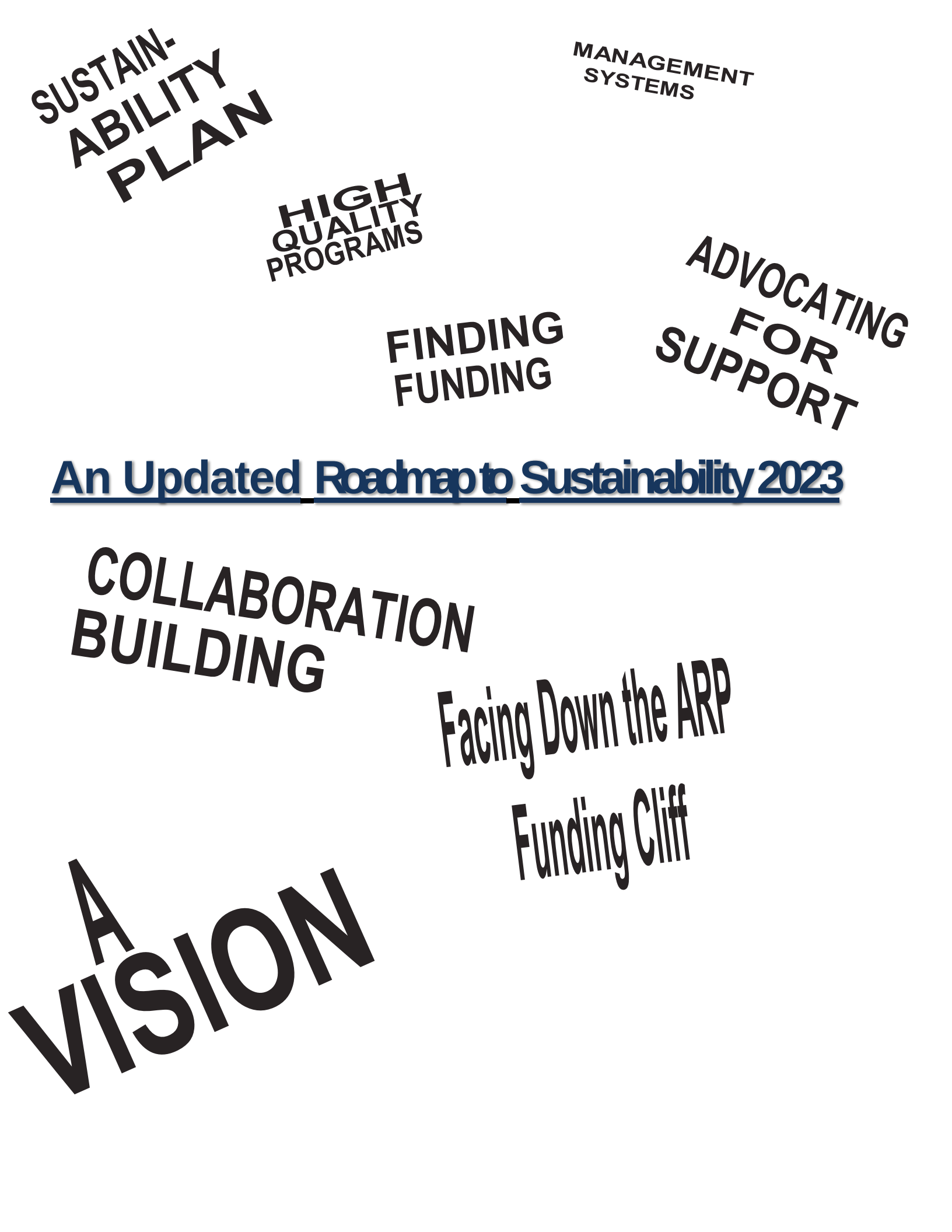

SUSTAIN-
ABILITY
PLAN
MANAGEMENT
SYSTEMS
HIGH
QUALITY
PROGRAMS
ADVOCATING
FOR
SUPPORT
FINDING
FUNDING
An Updated Roadmap to Sustainability 2023
COLLABORATION
BUILDING
Facing Down the ARP
Funding Cliff
A
VISION

