford (September 2000) Designed in partnership with the Coalition for Community Schools, this tool contains a series of checklists to assist school and community leaders in creating and/or strengthening community school partnerships.

Cost Worksheet for Out-of-School Time and Community School Initiatives by Martin J. Blank and Barbara Hanson Langford (September 2000) This worksheet is intended to help site leaders identify the range of costs that out-of-school time and community school initiatives incur, and develop cost estimates for continuing and/or expanding their work.

Financing Facility Improvements for Out-of-School Time and Community School Programs by Margaret Flynn and Amy Kershaw (August 2000) This strategy brief provides policy makers, community leaders and program developers with general principles and strategies to finance both large and small facility improvement projects and presents examples from innovative programs that have successfully implemented these strategies.

Financing After-School Programs by Robert Halpern, Carol Cohen, and Sharon Deich (May 2000) This paper provides an overview of afterschool programs, the costs associated with building and maintaining afterschool programs, and the variety of funding sources that are available to support both direct services and infrastructure for afterschool programs.

Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives by Nancy D. Reder (April 2000) This guide to federal funding sources is designed to help policy makers, program leaders, system-building advocates and others take advantage of federal funding options. It identifies and

summarizes over 120 federal programs that have the potential to support out-of-school time and community school initiatives, provides information on the structure and amount of federal funding available from these sources, and presents strategies for maximizing federal revenues and using these revenues to create more flexible funding.

Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives by Barbara Hanson Langford (February 2000) This brief provides an overview of the major sources of federal food and nutrition funds that can support out-of-school time and community school programs and highlights a number of strategies that community leaders and program developers can employ to maximize the use of federal food and nutrition funds in their communities.

Using TANF to Finance Out-of-School Time and Community School Initiatives by Margaret Flynn (October 1999) This strategy brief examines ways to utilize TANF funds for out-of-school time programs and services and highlights examples of innovative approaches to using TANF funds.

Creating Dedicated Local Revenue Sources for Out-of-School Time Initiatives by Barbara Hanson Langford (September 1999) This strategy brief suggests general principles to guide the selection of strategies to create dedicated revenue sources for out-of-school time initiatives. It highlights six strategies to create dedicated revenue sources for out-of-school time programs and services that policy makers can implement at the state, city, and county levels and discusses considerations for the use of each strategy.

Publications by the Center for Law and Social Policy for more information visit www.clasp.org or call (202) 906-8000:

Beyond Welfare: New Opportunities to Use TANF to Help Low-Income Working Families by Mark H. Greenberg (July 1999).

Tapping TANF: When and How Welfare Funds Can Support Reproductive Health or Teen Parent Initiatives by Marie Cohen (April 1999).

Tapping TANF for Youth: When and How TANF Funds Can Support Youth Development, Education and Employment Initiatives by Marie Cohen (Forthcoming).

The Final TANF Regulations: A Preliminary Analysis by Mark H. Greenberg and Steve Savner (April 1999).

Other Publications:

Building a Full-Service School: A Step by Step Guide by Carol Calfee, Frank Wittwer and Mimi Meredith. San Francisco, C.A.: Jossey-Bass Publishers (1998).

Funding Sources for Community Education and Schools by Susan Burk. Fairfax, Va.: National Community Education Association (1999).

Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families Through the TANF Program. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance (1999).

Reinvesting Welfare Savings: Aiding Needy Families and Strengthening State Welfare Reform. Center on Budget and Policy Priorities (March 1999).

School-Age Care: Federal Funding Opportunities by Helen Blank and Kim Wade. Washington, D.C.: Children's Defense Fund (March 1999).

Temporary Assistance for Needy Families (TANF) Program: Second Annual Report to Congress. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation (August 1999).

Welfare Balances in the States: Unspent TANF Funds in the Middle of the Federal Fiscal Year 1999 by Ed Lazere and Lana Kim. Washington, D.C.: Center on Budget and Policy Priorities (July 1999).

Produced by:
The National Center for Community Education
in collaboration with the Afterschool Alliance with
generous support from the Charles Stewart Mott Foundation.