Sustainability Workbook

Table of Contents

Preface and 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 Study 36

Funding and Sustainability Resources 37

Preface

In the early 2000's, the National Center for Community Education in collaboration with the Afterschool Alliance and with generous support from the Charles Stewart Mott Foundation, developed and publish the original Sustainability Workbook that this updated guide is based upon. Twenty years ago the 21st Century Community Learning Centers (21st CCLC) initiative was still in in its infancy, and a central issue was how federally funded 21st CCLC programs were going to sustain themselves after the 3 to 5 year grants ended. While that is still a challenge for many 21st CCLC, presently a new challenge is the funding cliff coming in fall 2024 when $122 billion in Elementary and Secondary School Emergency Relief (ESSER) funds must be expended. The COVID-19 pandemic was not envisioned 20 years ago, however much of the content created for the original version of this guide is still very relevant today and with some key updates this new revised version can be a roadmap to helping community-based, school and other local afterschool and summer learning programs develop a plan to sustain their programs after ESSER and other pandemic relief funds have been exhausted.

Overview:

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.

Keys to their sustainability
(1) collaborative partnerships
(2) diverse portfolio of funding sources
(3) high- quality programs and proven results
(4) support from school administration & other key champions
(6) community engagement
(7) previous experience with afterschool and/or summer learning programs

In the case of fully developed afterschool and summer learning 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 out-of-school-time program has an array of community supporters and partners who are critical to assessing students' needs and discovering community resources. 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 and summer learning programs have proven that they keep young people safe and engaged, inspire the to learn, and give working parents peace of mind. Therefore your program is a community asset that needs to be sustained.

This workbook will focus upon three fundamental elements:

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.

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.

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.

"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

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 out-of-school-time 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 might leverage American Rescue Plan (ARP) ESSER III funds, the parks and recreation department could tap into ARP Local Fiscal Recovery 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

WASHINGTON, D.C. - During the heart of the pandemic in Washington, D.C., the Fishing School, an afterschool program funded as a 21st Century Community Learning Center, recognized the need for supporting their program participants across the school day in addition to the traditional afterschool hours of 3 to 6 PM. Because the program was already working closely with the principals of the four Title I schools which it served, it was able to work with the schools to identify which students were struggling to connect with online learning and provide additional individual and small group tutoring combined with their regular engaging programming. Collaboration and pandemic-related flexibility in the 21st CCLC law allowed the program to expand outreach of comprehensive academic and enrichment services to more students at additional Title I schools in their district as well.

Collaboration was also on display not far away in Prince George's County, Maryland where a non-profit arts provider, Joe's Movement Emporium, stepped up during the pandemic to support the children of essential workers with programming during the virtual school day and over the summer. The program also integrated movement into school's online learning programs and found increased levels of engagement as a result. As the school system reopened, the community-based organization communicating with school-day teachers on how to continue to provide students with movement-based learning, aiming to establish a continued partnership between the school and partners that bring additional enrichment and engagement for students, as well as new types of professional development for school day staff.

NOTES

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

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.

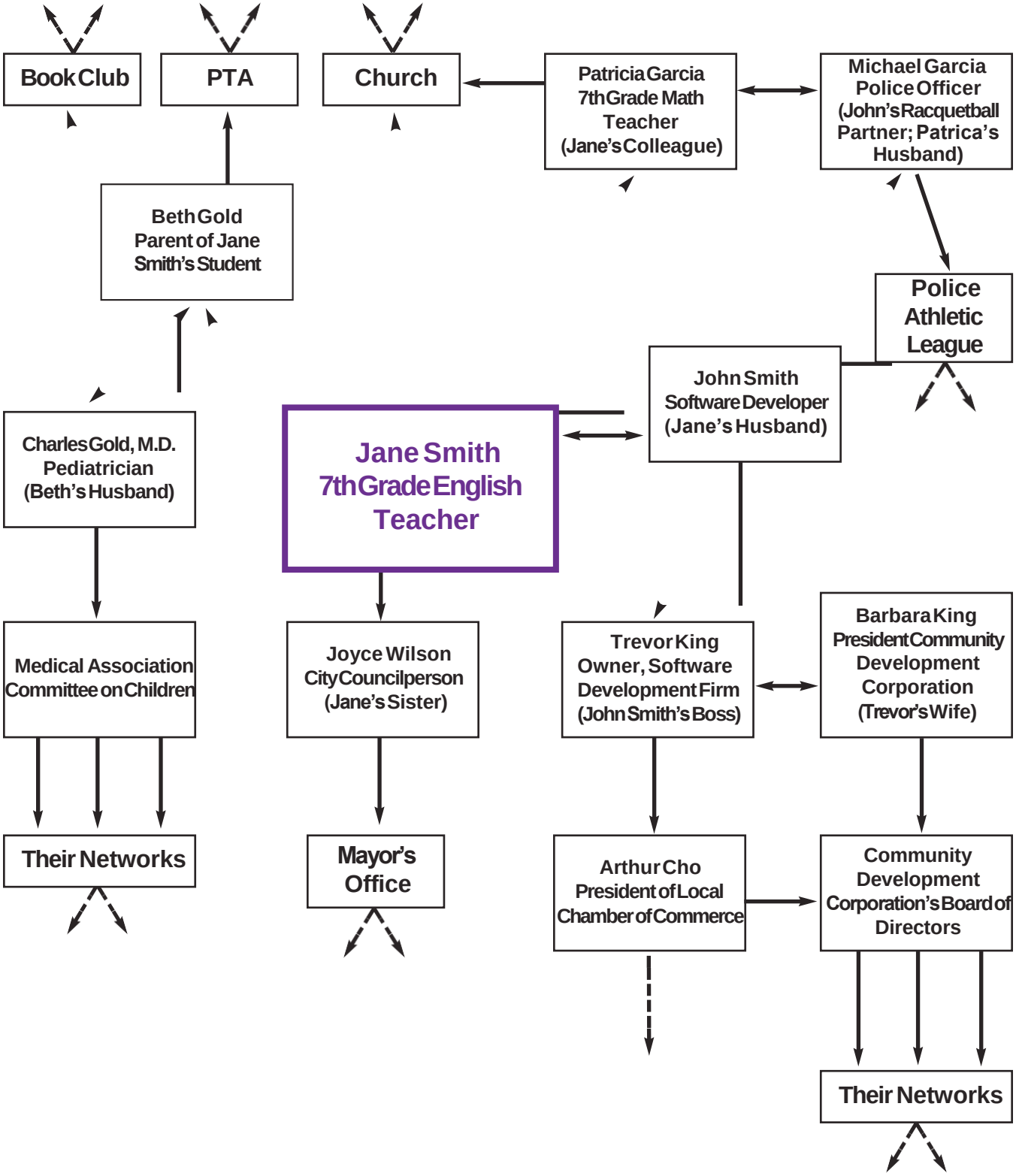
Celebrating success can add joy to your work and openly acknowledges the tireless efforts of your stakeholders. Sometimes we get so caught up in the day-to-day work that we forget to take time to pat ourselves and fellow workers on the back. Generating media attention to these celebrations can be fun and a great tool for getting the community to recognize the work. Annual events such as Lights on Afterschool, National Summer Learning Week, 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.

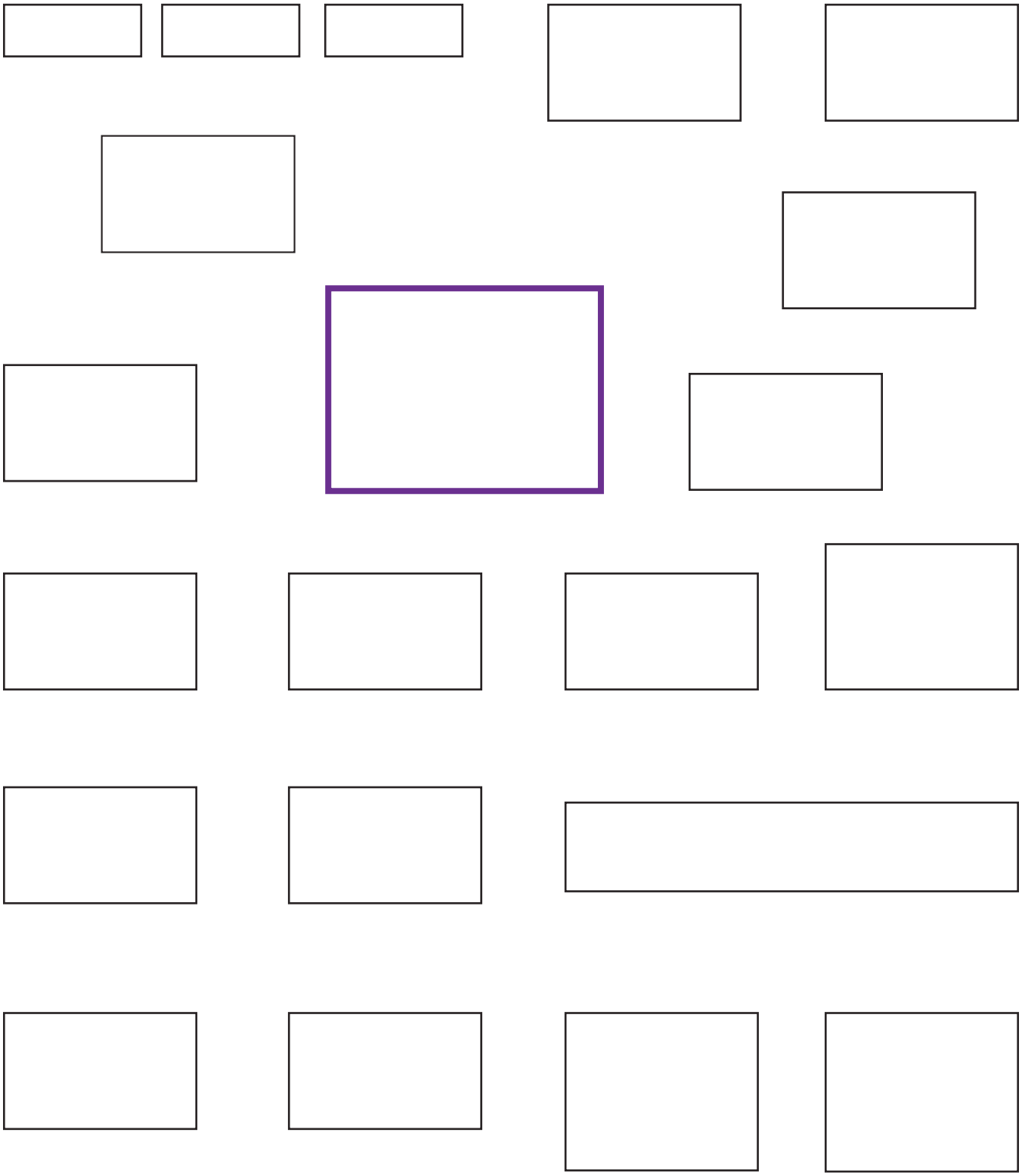
What to do next?

The 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 (ie. 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, school board, mayor, governor, 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 funding including ESSER 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 and summer learning programs. 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 young people safe and engaged, give working parents peace of mind and inspire students to learn and grow. In essence, afterschool efforts support the "whole" child, including promoting academic success, building relationships with caring adults and promoting mental well-being.

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, support for afterschool programs among voters in the United States is deep, broad, and enduring. More than eight in ten voters (81%) say these programs are "an absolute necessity" for their communities, and the same number want newly elected leaders at the local, state, and federal levels to provide more funding for them. That is according to an online survey of 1,400 registered voters, conducted by Lake Research Partners for the Afterschool Alliance in November of 2022. It also finds that more than three in four voters (78%) agree that expanding access to afterschool and summer programs is an important priority. Support for afterschool is strong across all demographic groups, all regions, and all political party affiliations.

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.

NOTES

How to Deliver Your Message

There are many ways to be an advocate for afterschool and summer learning. 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

speak at school board meeting or city/county council meeting
sign a petition
send a postcard
send an email or handwritten letter
make a phone call
attend a public hearing or town hall meeting
speak out at a public hearing or town hall meeting
write a letter to the editor
author a blog on a community new website
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 for a visit and to learn more
attend a, afterschool lobby day at the state or federal level
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 "Take Action" tab at www.afterschoolalliance.org 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. Lots of tools and resources to reach policymakers can be found at 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.

NOTES

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 Site Visit Toolkit on the www.afterschoolalliance.org website to help plan, invite and conduct a meeting with decision makers and elected officials.

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:

"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."

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 National Summer Learning Week in July, or any other event that helps draw attention to afterschool and summer learning. 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

What to do next? Use the worksheet, "Advocating for Support" on the following page, to identify how you can strengthen your program's advocacy efforts.

Advocating for Support

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 the impending fiscal cliff due to pandemic relief funds sunsetting, 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

About 100 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 meal or 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: Full Service Community Schools, Education, Innovation, Research grants
- Justice: Youth Mentoring Program
- AmeriCorps: state grants

Federal Funding from State and Local Agencies

- Education: Title I, 21stCCLC, Title IV-A
- Juvenile Justice – Juvenile Justice and Delinquency Prevention state funds
- Health and Human Services – CCDF, TANF
- Agriculture – USDA Afterschool Meal and Summer Food

State

- State Education Agency
- State Department of Health and Human Services

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
- Volunteer Center

In-Kind Contributions

- Staff Time from a Community Organization
- Evaluations Conducted by Universities
- Fundraising Consultation by a Business

[1]For more information on federal funding sources, see Finding Funding on the Afterschool Alliance website – this includes a funding database, links to other funding guides and more.

NOTES

- *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, and other community partners, can apply directly to the federal Department of Education which administers the Full Service Community Schools grant program that can help fund a community school coordinator and collaboration around the school setting. 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 to increasing job skills to providing college readiness activities.

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

Palm Springs Unified School District (PSUSD) in California has adopted forward-thinking efforts to determine how funding is obtained and distributed within the district. With The Foundation, a 501(c)3, the District sees the nonprofit as providing a sustainable stream of private-sector funds to schools within six Coachella Valley cities— Palm Springs, Cathedral City, Desert Hot Springs, Sky Valley, Thousand Palms, and Rancho Mirage. The Foundation helps close financial gaps in public and state funding, which has become an ever-growing challenge. Meanwhile, the District's S.T.E.A.M. program, which revolves around science, technology, engineering, art, and mathematics, is generating buzz for the ways it sets students up for future success. With The Foundation filling in financial gaps, students are given new opportunities to expand their minds. And that's where S.T.E.A.M comes in with Drone Camps. The recently introduced after-school drone program and curriculum is being piloted to middle schools. It's one new way the District hopes to engage and educate students. Recently, The Foundation received a grant from the Inland Empire Community Foundation (IECF) through the Sheffer/Scheffler Fund. The resources will assist in a successful run of Drone Camps, which was piloted over summer to great success. Moving forward, Goodman notes that one drone camp is slated for educators, who will learn about the drones, while four other camps will include students. The schedule thus far: students will embrace the "art of drones" during the morning, in addition to academic footwork to pass either a student pilot license or drone license.

This article originally appeared in the Desert Sun, September 2022.

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 and summer learning programs that serve primarily Title I students and offer programming that advances student enrichment and 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 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 or child care 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 and/or exemption for school-age, school-based programs.

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 six states currently use these funds to support afterschool grant programs.
- Eligible applicants vary by state-specific plans for using the funds.

Title I and Title IV Part A (of the Elementary and Secondary Education Act /ESSA)

- Funds to provide support services for disadvantaged students.

NOTES

- 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. About 18 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, some states use unclaimed lottery prize winnings or tax revenue from legalized cannabis to fund afterschool or summer learning programs. The state agency that administers afterschool initiatives also varies. Many states administer afterschool programs through their department of education, but others rely on their juvenile justice department 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:

- Find you state on the Afterschool Alliance map of state resources
- Check out the State Funding and Policy page on the Afterschool Alliance website.
- Contact your statewide afterschool network
- 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. Next are some of the local sources and the people in your community you should contact to pursue funding:

Funding Sources	*Who to Contact in Your Community*
School district or county office of education	School Principal, Superintendent, School Board Members
County or city general funds including ARP Local Fiscal Recovery Funds (expire fall 2026)	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. 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:

- https://youth.gov/
- https://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

NOTES

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?:

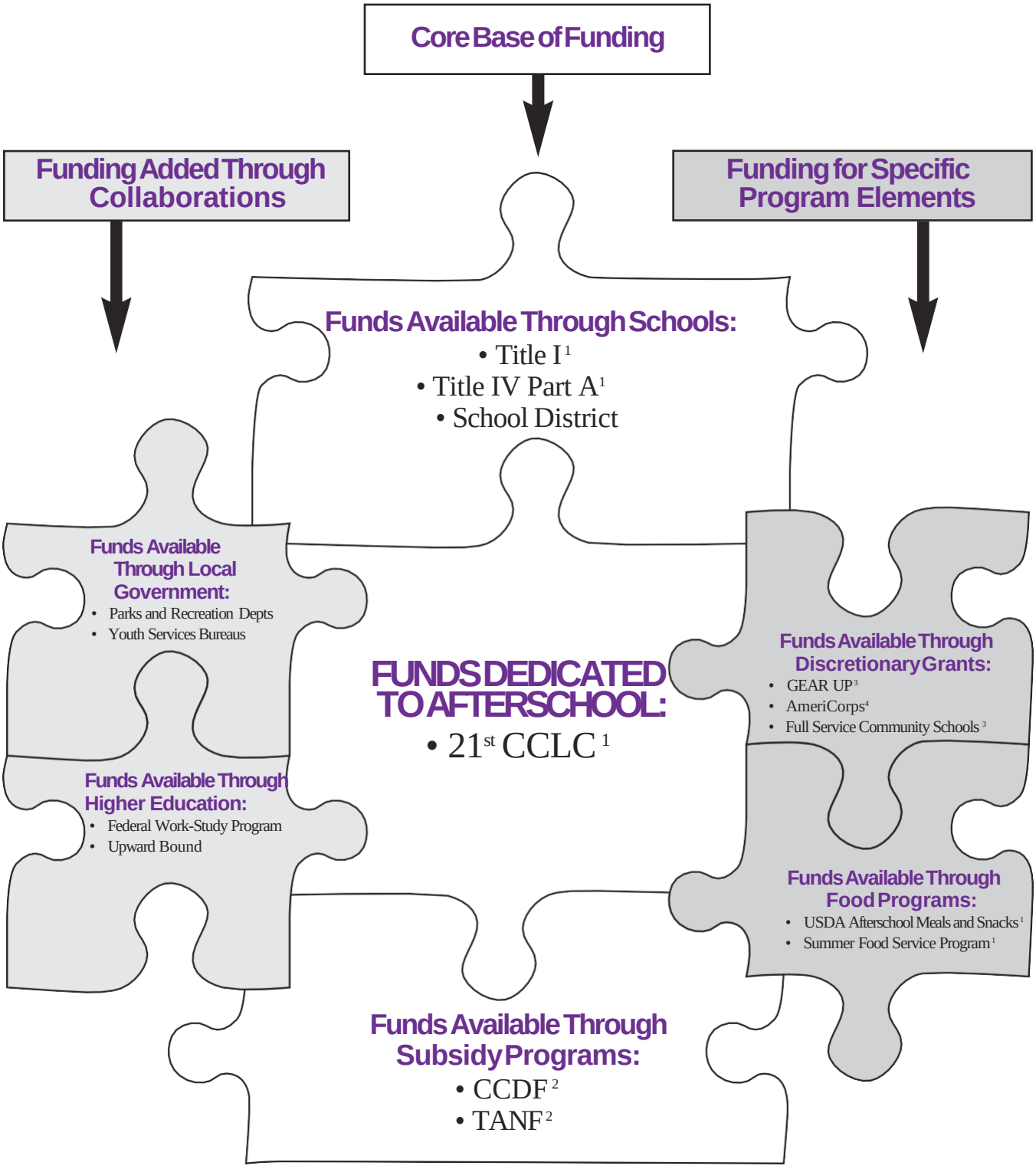
Use the worksheet following the diagram on the next page to identify how you can strengthen your program's efforts to find new funding sources.

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

Starting to Piece Together Funding



Other Pieces that Can Be Added:

- Juvenile Justice Grants
- 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

Finding Funding Worksheet

One of the steps to finding funding to sustain your afterschool program is to identify and pursue a diverse blend of funding sources. Use this worksheet to brainstorm the various sources of funding that you use or could use to sustain your program.

Federal	State	Local	Private	In-Kind

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. For more info visit the "Program Toolkit" 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.

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: BUILDINGCOLLABORATION	
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

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

NOTES

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.

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 objectives should be developed to cover a period of 5 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.

Template for a Formal Sustainability Plan

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

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. Today more than 10,000 21st Century Community Learning Centers are funded each year through an annual federal appropriation of more than $1.3 billion serving more than 1.5 million students nationally. Lessons learned from efforts to sustain 21st CCLC programs 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.

NOTES

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: ourBRIDGE for KIDS

Located in Charlotte, North Carolina, ourBRIDGE for KIDS (ourBRIDGE) is an afterschool program that works with immigrant and refugee students new to the United States. The program—whose three core pillars are academic support, trauma-informed care, and cultural pride—serves approximately 150 K-8 students daily who represent 22 different cultures, 100 percent of whom qualify for federal free or reduced price lunch, and more than 80 percent are English language learners.

In response to the COVID-19 pandemic and North Carolina's stay-at-home orders in early 2020, ourBRIDGE jumped into action. Before the pandemic, parent engagement was a priority for the program and ourBRIDGE regularly checked in with their students and families, asking them what their concerns were, what their needs were, and how ourBRIDGE could help; they worked to involve families in every part of their programming, building trust and mutual respect. During the pandemic, ourBRIDGE took the same approach, reaching out to their families to see what they needed and figuring out how they could best help.

One example of ourBRIDGE's responsiveness to their families 'needs was the program identifying that many of their families did not have a way to get to school sites that were serving grab-and-go meals. As a result, the program reached out the Charlotte-Mecklenburg school district and was able to become a mobile feeding site. On the first day, ourBRIDGE picked up and delivered 80 meals to families. Eventually, the program picked up and delivered 1,500 breakfast, lunch, and dinner meals daily that they received from local restaurants, many of which are immigrant owned. In total, the program distributed more than 47,000 meals to immigrant and refugee families in Charlotte's east side neighborhoods.

ourBRIDGE also continued to serve as a liaison between schools and families, checking in with students who teachers have noticed were missing online sessions and translating materials for parents from the schools. ourBRIDGE not only translates materials in Spanish, but provides translated materials in Arabic, Amharic, Burmese, Hindi, Farsi, French, Nepali, and Swahili to make sure that all families have access to information and resources available to them.

In addition to support with food security and education, ourBRIDGE remains an advocate for their families, jumping in to help where needed. Over the course of the pandemic, ourBRIDGE has assisted a family member to navigate the unemployment benefit system, informed their families of their rights as tenants and the current freeze on evictions in North Carolina, and regularly translated and disseminated COVID-19 related information for families. A cultural sensitive lens is applied to all aspects of the program's work. For example, during its meal distribution, ourBRIDGE made a conscientious effort to serve iftars—traditional meals served during Ramadan. ourBRIDGE also has prioritized hiring a staff that is reflective of the community it serves, recruiting a diverse board and staff from the community.

The program has been able to leverage a 21st Century Community Learning Center grant as well as funding from several private as well corporate foundations, in addition to individual donations. The diverse blend of public and philanthropic funding has allowed the organization to grown and sustain itself through the pandemic. Founder and executive director of ourBRIDGE, Sil Ganzo, shares: "It has been refreshing and reassuring to see the support that we have received from the community. Charlotte has shown up for us and it's a bright spot in this challenging time to see how welcoming, generous, and kind the community has been." To learn more about ourBRIDGE, visit https://www.joinourbridge.org/

Funding and Sustainability Resources

Covid Relief Funds:

American Rescue Plan – ESSER III Funds

- ***State Level*** –Of the $122 billion funding stream, states have a 1% set aside for comprehensive afterschool and a 1% set aside for summer enrichment
    - Example: Afterschool: https://igniteafterschool.org/believe-and-build-afterschool-grants ; https://sde.ok.gov/newsblog/2022-02-15/hofmeister-announces-18-million-awarded-schools-community-partners-extended
    - Example: Summer: https://vermontafterschool.org/summergrant/
- ***District Level*** – 90% of the $122 billion funding stream goes to the districts. Districts must contribute 20% to learning loss recovery and acceleration efforts, which in the law and guidance includes "afterschool and summer". See funding levels by state and district.
    - Example: Jackson, MS: https://youthtoday.org/2022/02/a-struggling-mississippi-school-district-leans-on-afterschool-programming/

American Rescue Plan – Additional Funds

- ***Child Care Development Block Grant Stabilization Grants and Supplementary Funds (CCDBG/CCDF)–*** Can support students at least up to age 13, in some cases older. See ARP funds by state. Reach out to State Child Care Agency
    - Example: IL program for license exempt child care centers and out-of-school time providers ***https://www.ilgateways.com/financial-opportunities/restoration-grants***
- **State and Local Fiscal Relief Funds (SLFRF)–** Cities and Counties have funds for a variety of flexible uses including afterschool and summer. See funding allocation with Children's Funding Project.
    - Local County Example: https://gallatincomt.virtualtownhall.net/home/news/gallatin-county-provides-grant-greater-gallatin-united-way-afterschool-program
    - State Examples: NCSL Tracker

Other relief funds: GEER I and II (governors funds), ESSER I, ESSER II

Other Federal Funding (ongoing):

ESEA K-12 Funding

- ***Title I*** – Afterschool and Summer programs, support for teachers afterschool, transportation
    - Example: https://www.kearsarge.org/district/federal-programs/pages/title-i-school-district-title-i-plan
- ***Title II*** – Teacher training in afterschool and summer programs; joint trainings across formal and informal educators; recruiting afterschool staff to help diversify the workforce
- ***Title III*** – Programs to support English language learners
    - Example: https://www.ascd.org/el/articles/after-school-programs-give-english-learners-a-boost

- ***Title IV A*** – Student Support and Academic Enrichment – Afterschool STEM, Community School Coordinators, etc - more on afterschool funded through Title IV Part A
- ***Title IV B – 21st Century Community Learning Center (apply to state for grants)***
    - Example: http://www.afterschoolalliance.org/documents/issue_briefs/Credit-for-Learning-Spotlight-YouthForce.pdf
- ***CTE:*** - partnerships with community based youth serving providers explicitly mentioned in 2018 CTE legislation
    - Example https://dunnpal.org/wp-content/uploads/2020/09/Dunn-PAL-CTE-factsheet-2020.pdf

Child Care Development Block Grant

- Annual funding for low-income families in the workforce to access child care through subsidy or contracts, connect with state agency.
    - Example: State Grant Program (IN): https://www.in.gov/fssa/carefinder/provider-resources/grant-opportunities/oecosl-request-for-funding-20-001-state-school-age-child-care-project-fund-state-fiscal-year-2021/
    - Example: State Funded Program (MO): https://upstl.org/

Workforce Innovation and Opportunity Act (WIOA) – Can support paid experiences for older students

https://www.dol.gov/agencies/eta/wioa

Temporary Assistance for Needy Families (TANF), Department of Health and Human Services

http://www.acf.hhs.gov/programs/ofa/programs/tanf

- Examples: **https://files.eric.ed.gov/fulltext/ED499573.pdf**

Child Nutrition Programs, USDA

http://www.fns.usda.gov/school-meals/child-nutrition-programs

- Child and Adult Care Food Program (Afterschool Meals)
- Summer Food Service Program (Summer Meals)

AmeriCorps, VISTA, Corporation for National and Community Service
http://www.nationalservice.gov/programs/americorps/americorps-vista

Higher Education Act (HEA): Funds federal work study students to work in programs, also TRIO programs beginning at middle school and CCAMPIS to support college students with child care (See blog)

Other: Juvenile Justice, Mentoring, Mental Health, STEM/Science

State Level Opportunities:

- State Funding:
  - Examples: http://www.afterschoolalliance.org/policyActionDevStatePol.cfm
- Governor's Initiatives
  - Examples: https://www.nga.org/projects/improving-student-family-and-school-staff-well-being/

Local Funding Opportunities:

- Mayor's Initiatives
  - Example- Nashville, TN: https://nplf.org/what-we-do/nashville-after-zone-alliance/
- Community Services Block Grant
  - Example: Fairfax, VA: https://www.fairfaxcounty.gov/familyservices/sites/familyservices/files/assets/boardsauthoritiescommissions/community-action-advisory-board/2021/2021-09-07-caab-csbg-fy-21-4th-q-narratives.pdf
- Local Children's Funds
  - Example: Oakland, CA - https://www.ofcy.org/

Also – Businesses, civic clubs, volunteers, older students, retirees, philanthropy

In-Kind Contributions:

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

UPDATED March 2023 by the Afterschool Alliance

Originally Produced in 2002 by:
The National Center for Community Education
in collaboration with the Afterschool Alliance with
generous support from the Charles Stewart Mott Foundation.